



TEACHING GUIDE: FINAL DEGREE PROJECT

**DEGREE MULTIMEDIA AND DIGITAL ARTS
Catholic University of Valencia**

Academic year 2024-2025



TEACHING GUIDE FOR Final Degree Project

		ECTS
SUBJECT: Final Degree Project		12
Subject: Final Degree Project		12
Module: Final Degree Project		12
Type of Training ¹ : TFG	COURSE: 4th Semester: 2nd	
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ORGANIZATION OF THE MODULE

Final Degree Project			ECTS No. 12	
Duration and temporary location within the curriculum: The Final Degree Project is an annual subject of 12 ECTS credits that is taken during the last year of the degree.				
Subjects and Subjects				
Subject	ECTS	SUBJECT	ECTS	Course/ Semester
Final Degree Project	12	Final Degree Project	12	4/ 2

¹Basic training (common subject), Compulsory, Optional, External internships, Final Degree Project.



TEACHING GUIDE SUBJECT/SUBJECT: Final Degree Project (TFG)

Prerequisites: Core subjects of the Degree

GENERAL OBJECTIVES

The Final Degree Project (TFG) is carried out during the last year of the degree and is an essential requirement to obtain the Graduate Degree in Multimedia Design and Digital Arts. By completing the TFG, the student values the knowledge acquired during the teaching phase of the degree. The practical expression of the competencies and skills that have been obtained in previous courses is one of the main objectives of the TFG. In general, the TFG must provide training in the search, management, organization and interpretation of relevant data in its area of study, to make judgments that include reflection on relevant topics of a social, scientific, technological or ethical nature, and that facilitates the development of critical, logical and creative thinking and judgment.

By completing the TFG, the student takes a final step in entering the world of work or higher education. To do this, the student will have the support of a teacher-tutor who will direct and guide him or her throughout the course. The student must demonstrate with original work that he or she is capable of addressing a complex topic in a rigorous and creative way. The student will have the opportunity to present and defend his or her work in court. The TFG must be original, not have been used or taken advantage of materials from other subjects or for third party work. Made exclusively for this subject. Plagiarism – including self-plagiarism or use of material not exclusive to the TFG – will be considered a very serious offense and will carry the corresponding sanction.

In the TFG, the knowledge acquired by the student in the various subjects throughout the Degree is put into practice. The student will carry out practical work that reflects the mastery of the concepts and tools of multimedia design: graphic, web, video, photography, as well as the fundamentals of marketing, advertising and communication. Or a research project (which includes a practical part) to be determined with the director and that is related to the contents of the degree.

The preparation of a Final Degree Project is proposed:

- Global corporate image projects (including marketing and communication plan) from the logo to its applications, corporate website, video, photographs and publicity proposal for diffusion, whether it is about a fictitious company or about some company or institution. (An annex is attached with a base template of the type of work to be presented)
- The Final Degree Project proposals may be linked to the development of projects related to the organizations where the student carries out his external internships, with prior authorization by the company, and with the supervision of a director in the company and a director with teaching in the grade.
- Likewise, the student may propose some substitute work demonstrating the reasons for said interest, the knowledge in the degree required for its preparation as well as the dedication necessary for the same equivalent to the proposal for the degree and that corresponds to the 12 credits that he has. The subject. The proposal will be evaluated by the tutor or commission appointed for the case, and may be rejected or modified by the tutor or evaluation commission. The tutor will establish, where appropriate, the sections that must be developed and the level of their execution.



Students must present a TFG proposal including:

- Work title
- Study area and brief description (for example: company's comprehensive communication plan x, from the sector...
- Proposal for director (who must have been consulted previously)

The TFG commission will assess the project presented by the student (or team) when awarding the directors and topics that will be published in a timely manner on the Virtual Campus of the subject. When circumstances require it, a TFG may have two tutors, especially when the TFG is developed in a company. The director is responsible for explaining the characteristics of the work to the student, for assisting and guiding him in its development and for ensuring compliance with the objectives set, as well as for monitoring and, where appropriate, authorizing its presentation and defense. To this end, three mandatory attendance work sessions will be established throughout the course.

Once the director and study topic have been assigned, the students will submit a preliminary report (including a work plan) with the director's approval, with the following content:

- Work title
- Director
- Index
- Brief description of why said job has been chosen
- Chronology and work plan (with execution commitment)
- Specific needs that require the work (bibliography, graphic materials, permits, etc.)

