



ESCUELA UNIVERSITARIA
DE ARTES@*taiarts.com*
RECOLETOS-22 MADRID



Universidad
Rey Juan Carlos

External internship

GUÍA DOCENTE

BACHELOR IN PERFORMING ARTS AND SCREEN ACTING
BACHELOR IN MUSIC COMPOSITION

Course 2025-26

Course data

<i>Duration</i>	Annual
<i>Credits</i>	21 ECTS
<i>Modality</i>	In-person
<i>Language</i>	English

Course presentation

Curricular internships allow students to apply and complement the knowledge acquired in their theoretical and practical academic training, favouring the acquisition of new competences that prepare them for professional activities, facilitating their employability and fostering their capacity for entrepreneurship. At the same time, they bring the professional and academic contexts into contact and mutually enrich each other.

They can be carried out through two different modalities or itineraries (not complementary): Business and Entrepreneurship.

In both cases the student will have the support and monitoring of a tutor (both from the collaborating entity and an internal TAI tutor in the case of the Company modality; with a TAI tutor for the Entrepreneurship modality).

Student competencies and y learning outcomes

<i>Student competencies</i>	<i>Learning outcomes</i>
1-Creativity and innovation; ability to present novel resources, ideas and methods, and subsequently translate them into action.	1-Develop continuous and autonomous training strategies to be at the forefront of professional techniques and procedures.
2-Initiative and entrepreneurial spirit.	2-Act with leadership by demonstrating negotiation skills.
3-Leadership and negotiation skills.	3-Implement novel resources, ideas and methods using creativity and innovation.
4- Teamwork.	4-Work as part of a team.
5-Effective time management.	5-Planning, managing and administering work time effectively.
6-Ability to work in an international context, as well as in diverse and multicultural environments	6-Adapt to work in international, diverse and multicultural contexts.
7-Critical and self-critical sense; capacity of analysis for the evaluation of different alternatives.	

8-Appropriate management of information. 9-Decision making and problem solving in the professional field. 10-Effectiveness and operability in the work environment. 11-Responsibility and Commitment in the professional environment. 12-Ability to communicate effectively and coherently.	7-Analyze and evaluate the different alternatives with a critical and self-critical sense. 8-Correctly manage information by analyzing, synthesizing and gathering information from different sources. 9-Resolve situations and problems of the professional field in a versatile and creative way. 10- Fulfill the task in the right time looking for excellence in its accomplishment. 11- Respect the team and the institution where one works. 12- To express oneself clearly and concisely.
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<i>Specific competences</i>	<i>Learning outcomes</i>
1- Understanding of the functioning of the company and its strategic vision. 2- Identification of the possible creative and technical problems that occur in a professional workplace. 3- Management of premises regarding time, quality and finish of a professional work. 4- Optimal communication of a concept; synthesis of the specific contents of a product. 5- Management of the project methodology. 6- Use of software and technology specific to the field in which they work. 7- Use of the technical language of the specific field in which they work. 8- Progressive expansion of the knowledge of the applied tools. 9- Identification and selection of the specific resources to achieve the best result demanded.	1- Manage and administer a small company or organization and improve its competitive position. 2- Use creativity to solve problems. 3-Operate with coherence and entrepreneurial spirit in the creation of projects and search for solutions. 4-Integrate with agility in any functional area of the company or medium or large organization and develop with dexterity any management work requested. 5-Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences. 6- Fulfillment of milestones, phases, deliverables, times, dependencies, budgets? 7- Use of software and technology to achieve objectives and projects. 8- Understanding and use of technical language to achieve objectives and projects. 9- Achievement of objectives having optimized the given resources (human, technological, financial, temporal).

<i>Divergent competences</i>	<i>Learning outcomes</i>
1 -Application of structures, processes and methodologies of the artistic world in the business context. 2-Communication of the value of art in business, fostering collaboration between the creative fields and the business world. 3-Divergent thinking; encouraging different ways of thinking with the aim of fostering innovation. 4-Development of an environment of sustainable evolution through creativity. 5-Fostering creativity within the work teams to find solutions to complex problems. 6-Inventiveness (imagination) to face business challenges and business uncertainties. 7-Ability to lead a horizontal team, taking advantage of the capabilities of each team member and giving the leading role to each one at all times. 8- Ability to improvise in order to respond to eventualities successfully. 9- In-depth knowledge of one's own skills and competencies in order to know how to project them in any field. 10- Management of the world of the emotions of the arts in the framework of the business environment.	1-Help companies create and foster a creative and innovative environment. 2-To transform a company or industry by inspiring and motivating workers. 3-Propose concrete solutions through creative and innovative methodologies. 4-Challenging the status quo and finding new and fresher ways to create and act. 5-Work in different disciplines and combine their best aspects. 6-Perform creative work in any of the daily tasks of a company or organization. 7-Ability to coordinate diverse teams with a common goal (to plan the integration of a proposal or project in complex teams because of their transversality but with a common goal). 8-Obtain a favorable result from unfavorable contingencies. 9- To persevere in the face of various adversities and not to give up until the objective is achieved. 10- Connecting better with the client/user/audience/target audience and awakening universal feelings.

