



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Teaching Guide Social Education

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# **TEACHING GUIDE FINAL DEGREE PROJECT**

**Degree in Social Education  
4TH COURSE**

**Faculty of Teaching and CC. of Education  
Universidad Católica de Valencia San Vicente Mártir**

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**Academic year 2024-25**



**SUBJECT TEACHING GUIDE:**  
**FINAL DEGREE PROJECT**

		ECTS
<b>SUBJECT:</b> Final Degree Project.		12
<b>Module:</b> Final Degree Project.		12
<b>Type of Training:</b> Final Degree Project.	<b>COURSE:</b> 4th <b>Semester:</b> 2nd	
<b>Profesorado:</b>  Dr. Luis Díe Olmos  Dr. José Boquera Navarrete  Dra. Joana Calero Plaza  Dra. Marcelo Viera  Dra. Raquel Ibáñez Martínez  Dra. Cristina Martínez Ortega  Dr. José Boquera Navarrete  Dra. Remedios Aguilar Moya  Dra. Raquel Sánchez Padilla  Dra. Eva Muñoz Guinea  Dr. Manuel Tarín Cayuela	<b>Departments:</b>  <b>General Didactics, Educational Theory and Technological Innovation.</b>  <b>Inclusive education, and socio-community development and occupational sciences.</b>  <b>Teaching and learning of physical, musical and plastic education.</b>	
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## ORGANIZACIÓN DE LA ASIGNATURA

FINAL DEGREE PROJECT			Nº ECTS 12	
<p><b>Duration and temporary location within the study plan:</b> It is part of the "Final Degree Project" module, which contains a subject (offered in the fourth year): Final Degree Project (4th year, 2nd semester. The module consists of 12 ECTS.</p> <p><b>Prerequisites (as stated in the current Degree Report):</b> the Final Degree Project will be oriented towards the evaluation of competencies associated with the degree. The public defense of the same cannot be carried out until having exceeded 90% of the total credits of the degree (216 ECTS).</p>				
Materias y Asignaturas				
Field	ECTS	SUBJECT	ECTS	Course/ semester
FINAL DEGREE PROJECT	12	Final Degree Project	12	4/2



BASIC AND GENERIC COMPETENCES	Competence weighting			
	1	2	3	4
CG1. Capacity for analysis and synthesis.				X
CG2. Organization and planning.				X
CG3. Oral and written communication in the mother tongue(s).				X
CG5. Use of ICT in the field of study and professional context.				X
CG6. Information management.				X
CG7. Problem solving and decision making.				X
CG8. Critical and self-critical capacity.				X
CG9. Ability to integrate and communicate with experts from other areas and in different contexts.				
CG10. Recognition and respect for diversity and multiculturalism.				X
CG11. Interpersonal skills.				
CG12. Ethical commitment.				X
CG13. Autonomy in learning.				X
CG14. Adaptation to new situations.				X
CG15. Creativity.				X



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CG17. Innovation and entrepreneurial spirit.	X			
CG19. Commitment to identity, development and professional ethics.	X			

SPECIFIC COMPETENCES	Competence weighting			
	1	2	3	4
CE1. Understand and identify the historical, sociocultural, political and legislative processes that are involved in the consolidation of the profession and socio-educational intervention.				X
CE2. Know and analyze social welfare policies, social, economic changes and the legislation that support socio-educational intervention processes.				X
CE3. Identify the different evolutionary stages and degrees of development of the population targeted for intervention.				X
CE4. Know and diagnose the fundamental needs and interests, as a basis for planning socio-educational intervention.				X
CE5. Analyze and diagnose the different complex realities that support the development of appropriate socio-educational processes.				X
CE6. Know the pedagogical, psychological and sociological assumptions that are at the basis of socio-educational intervention processes.				X
CE7. Plan, design, manage and evaluate socio-educational programs and projects in different areas of action.				X
CE8. Manage, coordinate and supervise entities and equipment, according to different contexts and needs.				X
CE9. Know and use the tools, instruments and resources necessary to incorporate them into the socio-educational intervention of the different areas of action.				X
CE10. Manage structures and processes of Community participation and action.				X
CE11. Know to promote social, cultural and educational mediation processes.				X
CE12. Know the different methodologies and techniques of socio-educational research.				X
CE13. Design and develop social participation and community development processes.				X