As a result of the work carried out, the student will prepare a written document as a memory of the work carried out in the TFG, which will also include an annex with the detail of the work process, present the document, including the graphic part in appropriate support (bound with spine and author's name, UCV logo and title on the side - box format - on couché paper or similar), as well as in the digital support where all the graphic, audiovisual and interactive part can be viewed - and the model of what is physically presented made in indesign or illustrator). Registration will be given within the established period through the virtual campus, necessarily with the approval of the director and physically the coordinator of the subject.

The final delivery to the tutor must be made at least three weeks before the final deposit, for its convenient correction and/or adaptation, without prejudice to the necessary prior meetings that modulate the work. A single final meeting does not allow authorization/supervision of the tutor, since it has not been effectively carried out.

The director will prepare a report evaluating the students' work that may be weighted by the tribunal according to the TFG evaluation system. In said report, the director will validate that the TFG has been carried out under his supervision, along with the individual assessment of active participation in, at least, the three work sessions.

Once completed and deposited, the Final Degree Project must be presented and defended in public exhibition before a court (15 min). The TFG commission will assign the members of the tribunal among the professors-directors who teach in the degree. When circumstances require it; The tribunal may be made up of professionals with experience in the field of study of the TFG.



Students will have five additional minutes to make appropriate clarifications to the court. The court will assess both the written and graphic document, the level of finish, as well as the students' presentation, according to the assessment criteria of the guide.

The relationship between the director and his student is based on mutual trust, understanding and empathy. Following the guidance of the director, the student is responsible for adequately capturing the knowledge, methods and instruments acquired during the degree and will be evaluated for it. To facilitate the workflow, the basic functions and responsibilities of each one are included:

The student's responsibilities are:

- Properly prepare the proposed work
- Apply the most appropriate methodology and knowledge depending on the topic of study
- Search and review the sources of information relevant to the TFG, including the subjects assimilated throughout the degree.
- Creatively address the requested actions (including, if necessary, the displacement for them such as taking photographs, videos, etc...)
- Attend and participate in work sessions with the director
- Make the modifications that the director considers appropriate, as well as accept his instructions when he considers that the work does not reach a sufficient level to be presented.

- Write and revise the written report
- Comply with the established schedule
- Present and orally defend the TFG

The functions of the director are:

- Define the topic of study and the objectives of the TFG
- Provide guidance on methodology and execution
- Indicate to students the main sources of information
- Facilitate conflict resolution
- Record attendance and participation in the three work sessions
- Track the fulfillment of scheduled objectives
- Validate that the TFG meets the minimum requirements to be defended. (Which does not guarantee its approval; only that the necessary steps have been followed to carry it out)
- Prepare a report on the students' work, which may be evaluated by the tribunal according to the TFG evaluation system.
- Attend the oral defense of the TFG
- Participate as a tribunal in the defense of other TFGs.

The subject coordinator will be in charge of:

- Provide information regarding deadlines and requirements
- Coordinate workshops with the guidance service, if necessary
- Organization of courts and defense sessions
- Guide students on possible topics of the TFG

The preparation of the TFG is subject, in any case, to the general regulations of the UCV referring to them.

- **Mandatory TFG training:**

- 1. Bibliographic Search:** Training course in TFG preparation classes, in online mode, in bibliographic methodology (duration 5-10 hours). Those of you who already included this type of compulsory training, can continue to do so in the same way that you have been doing, and record it on the



guía docente. Aquéllos que no lo contemplabais como formación de carácter obligatorio para los alumnos, podéis recurrir a este curso on-line e incorporarlo a la guía docente.

2. **Emprendimiento:** Una sesión destinada a dar unas nociones básicas sobre emprendimiento y/o el testimonio de un emprendedor del área de conocimiento de la titulación con el fin de orientar a los alumnos que elaboren su trabajo contemplando la posibilidad de elaborar un plan de negocio. Dicha sesión se realizará a principio de curso y en ella se explicarán las condiciones del concurso que a continuación se especifica.
3. **Otros cursos.** Cursos formativos propuestos por la orientación de la Universidad para una mejor realización o defensa de los TFG, así como otras iniciativas que el Grado considere adecuadas para la formación de los estudiantes.

- **Concurso de carácter voluntario. Fomento de cultura emprendedora en TFG:**

Desde la Cátedra Banca-Jóvenes Emprendedores UCV se convocará un concurso con dos convocatorias: una para TFG y otra para TFM, al que se podrán presentar voluntariamente todos aquellos alumnos que estén elaborando su trabajo relacionado con el emprendimiento. La cátedra dará un premio que consistirá en una dotación económica como ayuda para implantar el proyecto.