Timeline

<i>Stages</i>	<i>Periods</i>
Start of the INTERNSHIP period.	Starting date: as soon as 50% of ECTs credits have been passed.
INITIAL Tutorial (compulsory) / both for Internships and for the Entrepreneurship modality. Presentation of the main objectives and requirements to start the internship programme by the student. Information about the characteristics and fundamental differences between each of the offered modalities (Company and Entrepreneurship).	Beginning of the course (both 3rd and 4th year)
Development of the internship period (Company) or development of the student's own project (Entrepreneurship). Follow-up by the tutors of each student/project.	From the passing of 50% of the ECTs credits of the degree until the deposit of the TFG.
FINAL presentation of reports, project materials and reports. Analysis of the final results and competences acquired by the trainee.	Deadline for submission according to the calls established in the academic calendar

Assessment

GENERAL ASSESSMENT CRITERIA

1- Internship in a company:

Internships are carried out in a mixed university-company/institution environment. Therefore, both academic tutors and professional tutors from the companies must actively participate in the student's assessment. The student's grade will be defined on the basis of the report drawn up by the company tutor, the evaluation of attendance and monitoring by the internal tutor and the final report created by the student and also evaluated by the internal tutor.

It is essential for the assessment of the trainee to hand in all the material requested within the deadlines established by the corresponding tutor. Failure to meet the deadline will result in an automatic failure in the subject.

In case of failure, the student will have the possibility of doing an internship in another company or entity as long as it is carried out within the maximum period established for the internship.

<i>Reports</i>	<i>Content of the Report</i>	<i>%</i>
Evaluation of the company tutor	Assessment, by the tutor and/or company manager, of the student's attitudes, aptitudes and performance during the external placement.	60% of the final grade of the subject.
Evaluación del tutor interno	Monitoring of the tutoring process: -Compulsory attendance at the initial collective tutorials on Work Placements and Entrepreneurship. Evaluation of the student's report Evaluation of the report according to the activities carried out, which includes the student's reflection on expectations and achievements regarding the learning of competences during the external placement. A sine qua non condition for passing the subject is the correct delivery of the report within the deadlines set by the internal tutor.	20% of the final qualification of the subject. 20% of the final qualification of the subject.

2— Modalidad Prácticas de Emprendimiento:

The Entrepreneurship Dossier may have a variable format depending on the professional profile of the student and the nature of the project to be undertaken within the framework of the Artistic Industries. Part of the work of the internal tutor will be to define with the student, through on-demand tutorials, what type of materials and documentation the student will have to prepare throughout his or her entrepreneurial experience, contrasting the objectives and applying his or her personal experience.

It is essential for the evaluation of the internship student to deliver all the requested material within the deadlines established by the corresponding tutor. Failure to meet the deadline will result in an automatic failure in the course.

In order to pass the course, both the Entrepreneurship Dossier and the final pitch must be passed. In case of failure, the student must modify or redo the materials identified by the tutor as unsuitable within the Entrepreneurship Dossier. The date of delivery of the modification of these materials will be subject to the calendar of calls established in each course for the presentation of Entrepreneurship projects within the subject.

<i>Documentation/ Activities</i>	<i>Report Content</i>	<i>%</i>
Group and individual tutoring	Evaluation of attendance to tutorials and evaluation of the process: -Mandatory attendance to the initial collective tutorials of Internship and Entrepreneurship. Evaluation of the attendance and feedback between tutor and student in the monitoring of the entrepreneurship project.	20% of the final qualification of the subject.
Project Dossier	Entrepreneurship Dossier The Entrepreneurship Dossier may have a variable format according to the professional profile of the student and the typology and evolution of the entrepreneurship project developed. *It is established as a <i>sine qua non</i> condition to pass the course the correct delivery of the report within the deadlines set by the internal tutor.	60% of the final qualification of the subject.
Final pitch / Evaluation report	Final presentation of the project (<i>pitching</i>) For any of the typologies chosen as Entrepreneurship project (personal brand, company, project development), the final result must be defended orally before the Internal Tutor. After the pitch, the student will have to deliver a brief evaluation report of the experience of the development of the Entrepreneurship project as a modality of their Internship. The delivery of this report is a prerequisite for passing the course.	20% of the final qualification of the subject.

SPECIFIC EVALUATION CRITERIA OF THE SUBJECT

0 / 4,9—Suspended

5,0 / 6,9—Passed

7,0 / 8,9—Noble

9,0 / 10—Outstanding

Resources

RECOMMENDED BIBLIOGRAPHY

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- CELAYA, J. (2011). La empresa en la web 2.0: el impacto de las redes sociales y las nuevas formas de comunicación en la estrategia empresarial. Ed. Gestión.
- KAWASAKI, G. (2016). El arte de empezar 2.0. Deusto.
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- OSTERWALDER, A., & PIGNEUR, Y. (2015). Generación de modelos de negocio. Deusto.
- SCHNARCH, A. (2010). Creatividad aplicada: como estimular y desarrollar la creatividad a nivel personal y empresarial. Starbook.
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- TRIAS DE BES, F. (2014): La reconquista de la creatividad: como recuperar la capacidad de crear que llevamos dentro. Conecta.
- VV.AA. (2002). Comunicación y cultura en la era digital: industrias, mercados y diversidad en España. Gedisa.

WEBSITES

<http://www.creatuempresa.org/>
<http://www.ipyme.org/>
<http://www.nomeparo.eu>
<http://ec.europa.eu/youthonthemove/>
<http://www.emprendelo.es/>
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<http://www.europlacement.com/>
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<http://ec.europa.eu/social/main.jsp?catId=568>