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CE14. Develop programs and projects in the field of specialized education (addictive behavior, penitentiary behavior, groups at risk of exclusion, special educational needs...).				X
CE15. Know and use specific intervention techniques socio-educational and community (group dynamics, motivation, negotiation, assertiveness, etc.).				X
CE16. Commitment to the quality of performance and respect for the deontological principles of the social educator.				X
CE17. Prepare and interpret technical, research and evaluation reports on socio-educational actions, processes and results.				X
CE18. Design, organize and manage cultural, environmental, leisure and free time projects and services.				X
CE19. Know, use and evaluate new technologies for training purposes.				X
CE20. Show an empathetic, respectful, supportive and trusting attitude towards subjects and institutions of social education.				X
CE21. Develop attitudes and linguistic mastery that enable and promote work in multicultural and multilingual environments.				X
CE22. Design and carry out prospective and evaluative studies to initiate research on the social and institutional environment where the intervention is carried out.				X



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LEARNING OUTCOMES	COMPETENCES
R1. The student assumes responsibility and initiative in preparing their final degree project.	ALL
R2. The student follows the guidelines of his/her TFG tutor.	ALL
R3. The student prepares the written work taking into account all its formal requirements.	ALL
R4. The student is able to present his TFG before the tribunal organized for this purpose in a public event, respecting the corrections, guidelines and comments of the tribunal.	ALL



FORMATION ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Results of the subject	ECTS <sup>1</sup>
TUTORIZATION OF THE DIRECTOR	Personalized attention with a period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the work being done.	ALL	1
PREPARATION OF THE WRITTEN WORK	Autonomous activity of the student with tutorials.	ALL	10
PREPARATION OF THE PUBLIC PRESENTATION	Autonomous writing and preparation of the synthesis of the practice to be presented.	ALL	1
Total			12

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<sup>1</sup> The subject and/or subject is organized into VIRTUAL TEACHING and STUDENT SELF-EMPLOYED WORK, with an estimated percentage in ECTS. An adequate distribution is as follows: 40% for TEACHING Training Activities (60 hours) and 60% for tutored Autonomous Work (90 hours) for a 6-credit subject. The Final Degree Project does not have, as such a subject, teaching activities, so the student's autonomous workload is greater than in a teaching subject.





EVALUATION SYSTEM FOR THE ACQUISITION OF SKILLS AND GRADING SYSTEM		
Evaluation instrument	EVALUATED LEARNING OUTCOMES	Percentage awarded
DIRECTOR: WRITTEN WORK	R1,R2,R3	35%
DIRECTOR: PROCESS AND FOLLOW-UP	R1,R2,R3	15%
TRIBUNAL: WRITTEN WORK	R3	35%
COURT: EXHIBITION AND DEFENSE OF THE TFG	R4	15%
<p><b>Additional Information:</b></p> <p>In this subject, attitudes are worked on, especially in the relationship between the student and his/her director. These attitudes are evaluated directly in the process and monitoring of the final degree project and in the presentation and defense of the work before the court.</p> <p>Criteria for granting Honors: 1 for every 30 students or fraction of 30.</p>		



