

Bachelor's Degree Final Project

Code: 101628
ECTS Credits: 12

Degree	Type	Year	Semester
2500261 Education Studies	OB	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The Final Year Project (FYP) represents the final module in the degree programme; therefore, students are advised to enroll in this module only when they are certain they will complete their studies during the year of enrollment.

To enroll TFG it is required to have achieved at least two thirds of the total ECTS of the whole programme.

Objectives and Contextualisation

The Final Year Project (FYP) must be a project oriented to the development of a basic research or an innovation that is developed in the professional area to the specific area of knowledge student is enrolled. In any case, it must have all the sections of a research work and must serve to emerge the skills and knowledge associated with the degree that has been completed.

The FYP is carried out autonomously, based on a topic agreed with the teaching staff that will supervise its completion.

The final document of the FYP must be different and individual for each student, therefore, it will not be possible to accept works that present any section that is equal to the other work presented. This, however, does not prevent sharing knowledge between students and being part of the research together.

Competences

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Design plans, programs, projects, activities and resources adapted to the education and training contexts, in the face-to-face and virtual forms.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Manage information related to the professional environment for decision-making and reporting.

Learning Outcomes

1. Acquire the main conceptual and epistemological references that make up the main theories of education.
2. Analyse the current educational reality by properly applying the philosophical and anthropological concepts.
3. Assessing the value of correction, adaptation and acceptability in oral and written productions.
4. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
5. Design projects and actions adapted to the education environment and the recipients thereof.
6. Design quantitative and qualitative descriptive studies based on given problems or needs.
7. Produce an innovation plan for educational institutions.
8. Properly formulate research problems and hypotheses in real or simulated contexts.
9. Selecting the strategies and procedures for change according to the context.
10. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
11. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
12. Writing reports about the socio-educational context in an area based on the data obtained from this area.

Content

The FYP offers a wide range of topics related to the different areas of degree.

Methodology

FYP does not have direct teaching activities. That is why the virtual classroom is the space to exchange information between the coordination team and the student, in addition to being the space to submit the various different assessments that are set during the course. It is essential, therefore, that the student consults the virtual classroom periodically, as well as the email address associated with it, to guarantee that they receive all the necessary information to undertake an effective follow-up

FYP contents will depend on the topic chosen. The tutor will offer students guidance on the specific contents that are most suited to their chosen topic. The supervised activity consists of two different formats: on the one hand, there are 6 hours of monitored sessions scheduled from the start (divided into 4 sessions), and which should be carried out by all students who are undertaking the FYP. Els alumnes que estiguin en programes de mobilitat podran realitzar les tutories virtualment.

On the other hand, the student can apply for up to 6 hours more of follow up tutorials, which will be agreed upon between the student and the Supervising teachers.

Three different stages can be distinguished in the Bachelor's Degree Final Project in Psychology: an initiation stage during which the work is specified and proposed (workload of approximately 25 hours of student work), a development stage of the work (workload of approximately 75 hours), and an end and closing stage culminating in the presentation of a report and the public defence of the final work (workload of approximately 50 hours).

The FYP process will begin with a plenary session where the general aspects of preparing the TFG will be explained and a round table will be held with students from the previous course.

Once the assignments of the themes will be distributed, tutors must offer the 1st of the face-to-face tutoring, related to the first phase of the work.

Later, the tutorials will be scheduled by mutual agreement -which should not exceed 6 hours of dedication- and monitoring tutorials - which should not exceed 6h) - In the Evaluation section you can find an orientation of the planning of the tutorials.

During this process, students must compulsorily submit on the established dates the 3 assessment evidences that are detailed in the Evaluation section.

Structure of FYP

The student can choose between two different types of FYP: the professionalizing option and the research option (which can be basic level research on a topic or to deepen a theoretical concept). Regardless of the option chosen, student agree with the tutor, present it in a memory format or in a scientific article format. In both cases it must be delivered in CATALAN language.

A) PROFESSIONALIZING OPTION. This option involves developing a proposal for Formulation of an intervention project in a given context. an educational or socio-educational action in a given context, starting from a diagnostic study of said context. This option includes the design and/or implementation of a project in a professional setting and/or the implementation and evaluation of an existing project (that is, the student would need to implement an existing project, evaluate the results and draw specific conclusions). FYPs contextualised in educational settings where students conducted their work placements may include the contextual analysis previously performed for the work placement, but under no circumstances will students be able to reproduce or replicate interventions that were part of their work placements

B) RESEARCH OPTION. This option involves producing an in-depth analysis on a given Research proposal on a given topic, and must include a theoretical framework, research hypotheses or objectives, and an empirical part with results, discussion and conclusions. It must also include a section on methodology and basic research techniques (search for, selection and use of tools required to collect, analyse and interpret information).. This option involves conducting a theoretical study In-Depth analysis of a specific theoretical concept (an essay or monograph), which includes a theoretical, critical or comparative analysis as the basis for an in-depth exploration or argumentation of a given topic. This option must also include an extensive in-depth exploration or argumentation of a given topic. This option must also include an extensive literary review on the topic under study, as well as a clear discussion of the theoretical framework and available knowledge on the issue.

REPORT FORMAT

Formal directions according to the report format:

- 70,000 characters (spaces included) (20/25 pages approx.).
- Bibliographic references and annexes are not included in the maximum extension of the report.
- The cover has to include name of the author, title of the FYP, date, degree, tutor
- After the cover an index must be included with main sections of the report and pages numbers. Abstract in catalan, spanish and english is needed.

