UAB
Universitat Autònoma de Barcelona

Bachelor's Degree Final Project

Code: 102018
ECTS Credits: 6

2025/2026

Degree	Type	Year
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 Final Degree Project (FDP), as its name suggests, is the last subject taken during the degree. For this reason, it is recommended that you register for the course the year you believe you will complete the degree.

To be able to register for the FDP, you must have passed at least two-thirds of the total credits in the curriculum.

Objectives and Contextualisation

The Final Degree Project (TFG as per the Catalan acronym) aims students to develop basic-level research or an innovation within the professional field of the degree. In any case, the FDP must include all the sections of an academic work and must serve to enable GEI-associated skills and knowledge to emerge.

The TFG is carried out mostly via autonomous activity, based on a topic agreed with the assigned supervisor.

The final TFG document must be different for each student; therefore, works where any section is identical to another work presented will not be accepted. Note that this does not prevent students from sharing knowledge and jointly work on parts of the TFG 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 TFG offers a wide range of topics linked to the different areas of knowledge of the degree. You can choose between different types of TFGs. A "professionalizing" TFG, which includes classroom intervention, creation and innovation, as well as entrepreneurship and ApS types. You can also choose to conduct a research TFG, which includes empirical research and systematic literature-review types.

This subject includes activities for the development of Teaching Digital Competence.

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, 10, 2
Type: Autonomous			
Autonomous work	140	5.6	1, 10, 2, 9

1. Choice of topic: Students can select the topic of the TFG from among those available in strict order of academic record, during the period established at the beginning of the course. To do so, they must follow the calendar and 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 preparation of the TFG will be explained.

3. Virtual workspace: The virtual classroom enabled is the TFE Platform (https://tfe.uab.cat), the space for exchanging information between the coordination team, the tutor, and the students, in addition to the space where the different evidence requested throughout the course must be submitted. It is therefore essential that students consult the virtual classroom periodically, as well as the email address associated with it, to ensure that they receive all the information necessary to properly monitor it.

4. Supervised activity: Seminars. The supervised activity contains two different seminar formats that can be both group and individual: mandatory seminars and extension seminars. 4 mandatory seminars are established, distributed over the different phases of the process. The 1st mandatory seminar is recommended to be group, and must address the topic and type of work, the process and monitoring that will be agreed upon by the tutor and the student. This seminar will be called by the tutor once the subject assignments have been definitively published. During this seminar, it is recommended to schedule the rest of the mandatory seminars - which should not exceed 8 hours of dedication - and the extension seminars - which should not exceed 4 hours. From here, the 2nd mandatory seminar must address the first sections of the script, the 3rd seminar must allow for the progress of theproject work to be addressed, and in the 4th and last mandatory seminar it must be possible to discuss all sections of the work before the final submission. The mandatory seminars are face-to-face. Only students who are on mobility programs can take all the seminars online. Students may also request up to 4 more hours of extension seminars, which will be agreed between the student and the tutor. Considering the autonomous nature of the work, no more than 4 hours of extension seminars may be held without a justification of attention to diversity.

5. Follow-ups (see dates in the Evaluation section): Two follow-ups are established throughout the course, one initial and one intermediate. The initial follow-up must allow understanding of the general approach of the work, assuming that it can be dynamic and changeable. In the intermediate follow-up, the student must demonstrate having made significant progress in the work corresponding to the sections of the script agreed upon with the tutor.

6. The course "Tools and resources for carrying out academic work": It is necessary for the student to take courses on tools and resources for academic work, for better management of the bibliography and development of the theoretical framework for their Final Degree Project (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 "Tools and resources for carrying out your academic work", offered by the Humanities Library. The course certificate must be delivered with the final delivery of the TFG.

7. Delivery of the final report (see dates in the Assessment section): The student can agree with the tutor between presenting it in the form of a report or in the format of a scientific article. The specifications of the information and sections that the work must include are found in the document "Basic Guidelines TFG 2025-26", uploaded to the TFE platform and on the Faculty website. Whether it is done in report format or article format, it must be written inCatalan.

a. In the event that the tutor considers it feasible, the student may be encouraged to publish the article in a journal. The tutor should, therefore, help the student in adapting the article to the rigor and presentation criteria of the chosen journal. The intellectual property of the TFG will belong to the author of the work. In the event that it is disclosed, the consent of both the author and the tutor will be required, who must be listed as a second co-author.

b. In the case of TFG projects that are contextualized in the same center or institution where they carry out the internships, they will be able to benefit from the context analysis, and other data; but in NO CASE can both reports be written with the same content (neither partial nor total). That is, the internship report and the TFG cannot be the same in any of their sections. This will be considered self-plagiarism and, therefore, a failed TFG.

