1. BASIC INFORMATION

Course	Bachelor thesis (Trabajo fin de grado, TFG)
Degree program	Psychology
School	School of Biomedical and Health Sciences
Year	4º
ECTS	6
Credit type	Bachelor thesis
Language(s)	English
Delivery mode	Campus-based
Semester	S2
Academic year	2025/2026
Coordinating professor	Amalie Hylland
Professor	Amalie Hylland

2. PRESENTATION

The Bachelor Thesis (Trabajo Fin de Grado), which is compulsory, represents the culmination of the student's academic training through the completion of a project that integrates all the knowledge acquired, under the supervision and guidance of the lecturers and tutors involved in the student's progress. The student will be able to design, plan and carry out a scientific research project within the field of health psychology. This is an individual project aimed at assessing the student's acquisition of the basic, general, and specific competences associated with the Psychology degree. The Bachelor Thesis must be defended in person, and the assessment will be based on both the written research project and its oral defence.

To be awarded the bachelor's degree in psychology, students must complete and pass a final individual project in which they demonstrate the integration of knowledge and development of the competences linked to the modules of the programme. The development of the bachelor thesis will be based on the knowledge acquired in the different subjects, and the student will be guided by their assigned tutor. Once the project has been submitted, the student will carry out a public oral defence. The examination panel will assess the student by asking relevant questions during the defence, evaluating their ability to justify, argue, and reflect on the work carried out. The final grade will be based on the quality of their responses.

3. LEARNING OUTCOMES

Skills
SK01: Effectively communicate the results of scientific research (scientific publications, reports, scientific posters, etc.).

- Apply principles and methodologies for conducting research.

- Conduct literature searches.
- Collect, analyze, and interpret data.
- Prepare the research work according to the standards of a scientific study.
- Apply competencies acquired during the training received in the degree program.
- Defend the written work in a public presentation before a panel.

Competences

COMP10: Analyze the needs and demands of recipients in different contexts.

COMP11: Be capable of establishing goals for psychological action in different contexts, proposing and negotiating goals with recipients and stakeholders.

COMP12: Be capable of planning and conducting an interview.

COMP13: Be capable of describing and measuring variables (personality, intelligence, and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.

COMP14: Be capable of identifying differences, problems, and needs.

COMP15: Be capable of diagnosing according to the profession's own criteria.

COMP16: Understand and measure interaction processes, group dynamics, and group and intergroup structure.

COMP17: Be capable of identifying group and intergroup problems and needs.

COMP18: Understand and measure interaction processes, dynamics, and organizational and interorganizational structure.

COMP19: Be capable of identifying organizational and interorganizational problems and needs.

COMP20: Analyze the context in which individual behaviors, group processes, and organizational behaviors develop.

COMP21: Select and manage instruments, products, and services, and be able to identify interested individuals and groups.

COMP22: Design and adapt instruments, products, and services according to requirements and restrictions.

COMP23: Test and validate instruments, products, and services (prototypes or pilot tests).

COMP24: Be capable of defining objectives and developing an intervention plan based on its purpose (prevention, treatment, rehabilitation, insertion, support, etc.).

COMP25: Choose appropriate psychological intervention techniques to achieve the objectives.

COMP26: Master strategies and techniques for involving recipients in the intervention.

COMP27: Apply strategies and methods of direct intervention with recipients: psychological counseling, therapy, negotiation, mediation, etc.

COMP28: Apply strategies and methods of direct intervention in contexts: creating healthy environments, etc.

COMP29: Apply strategies and methods of indirect intervention through other individuals: counseling, training of trainers, and other agents.

COMP30: Plan the evaluation of programs and interventions.

COMP31: Be capable of selecting and constructing indicators and measurement techniques to evaluate programs and interventions.

COMP32: Be capable of measuring and obtaining relevant data for the evaluation of interventions.

COMP33: Analyze and interpret the results of evaluation.

COMP34: Provide appropriate and accurate feedback to recipients.

COMP35: Be capable of preparing oral and written reports.

COMP36: Understand and adhere to the ethical obligations of Psychology.

4. CONTENT

It is and individual work in which students show the acquisition of basic, general and specific competences of the bachelor's degree in psychology. The final dissertation must be developed within the field of health psychology.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Case study
- Lectures
- Project-based learning
- Use of softwares

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours
Lectures	10h
Autonomous work	50h
Case analysis	10h

Practical exercises	20h
Formative assessment	8h
Oral presentations	2h
Tutorials	50h
TOTAL	**150h**

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Research report (47.5% written report and 2.5% workshop attendance*)	50%
Oral defence and scientific poster	50%

* A score of 0.5 points will be added to the TFG mark if the student (1) attends **at least eight** of the ten workshops that will be held throughout the year, and (2) provided that the TFG mark is equal to or greater than 5 (average of the written report and oral defence). One of the available workshops will be on digital information management. In this workshop, students will receive guidance on searching, analyzing, and managing data and information in digital environments. This activity is part of the Digital Development Plan of the Psychology Degree, within dimension 2.

