

1. BASIC INFORMATION

Subject	Graduation Project
Degree	Dentistry
School/ Faculty	Health Sciences
Year	5th
ECTS	6 ECTS
Character	Compulsory
Language(s)	English / Spanish
Modality	On-site
Semester	Annual
Academic year	2024/2025
Coordinating professor	Yolanda Freire Mancebo

2. PRESENTATION

The subject "Final Degree Project " is a compulsory subject in the planning of the Final Degree Project is an annual subject in the 5th year of the bachelor's degree in Dentistry, aimed at assessing the competences associated with the degree. As it is situated in the final phase of the syllabus, this subject is aimed at developing integrated learning and involving the student in the professional reality.

The educational contents are very varied, as they depend on the subject in question (chosen in advance by the professors involved in the subject). However, they must all meet common requirements:

- Be developed in the area of research, development or review of new basic and/or applied knowledge in any aspect of dentistry.
- Be well defined, having a reasonable expectation of being completed in the time allotted and avoiding excessively repetitive work.
- Incorporate the use of advanced and/or novel concepts and/or practical applications
- Considering its contribution to sustainability (social, economic, and environmental).

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competences:

- BC2: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study

- BC3: That students could gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific, or ethical issues
- BC4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
- BC5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences:

- TC2 - Self-confidence: Ability to assess our own results, performance, and capabilities with the inner conviction that we can do things and the challenges we are faced with.
- TC3 - Ability to adapt to new situations: Being able to work under different conditions, with different people and in different groups. It involves valuing and understanding different positions, adapting one's own approach as the situation requires.
- TC4 - Capacity for analysis and synthesis: Analysis is the method of reasoning that allows complex situations to be broken down into their constituent parts; it also allows other alternatives and perspectives to be evaluated to find optimal solutions. Synthesis seeks to reduce complexity to better understand it and/or solve problems.
- TC6 - Oral Communication / Written Communication: Communication is the process by which we transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action, being oral that which is done through words and gestures and written, through writing and/or graphic supports.
- TC9 - Skills in interpersonal relationships: To relate positively with other people by verbal and non-verbal means through assertive communication, this being understood as the ability to express or transmit what one wants, what one thinks or feels without bothering, attacking, or hurting the feelings of the other person.
- TC10 - Initiative and entrepreneurial spirit: Preference for taking on and carrying out activities. Ability to undertake difficult or hazardous actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement.

General competences:

- GC1. Know the essential elements of the profession of dentistry, including ethical principles and legal responsibilities.
- GC18. Know, critically assess, and know how to use the sources of clinical and biomedical information to obtain, organize, interpret, and communicate scientific and health information.
- GC19. To understand the scientific method and have the critical capacity to assess established knowledge and novel information. To be able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.
- GC20. Obtain and prepare a clinical history containing all relevant information.
- GC23. Establish the diagnosis, prognosis, and adequate therapeutic planning in all clinical areas of Dentistry, being competent in the diagnosis, prognosis, and preparation of the dental treatment plan for patients requiring special care, including medically compromised patients (such as diabetics, hypertensive, immunosuppressed, anticoagulated, among others) and patients with disabilities. BOE núm. 174 Saturday 19 July 2008 31689.
- GC26. Know how to plan and carry out multidisciplinary, sequential, and integrated dental treatments of limited complexity in patients of all ages and conditions and patients requiring special care.

Specific competences:

- SC5. Know the scientific method and have the critical ability to evaluate established knowledge and new information.
- SC62. Apply in a global, multidisciplinary, and integrating manner the knowledge, skills, and competences in the practical and systematized development of a final degree project in the field of dentistry, presenting and defending it publicly in front of a university examining panel.