BASIC SKILLS		Weighing			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of your field of study				x
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study.				x
CB3	That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.				x
CB4	That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience				x
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy				x
GENERIC COMPETENCES		Weighing			
Systemic		1	2	3	4
CG1	Capacity for analysis and synthesis				x
CG2	Organization and planning skills				x
CG3	Oral and written communication in one's own language				x
CG6	Ability to manage information. Know how to obtain information effectively from books and magazines				x
CG7	Problem resolution				x
CG8	Ability to adequately present a resume, a sample of one's own work, such as a portfolio and a professional presentation.				x
CG10	Teamwork				x
CG14	Critical thinking				x
CG15	ethical commitment				x
CG16	Ability to assume responsibilities				x



CG18	Autonomous learning and motivation for training throughout their professional life				x
CG24	Initiative and entrepreneurial spirit				x
CG25	Motivation for quality				x
CG26	Capacity for self-employment and job creation				x
CG27	Sensitivity towards environmental issues				x
CG29	Expression of social commitment				x
CG30	Show sensitivity to the problems of humanity				x
CG31	Show sensitivity to personal, environmental and institutional injustices				x
SPECIFIC COMPETENCES					
		1	2	3	4
CE7	Ability to detect new areas of the information society in which multimedia technologies can be useful and to develop the necessary research at a basic level to propose solutions.				x
CE12	Sensitivity to assess the importance of design in the formulation of messages and the impact of their transmission in				x
CE15	Knowledge of the legislative framework in Spain and Europe, particularly regarding the audiovisual field and the protection of intellectual and industrial property				x
CE16	Ability to translate creative ideas so that they can be transmitted in digital format.				x
CE17	Ability to adequately present the results of the investigation in an oral, written, audiovisual or digital manner, in accordance with the canons of the information and communication disciplines.				x
CE18	Sensitivity to assess the importance of design in the formulation of messages and the impact of its transmission in different communication fields				x
CE19	Understand communication as a process, as well as the different elements that constitute it, understanding the knowledge of the specificity of the discourses, as well as the modes of representation typical of the different technological and audiovisual media, while discriminating the different theories, methods and problems of audiovisual communication and its different languages.				x

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LEARNING OUTCOMES ₂	COMPETENCES
Results	Competencies
R1. Theoretical and documentary research skills, management and presentation of information	CB: 1,2,3,4,5 CG: 1, 2, 3,6, 7,8, 9, 10,14,15, 16,18, 24,25,26, 27, 29, 30, 31 EC: 7,12,15, 16, 17, 18, 19
R2. List of theoretical and practical knowledge on an original topic in the field of study.	CB: 1,2,3,4,5 CG: 1, 2, 3,6, 7,8, 9, 10,14,15, 16,18, 24,25,26, 27, 29, 30, 31 EC: 7,12,15, 16, 17, 18, 19
R3. Ability to self-regulate at work: planning and organization, self-criticism, adequate management of the development phases of a research work	CB: 1,2,3,4,5 CG: 1, 2, 3,6, 7,8, 9, 10,14,15, 16,18, 24,25,26, 27, 29, 30, 31 EC: 7,12,15, 16, 17, 18, 19
R4 Acquisition and application of quality guidelines at work	CB: 1,2,3,4,5 CG: 1, 2, 3,6, 7,8, 9, 10,14,15, 16,18, 24,25,26, 27, 29, 30, 31 EC: 7,12,15, 16, 17, 18, 19
R5. Practical application of knowledge about intellectual property and authorship	CB: 1,2,3,4,5 CG: 1, 2, 3,6, 7,8, 9, 10,14,15, 16,18, 24,25,26, 27, 29, 30, 31 EC: 7,12,15, 16, 17, 18, 19

2List the learning outcomes correlatively following the proposed nomenclature.

Important note:The competencies are expressed in a generic sense, so it is necessary to include the learning results in the teaching guide. These results constitute a specification of one or several competencies, making explicit the degree of mastery or performance that the student must acquire and contain in their formulation the criteria with which they will be evaluated. The learning results show what the student will be able to demonstrate at the end of the subject or matter and also reflect the degree of acquisition of the competence or set of competences.

