

Bachelor's Degree Final Project

Code: 102018
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500797 Early Childhood Education	OB	4

Contact

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Teaching groups languages

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

Prerequisites

The Bachelor's Degree Final Project (FP) is the final module in the degree programme; therefore, students are advised to enrol in this module only when they are certain they will complete their studies during the year of enrolment.

In order to enrol in the FP module, students need to have completed at least two thirds of the total ECTS of the whole degree programme.

Objectives and Contextualisation

The Final Degree Project (FYP) is a project that is developed in the professional field of the degree and must serve to emerge the skills and knowledge associated with the degree that the student has taken.

The FYP is carried out through a mostly autonomous activity, based on a theme agreed with the teachers who will be responsible for supervising its implementation.

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

Competences

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Critically analyse personal work and use resources for professional development.

- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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. Adjust one's educational proposals to the maturation of children for whom they are intended.
2. Designing the educational sequence in accordance with the mandatory curriculum for Infant Education.
3. Justifying the need and relevance of permanent training for the active teacher.
4. Propose new methods or well-founded alternative solutions.
5. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
6. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
7. Propose projects and actions that incorporate the gender perspective.
8. Propose viable projects and actions to boost social, economic and environmental benefits.
9. Reflecting this attitude in their design and in their execution.
10. Self-assess one's teaching intervention.

Content

The FYP offers a wide range of topics related to the different areas of knowledge of the Early Childhood Education Degree.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Course "Eines i recursos per realitzar el teu treball acadèmic"	2	0.08	4, 6, 9
Introduction session	2	0.08	4, 6
Type: Supervised			
Seminars	6	0.24	1, 2, 10
Type: Autonomous			
Autonomous work	140	5.6	1, 2, 9, 10

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 FP

Students will be able to select the topic of the FP 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. Compulsory seminars are face-to-face. The first compulsory seminar is recommended to be a group seminar. In the case of students taking part of 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. Given 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 FP 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 FP process will begin with a plenary session in which the general aspects of the elaboration of the FP will be explained. Attendance to the plenary sessions is mandatory, except for mobility students.

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.
- 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 delivery.
- 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 FP).

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 before the seminar with the progress and doubts so that the tutor can prepare the meeting. Mandatory seminars should not comprise more than 8 teaching hours, while extension seminars should not exceed 4 hs duration.

During this process, students are required to hand in the 3 assessed documents (detailed in the assessment section). All deliveries will be made in the virtual space provided.

ORIENTATION AND TYPOLOGY OF THE FP

Two different types of FP 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 FP can be agreed on with the tutor (report format or research article format).

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

All FPs must include a reference section (according to APA guidelines). The APA regulations can be consulted at: https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

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

- Intervention FP. 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 FP. 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 FP. It consists of developing a proposal for entrepreneurship (traditional or social) in the educational or socio-educational field.
- Service-Learning FP. 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 FPs

In the case of FP 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 FP 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 FP.

B) RESEARCH OPTION:

- Empirical research proposal FP. 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).
- FP 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 FP (3rd evaluation evidence) Regardless of the FP option chosen, the 3rd evaluation evidence, which corresponds to the final report or memory of the FP, can be presented in two different formats:

1.- REPORT FORMAT

The person presenting the FP in this format must follow the following formal aspects:

- Maximum length of about 70,000 characters, including spaces (20/25 pages approximately). This does not include the section of bibliographical references and annexes that will be presented separately with the complementary information that is required.
- The title page should include:
 - o the name of the Universitat Autònoma de Barcelona and the degree taken
 - o author's name
 - o title of the FP
 - o date of submission and call
 - o name and Department to which the tutor is assigned.

After the title page, the manuscript should include,

- an abstract in Catalan and English
- acknowledgements (optional)
- table of contents indicating pages

- numbered sections and subsections
- list of references
- annexes (optional)

2.- SCIENTIFIC ARTICLE FORMAT

The student who chooses to present the dissertation in this format must follow a presentation policy similar to the requirements of the presentation in a scientific or professional journal. In this sense, the aim is to encourage the student to submit the text to be published. Therefore, the following generic guidelines are proposed:

- maximum length according to the guidelines of the proposed journal, with a minimum requirement of 20,000 characters, including spaces
- a title page that includes the following elements
 - o name of the university
 - o name of the author and email
 - o title of the FP
 - o submission date and call
 - o degree that the student is aiming for
 - o name of the department and the tutor of the FP
- after the title page, the FP should include,
 - o a short abstract in Catalan and in English
 - o 4 to 6 keywords
 - o sections and subsections of the article (not numbered)
 - o reference list
 - o annexes (optional)

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 is necessary that the student takes courses on tools and resources for academic papers, for a better management of the bibliography and elaboration of the theoretical framework of his/her FP (the Humanities Library offers a range of virtual courses <https://www.uab.cat/web/que-oferim/cursos-de-formacio-1345708785493.html>). At a minimum, the student must take the activity "Eines i recursos per realitzar el teu treball acadèmic", offered by the Humanities Library. The course certificate must be submitted with the final submission of the FP.

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
Final report	100%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

This course does not have a single assessment system.

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

Initial follow-up session: *Project set-up. Qualitative assessment.* The 1st piece of evidence for assessment is the document where the project to be developed in the FP is planned, understanding that it is a proposal that will evolve throughout the course. Depending on the type of FP to be carried out, the manuscript sections to be included will be, for example: statement of the problem or need, objectives, contextualization, theoretical basis, design/proposal/methodology. In any case, the tutor will agree with the student the specific sections that the FP will have according to its specificities. The rubric to be used for assessment will be available in the virtual space. The delivery date will be until November 11 (February call) and until January 13 (June and September calls).

Intermediate follow-up session: *Development. Qualitative assessment.* For this 2nd piece of evidence for assessment, a document must be submitted explaining the development of the project based on what has been proposed in the first evidence and considering 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 the student has progressed in the work corresponding to the sections of the script agreed on between the tutor and the students. The rubric to be used for assessment can be found in the virtual space. The due date is December 9 (February call) and until April 21 (June and September calls).

Final follow-up session. *Final Report* (numerical grade from 0 to 10). This is the final report of the FP where all the sections of the FP manuscript must be included. The rubric to be used for assessment can be found in the virtual space. The due date is January 20 (February call), June 1 (June call) and September 1 (September call).

Delivery of the above-mentioned manuscript (set-up, development, final report) is mandatory and CANNOT BE RE-ASSESSED. They must be delivered using the virtual space provided within the allotted times. Submissions after deadlines will not be admitted.

If a student does not submit any evidence, either of the set-up or of the development, or if the quality of the work is very poor, it will have an impact on the grade of the final submission, in the criterion on monitoring of the FP, which can be found in the final report rubric.

The tutor's feedback must also be sent through the space provided for this purpose, within a maximum of 15 days after the date of delivery of the evidence. These deadlines are for the ordinary call in June. For the first two deliveries, a qualitative evaluation rubric with the defined criteria is available. For the final evaluation there is a rubric for each type of FP, which will result in a numerical grade from 0 to 10. The tutor will have to include feedback on all the deliveries. Both the characteristics of the documents and their evaluation rubrics will be published in the virtual space.

There are three instances which lead to the automating failing of the FP:

1. Lack of sufficient communicative competence. If the FP includes several spelling or grammatical mistakes, or poor/unintelligible writing, the tutor could fail the FP.
2. Coincidence with another work (plagiarism) is 20% or higher, the grade of the FP will be 0 points. Although students may work on the same topic, the final report must be unpublished and completely individual. In accordance with UAB regulations, other measures such as the opening of a disciplinary academic record will be considered.

3. Fraudulent use of artificial intelligence. Any irresponsible use (including quotes and erroneous or unverified documentation) will be penalized, while uses that conflict with UAB's ethical guidelines (e.g., image manipulation with fraudulent intentions, generation of fake data presented as real data) will lead to the automatic failure of the FP. In this case, other measures such as the opening of a disciplinary academic record will be considered.

In order to present the FP 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.

If the student does not pass the FP, he/she will have to register again since there is no recovery option.

EXCELLENT / HONORS TRIBUNALS

Only those students who obtain a grade of 9 or higher by the tutor and justify that the FP can be presented in front of a tribunal and aspire to MH can access MH.

The tribunals will be held on the following dates:

- February call: during the week of February 10 to 14 2025.
- June call: during the week of June 23 to 27 2025.
- September call: on September 2025 (before 2 pm).

The number of MH that will be awarded in the February, June or September call will depend on the number of students that apply for each call, as long as they represent at least 5% of the number of students enrolled.

The presentation of the FP should be a maximum of 10 minutes. In this time students are expected to explain their work using a poster in digital format for support. Then, the appointed tribunal will ask the questions it considers pertinent and the student will have a maximum of 10 minutes to respond to the questions raised. The appointed tribunal, for the evaluation of the oral presentation, will only evaluate the presentation and defense of the FP, in no case will reference be made to the written document.

Since the presentations and defenses of the FP are of a public nature, in addition to the panel and the students summoned, any other person who wishes to attend may do so. In public presentations, all attendees must respect the schedules and procedures of the FP defense. Students are obliged to attend the entire presentation of the FP of the assigned examining board.

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., & 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., & 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.

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

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.

Please, also check the DDD repository, where MH final projects are published every year.

Software

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Language list

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

PROVISIONAL