SCIENTIFIC ARTICLE FORMAT

Formal directions according to the article format, similar to an education scientific journal:

- 30,000 characters (spaces included).
- Abstract (7-8 lines) in catalan and english.
- 5-8 keywords.
- Bibliographic references and citations according to APA regulations.
- Author identification: name, email, tutor name.
- IMRD structure.
- Graphic, tables, figures can be included in order to make more clear the text.

In case the tutor sees it as feasible, he or she can suggest the publication of the article in a journal. The tutor should, therefore, help the student in adapting the article to the criteria of rigor and presentation of the chosen journal.

The intellectual property of the FYP will be for the student. However, understanding that the tutor has also contributed to its preparation, in the event of its disclosure will require the consent of both the author and the tutor, being necessary to state the name of the tutor as co-author in the second term.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
Tutorials	10	0.4	1, 2, 11, 10, 6, 4, 5, 7, 8, 9, 3
Type: Autonomous			
Autonomous Work	290	11.6	1, 2, 11, 10, 6, 4, 5, 7, 8, 9, 3

Assessment

The FYP Pedagogy degree evaluation arises from two differentiated activities:

- Project Report.
- Project Presentation.

The report is evaluated by the tutor at three different times:

1. Approach of the project. A document that is delivered on November 23 (February Evaluation) or December 18 (June and September Evaluation) and that represents 15% of the qualification in the work report.
2. Development of the work. A document that is delivered on December 9 (February Evaluation) or March 5 (June and September Evaluation) and that represents 30% of the final qualification of the work report.
3. Final report. A document that is delivered on January 22 (February Evaluation), June 4 (June Evaluation) or September 1 (September Evaluation) and that represents 55% of the final qualification of the work report.

These three deliveries are mandatory and not recoverable. If a student does not provide any evidence, the qualification of this will be 0. These documents must be delivered through the enabled spaces by the coordination of Pedagogy degree in the virtual classroom within the established deadlines. The tutor's feed-back must also be sent through this space no later than 15 days after the closing date of the delivery.

Both the characteristics of the three documents and the rubrics of their evaluation will be published in the virtual classroom.

On the other hand, the TFG is evaluated by a group of three teachers of the Pedagogy Degree with the following procedure:

1. The presentations will take place on 15-18 February (February Evaluation), June 28-July 2 (June Evaluation) and 6-8 September (September Evaluation).
2. The schedule of the presentations will be from 9:00 a.m. to 2:00 p.m.
3. The presentation of the TFG will take approximately 15 minutes. Teachers will ask the questions or considerations they deem convenient.
4. To evaluate the TFG, teachers have a rubric that will be published in the virtual classroom.
5. All students must be in each of the presentations where he or she presents their work.

The final grade of the TFG is the result of the evaluation of the tutor and the professors of the presentation in the percentages assigned to each activity.

In the event that a plagiarism percentage of more than 20% is detected, the FYP qualification will be 0. Although students can work on the same subject, the final report document must be completely individual. In accordance with the regulations of the UAB, the execution of other measures can be applied.

To be able to present the work in September it is necessary that the students request the change in the established period. Otherwise, the qualification that will appear in June will be a NOT Evaluable and there will be no possibility to present the work in September.

The evaluation of February is possible when the required conditions are met.

The following table shows the calendar of deliveries, tutorials and activities related to the FYP of the Degree in Pedagogy as regards the preparation of the FYP report.

Moments	Responsible	Timing	Hours	% Assessment	Delivery date	Feed-back date
FYP Presentation	Coordinator	We 2. (1st Sem)	1,5			
Topics and goals	Tutor	We. 6-8 (1st Sem)	1,5			
Start of the project.		We. 13-14 (1st Sem)	1,5	15%	November 13 December 18	November 20 January 15
Development		We 3-4 (2nd Sem)	1,5	30%	December 9 March 5	December 16 March 19
Method and results		We 11-12 (2nd Sem)	1,5			
Final report FYP				55%	January 22 June 4 September 1	February 1 June 15 September 3

Once the students submit to each of the calls (February, June, September), the coordination will make public in the communication spaces (website of the Faculty and virtual classroom) the relationship of presentations with the assignment of the students to each of them.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Project Presentation	40%	0	0	8
Project Report	60%	0	0	1, 2, 11, 10, 6, 4, 5, 7, 8, 12, 9, 3

Bibliography

Supervisors will offer students individual guidance on the most suitable bibliography for their chosen topics.

General references:

Blanch, S., Pérez, E., i Silvente, J. (2018). *Com citar i referenciar en els textos acadèmics. Compilació basada en la normativa APA*. Recuperat de https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

Caro, M.T. (2015). [Guía de trabajos fin de grado en educación](#). Madrid: Pirámide.

Ferrer, V., Carmona, M., i Soria, V. (Eds.) (2012). *El trabajo de fin de grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGraw-Hill.

Quivy, R., i Van Carnpenhoudt, L. (2005). *Manual de investigación en ciencias sociales*. Mexico DF: Limusa.

Sánchez, A., Olmos Rueda, P., Torrado Fonseca, M., i García López, J. (2006). *Trabajos de fin de Grado y Postgrado*. Madrid: ALJIBE

Sancho, J. (2014). [Com escriure i presentar el millor treball acadèmic: guia pràctica per a estudiants i professors](#). Vic: Eumo.

Villar, J.J. (2010). *Cómo hacer un trabajo final de carrera para los estudios de grado: notas para estructurar de manera práctica el trabajo final de carrera y plan de marketing para los estudios de grado*. Barcelona: Astro Uno.

More information in DDD where the bets FYP are published.