

## Bachelor's Degree Final Project

Code: 101699  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Logopedia	TFE	4

## Contact

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## Teaching groups languages

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

## Prerequisites

This subject does not have prerequisites, although it is advisable to complete it after 3rd year of the Degree, when the student enrolls in the last 60 credits or less to finish the Degree.

Our advice is to follow the course 104141 Recursos Metodològics per a l'Elaboració del Treball de Final de Grau (Methodological Resources for Developing the Bachelor's Degree Final Project).

More information at

<https://www.uab.cat/web/estudiar/graus/informacio-academica/regim-de-permanencia/condicions-per-matricular->

## Objectives and Contextualisation

The main objective of the Final Degree Project (TFG) is for the student to demonstrate that he/she has the capacity to establish relationships between different subjects of the degree, and it has an eminently professional character. This implies that it must be an original work in which the student develops his capacity to address current problems with appropriate methodologies to the discipline.

The TFG is carried out through a largely autonomous activity, based on a subject agreed upon with the professor who will oversee its implementation.

## Learning Outcomes

1. CM39 (Competence) Apply promotion and education strategies in the areas of human communication and non-verbal oral functions, including the assessment of their impact on the population.
2. CM40 (Competence) Use strategies to research how to validly construct knowledge about language, communication, speech and nonverbal oral functions.
3. CM41 (Competence) Prepare a structured and academically accurate written report, which integrates one or more aspects related to speech therapy and/or speech therapy practice.
4. CM42 (Competence) Express themselves orally and in writing, communicating in a way that is appropriate to the context.
5. KM74 (Knowledge) Defend, based on evidence-based knowledge and current legislation, the decisions and treatments applied in professional practice.

6. SM63 (Skill) Systematise the most relevant scientific production using the most relevant applications for use in professional and research practice.
7. SM64 (Skill) Show, during the oral presentation of the work, good diction, as well as a correct syntactic and discursive structure.
8. SM65 (Skill) Employ critical and reflective thinking for problem-solving, decision-making, and continuous learning.
9. SM66 (Skill) Evaluate one's own learning to identify weaknesses and plan the acquisition of new knowledge and skills based on the available scientific evidence.

## Content

There are three types of TFG: (a) theoretical review, (b) research, (c) professional or intervention project. Theoretical or revision work is understood as any work that provides an update on the state of the matter around an applied topic proposed by the teaching staff, following the guidelines of a systematic search. Research work is understood as any work that presents an empirical investigation to answer some current and applied research question in Speech Therapy proposed by the teaching staff. It is understood by professional work or project of intervention all that work that poses a project that contributes improvements or solutions to some problematic of any scope of application of the Speech Therapy, being based on the theoretical and empirical knowledge of the discipline.

Language

Teachers can use Catalan, Spanish or other languages in their supervision and evaluation of TFG. The coordinator will mainly use Catalan in her communications.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
<b>Type: Supervised</b>			
Scheduled supervision	7.5	0.3	
Unscheduled supervision	7.5	0.3	
<b>Type: Autonomous</b>			
Autonomous work	133.5	5.34	

The Bachelor's Degree Final Project course 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.

To undertake their Bachelor's Degree Final Project, students will have to submit a request for their preferences in relation to the topics proposed by the faculty (which will supervise their work). The proposed topics represent the different optional subjects on the degree. After careful review, the faculty will assign the final bachelor's topic for each student.

The methodology of the undergraduate project is divided into monitored work, independent work, and evaluation activities.

There are 6 hours of monitored sessions scheduled from the start (divided into 4 sessions) which must be carried out by all students who are undertaking the Bachelor's Degree Final Project. The supervisory sessions

programmed are training in nature and will also be assessed, since they must serve to assess the competences corresponding to the task.

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 six attendance-based sessions will be divided into three stages. During the first compulsory session (S1, Setember), the coordinating team of the course will present detailed information to all students about the specific Bachelor's Degree Final Project procedures, as well as the schedule of the main milestones to provide the student with an overview of the course. The second compulsory session (S2, to be held approximately before the first half of the first semester), corresponds to the supervising faculty, and should serve to establish the specific objective of the work, and the follow-up methodology. The third compulsory supervisory point (S3, approximately beginning or middle of December) will serve to evaluate the progression of the project, and will therefore have an assessment character as well being training. At the fourth compulsory supervisory point (S4, approximately at the beginning of the second semester), the progress/development of the Bachelor's Degree Final Project will be evaluated in order to determine which state the project is in and help with the last stage to prepare the final assessment assignment to be submitted.