DESCRIPTION OF CONTENTS	COMPETENCES
<p>The final degree project is a professional, technical and/or scientific project, integrating and enhancing the acquired knowledge, which must be carried out and presented by every student of each grade, provided that they have complied with the conditions established to be able to enroll in the final degree project. degree.</p> <p>The purpose of this Work is for the student, and the future professional, to integrate the knowledge acquired and demonstrate that they have developed the necessary skills to practice their profession. For this reason, the Final Work must be a work in line with what a professional with that degree is expected to be able to do.</p> <p>The objectives of said final degree project will be:</p> <ul style="list-style-type: none"><li>• Integrate and apply with professional criteria, creativity, initiative and methodology, the knowledge and techniques acquired during your degree.</li><li>• Consolidate and increase the knowledge and skills received throughout the degree in the criteria that you must apply during your professional life.</li><li>• Provide effective and efficient solutions to the problems that arise in your final degree project, using the knowledge, techniques, skills and abilities achieved and developed during the degree.</li></ul> <p>The Final Degree Projects will deal with the proposal, realization and evaluation of an original and specific theoretical or empirical work on the contents of the degree in Social Education, developing a monographic aspect of the contents from a transdisciplinary perspective.</p> <p>The final degree project, in addition to being delivered in writing, will be defended in person before a Tribunal made up of university professors.</p> <p>The final degree project may be of a theoretical or empirical nature. If it is of a theoretical nature, it will deal with content referring to original topics, or that, being known, add characteristics that improve the existing general knowledge on the topic. Analytical-scientific works of elaboration and personal conclusions on topics linked to the specialty of the profession are not excluded.</p> <p>If it is empirical in nature, it may consist of carrying out one's own and original research work based on qualitative and/or quantitative experimental methodology.</p> <p>Students will be supervised at all times by an academic tutor, who will carry out the following set of actions to guarantee the quality of the final degree project:</p> <p>Orientation interview: In this interview the internal tutor will personally guide the students on the different professional options as well as on the interests, aptitudes, demands... both of the students and of the professional paths involved in the formation of the degree and in the work and academic future of the students.</p>	<p><b>ALL</b></p>



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It will clarify the evaluation system for the final degree project and the steps to follow in the preparation of the work to be presented (orally and in writing) and delivered by the students.

Practical classes and monographic seminars: Practical classes and monographic seminars will take place at the beginning of the formal period of the final degree project. In these practical classes and seminars, the internal tutor will guide and train students in subjects related to the knowledge, methods, techniques, skills and competencies necessary for the preparation of a final degree project. Thus, they will work on the necessary knowledge so that the student can locate, select and analyze any legal document and stay updated in the development of their discipline.

Knowledge of a set of fundamental tools will be promoted for the design of objectives, cases and procedures, as well as for the development of specialized theoretical-practical work. The management and search for information will be delved into (basic strategies for searching for information on the web, what to look for about law on the Internet, web addresses with information and documentation on law), and that this enables continuous learning both during their university education and their professional, academic and/or research work.

Individualized and group follow-up tutorials: Follow-up tutorials will be carried out during the period prior to the presentation of the degree work and once the students have chosen a topic. In these sessions the tutor will supervise the students' performance on the task, as well as the preparation of their presentation work (oral and written).

Written report and individual presentation: We consider that this work is the prelude to the future work of our students. For this reason, the final degree project in Social Education includes the active participation of students through oral presentation (using the available technological resources), in front of an academic tribunal made up of university professors, of a synthesis of what has been their final degree working memory (written work that will also be evaluated) and his/her experience in carrying it out.



## BIBLIOGRAFÍA

- Baelo, M. (2018). *Guía práctica para redactar y exponer trabajos académicos: TFG, TFG y Tesis Doctoral*. Valencia. Tirant.
- Cervera, A. (2019). *Cómo elaborar trabajos académicos y científicos: TFG, TFM, tesis y artículos*. Madrid. Alianza.
- Ferrer, V., Carmona, M. y Soria, V. (Eds.). (2012). *El trabajo de fin de grado: guía para estudiantes, docentes y agentes colaboradores*. Madrid. MCGRAW-HILL INTERAMERICANA- MUA.
- González García, J.M. (2014). *Cómo escribir un trabajo de fin de grado. Algunas experiencias y consejos prácticos*. Madrid. Síntesis.
- Matas, A. y Leiva, J.J. (2019). *Coordinación docente y TFG. Análisis y propuestas en el escenario universitario 2019*. Madrid. Dykinson.
- Sánchez Pérez, J. (2021). *Cómo hacer el mejor TFG/TFM. Consejos para que tu trabajo de fin de grado o máster resulte exitoso*. Barcelona. Atelier.

## TEMPORAL ORGANIZATION OF LEARNING:

	ACTIVITIES / TASKS	CALENDAR
1	Assignment of Directors.	September
2	First meeting and organization and beginning of autonomous work.	October
3	Review of the theoretical framework of the TFG.	Enero
4	Review of the development section of the TFG.	Marzo-Abril
5	Delivery of the TFG in the 1st Call.	Mayo
6	Delivery of the TFG in the 2nd Call.	Junio