UAB
Universitat Autònoma de Barcelona

Bachelor's Degree Final Project

Code: 103546
ECTS Credits: 6

2025/2026

Degree	Type	Year
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.

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- 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 offers a wide range of topics linked to the different areas of knowledge of the degree. You can choose a professional option, which includes TFGs of the intervention, creation and innovation, entrepreneurship and ApS types. You can also choose a research option, which includes TFGs of the empirical research and systematic literature review types.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
General introduction class	2	0.08	7, 6, 5, 15
Type: Supervised			
Tutorials	6	0.24	1, 7, 6, 2, 3, 5, 13, 9, 8, 15, 14, 12
Type: Autonomous			
Autonomous work	142	5.68	1, 7, 6, 2, 3, 5, 13, 9, 8, 15, 10, 11, 19, 16, 17, 14, 12, 4, 18

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 the project 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 failure in the TFG.

8. Oral defense before a tribunal: Once submitted, students must prepare the oral defense of the TFG before a tribunal composed of two people different from the tutor. The calendars, location and other practical aspects referring to the tribunals 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
Final delivery	60%	0	0	1, 7, 6, 2, 3, 5, 13, 9, 8, 15, 10, 11, 19, 16, 17, 14, 12, 4, 18
TFG defense	40%	0	0	1, 6, 3, 5, 13, 9, 8, 15, 14, 12, 4

This subject does not provide for a single evaluation system.

The evaluation of the TFG of the Degree in Social Education arises from two distinct activities: The final submission and the oral defense of the work before a panel.

However, there are two formative evaluation activities, which do not obtain a numerical qualification but which are mandatory and essential for the correct development of the work: the initial and intermediate monitoring. The dates for submitting the follow-ups and the final submission are:

February call: Initial follow-up 10/11/2025 / Intermediate follow-up 8/12/2025 / Final submission: 19/01/2026
June call: Initial follow-up 12/01/2026 / Intermediate follow-up on 20/04/2026* / Final submission: 01/06/2026
September call: Initial follow-up: 12/01/2026 / Intermediate follow-up 20/04/2026* / Final submission: 01/09/2026

*The student and the tutor can agree to advance the deadline for the intermediate follow-up from 16/02/2026 to 20/04/2026.

If the student does not submit any of the follow-ups or the quality of these is very poor, this will have an impact on the final submission grade, in the criterion on TFG follow-up. In addition, if the student does not submit any of the evidence on the established date, he/she will not be able to do so later, and will not be able to receive feedback from the tutor.

These documents must be submitted through the virtual space enabled for coordination within the deadlines established between tutor and student.

The tutor's feedback must also be sent through this space no later than 15 days after the closing date for submission in the ordinary call. For the first two submissions, a qualitative evaluation rubric with the defined criteria will be available. For the final evaluation, a rubric will be available for each type of TFG, which will result in a numerical grade from 0 to 10. The tutor must include feedback comments on all 3 submissions. Both the characteristics of the documents and the evaluation rubrics for them will be published in the virtual space.

Regarding the oral defense before the tribunal, this tribunal will be composed of two/three teaching figures from the Degree in Social Education. The dates for the 2025-26 academic year are:

• February call: during the week of February 9 to 12.
• June call: during the week of June 22 to 26.
• September call: September 7.

Once the students who will present themselves in each of the calls (February, June, September) are confirmed, the coordination will make public in the communication spaces (Faculty website and virtual space) the list of panels with the assignment of the students to each of them.

The presentation of the TFG before the panel will include an initial presentation of a maximum of 8 minutes. Then, the panel will ask the questions or considerations it deems appropriate in which the student must demonstrate their in-depth mastery of the ideas that constitute the TFG. In order to evaluate the TFG, the panel has a rubric that will be made public in the virtual space enabled. Students are required to attend the entire TFG presentation act of the panel to which they are assigned.

Since the defenses are public, in addition to the panel and the students summoned, other people who wish to do so may attend as spectators, as long as they respect the schedules and procedures for the TFG defense. The final grade of the TFG is the result of the evaluation of the tutor and the board in the percentages assigned to each activity. In order to pass the subject, each of the two activities (final submission and defense of the work) must be approved with a minimum grade of 5. If one of the activities is failed, this will be the grade that will be recorded in the minutes.

In the event that a plagiarism percentage of more than 20% is detected, the TFG grade will be 0. Although students can work on the same topic, the final report document must be unpublished and completely individual. In accordance with UAB regulations, the implementation of other measures such as the opening of an academic file will be assessed.

In order to be able to present the work in the September call, students must request a change of call to Academic Management within the established period. Otherwise, the grade that will appear in the June call will be a NO Assessable and there will be no September call.

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

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.