



TEACHING GUIDE:

Professional Internships

MULTIMEDIA AND DIGITAL ARTS DEGREE

Universidad Católica de Valencia

4th Year

2025/2026 academic year



TEACHING GUIDE PROFESSIONAL PRACTICES

		ECTS
SUBJECT: Internships		12
Subject: Practicum		12
Module: Professional Internships		12
Type of Training 1: Mandatory	COURSE: 4 Semester: 2nd	
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1 Basic training (common subject), Mandatory, Optional, Internships, Final Degree Project.



MODULE ORGANIZATION

Practicum				ECTS 12
Duration and temporal location within the curriculum: Nowadays, no one doubts the usefulness of internships in a company to expose students to the world of business management, due to the convenience of the student complementing the training received in university classrooms with work experience in a company. That's why San Vicente Mártir Catholic University has developed a Company Internship program that allows students to spend time in companies for a total of 12 academic credits. According to the curriculum of the Degree in MAD, the subject of external internships consists of 12 credits and is taught, on a compulsory basis, in the second semester of fourth year, which may, if required by the company, start earlier.				
Subjects and Courses				
Subject	ECTS	SUBJECT	ECTS	Course/ semester
Practicum	12	Practices	12	4/2
TEACHING GUIDE SUBJECT: Practices				
Prerequisites: None established				
GENERAL OBJECTIVES				
Become familiar with the use of design and communication tools used in the workplace. Enhance the student's proactive attitude. Have the ability to understand different situations and interpret the reactions of others. Learn to ask constructive questions. Acquire the ability to structure a communication project clearly and following logical sequences. To make students aware of the importance of being responsible and committed to their work.				



Teaching Guide Professional Practices



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BASIC SKILLS	Weighing the competition			
	1	2	3	4
CB. 1 That students have demonstrated that they possess and understand knowledge in a area of study that builds on the foundation of general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.				X
CB.2 That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of expertise study.			X	
CB. 3. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant topics of a social, scientific or ethical nature.				X
CB. 4. That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences				X
CB 5. That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.			X	

GENERAL COMPETENCES	Weighing the competition			
	1	2	3	4
CG. 1. Capacity for analysis and synthesis			X	
CG. 2. Organization and planning capacity				X
CG.3. Oral and written communication in one's own language				X
CG.6. Information management skills. Know how to effectively obtain information from books, specialized magazines, and other documentation.				X
CG.7. Problem solving				X
CG.8. Ability to adequately present a curriculum vitae, a sample of one's own work, such as a portfolio, and a professional presentation.				X



Teaching Guide Practices

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CG.9. Decision-making			X	
CG.10. Teamwork				X
CG.13. Interpersonal relationship skills				X
CG.14. Critical reasoning				X
CG.15. Ethical commitment				X
CG.16. Ability to assume responsibilities				X
CG.21. Leadership. Analysis and team management			X	
CG.22. Ability to collaborate with other professions, especially with professionals from other fields. Identify the appropriate professionals to adequately develop creative work. CG.24. Initiative and entrepreneurial spirit.				X
				X
CG.25. Motivation for quality				X
CG.26. Capacity for self-employment and job creation				X
CG.27. Sensitivity to environmental issues			X	
CG.29. Expression of social commitment			X	
CG.30. Show sensitivity to the problems of humanity			X	
CG.31. Show sensitivity to personal, environmental and institutional injustices			X	

SPECIFIC COMPETENCES

	1	2	3	4
CE.7. Ability to detect new areas of the information society in which multimedia technologies can be useful				X
CE. 12. Sensitivity to assess the importance of design in the formulation of messages and the impact of their transmission in different communicative environments.			X	
CE. 15. Knowledge of the legislative framework in Spain and Europe, particularly regarding the audiovisual field and the protection of intellectual and industrial property.			X	
CE 16. Understand and convey the importance of communication strategy as a critical element in the processes of value creation and making said value available to society by companies and organizations in general.		X		
CE 17. Understanding the characteristics of the digital production sector and its operation and the trends that mark its current and future evolution.				X
CE. 18. Know, value and understand the ethical obligations of the multimedia creation professional and the implications of complying with them in the professional performance.				X
CE. 19. Comprehensive understanding of artistic and multimedia practices and the importance of their relationship with their socioeconomic and cultural context.				X



Teaching Guide Professional Practices



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LEARNING OUTCOMES 2	COMPETENCES
R1. Development of critical and self-critical capacity.	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19
R2. Experience in the design and implementation phases of an audiovisual creation project.	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19
R3. Knowledge of the usual forms of management in companies of the sector	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19
R4. Teamwork skills, integration into a project, reasoned expression of one's own opinion, understanding of problems and given solutions.	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19
R5. Management of personal work information and documentation.	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19
R.6. Written and oral presentation of the design, development and results of a multimedia project in a professional environment.	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19
R.7. Autonomy, responsibility and ethical behavior in the development of professional work.	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19
R.8. Acquisition and application of quality guidelines at work.	CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19

2. List the learning outcomes consecutively following the proposed nomenclature.

Important note: Competencies are expressed in a generic sense, so it is necessary to include learning outcomes in the teaching guide. These outcomes constitute a specification of one or more competencies, making explicit the degree of mastery or performance the student must acquire and containing the criteria by which they will be assessed. Learning outcomes demonstrate what the student will be able to demonstrate upon completion of the subject or course and also reflect the degree of acquisition of the competency or set of competencies.



R.9. Guidelines for applying previously acquired knowledge to practical cases.		CB: 1,2,3,4,5 CG: 1,2,3,6,7, 8, 9, 10, 13, 14, 15 16, 21, 22, 24, 25, 26, 27, 29, 30, 31 CE: 7,12, 15, 16,17, 18, 19	
FACE-TO-FACE TRAINING ACTIVITIES			
ACTIVITY	Methodology of Teaching-Learning	Relationship with Results of Subject learning	ECTS 3
TUTORIAL	Personalized attention in small groups. A period of instruction and/ or guidance provided by a tutor to review the student's work.	R1, R2, R3, R4, R5, R6	0.35
ASSESSMENT	Presentation of the internship report	R1, R2, R3, R4, R5, R6	0.15
Total			(0.50)

STUDENT INDEPENDENT WORK TRAINING ACTIVITIES			
ACTIVITY	Teaching Methodology-Learning	Relationship with Results of Subject learning	ECTS
SELF-EMPLOYMENT	Student work in the Company	R1, R2, R3, R4, R5, R6	5.5
Total			(5.5)
COMPETENCY ACQUISITION EVALUATION SYSTEM AND GRADING SYSTEM			
Assessment instrument ⁴	EVALUATED LEARNING OUTCOMES		Percentage awarded



Tutor evaluation of Internship (company)	R1-R2-R3-R4-R5-R6	70%
Final report	R-1-R-2-R3-R4-R5-R6	20%
Tutor evaluation of the University. Attendance at activities	R-1-R-2-R3-R4-R5-R6	10%

To be assessed, you must have a signed evaluation from the company tutor, an evaluation from the UCV tutor, a final report summarizing the work performed (with examples of the work completed), and a Word document answering a survey. In addition to the completed annex and the agreement signed prior to the start of classes, you can submit your application.

Failure to meet deadlines for applying for an internship, submitting a resume, or attending interviews with companies will result in the internship not being completed.

The student accepts the assignment of internships by the University and may not reject them without the authorization of the subject tutor.

Students cannot manage internships. They can search for a company and propose it to the internship manager so they can make the necessary arrangements.