

**Research Internship (A005431)**

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 10.0** **Study time 300 h**

**Course offerings and teaching methods in academic year 2026-2027**

A (Year)	Dutch	Gent	work placement
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**Lecturers in academic year 2026-2027**

De Reu, Martine	LW60	staff member
Desplenter, Youri	LW07	lecturer-in-charge
Galdi, Giovanbattista	LW06	co-lecturer

**Offered in the following programmes in 2026-2027**

	crdts	offering
Master of Arts in Linguistics and Literature (main subject Historical Perspectives)	10	A
Master of Arts in Historical Linguistics and Literature	10	A

**Teaching languages**

Dutch

**Keywords**

Work Placement

**Position of the course**

The purpose of this course is to introduce students to the context in which they, after being graduated, will be able to valorize their acquired knowledge and skills from the master's programme Historical Linguistics and Literature. During the work placement, the students will become acquainted with several aspects of this context which cannot be transferred by theoretical education. Furthermore, the work placement will incite the student to reflect critically on their study programme.

**Contents**

Preferably, the work place fits in with the study track of the student. It comprises 200 hours (25 working days). The student can choose between a research work placement *pur sang*, or a professional work placement which includes a research component:

- A research work placement can be done in a research group connected with Ghent University or in an external institution which offers such work placements (see list Stagegids). The research assignment is set in consultation with the work placement tutor, so the work achieved would help the institution. In a research work placement, the student will carry out tasks which prepare the actual research, in order to develop skills that will help them to do scientific research. More specifically, this includes activities such as the composing of bibliographies, the registering and collecting of data or cases, or the preparing of scientific colloquia. This work can form the basis of the research the student has to do for his/her master's thesis, but this is not compulsory. If there is a link between the work placement and the master's thesis, it is important that the work placement and the master's thesis generate their own output.
- In a professional work placement, the student works within the normal routine of a cultural institution (see list Stagegids). In consultation with the coordinator of the master's programme HILL and the tutor the assignments are clearly set at the beginning of the work placement. A research assignment needs however always to be part of the range of duties. This assignment will also be set in consultation

with the tutor, the coordinator, and the other persons in charge within this course. So, within this kind of work placement, the student has two distinct roles, a participating one and a researching one:

- participating component (50-80% of the work placement; target figure: 50-60%): participating in the daily routine
- research component (20-50% of the work placement; target figure: 40-50%) independently doing a small, but full research; can result in a finished product - a mini-exhibition, an app, a (contribution to a) publication ... - or could stay a concept. A written report is to be added in the portfolio.

#### **Initial competences**

Disposing of profound (theoretical) knowledge, methodological skills and a critical ability within the field of the work placement, and in line with the final attainment levels of the Bachelor of Arts in Linguistics and Literature.

#### **Final competences**

- 1 Getting acquainted with the broader professional field, in order to be able to choose a suiting career, in function of own interests and ambitions.
- 2 Being able to act professionally and deontologically.
- 3 Being able to implement knowledge and skills.
- 4 Being able to integrate into a team and participating in its daily activities.
- 5 Being able to handle feedback in a constructive way.
- 6 Being able to answer research questions in a scientifically sound way, which is also relevant for the practice.
- 7 Being able to report on the work that has been done in a structured way, orally as well as in writing.
- 8 Being able to reflect critically on one's own actions, and on the learning process within a professional environment.
- 9 Being able to reflect on the organisation, the activity and the finances of an institution.

#### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Work placement

#### **Extra information on the teaching methods**

Work placement: independent learning situation of experiential learning in a professional practice setting during a period of 200 hrs; the preparation and the writing of the report are designed to be finished in 100 hrs. Included in the report are (at least) two talks with the UGhent-coordinator: one talk (= discussion of the job responsibilities and expectations) and an interim evaluative talk (= discussion and evaluation of the progression). Participating in those two talks is compulsory, but will not be graded. The final talk - see below - will be.

#### **Study material**

Type: Internship

Name: /

Indicative price: Free or paid by faculty

Optional: no

Additional information: The internship itself is free of charge; travel to the internship site - determined by the student in consultation with the programme - is at the student's expense.

#### **References**

#### **Course content-related study coaching**

- support (Stagegids, documents ...) via Ufora
- Compulsory consultation with the UGhent-coordinator at the beginning and halfway; further feedback (talks, mails ...) optional
- Final talk with the persons in charge of this course
- Formal and informal coaching and feedback by the local tutor

**Assessment moments**

continuous assessment

**Examination methods in case of periodic assessment during the first examination period****Examination methods in case of periodic assessment during the second examination period****Examination methods in case of permanent assessment**

Professional practice, Oral assessment, Participation, Assignment

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

**Extra information on the examination methods**

- 1) Participation = taking part in the three compulsory talks (see Details didactische werkvormen)
- 2) Assignment: see guidelines in the Stagegids
- 3) Professional practice: final evaluation by the tutor on the basis of the evaluation document with set criteria (see Stagegids)
- 4) Oral assessment = final talk, explanation of the report

**Calculation of the examination mark**

Non-periodical evaluation (100%): the final score is determined by the tutor on the basis of the professional practice (30%) and the handed in assignment.

If one does not take part without a valuable reason in one of the evaluation forms (1-4), then one can not pass and will, if his or her total would be 10/20 or more, get a final score of 9/20.