8. Oral defense before a court: Once submitted, students must prepare the oral defense of the TFG before a court composed of two people other than the tutor. The calendars, location and other practical aspects regarding the courts will be published on the TFE platform in advance.

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

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
Final report	60%	0	0	1, 10, 2, 3, 4, 5, 6, 7, 8, 9
Oral defense	40%	0	0	1, 10, 2, 3, 4, 6, 8, 9

This course does not offer a single assessment option.

The assessment of the Final Degree Project for the Degree in Early Childhood Education is based on two distinct activities: The final submission and the oral presentation of the project before a panel.

However, two formative assessment activities do not receive a numerical grade but are mandatory and essential for the proper development of the project: the initial and intermediate progress checks. The deadlines for submitting the progress checks and the final project are:

February session: Initial progress check 10/11/2025 / Intermediate progress check 08/12/2025 / Final submission: 19/01/2026
June session: Initial progress check 12/01/2026 / Intermediate progress check 20/04/2026* / Final submission: 01/06/2026
September session: Initial progress check: 12/01/2026 / Intermediate progress check 20/04/2026* / Final submission: 01/09/2026

*The student and their tutor may agree to bring forward the deadline for the intermediate progress check to a date between 12/02/2026 and 20/04/2026.

If the student fails to submit one of the progress checks, or if their quality is very poor, this will impact the grade of the final submission, for the monitoring of the TFG criterion. Furthermore, if the student does not submit within the established deadlines, they will not be ableto do so later and will not receive feedback from their tutor.

These documents must be submitted through the virtual space provided by the coordination office within the deadlines agreed upon between the tutor and the student.

The tutor's feedback must also be sent through this space no later than 15 days after the submission deadline for the regular session. For the first two submissions, a qualitative assessment rubric with defined criteria will be used. For the final assessment, there will be a specific rubric for each type of Final Degree Project, which will result in a numerical grade from 0 to 10. The tutor must include feedback comments on all 3 submissions. Both the requirements for the documents and their corresponding assessment rubrics will be published in the virtual space.

Regarding the oral defense before the panel, this panel will be composed of two faculty members from the Degree in Early Childhood Education. The dates for the 2025-26 academic year are:

- February session: During the week of February 9-12.

- June session: During the week of June 22-26.

- September session: September 7.

Once the list of students presenting in each session (February, June, September) is finalized, the list of panels will be published, includingstudents' assignments in the communication channels (Faculty website and virtual space).

The presentation of the Final Degree Project before the panel will include an initial presentation of a maximum of 8 minutes. Afterward, the panel will ask questions or make comments as they see fit, during to determine whether the student demonstrates a deep understanding of the ideas that constitute their Final Degree Project. To assess the project, the panel uses a rubric that will be made public in the designated virtual space. Students are required to attend the entire Final Degree Project presentation session for their assigned panel.

Since the defenses are public, in addition to the panel and the scheduled students, other interested individuals may attend as the audience, provided they respect the schedules and procedures of the defense. The final grade for the Final Degree Project is the result of the evaluation by the tutor and by the panel, based on the percentages assigned to each activity. To pass the course, each of the two activities (final submission and project defense) must be passed with a minimum grade of 5. If one of the activities is failed, that will be the grade recorded on the academic record.

If a plagiarism percentage higher than 20% is detected, the grade for the Final Degree Project will be 0. Although two or more students may work on the same topic, the final report document must be original and entirely individual. Following UAB regulations, other measures, such as the opening of a disciplinary file, may be considered.

To submit the project in the September session, students must request a change of session to the Academic Management Office (Gestió Acadèmica) within the established period. Otherwise, the grade appearing in the June session will be "Not Assessable," and there will be no September session.

Bibliography

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

General references:

Blanch, S., Pérez, E., & 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., & 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.

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., & García López, J. (2016). Trabajos de fin de Grado y Postgrado. Madrid: ALJIBE

Sancho, J. (2014). *Comescriure 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.

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

Software

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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.