

## COURSE PROGRAM

Academic Year: 2022/2023

Identification and characteristics of the course			
Code	501660 (FEYP) 501704 (FFP)/502879 (B) 502073 (CUSA)	ECTS Credits	6
Course name (English)	Final Degree Project		
Course name (Spanish)	Trabajo Fin de Grado		
Degree programs	BA in Primary Education		
Faculty/School	Teacher Training College (FFP, Caceres)		
Semester	8	Type of course	Compulsory
Module	Practicum and Final Degree Project		
Matter	Final Thesis Degree		
Lecturer/s			
Name	Office	E-mail	Web page
All professors teaching in the BA program.			
Subject Area	All subject areas of the BA program.		
Department	All departments of the BA program.		
Coordinating Lecturer (If more than one)	Vice-Dean of Teaching Planification and the Quality Commission of the BA program.		

Competencies*	
General and Basic Competencies	
CG1 - To be familiar with the interdisciplinary nature of Primary Education curricular areas, the assessment criteria and the body of didactic knowledge required for teaching and learning processes.	
CG2 - To design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the centre.	
CG3 - To effectively address language learning situations in multicultural and multilingual contexts. To encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.	
CG4 - To design and regulate learning spaces in diverse contexts which attend to gender equality, to equity and to respect for human rights which satisfy the values of citizenship formation.	
CG5 - To promote coexistence inside and outside the classroom, to solve disciplinary problems and to contribute to the peaceful resolution of conflicts. To encourage and value the effort, perseverance and self-discipline in students.	
CG6 - To know the organization of primary education schools and the diversity of actions that comprise their functioning. To perform tutoring and orientation functions with	

\* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

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students and their families, attending to the unique educational needs of students. To assume that the exercise of the teaching function has to be improved and adapted to scientific, pedagogical and social changes throughout life.
CG7 - To collaborate with the different areas of the educational community and in the social environment. To take on the educational dimension of the teaching function and encourage democratic education for active citizens.
CG8 - To maintain a critical and autonomous relationship with knowledge, values and social institutions (both public and private).
CG9 - To assess individual and collective responsibility in the achievement of a sustainable future.
CG10 - To reflect upon classroom activities so as to innovate and improve teaching practices. To acquire habits and skills for autonomous and cooperative learning and promote it among students.
CG11 - To be familiar and apply the information and communication technologies in the classroom. To selectively discern audiovisual information that contributes to learning, civic education and cultural wealth.
CG12 - To understand the function, possibilities and limits of education in today's society and the fundamental abilities which affect Primary Education schools and their staff. To know quality improvement models applicable to educational centres.
CB1 - Students have proven to possess and understand knowledge in a study area that stems from the basis of general secondary education, and it is often found at a level that, while supported by advanced textbooks, also includes some aspects which involve knowledge from the forefront of their field of study.
CB2 - Students can apply professionally their knowledge to their work or vocation and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their study area.
CB3 - Students have the ability to gather and interpret relevant data (usually within their study area) to make value judgements that includes reflection on relevant social, scientific or ethical issues.
CB4 - Students are able to convey information, ideas, problems and solutions to both specialised and non-specialised audiences.
CB5 - Students have developed the required learning skills to undertake further studies with a high degree of autonomy.
<b>Cross-curricular Competencies</b>
CT1 - To be able to convey information, ideas, problems and solutions to both specialised and non-specialised audiences.
CT1.1 - To publicly present ideas, problems and solutions in a logical and structured way, both orally and in writing, at C1 level in Spanish language, according to the Common European Framework of Reference for Languages.
CT1.2 - To publicly present ideas, problems and solutions in a logical and structured way, both orally and in writing, at B1 level in one or more foreign languages, according to the Common European Framework of Reference for Languages.
CT1.3 - To use new information technologies as a tool for intellectual work and as an essential element for gathering information, learning and communicating.
CT1.4 - To manage and use social and interpersonal skills in relationships with other peoples and work in multidisciplinary groups in a cooperative way.
CT2 - To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.
CT2.1 - To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