Learning outcomes:

- LO1: Apply and develop the training contents, capacities, competences, and skills acquired (analysis, synthesis, clinical decision-making, critical assessment of the literature...).
- LO2: Develop oral and written communication skills in professional settings.
- LO3: Use scientific methodology in the analysis of biological systems and biomedical problems.
- LO4: Encourage the ability to self-regulate the student's learning, planning it, evaluating it and adapting it to their special conditions and interests.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competences	Learning outcomes
BC2, BC3, BC5, TC2, TC4, TC10, GC1, GC18, GC20, GC23, GC26, SC5, SC62	LO1. Application and development of the training content received, capacities, competences and skills acquired (analysis, synthesis, clinical decision-making, critical evaluation of the literature, etc.).
BC4, BC5, TC3, TC6, TC9, GC1, GC18, GC20, GC23, SC62	LO2. To develop oral and written communication skills in professional fields.
BG3, BG4, TC3, TC4, GC1, GC18, GC19, SC5	LO3. Practical use of scientific methodology in the analysis of biological systems and biomedical problems.
BC2, BC5, TC2, TC3, SC5, SC62	LO4. Encourage the ability to self-regulate the student's learning, planning it, evaluating it and adapting it to their special conditions and interests.

4. CONTENT

The specific characteristics of the Graduation Project are specified in the ANNEXES section.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- Tutorials
- Seminars

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

On-site modality:

Learning activity	Number of hours
Oral defence ('viva')	2,5
Study and autonomous work	122,5
Problem solving	5
Seminars	10
Tutorials	10
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

On-site modality:

Assessment System	Percentage
Assessment of the tutor	20%
Assessment of the written part by the Degree Project Committee	60%
Assessment of the oral defence ('viva') part by the Degree Project Committee	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

In addition, considering the **REGULATIONS FOR THE ASSESSMENT OF ACCREDITED UNDERGRADUATE DEGREES AT UNIVERSIDAD EUROPEA DE MADRID. CHAPTER I. COURSE ASSESSMENT SYSTEM FOR ACCREDITED UNDERGRADUATE DEGREES. Article 6 - 12. Final grades:**

Any student that uses or benefits from unlawful means during an evaluation test or that unduly attributes the author of the academic work required for the assessment will be graded as a "fail" (0) and may similarly be the object of a sanction, subject to the opening of disciplinary proceedings. In the case of the Final Graduation Project, the plagiarism or the lack of originality of the project, will automatically be graded as a "fail" (0) in the corresponding course in both ordinary and extraordinary periods. Likewise, the student will lose their status as a student during six months according with the General Standards for Graduation Projects and Master's Thesis in its Article 5.

https://universidadeuropea.com/resources/media/documents/6_Reglamento_evaluacion_titulaciones_oficiales_grado_UEM_v2.pdf

7.1. First exam period

To pass the subject in the ordinary call, you must pass all the evaluable parts within the indicated deadlines, which are specified in ANNEXES.

7.2. Second exam period

The same assessment criteria will be followed as in the ordinary call, which are specified in ANNEXES.

8. SCHEDULE

This table shows the delivery deadline for each evaluable activity in the course:

Assessable activities	Deadline
Activity 1. Preparation and submission of the manuscript to the tutor.	See ANNEXES
Activity 2. Submission of the manuscript to the Degree Project Committee.	See ANNEXES
Activity 3. Presentation and defence of the Graduation Project in front of the Degree Project Committee.	See ANNEXES

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- Assessment regulations for official bachelor's degree programmes at the European University of Madrid. URL:
- http://www.uem.es/myfiles/pageposts/reglamento_evaluacion_titulaciones.pdf?_ga=1.222266712.1184050685.1412148948
- Organic Law of the University, URL: http://www.aneca.es/var/media/164026/verifica_rd.pdf_071029.pdf (visitado 2014, octubre).
- Cisneros Estupiñán, M., & e-libro, C. (2012). *Cómo elaborar trabajos de grado* (2a ed.). Bogotá: Ecoe Ediciones. URL: <http://0-site.ebrary.com.busca.uem.es/lib/bibliouem/>
- Ortiz Guerrero, N. A., & e-libro, C. (2009). *La elaboración de los proyectos de investigación*. Buenos Aires Argentina: El Cid Editor. URL: <http://0-site.ebrary.com.busca.uem.es/lib/bibliouem/>
- Sanz, M. P. G., & Clares, P. M. (2012). *Guía Práctica para la realización de Trabajos de Fin de Grado y Trabajos de Fin de Máster*. Editum.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching- learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail. Your assessment is necessary for us to improve.

Thank you very much for your participation.