**ACTIVIDADES FORMATIVAS (MODALIDAD DE IMPARTICIÓN PRESENCIAL)**

TRAINING ACTIVITIES OF PRESENTIAL WORK			
ACTIVITY	Teaching Methodology-Learning	Relationship with results of Learning of the subject	ECTS ₃
SEMINARS / WORKSHOPS / CONFERENCES	Monographic sessions supervised with participation shared	R1-R5	0.6
TUTORSHIPS	Personalized attention. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in classes, seminars, readings, carrying out work, etc	R1-R5	2.8
DEFENSE JOB END DEGREE	Presentation and defense of the final degree project before a court	R1-R5	1.4
Total			(4.8*)

³The subject and/or subject is organized into **TRAINING ACTIVITIES OF PRESENTIAL WORK** and in **TRAINING ACTIVITIES FOR STUDENT SELF-EMPLOYED WORK**, with an estimated percentage in ECTS. A **proper distribution** is the next: **35-40%** for In-Person Training Activities and **65-60%** for Self-Employed. (For a subject of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology is described in this guide in a generic way, specifying the teaching units in which the subject and/or subject is organized.



STUDENT SELF-EMPLOYED TRAINING ACTIVITIES			
ACTIVITY	Teaching Methodology-Learning	Relationship with results of Learning of the subject	ECTS
AUTONOMOUS WORK	Bibliographic search, data search, approach of a comprehensive communication for company or institution and public exhibition.	R1-R5	7.2
Total			(7.2*)

ACTIVIDADES FORMATIVAS (MODALIDAD DE IMPARTICIÓN A			
TRAINING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching Methodology-Learning	Relationship with results of Learning of the subject	ECTS ⁴
SEMINAR AND VIDEO CONFERENCE VIRTUAL SYNCHRONOUS	Monographic sessions throughout the course, oriented to aspects and applications of topicality of the matter.	R1-R5	0.6
VIRTUAL TUTORING SYNCHRONOUS	Personalized attention. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics and the completion of work, etc.	R1-R5	2.8
DEFENSE JOB END DEGREE	Defense of the final degree project before a court	R1-R5	1.4
Total			(4.8*)

⁴The subject and/or subject is organized into **TRAINING ACTIVITIES OF PRESENTIAL WORK** and in **TRAINING ACTIVITIES FOR STUDENT SELF-EMPLOYED WORK**, with an estimated percentage in ECTS. A **proper distribution** is the next: **35-40%** for In-Person Training Activities and **65-60%** for Self-Employed. (For a subject of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology is described in this guide in a generic way, specifying the teaching units in which the subject and/or subject is organized.



TRAINING ACTIVITIES WITH ASYNCHRONOUS COMMUNICATION (SELF-EMPLOYED)			
ACTIVITY	Teaching Methodology-Learning	Relationship with results of Learning of the subject	ECTS
AUTONOMOUS WORK	Bibliographic search, data search, approach of a comprehensive communication for company or institution and public exhibition.	R1-R5	7.2
Total			(7.2*)



SKILLS ACQUISITION EVALUATION SYSTEM AND GRADING SYSTEM

In order to measure the acquisition of subject competencies through the learning outcomes defined above, the Assessment System has been designed as set out below.

The Evaluation System that uses an evaluation by a tribunal of the students' work. The court will take into account the brief, the presentation and defense and the director's report in the percentages set out below.

Annexes 1 and 2 show, as a guide, the assessment criteria for both the presentation and defense and the written work.

The evaluation of the acquisition of the module's skills will be carried out through a global assessment of the TFG by tribunal, considering the following aspects:

Evaluation instruments	LEARNING OUTCOMES EVALUATED	Percentage awarded
Director's report, monitoring records of participation and attendance at activities proposals	R-1, R-2, R-3, R-4 and R-6	10%
Evaluation of the project presented (form, quality and originality of the work)	R-1, R-2, R-3, R-4 and R-5	60%
Oral defense of the project in court	R-1, R-2, R-3 and R-5	30%

Criteria for granting Honors:

The court may propose the award of Honors to any of the students who have obtained an outstanding grade.

This criterion for granting honors will, in any case, comply with the general criteria of the UCV, according to which only one honors may be granted for every 20 students (or fraction for groups of less than 20 students).

⁵Evaluation techniques and instruments: oral exam-exposition, written tests (objective tests, development tests, concept maps...), directed work, projects, case studies, observation notebooks, portfolio, etc.



The use of Artificial Intelligence (AI) tools, including text generators (such as ChatGPT), images, code, or data analysis, must be expressly authorized by the project supervisor prior to use.

Any use of these tools without prior consultation may be considered a breach of the TFG's ethical standards and may be revoked before or after the defense.

If approved, the student must:

Explicitly and transparently indicate the use of AI in the final TFG document (for example, in a methodology section or in a note at the beginning or end of the project).

Specify the tool used, the type of contribution made, and the criteria followed for its validation or subsequent editing.