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CT2.2 - To efficiently use a variety of resources, techniques and learning strategies that guarantee autonomous, responsible and continuous lifelong learning.
CT2.3 - To be updated in the socio-educational field through research and to know how to analyse future trends.
CT2.4 - To maintain an attitude of innovation and creativity in the exercise of their profession.
CT3 - To acquire and declare an ethical commitment as a teacher, which needs to enhance the idea of comprehensive education, with critical and responsible attitudes; guaranteeing a true equality between men and women, equal opportunities, universal accessibility for people with disabilities, and the typical values of a culture of peace and of a democracy.
CT3.1 - To understand the evolutionary character and plurality of contemporary societies and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.
CT3.2 - To understand and practice the values of democratic societies such as tolerance, solidarity, justice, non-violence, freedom, co-responsibility and equality, and in general terms to use systems of values such as the Declaration of the Human Rights.
CT3.3 - To be aware of the right to equal treatment and opportunities between women and men and to apply measures that eliminate the obstacles that hinder effective equality between women and men and promote total equality between them.
CT3.4 - To be aware of the right for equal opportunities for people with disabilities and implement measures aimed at avoiding or compensating for the disadvantages of a person with disabilities to fully participate in political, economic, cultural and social living.
CT3.5 - To promote and enhance the values of a culture of peace.
CT3.6 - To reflect critically and logically on the need to eliminate all forms of discrimination, directly or indirectly, in particular racial, against women, and discrimination due to sexual orientation or disability.
<b>Contents</b>
<b>Course outline*</b>
The Final Degree Project (TFG) will be the last subject that all students must complete to finish their BA program. The Final Degree Project consists of a written thesis that students must elaborate under the supervision of a professor and defend in front of a panel of three professors. The topic of the Final Degree Project could be any topic related with the BA program.
<b>Course syllabus</b>
Name of lesson 1: <b>Initial approach to the Final Degree Project</b> Contents of lesson 1: The contents of lesson 1 will be related with topic selected by the student. Description of the practical activities of lesson 1: Basic concepts of the final degree project.

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Name of lesson 2: **Development and follow up of the Final Degree Project**  
 Contents of lesson 2: The contents of lesson 2 will be related with topic selected by the student.  
 Description of the practical activities of lesson 2: Methodology strategies related with the topic selected by the student.

Name of lesson 3: **Development and follow up of the Final Degree Project**  
 Contents of lesson 3: The contents of lesson 3 will be related with topic selected by the student.  
 Description of the practical activities of lesson 3: Guides to present and defend the Final Degree Project.

**Educational activities \***

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total		L	HI	LAB	COM		
1	35.5	2				1.5	2	30
2	55.5					1.5	2	52
3	33.5					1.5	2	30
<b>Assessment **</b>	25.5					0.5	2	23
<b>TOTAL ECTS</b>	150	2				5	8	135

L: Lectures (100 students)  
 HI: Hospital internships (7 students)  
 LAB: Laboratory or field practices (15 students)  
 COM: Computer-room or language laboratory practices (30 students)  
 SEM: Problem classes or seminars or case studies (40 students)  
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)  
 PS: Personal study, individual or group work and reading of bibliography

At least three student orientation meetings are proposed that both the teacher and the student should know:  
 1st- Initial meeting. Intended for the general orientation of the student, selection of the work topic, etc.  
 2nd- Follow-up. Meeting to supervise the development of the work, the acquisition of the pertinent competences and the evaluation of the student's progress.  
 3rd- Final. Positive or negative assessment of the skills necessary to achieve the Final Degree Project. At this time, the tutor must issue a final report following the criteria established in the Evaluation of the Final Degree Project. This report must be favorable for the student to proceed to the public defense of her work.

**Teaching Methodologies\***

Written essay about any topic related with the BA program.

**Learning outcomes \***

It is necessary a public defense of a written work, directed by a teacher and presented either before the director in the case of defense as the simplified mode, or before a panel of three members in the case of committee defense, which the director cannot be included of the same.

**Assessment systems \***

**Modalities of public defense:**  
 Two modalities of defense are established, in any case subject to the authorization of the Director of the TFG:

\*\* Indicate the total number of evaluation hours of this subject.

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- a. Simplified modality: the public defense will take place before the Director of the TFG.
- b. Modality before committee: the public defense of the TFG will take place before a committee, whose composition is established in article 10 of the Regulations for final degree/master's projects of each centre.

**Grades:**

The qualification system of the TFG will be governed by the provisions of Royal Decree 1125/2003, of September 5, which establishes the European credit system and the qualification system in official university degrees and validity in the entire national territory, assigning them a value from 0 to 10, with expression of a decimal, adding the traditional qualitative qualification, according to the following ranges: from 0 to 4.9 (failed, SS); from 5.0 to 6.9 (approved, AP); 7.0 to 8.9 (good, NT); from 9.0-10 (outstanding, SB). Except for justified reasons of force majeure, students who, having been authorized and summoned to the act of defense of their TFE, will not appear will be considered as not present.

In the case of defense in the simplified modality of the TFG, the maximum grade that each student can choose will be 6 (Passed, AP).