The final assessment will include a fifth compulsory session of final supervision of the work done (S5, approximately in the middle of the second semester), the writing of an executive summary aimed at non-experts on the subject and a press release for dissemination, all of them compulsory assessments. Finally, in the sixth compulsory session, students must undertake an oral presentation of their Bachelor's Degree Final Project in a joint session with other students who will have worked in related subjects (S6, during the last teaching week of the second semester established by the faculty).

Each type of Bachelor's Degree Final Project will require that the student develops and applies a series of specific and transversal competences, among all those that are part of this subject, which will be reflected in some 30 learningoutcomes to be evaluated during their execution, and which will be communicated to the student at the start of the academic year.

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
Assessment 1a (S3) Project: individual/pairs; written/face-to-face; virtual submission; qualified by supervisor; weeks 11-13 of 1st sem.	15%	0	0	CM40, SM65, SM66
Assessment 1b (S4) Development: individual/pairs; written/face-to-face; virtual submission; qualified by supervisor; weeks 3-4 of 2nd sem.	20%	0	0	CM40, CM41, CM42, KM74, SM63, SM65, SM66
Assessment 1c (S5) Final report: individual/pairs; written/face-to-face;	30%	0	0	CM39,

virtual submission; qualified by supervisor; weeks 13-14 of 2nd sem.					CM40, CM41, CM42, KM74, SM63, SM65, SM66
Assessment 2a (Executive summary) and Assessment 2b (Press release); only individual; written; virtual submission; qualified by grading faculty; week 16 of 2nd sem.	10% + 5%	0	0	CM39, CM42, KM74	
Assessment 2c (S6) Oral presentation: individual/pairs; face-to-face (and virtual submission of the file); qualified by grading faculty; week 18 of 2nd sem.	20%	1.5	0.06	CM42, KM74, SM64, SM66	
Assessment 2d (S6) Peer-assessment (unique non-mandatory evidence); only individual; written; virtual submission; qualify students as peers; week 19 of 2nd sem.	-5% (if not delivered)	0	0	SM65	

Five evaluative stages are programmed: the first three corresponding to the project stage and the last two to the diffusion of the work done. All evidence documents will be delivered in the virtual classroom.

Evidence 1a (Project) and S3: The students must submit a written assessment on the project they wish to undertake, answering questions from the supervisory faculty during the follow-up session.

Evidence 1b (Development) and S4: The students must submit a written assessment on the introduction and methodology of their work, and answer the questions of the supervisory faculty during the follow-up session in relation to the development of the work and the planning of the results.

Evidence 1c (Final report) and S5: The students must submit a written assessment in the form of the final report and answer questions from the supervisory faculty during the follow-up session.

Evidence 2a and 2b (Executive summary and press release): The students must submit the written assessment of the executive report and the press release that will be graded by a member of the faculty (who must not be in any case the person who has supervised the work).

**BEWARE:** EV2a and Ev2b must be undertaken and submitted individually (I), regardless of whether the Bachelor's Degree Final Project is undertaken in pairs (P). Not doing so implies a penalty in the grading for these assessments.

Evidence 2c and 2d

(S6: oral presentation and peer-assessment): Students will have to do a 5-15 minute oral presentation of their work (depending on the format), using audiovisual support, a poster or another format (in this last case, it should be approved by supervisory faculty and/or the coordinating team), the file must also be submitted via the virtual classroom. This assessment will be graded by the same person as assessments 2a and 2b. In this presentation, the student must also evaluate other classmates that present in the same session (Assessment 2d), following the same guidelines as the grading teaching staff. Peer assessment must be submitted via the virtual classroom after the session and although this 2nd assessment does not directly affect the final grade, failure to submit peer assessments will result in a penalty of the total grade.

**BEWARE:** Ev2d must be undertaken and submitted individually, regardless of whether the Bachelor's Degree Final Project is undertaken in pairs. Not doing so implies that it will be considered as not submitted, and the final mark will have a % penalty (as detailed in the Table below).