AI cannot replace the student's critical thinking, originality, or reflective process. Its use should be limited to technical support, preliminary generation, or structural assistance under academic supervision.

DESCRIPTION OF CONTENTS	COMPETENCES
Organization in blocks of content or thematic groupings. Development of content in teaching guides.	(Indicate, numerically, the related competencies)
The Final Degree Project and its possible alternatives	R1
Preparation of the final degree project proposal	R1 R2 R3 R4
Seminars and conferences	R1 R2 R3 R4
The tutoring of the final degree project	R1 R2 R3 R4
The work plan	R1 R2 R3 R4 R5
Final Degree Project Deposit	R1 R2 R3 R4 R5
Oral Defense	R1 R2 R3 R4 R5



BIBLIOGRAPHY

Materiales de la asignatura a disposición del alumno en la plataforma UCVnet

Mari Paz García Sanz, Pilar Martínez Clares (coords.), "Guía práctica para la realización de trabajos fin de grado y trabajos fin de máster, Universidad de Murcia, 2012 ISBN: 978-84-8371-973-2

Virginia Ferrer, Moisés Carmona y Vanessa Soria (Editores), "El trabajo de fin de grado. Guía para estudiantes docentes y agentes colaboradores, Mc Graw Hill 2012. ISBN: 8448182677

TEMPORARY ORGANIZATION OF LEARNING:

	CONTENT BLOCK/DIDACTIC UNIT	Timing
1	In-person/virtual session: The Final Degree Project and its possible alternatives	October
2	Preparation of the final degree project proposal	October
3	Publication of the topics and assigned directors	November
4	Seminars and conferences	along the course
5	The tutoring of the final degree project	along the course
6	Preliminary report	December
7	Final Degree Project Deposit	May
8	Oral Defense	June and July

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT REGISTRATION:

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The student may propose to the TFG Commission the continuation of the work started in the previous course, and of the assigned director. The Academic Committee of the TFG may decide whether or not to continue the work started and the assigned director.

Appendix 1:

The TFG (printed and digital) as well as its defense will be evaluated, taking into account:

- The chosen topic
- Compliance with deadlines and attendance at subject-specific training and sessions
- The completion of all parts of the work demanded
- The global coherence of the work presented
- The global and specific creativity of each part of the work
- The quality of the execution and the level of finish.
- The graphic execution and presentation of the TFG document (Layout, creativity and clarity)
- Presentation and defense
- The writing, use of quotes and sources
- The improvements proposed by the student



Addendum to the Teaching Guide of the subject Final Degree Project

Degree in Multimedia and Digital Arts

Given the exceptional situation caused by the health crisis caused by COVID-19 and taking into account security measures related to the development of educational activity in the teaching field current university, the appropriate modifications are presented in the teaching guide to ensure that students achieve the learning outcomes of the subject.

Mark the applicable situation:

☐ **Situation 1: Teaching without capacity limitation** (when the number of enrolled students is less than the permitted classroom capacity, according to established security measures).

In this case, no change is established in the teaching guide.

☐ **Situation 2: Teaching with limited capacity** (when the number of enrolled students is greater than the permitted classroom capacity, according to established security measures).

In this case, the following modifications are established:

1. In-person work training activities:



All the activities planned to be carried out in a classroom in this section of the teaching guide, will be carried out through the simultaneity of face-to-face teaching in the classroom and synchronous virtual teaching. Students will be able to attend the classes in person or through the telematic tools provided by the university (videoconference). In any case, students who receive the teaching in person and those who receive it by videoconferencing should be rotated periodically.

In the specific case of this subject, these videoconferences will be carried out through:

☒

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

kaltura

☐

Situation 3: Confinement due to a new state of alarm.

In this case, the following modifications are established:

1. In-person work training activities:

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as personalized and group tutorials, will be carried out through the telematic tools provided by the university (videoconference).

In the specific case of this subject, through:

☒

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

kaltura



Clarifications about the practical sessions:

2. Competence acquisition evaluation system and grading system

Regarding the evaluation instruments:

- ☒ No modifications will be made to the evaluation instruments. If the evaluation tests cannot be carried out in person, they will be done electronically through the UCVnet campus.
- ☐ The following modifications will be made to adapt the evaluation of the subject to non-face-to-face teaching

According to the teaching guide		Adaptation	
Instrument of assessment	% awarded	Description of changes proposed	Platform that will be used

The rest of the evaluation instruments will not be modified with respect to what appears in the teaching guide.

Observations to the evaluation system: