

Bachelor's Degree Final Project

Code: 103546
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500260 Social 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 Bachelor's Degree Final Project (FP) is aimed at developing a basic level research project or an innovation carried out in the professional field of the degree programme. In either case, the TFG must comply with the requirements of a research project, and it must allow the skills and knowledge associated with the degree that has been completed to be activated and developed (Social Education).

The FP is mostly carried out autonomously and is based on a topic agreed on with the tutor supervising the student.

The written FP document must be different and individual for each student. Work including sections that are the same as another submitted FP cannot be accepted. This does not prevent students from sharing theoretical-conceptual knowledge and doing part of the research together.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Develop processes to obtain, record, analyse and make decisions for educational action.

- Generate innovative and competitive proposals in research and professional activity.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Know and apply information collection, analysis, processing and evaluation processes, to improve professional practice itself and the foundation of professional action.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.

Learning Outcomes

1. Acquire the main conceptual and epistemological references that make up the main theories of education.
2. Analyse a situation and identify points for improvement.
3. Approach educational reality through the application of techniques for obtaining primary data on educational activities, describe them ethnographically and analyse them critically.
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. Comprehensively and critically analyse research models and evaluate their contribution to improving the profession.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Design projects and actions adapted to the education environment and the recipients thereof.
9. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Identify situations in which a change or improvement is needed.
12. Knowing how to defend or refute the assigning or use of philosophical and anthropological paradigms based on one's own interests and objects of educational interest.
13. Learn and master the different sources of disciplinary knowledge.
14. Making philosophical-pedagogical proposals for improving the educational action.
15. Produce reports based on results received
16. Propose new experience-based methods or alternative solutions.
17. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
18. 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.
19. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

The TFG FP covers a wide range of topics related to the different fields of knowledge that are part of the degree program (Social Education).

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

General introduction class	2	0.08	5, 6, 7, 15
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Type: Supervised

Tutorials	6	0.24	1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15
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Type: Autonomous

Autonomous work	142	5.68	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
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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 seminars 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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Development	35%	0	0	1, 3, 4, 5, 6, 8, 9, 12, 13, 14, 15
Final report	50%	0	0	1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19
Project desing	15%	0	0	1, 2, 5, 6, 8, 11, 13, 14

This course does not have a single assessment system.

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.

EXCELLENT / MH PANEL

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

The bibliography will depend on the topic you want to study. Your tutor will guide you on the specific bibliography according to the subject matter. At a general level the following readings are recommended:

Blanch, S., Pérez, E., & Silvente, J. (2018). *Com citar i referenciar en els textos acadèmics. Compilació basada en la normativa APA*. Available at 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., & Soria, V. (Eds.) (2012). *El trabajo de fin de grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGraw-Hill.

Quivy, R., & 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.

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.

You can also consult the DDD, which FP with HONORS are published.

Software

NO SPECIFIC MATERIAL OR PROGRAMM

Language list

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