

1. OVERVIEW

Subject Area	Final Degree Project
Degree	Bachelor's Degree in International Management of Tourism and Leisure Companies
School/Faculty	Social Sciences
Year	4º
ECTS	12
Type	Core
Language(s)	Spanish
Delivery Mode	On-campus
Semester	2

2. INTRODUCTION

The Final Degree Project (TFG, by its Spanish acronym) concludes the students' academic studies through the completion of a research project on the creation of a company, to integrate all the knowledge acquired during the course of the degree, under the supervision, tutoring and close support of the teaching staff involved in the monitoring of the students.

The methodology, based on service-learning and project-based learning, allows students to learn by doing and helps to consolidate the learning of curricular content, by integrating and applying knowledge from different disciplinary fields in the same activity.

The Final Degree Project is a compulsory subject area within the Bachelor's Degree for all enrolled students. The aim of this project is to jointly and practically validate the knowledge acquired in the different subject areas.

The Project will deal with research into the creation and viability of a company or business activity, developing a business plan based on an idea that contains some kind of novelty, innovation or differentiation compared to existing businesses.

The responsibility for the Project and its successful completion lies with the students, who will be tutored by a professor to guide them in the preparation of the work.

The organisation of teaching staff and students for the TFG will be carried out by the academic body responsible for the academic organisation of the subject area.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by their acronym in Spanish):

- CB 1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate their awareness of the latest developments in their field of study.
- CB 2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB 3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB 4: Students can communicate information, ideas, problems and solutions to both expert and non-expert audiences.
- CB 5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular skills (CT, by their acronym in Spanish)

- CT10 - Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented.
- CT11 – Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT13 - Problem solving: Ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT14 - Innovation/Creativity: Ability to propose and invent new, original solutions that contribute towards improving problem situations, including ideas from other contexts.
- CT16 - Decision making: Ability to choose between different options or methods to effectively solve varied situations or problems.
- CT17 - Teamwork: Ability to integrate one's self and collaborate actively with other people, departments and/or organisations in order to reach common goals.
- CT03 - Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT04 – Ability to analyse and synthesise: be able to break down complex problems into manageable blocks; evaluate different alternatives and perspectives to find the ideal solution. Synthesising serves to reduce the complexity and better understand the situation and/or solve problems.
- CT05 - Ability to put knowledge into practice, using the skills acquired in the academic field in mock situations based faithfully on real life issues in the profession they are studying for.

Specific skills (CE, by their acronym in Spanish):

- CE1 - Ability to understand and apply basic concepts and tools of strategic management for the operation of tourism and leisure companies: analysis, planning, organisation, communication, execution, management and control.
- CE5 - Ability to value and apply principles of social responsibility within a company, paying particular attention to environmental management, in order to comply with the law and reinforce the image/production process of a company in the tourism industry.
- CE8 - Ability to master English at a professional level and have advanced knowledge of a second and third language.
- CE10 - Ability to understand the dynamic and evolving nature of tourism and leisure.

Learning outcomes (RA, by their acronym in Spanish):

- RA1 - Project approach devised by the group: consisting of the design of the group's own business plan.
- RA2 - Carrying out the project successfully as a group.
- RA3 - Report on the validity of the commissioned project.
- RA4 - Student behaviours and attitudes aligned with codes of good practice, ethics and social responsibility.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
All skills	RA1 - Project Approach devised by the group: consisting of the design of a business plan
	RA2 - Carrying out the project successfully as a group
	RA3 - Report on the validity of the commissioned project
	RA4 - Student behaviours and attitudes aligned with codes of good practice, ethics and social responsibility

4. CONTENTS

- Tourism or leisure business idea and the figure of the entrepreneur
- Concept of business plan
- Market research and strategic plan
- Marketing plan
- Technical resources
- Human Resources Management
- Financial plan

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Project-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Guided work (tutorials, monitoring of learning)	25 h
Research project	250 h
Specific workshops	15 h
Preparation for the final degree project defence	10 h
TOTAL	300 h

7. ASSESSMENT

To develop the intended skills and achieve the intended learning outcomes, students must complete the tasks set out in the following table:

You should consult with your tutor about the procedure and the due date of each of the partial tasks, as well as taking into account the official dates that will be indicated in the virtual classroom, regarding the official dates for the final degree project defence.

It is recommended that the student attend each and every one of the support workshops convened by the teaching staff of each area to help in the preparation of the work, as attendance at these workshops gives students the possibility of requesting personalised tutorials with the teaching staff responsible for each particular workshop.

Assessment system	Weighting
Written work - Panel assessment	50%
Oral defence - Panel assessment	25%
Collaborative work - Tutor assessment	20%
Peer evaluation	5%

The assessment concludes with an acknowledgement of the level of learning achieved by the student. There are some minimum pre-requisites for a project to be considered a PASS by the tutors:

- Students **have attended the tutorials organised by their tutor**, and have successfully handed in the required sections of the project by the deadlines set by their tutor.
- The work **complies with the formal requirements** (statement of originality, layout determined by the faculty, compliance with the number of pages established in accordance with the provisions of this guide), has a logical structure and meets the fundamental, spelling and writing requirements.

The tutor's approval does not imply or guarantee that the TFG will be passed. The final grade will be calculated on an individual basis by means of the rubrics attached in the annexes of this document.

ASSESSMENT FROM THE PANEL

Failure to attend the defence will result in a fail. The oral defence panel shall consist of three members: Head of the panel, Secretary and a Spokesperson (one of the members of the panel may be external to the University).

Final degree project defences are public. In any case, the audience attending shall refrain from any kind of input or comment.

Students will give an oral presentation of their project lasting **20 minutes**. Students will not be able to simply read it off. The use of a small worksheet or digital presentation is recommended.

In the oral defence, part of your presentation will be devoted to a critical reflection on your work, but you will also expand on or fill in certain details of the TFG other than those included in the written introduction, without simply summarising your Project.

Students will answer relevant questions about the submitted work or general questions about the degree the student has taken.