

Bachelor's Degree Final Project

Code: 101628
ECTS Credits: 12

2024/2025

Degree	Type	Year
2500261 Education Studies	OB	4

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The Final Project (TFG) 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 enrolment.

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 Project (TFG) 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 in Pedagogy.

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

The final document of the TFG 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage information related to the professional environment for decision-making and reporting.

- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Acquire the main conceptual and epistemological references that make up the main theories of education.
2. Analyse a situation and identify its points for improvement.
3. Analyse the current educational reality by properly applying the philosophical and anthropological concepts.
4. Assessing the value of correction, adaptation and acceptability in oral and written productions.
5. Communicate using language that is not sexist or discriminatory.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
8. Design projects and actions adapted to the education environment and the recipients thereof.
9. Explain the explicit or implicit code of practice of one's own area of knowledge.
10. Identify situations in which a change or improvement is needed.
11. Properly formulate research problems and hypotheses in real or simulated contexts.
12. Propose new methods or well-founded alternative solutions.
13. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
14. Propose viable projects and actions to boost social, economic and environmental benefits.
15. Propose ways to evaluate projects and actions for improving sustainability.
16. Selecting the strategies and procedures for change according to the context.
17. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
18. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
19. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
20. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
21. Writing reports about the socio-educational context in an area based on the data obtained from this area.

Content

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Activity Eines i recursos per realitzar el teu treball acadèmic	2	0.08	11, 12, 16, 4
Plenary session	2	0.08	5, 7, 8, 13, 14

Type: Supervised

Seminars	14	0.56	1, 6, 3, 2, 18, 17, 5, 7, 8, 9, 11, 10, 20, 15, 12, 13, 14, 16, 19, 4
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Type: Autonomous

Autonomous Work	282	11.28	1, 6, 3, 2, 18, 17, 7, 8, 11, 10, 20, 15, 12, 13, 14, 21, 16, 19, 4
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The virtual classroom enabled is the TFE Platform (<https://tfe.uab.cat>), it is the space for the exchange of information between the coordination team, the tutor and the students, as well as the space where the different evidence of learning requested throughout the course should be delivered. Therefore, it is essential to consult this space periodically, as well as the e-mail address associated with it, to ensure that all the necessary information is received for proper progression and monitoring of the TFG.

Students will be able to select the topic of the TFG from those available in strict order of the average grade of their academic record during the period established at the beginning of the course.

The work methodology is divided into supervision sessions, independent work and assessment activities. The supervised activity includes two different forms of seminars that can be done in group or individually: compulsory seminars and extension seminars. There are 4 compulsory seminars distributed across the different phases of the process. The compulsory seminars are face-to-face. The first compulsory seminar is recommended to be a group seminar. In the case of students taking part in mobility programs, all seminars may be taken virtually. Students may also request up to 4 hours of extension seminars, which will be mutually agreed upon with the tutor.

Considering the autonomous nature of the work, no more than 4 hours of extension seminars may be taken without a justification of the need for differentiated instruction.

The TFG is considered as a continuous process with 3 different phases: a starting phase in which the work is specified and proposed (with an approximate workload of 25 hours), a development phase (with approximately 75 hours of work), and a final and closing phase that includes the presentation of the final report (with an approximate workload of 50 hours).

The TFG process will begin with a plenary session in which the general aspects of the elaboration of the TFG will be explained. This session is compulsory for all the students, except for those enrolled in a mobility program.

As part of the process, the following must be carried out:

- A first mandatory seminar on topics and types of work and the process and monitoring to be agreed between the tutor and the student. This seminar will be called by the tutor once the assignments have been definitively published. After this seminar, the rest of the obligatory seminars should be programmed by mutual agreement.
- A second mandatory seminar on at least two of the first sections of the script. This seminar can be held before or after the first delivery, depending on the needs of the work. The date of the second seminar must be fixed in the first seminar.
- A third mandatory seminar on the progress of the project, consistent with the sections of the script and the agreements established between the tutor and the student. This seminar must be held before the second submission.
- A fourth and last mandatory seminar on the progress of the project, where all the sections are worked on, before the last delivery (final report of the TFG).

The seminars, lasting up to 90 minutes, are intended as a space for discussion, resolution of doubts and proposals to advance the project. It is recommended that students submit the working document prior to the

seminar with the progress and doubts so that the tutor can prepare the meeting. The whole dedication to the compulsory seminar shouldn't be higher than 8h of teaching, and no longer than 4h for the extension seminars.

During this process, it is compulsory for the students to submit in the 2 follow-up documents and the final submission (explained in the evaluation section) in the planned dates. All the submissions must be done through the TFE platform.

ORIENTATION AND TYPOLOGY OF THE TFG

Two different types of TFG can be chosen: the professionalization option and the research option (which can be basic research on a topic or an in-depth study of a theoretical concept). Regardless of the option chosen, the form of presentation of the TFG can be agreed on with the tutor (report format or research article format).

Regardless of the format chosen, the TFG must be written in CATALAN.

All TFG must include a reference section (according to APA guidelines). The APA regulations can be consulted here: https://ddd.uab.cat/pub/guibib/113512/modelapa_a2021a.pdf

A) PROFESSIONALIZATION OPTION: Formulation of an intervention/innovation project in a particular socio-educational context. This TFG modality allows four types of work to be considered:

- Intervention TFG. It consists of developing an educational or socio-educational action proposal in a specific context. This modality can take the form of: a) the diagnostic study of a reality, b) the design and implementation of a project in a professional field, c) the evaluation of an existing project (it is necessary that the project is being implemented).
- Creation and innovation TFG. It consists of developing a proposal aimed at the creation, elaboration, design of educational and/or socio-educational products or services in a specific context.
- Entrepreneurship TFG. It consists of developing a proposal for entrepreneurship (traditional or social) in the educational or socio-educational field.
- Service-Learning TFG. This modality consists of carrying out a work of real application in an entity, and requires close coordination with that entity to develop the project. It also requires the supervision of the academic tutor (more information at: Més que un TFG!). This modality admits only annual TFG.

In the case of TFG projects that are contextualized in the same school or institution where the student's internship is done, students may benefit from the analysis of the context and other data; but in NO CASE can both reports be written with the same content. That is to say, the internship report and the TFG cannot be the same in any of their sections. Duplicating material will be considered as self-plagiarism, and therefore will mean a failure in the TFG.

B) RESEARCH OPTION:

- Empirical research proposal TFG. It consists of an analytical research proposal that will include a theoretical framework, a working hypothesis or objectives, an empirical part with results, discussion and conclusions. This modality must include basic research methodologies and techniques (search, selection and use of tools to capture information, as well as analysis and interpretation).
- TFG based on a systematic literature review. It consists of a study of theoretical foundation (essay or monograph) that involves a theoretical, critical or comparative analysis as a basis for an in-depth discussion or argumentation on a topic. This modality must include a broad bibliographical review on the subject and an explicit discussion in relation to the theoretical frameworks and available knowledge.

STRUCTURE OF THE FINAL REPORT OF THE TFG (3rd evaluation evidence)

Regardless of the TFG option chosen, the 3rd evaluation evidence, which corresponds to the final report or memory of the TFG, can be presented in two different formats:

1.- REPORT FORMAT

The student presenting the TFG in this format must follow the following formal aspects:

- Maximum length of about 70,000 characters (spaces included) (25/30 pages approximately). This does not include the section of references and annexes, that will include complementary information (it is not part of the report).
- The title cover should include:
 - Universitat Autònoma de Barcelona.
 - Author's name.
 - Title of the TFG.
 - Date and call of submission.
 - Identification of the studies.
 - Name and Department of the tutor.
- After the cover page, it should be:
 - Summary in catalan and english.
 - Aknowledgments (if it's necessary).
 - Index with pagination.
 - Sections and subsections
 - References
 - Annexes (if it's necessary)

2.- SCIENTIFIC ARTICLE FORMAT

The student who chooses to present the dissertation in this format must follow a presentation policy of the presentation of a scientific journal in the area of education with peer review that will be chosen with the collaboration of the tutor and the student. Therefore, the following generic guidelines are proposed:

- Maximum length defined by the journal guidelines. It should not be under 20.000 characters (spaces included).
- The title cover should include:
 - Universitat Autònoma de Barcelona.
 - Author's name.
 - Title of the TFG.
 - Date and call of submission.
 - Identification of the studies.
 - Name and Department of the tutor.
- After the cover page, it should be:
 - Summary in catalan and english.
 - Keywords (between 4 and 6)
 - Sections and subsections
 - Aknowledgments (if it's necessary).
 - References
 - Annexes (if it's necessary)

If the tutor considers it feasible, the student may be encouraged to publish the article in a scientific journal in the field. The tutor should assist the student in adapting the article to the criteria of rigor and presentation of the chosen journal. The intellectual property of the FP will belong to the author of the FP. In any case, it is understood that the tutor has also contributed to the elaboration of the study and of the article, so in case of publication, the consent of the author and the tutor will be required. The tutor will be listed as a second co-author.

It's compulsory that the student attend and pass the course "Eines i recursos per a realitzar el teu treball acadèmic", offered by the Biblioteca d'Humanitats. It is necessary to attach the course certificate with the second follow-up of the TFG.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Project Presentation	40%	0	0	6, 5, 9, 11, 15, 13, 14, 19
Project Report	60%	0	0	1, 6, 3, 2, 18, 17, 5, 7, 8, 11, 10, 20, 15, 12, 13, 14, 21, 16, 4

This course does not have a single assessment system.

The evaluation of the TFG of the Pedagogy degree arises from two differentiated activities:

- Project Report.
- Project Presentation.