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

7.1. First examination period

To pass the course in the first (ordinary) examination period, you must achieve a mark of 5.0 or higher out of 10.0 in both the written report and the oral defence. If either part has a mark lower than 5.0, the course will not be passed in the first examination period.

To be eligible to submit the TFG and perform the defence, students must not have more than 12 ECTS credits failed in the first examination period. If they have more than 12 ECTS credits failed, they will not be able to defend in the ordinary exam period.

The tutors of the TFG must complete a defence authorisation document, in which they assess whether the project meets the minimum requirements to be defended. This evaluation will be binding and will determine whether or not the TFG is suitable for defence before the defence panel. However, having the authorisation for the defence does not imply that the work has a passing mark; Such assessment will depend on the final evaluation carried out by the defence panel on the day of the defence.

PLAGIARISM AND USE OF AI

In the case of the bachelor thesis (TFG), plagiarism or lack of originality will result in a failing mark ("0") in both the first and second examination periods, as well as the withdrawal of student status for six months, in accordance with Article 5 of the General Regulations for Final Degree and Master's Projects at Universidad Europea de Madrid.

AI-Generated content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible for any written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their work, this use must be detailed in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

7.2. Second examination period

To pass the course in the second (extraordinary) examination period, you must achieve a mark of 5.0 or higher out of 10.0 in both the written report and the oral defence. If either part has a mark lower than 5.0, the course will not be passed in the second examination period.

To be eligible to submit the TFG and perform the oral defence, students must not have more than 12 ECTS credits failed in the second examination period. If they have more than 12 ECTS credits failed, they will not be able to defend in the second examination period.

The tutors of the TFG must complete a defence authorisation document, in which they assess whether the project meets the minimum requirements to be defended. This evaluation will be binding and will determine whether or not the TFG is suitable for defence before the defence panel. However, having the authorisation for the defence does not imply that the work has a passing mark; Such assessment will depend on the final evaluation carried out by the defence panel on the day of the defence.

8. SCHEDULE

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

First examination period (ordinary call)

Assessable activities	Date
Written report	May 14th
Poster	June 2nd
Oral defence	June 3rd, 4th, 5th

Second examination period (extraordinary call)

Assessable activities	Date
Written report	June 26th
Poster	July 2nd
Oral defence	July 8th, 9th

Early Examination Periods:

December

Assessable activities	Date
Research report	5th of December 2025
Poster	9th of December 2025
Oral defence	11th, 12th of December 2025

January

Assessable activities	Date
Research report	15th of January 2026
Poster	20th of January 2026
Oral defence	22nd, 23rd of January 2026

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 main reference work for this subject is:

- American Psychological Association. (2010). *Manual de publicaciones de la American Psychological Association* (3ª ed). Manual Moderno.

- Amón, J. (2009). *Estadística para psicólogos II. Probabilidad. Estadística Inferencial.* (1ª reimpresión de la 9ª edición). Ediciones Pirámide.
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- Botella J, León O, San Martin R, Barriopedro M. (2001). *Análisis de datos en psicología I*. Pirámide.
- Coolican, H. (2014). *Research methods and statistics in psychology*. Psychology Press.
- Cash, T. F. (2009). Caveats in the proficient preparation of an APA-style research manuscript for publication. *Body Image, 6*(1), 1–6.
- Field, A. (2009). *Discovering Stadistic using SPSS (and sex and drugs and rock and roll)*. Sage Publication
- Gibbs, G. (2012). *El análisis de datos en investigación cualitativa*. Morata.
- León, O. (2016). *Como redactar textos científicos en psicología y educación: consejos para escritores noveles de tesis doctorales, tesis de Grado y artículos de investigación.* Garceta.
- Montero, I., & León, O. G. (2005). Sistema de clasificación del método en los informes de investigación en Psicología. *International Journal of clinical and health psychology, 5*(1), 115-127.
- León, O. y Montero, I. (2015). *Métodos de Investigación en Psicología y Educación*. (4ª ed). McGrawHill.
- Pardo, A., Ruiz, M. A., (2011). *Gestión de datos con SPSS Statistics*. Síntesis.
- Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2007). *Métodos de investigación en Psicología*. (7ª ed.). McGraw-Hill

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.