In order to pass the Bachelor's Degree Final Project, students must:

- Undertake the four follow-up sessions with the supervising faculty in person (except exchange students, who could do it virtually), one in each of the four stages programmed (S2, S3, S4 and S5).
- Obtain at least 3.25 points (of the 6.5 possible) on the project (assessments 1a, 1b and 1c)
- Undertake the presentation corresponding to assessment 2c (S6) and submit, by the set deadlines and via

the virtual classroom, the documents corresponding to all mandatory assessments (1a, 1b, 1c, 2a, 2b and 2c)

d) Obtain a final grade of 5.0 points or more in the total of all assessments

e) In the event of any breach of these requirements, the overall mark that will be stated will be a maximum of 4 points.

f) A change of subject that has not been previously agreed with the supervisor will result in the failure of the part of the report and, consequently, in the failure of the whole subject.

The assessment is designed to show whether the student proves certain competences at different times of the process, it is understood that it is important to determine the state of these competences at those specific moments when they are assessed. The final grade is obtained by the sum of the scores reached over time and it is representative of the achievements at each moment, it is understood that the moment to demonstrate each achievement is not indifferent, and that each one has its moment.

Re-assessment is continuous and is included within the development of the course. It is not contemplated at the end of the course.

Students who have submitted assessments with a weight equal to or greater than 4 points (40%) cannot be classified on file as "non-evaluable".

No unique final synthesis test for students who enrol for the second time or more is anticipated.

#### ATTENTION: Use of AI

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how they have influenced the process and the final result of the activity. Lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater penalties in cases of seriousness. In any case, it will be necessary to agree with the supervisor on the use of this resource and their criteria will prevail.

Link to the guidelines of assessment of the Faculty of Psychology 2022-23 (approved in Permanent Board of 06.05.2019): <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Bibliography

Textbook:

Equip coordinador del TFG de la Facultat de Psicologia (2019). *Manual del Treball de Fi de Grau (TFG) de la Facultat de Psicologia. Grau de Psicologia i de Logopèdia (UAB)*. Document accessible a l'aula virtual de l'assignatura i al web de la facultat.

General readings:

APA (American Psychological Association). (2020). *Publication manual of the American Psychological Association (7th ed.)* [4<sup>a</sup> reimpressió]. Washington, DC: Autor.

En castellà: APA (American Psychological Association). (2020). El Manual de Publicaciones de la American Psychological Association (4a edición, 7a edición en inglés). American Psychological Association.  
ISBN:9786074488562

Bassi Follari, Javier Ernesto (2016). La escritura académica: 30 errores habituales y cómo abordarlos. *Quaderns de Psicología*, 18(1), 119-142. <http://dx.doi.org/10.5565/rev/qpsicologia.1342>

Bassi Follari, Javier Ernesto (2017). La escritura académica: 14 recomendaciones prácticas. *Athenea Digital* 17(2): 95-147. <http://dx.doi.org/10.5565/rev/athenea.1986>

Clanchy, John y Ballard, Brigid (1992). *Cómo se hace un trabajo académico. Guía práctica para estudiantes universitarios*. Zaragoza: Prensas Universitarias de Zaragoza.

Creme, Phyllis y Lea, Mary (2003). *Writing at University: A Guide for Students*. Maidenhead, Berks: Open University Press.

Dintel, Felipe (2003). *Cómo se elabora un texto. Todos los pasos para expresarse por escrito con claridad y precisión*. Barcelona: Alba Editorial, 2<sup>a</sup> ed.

Ferrer, Virginia, Carmona, Moisés y Soria, Vanessa (Eds.) (2013). *El Trabajo de Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGraw Hill.

Golanó, Conxita y Flores-Guerrero, Roldrigo (2002). *Aprender a redactar documentos empresariales*. Barcelona: Paidos.

Román, Arquimedes (1992). *Informes para tomar decisiones*. Madrid: Deusto.

Sancho, Jordi (2014). *Com escriure i presentar el millor treball acadèmic*. Barcelona: Eumo. (Disponible al moodle)

Sarafini, María Teresa (2007). *Cómo se escribe*. Barcelona: Paidós. ISBN: 978-84-493-1959-4

Walker, Melissa (2000). *Cómo escribir trabajos de investigación*. Barcelona: Gedisa.

Links to develop linguistic, communicative and writing competences:

<http://www.upc.edu/sl/icomunicar/>

[http://wuster.uab.es/web\\_argumenta\\_obert/](http://wuster.uab.es/web_argumenta_obert/)

<http://comunicaciencia.unirioja.es/>

<http://www2.udg.edu/biblioteca/Comcitardocuments/tabid/23146/language/ca-ES/Default.aspx>

<http://www.uab.cat/doc/llenguatge>

## Software

The software to be used depends on the project's 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.