The assessment of the TFG will be based on 3 pieces of evidence:

- Monitoring 1 (initial): *Project approach. Qualitative evaluation.* The 1st evaluation evidence is the document where the project that will be developed in the TFG is proposed; it is considered that it is a proposal that will evolve throughout the course. Depending on the type of TFG carried out, the sections to be included will be considered from among the first indicated in the script: Statement of the problem or need, objectives, contextualization, theoretical framework, design/proposal/methodology. In any case, the tutor figure will agree with the students on the sections that each work will have based on its specificities. In the virtual space you will find the rubric that will be used for the evaluation.
Submission: November 11th (February call) / January 13th (June and September calls)
- Monitoring 2 (intermediate): *Development. Qualitative evaluation.* In this second evaluation evidence, the document must be delivered explaining the development of the project based on what was raised in the first evidence and taking into account the indications made in the evaluation of the previous evidence as well as in the seminars. In this second document, it must be demonstrated that progress has been made in the work corresponding to the sections of the index agreed between the tutor and the students. In the virtual space you can find the rubric that will be used in the evaluation.
Submission: December 9th (February call) / April 21st (June and September calls)
- Final delivery. *Final report.* (Numerical score from 0 to 10). This 3rd and last evidence is the Report or Final Memory of the proposed TFG. In the virtual space you can find the rubric that will be used for the evaluation.
Submission: January 20th (February call) / June 1st (June call) / September 1st (September call)

The delivery of three evidences is mandatory and CAN NOT BE RE-SUBMITTED. They must be delivered through the virtual space enabled by the coordination within the deadlines established between the tutor and the students. Deliveries cannot be made after the established date.

If a student does not provide any evidence, that of the approach or the development or the quality of the work is very poor, it will have an impact on the grade of the final delivery, on the criterion on monitoring the TFG that appears in the evaluation rubric of the final submission.

Feedback from the tutor figure must also be sent through the space provided for this, within a maximum of 15 days after the date of submission of the evidence. For the first two follow-ups, a qualitative evaluation rubric is available with the revision criteria. For the final evaluation, a rubric is available for each type of TFG, which will result in a numerical grade from 0 to 10. The tutor will have to include feedback comments in the three documents. Both the characteristics of the documents and their evaluation rubrics will be published in the virtual space.

There are three cases that imply automatically suspending the TFG:

1. A lack of mastery of communicative competence: If the work includes a large number of spelling and syntactic errors, very poor or unintelligible writing, the tutor may directly suspend the work.

2. Plagiarism greater than 20%: Although students can work on the same topic, the final report document must be unpublished and completely individual. In this case, in addition, the execution of other measures such as the opening of an academic record will be assessed.
3. Fraudulent use of Artificial Intelligence: Any irresponsible use (inclusion of quotes and erroneous or unverified documentation) will be penalised. Contrary to the ethical principles of the University uses of AI (manipulation of images for fraudulent purposes, generation of fictitious data presented as real data) will imply suspending the TFG. In this case, the execution of other measures such as the opening of an academic record will also be assessed.

In order to present the TFG in the September call, it is necessary that the interested person requests the change of call at Gestió Acadèmica, during the period established for this purpose. Otherwise, the grade that will appear in the June call will be a NOT ASSESSED and the student will not have the change to sit in September.

EVALUATION BEFORE PANEL

The TFG is evaluated by a panel of three teaching figures of the Degree in Pedagogy with the following procedure:

- The panel will be held:
 - February call: throughout the week of February 10 to 14, 2025.
 - June call: throughout the week of June 23 to 27, 2025.
 - September call: September 5, 2025 (before 2 p.m.).

The general hours of the courts will be from 9:00 a.m. to 2:00 p.m. Once the student body that appears for each of the calls is specified (February, June, September), the coordination will make public in the communication spaces (Faculty website and virtual space) the list of courts with the assignment of the students in each of them.

In relation to the defense act:

- Each student has 10 minutes to present/explain their work.
- The presentation can be accompanied by visual elements (ppt, canva, genially, prezi, etc.)
- The court will have 10 minutes to ask questions it considers relevant.
- The student will have 5 minutes to answer the questions asked.
- Since the defenses are public, in addition to the tribunal and the students summoned, family members, friends, students or other faculty who wish may attend as members of the public, as long as they respect the schedules and procedures of the TFG defense.
- The presentation event cannot be recorded.
- If the schedules and procedures are not respected, the president of the court may ask the attendees to leave the room.
- Students are required to attend, in person, the entire TFG presentation ceremony of the court assigned to them.

Bibliography

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

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.

Mercader Rubio, I., Gutiérrez Ángel, N., & Pérez Esteban, M.D. (2023). *Guía práctica para la elaboración de un trabajo fin de estudios (TFG y TFM) en el ámbito de la educación y la psicología*. Eual.

Sánchez, A., Olmos Rueda, P., Torrado Fonseca, M., i García López, J. (2016). *Trabajos de fin de Grado y Postgrado*. Madrid: ALJIBE

Serveis de Biblioteques (2021). Citacions bibliogràfiques segons el model American Psychological Association. Recuperat de https://ddd.uab.cat/pub/guibib/113512/modelapa_a2021a.pdf

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 wher the bets FYP are published.

Software

None specific software is used for developing this subject.

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.