UAB
Universitat Autònoma de Barcelona

Bachelor's Degree Final Project

Code: 101628
ECTS Credits: 12

2025/2026

Degree	Type	Year
Education Studies	OB	4

Contact

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Teaching groups languages

You can view this information at the of this document.

Prerequisites

The Final Project (TFG) represents the final module in the degree programme; therefore, students areadvised to enroll in this module only when they are certain they will complete their studies during the year ofenrolment.

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 Degree Project (TFG) is a project aimed at developing either a basic-level research study or an innovation within the professional field related to the degree. In either case, the TFG must include all the sections typical of an academic paper and should serve to demonstrate the competencies and knowledge associated with the Degree in Pedagogy.

The TFG is carried out through a mostly autonomous activity, based on a topic agreed upon with the faculty member responsible for supervising its development.

The final TFG document must be unique and individualized for each student; therefore, no work will be accepted if it contains any section identical to that of another submitted project. However, this does not prevent students from sharing knowledge or conducting part of the research collaboratively

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 linked to the different areas of knowledge within the degree program. Students may choose a professional-oriented option, which includes TFGs focused on intervention, creation and innovation, entrepreneurship, and service-learning (ApS). Alternatively, they may opt for a research-oriented path, which includes TFGs based on empirical research or systematic literature reviews.

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, 4, 19
Type: Autonomous			
Autonomous Work	282	11.28	1, 6, 3, 2, 18, 17, 7, 8, 11, 10, 20, 15, 12, 13, 14, 21, 16, 4, 19

1. Topic selection: Students may choose the topic of their Final Degree Project (TFG) from the available options, in strict order of academic record, during the period established at the beginning of the academic year. To do so, they must follow the calendar and the instructions specified on the Faculty website: https://www.uab.cat/web/estudiar/graus/graus/treball-de-final-de-grau-1345727222087.html

2. Plenary session: The TFG process will begin with a plenary session where the general aspects of the project's development will be explained.

3. Virtual workspace: The designated virtual classroom is the TFE Platform (https://tfe.uab.cat), which serves as the space for information exchange between the coordination team, the tutor, and the students. It is also the platform where all required evidence must be submitted throughout the course. Therefore, it is essential that students regularly check the virtual classroom and the associated email address to ensure they receive all necessary information for proper follow-up.

4. Supervised activity: Seminars. The supervised activity includes two types of seminars, which may be group or individual: mandatory seminars and extension seminars. Four mandatory seminars are scheduled throughout the different phases of the process. The 1st mandatory seminar is recommended to be group-based and should address the topic and type of project, the process, and the follow-up agreed upon by the tutor and the student. This seminar will be convened by the tutor once the topic assignments have been officially published. During this seminar, it is recommended to jointly schedule the remaining mandatory seminars - which should not exceed 8 hours in total - and the extension seminars - which should not exceed 4 hours.
From there, the 2nd mandatory seminar should address the initial sections of the outline, the 3rd seminar should allow for discussion of project progress, and the 4th and final mandatory seminar should cover all sections of the project before the final submission. Mandatory seminars are in-person. Only students participating in mobility programs may complete all seminars online. Students may also request up to 4 additional hours of extension seminars, to be agreed upon with the tutor. Given the autonomous nature of the project, no more than 4 hours of extension seminars may be held without a justified reason related to diversity support.

5. Follow-ups (see dates in the Evaluation section): Two follow-ups are scheduled during the course: an initial one and an intermediate one. The initial follow-up should allow for understanding the general approach of the project, assuming it may evolve and change. In the intermediate follow-up, the student must demonstrate significant progress in the sections of the outline agreed upon with the tutor.

6. Course "Tools and resources for academic work": Students are required to complete training on tools and resources for academic work, to improve bibliography management and the development of the theoretical framework of their TFG. The Humanities Library offers a range of virtual courses: https://www.uab.cat/web/que-oferim/cursos-de-formacio-1345708785493.html
At a minimum, students must complete the course "Tools and resources for your academic work," offered by the Humanities Library. The course certificate must be submitted along with the final TFG.

7. Final report submission (see dates in the Evaluation section): Students may agree with their tutor whether to submit the project as a report or in the format of a scientific article. The specifications regarding the required content and structure are detailed in the document "Basic Guidelines TFG 2025-26," available on the TFE platform and the Faculty website. Regardless of the format, the project must be written in Catalan.

> a. If the tutor deems it feasible, students may be encouraged to publish the article in a journal. In that case, the tutor should assist the student in adapting the article to the journal's standards of rigor and presentation. The intellectual property of the TFG belongs to the author. If the project is to be published, consent from both the author and the tutor is required, with the tutor listed as a secondary co-author.
> b. In cases where the TFG is contextualized within the same center or institution where the student is completing their internship, they may benefit from contextual analysis and other data. However, UNDER NO CIRCUMSTANCES may both reports contain the same content (neither partially nor fully). That is, the internship report and the TFG must not be identical in any of their sections. This will be considered self-plagiarism and will result in a failing grade for the TFG.

8- Oral defense before a panel: Once submitted, students must prepare the oral defense of their TFG before a panel composed of two individuals other than the tutor. The calendar, location, and other practical details regarding the panels will be published on the TFE platform in advance.

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
Project Presentation	40%	0	0	6, 5, 9, 11, 15, 13, 14, 19
Project Raport	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 asssessment 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 throughthe 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 recordwillalso 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 questionsasked.
- Since the defenses are public, in addition to the tribunal and the students summoned, family members, friends, students orother 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:

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.

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. Edual.

Sánchez, A., Olmos Rueda, P., Torrado Fonseca, M., i García López, J. (2016). 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 wher the bets FYP are published.

Software

None specific software is used for developing this subject.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.