In the case of defense of the TFG in committee mode, the note of the Director of the TFG will represent 40% of the grade, recording it by means of a rubric, and the rest of the grade will be the responsibility of the committee and will also be based on in a rubric. The student must pass both parts, that is, they must obtain a minimum of 5 out of 10 (according to the tutor's favorable or unfavorable report) for the work to go to the committee, and in the defense the committee must be valued from 0 to 10, being necessary to reach at least 5 to be able to add in your section. In the event that a 5 is not reached in the committee's qualification, the final grade will be the weighted grade of the tutor (40%).

**Qualification Procedure:  
In the simplified defense**

- a) The qualification of the Director of the TFG constitutes 100% of the final grade, with the maximum qualification being 6. An official format is established in the Procedures for the development of the TFG of each center in accordance with the following items:
  1. Regarding the student's progress:
    - 1.1. Maintains the level of achievement of initial objectives.
    - 1.2. Abide by the rules of presentation of the TFG.
    - 1.3. Has shown perseverance and effectiveness in getting the job done
  2. Regarding the written document-report
    - 2.1. Properly document the work.
    - 2.2. Write correctly and clearly.
    - 2.3. Possesses analysis and synthesis skills.
    - 2.4. It presents a final and reflective evaluation of the work carried out.
    - 2.5. Complies with the presentation regulations (parts, pages, formats, spelling rules, etc.)
    - 2.6. The work must contemplate the competencies of the TFG that appear in the Memory of Verification of Primary Education, gathered in the Program of the subject.
  3. Regarding the defense:
    - 3.1. Competence to transmit information clearly and fluently.

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- 3.2. Adequate oral expression and mastery of non-verbal communication.
- 3.3. Adequacy of the TFG to the rules established for its defense.

**In defense before Committee**

a) The qualification of the Director of the TFG constitutes 40% of the final grade. An official format is established in the Development Procedures of the TFG of each center in accordance with the following items:

- 1. Regarding the student's progress:
  - 1.1. Maintains the level of achievement of initial objectives.
  - 1.2. Abide by the rules of presentation of the TFG.
  - 1.3. Has shown perseverance and effectiveness in getting the job done
- 2. Regarding the written document-report
  - 2.1. Properly document the work.
  - 2.2. Write correctly and clearly.
  - 2.3. Possesses analysis and synthesis skills.
  - 2.4. It presents a final and reflective evaluation of the work carried out.
  - 2.5. Complies with the presentation regulations (parts, pages, formats, spelling rules, etc.)
  - 2.6. The work must contemplate the competencies of the TFG that appear in the Memory of Verification of Primary Education, gathered in the Program of the subject.

b) The qualification of the Committee constitutes 60% of the final grade. An official format is established in the Development Procedures of the TFG of each center in accordance with the following items:

- 1. Regarding the written document-memory
  - 1.1. Properly document the work.
  - 1.2. Write correctly and clearly.
  - 1.3. Possesses analysis and synthesis skills.
  - 1.4. It presents a final and reflective evaluation of the work carried out.
  - 1.5. Complies with the presentation regulations (parts, pages, formats, spelling rules, etc.)
  - 1.6. The work must contemplate the competencies of the TFG that appear in the Memory of Verification of Primary Education, gathered in the Program of the subject.
- 2. Regarding the defense:
  - 2.1. Competence to transmit information clearly and fluently.
  - 2.2. Adequate oral expression and mastery of non-verbal communication.
  - 2.3. Adequacy of the TFG to the rules established for its defense.

In the event that the student does not pass the oral defense of the work, he or she may appear again for the oral defense with the same committee in future calls, in accordance with the general provisions of the End of Degree Regulations of the UEx and the Faculty. If serious shortcomings are detected in the work, you have the opportunity to redo it in accordance with the instructions of the committee and your Tutor.

The different committees may make the proposals they deem appropriate to the Academic Secretary of each Center, among those students who have a grade of nine or higher in each of these calls. In the event that the proposals exceed the proportion of five percent of the works presented, the assignment of the corresponding honors will be made by the Academic Secretary of the Center within a period of five business days

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from the defense of the last work, prioritizing the records of the students with the highest average grade in the respective Grade.

Given the nature of the activities of this subject, these are not susceptible to recovery in final tests and must follow the procedures established by the faculties for it.

**Bibliography (basic and complementary)**

The bibliography will be suggested by the professor based on the selected topic.

**Other resources and complementary educational materials**

Students must check the web site of the Teacher Training College to find out more information about the specific regulation of the Final Degree Project and the students' guide.

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