1. BASIC DETAILS

Subject	Final Degree Project
Qualification	Bachelor's Degree in International Relations
School/Faculty	Economics, Business, and Communication Sciences
Year	Fourth
ECTS	6 ECTS
Type	Final Degree Project
Language(s)	English
Modality	Campus-based
Semester	S7 & S8
Academic year	2025/2026
Coordinating professor	PhD Graciela Rico Pérez

2. PRESENTATION

The Final Degree Project (FDP) is an original academic piece of work undertaken individually, to which 6 ECTS are assigned. The subject is defined as a project demonstrating the global integration of the knowledge acquired during the degree in International Relations (IR).

The student will prepare a research paper on one of the subjects studied during the degree. The topic to be investigated can be selected from various perspectives, whether economic, political, social, cultural or theoretical, but always aiming to maintain an inclusive approach and to develop it with an applied purpose.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:
- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

Cross-cutting competencies:
- CC1: Independent learning. Ability to choose the strategies, tools and moments they consider most effective for learning and independently putting into practice what has beenlearned.
- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solveproblems.
- CC8: Handling information. Ability to search, select, analyze and integrate information fromvarious sources.
- CC9: Skills in interpersonal relationships. Ability to relate positively with other people through verbal and non-verbal means, through assertive communication, understanding this as the ability to express or transmit what is wanted, what is thought or felt without disturbing, attacking or hurting the feelings of the other person.
- CC10: Initiative and entrepreneurial spirit. Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Willingness to take on and carry out assignments.

Specific competencies:
- SC3: Knowledge of how to make use of research techniques to identify problems.
- SC6: Ability to communicate effectively in two languages, generally and specifically in theprofessional field of international relations.
- SC14: Ability to carry out research and studies on the international sphere and the areasthat make it up: economic, social, political and cultural.
- SC15: Ability to make use of different sources and channels of information.
- SC25: Ability to carry out future forecasting of realities.
- SC28: Knowledge to inform, evaluate and assess current international facts and situations.

Learning outcomes:
   LO1: Ability to develop (research) and present (technical report) a project related to international relations.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
SC03, SC06, SC14, SC25, SC28, BC01, BC02, BC03, BC04, BC05, CC01, CC03, CC04, CC08, CC09, CC10	LO1: Ability to develop (research) and present (technical report) a project related to international relations.

4. CONTENTS

- Writing up a piece of research work.

- Presentation of results on research carried out in the field of international relations.

- Transversal integration of knowledge (multidisciplinary) acquired in all subjects of the degree in International Relations.

The Final Degree Project is conceived as a process of research, documentation and drafting of a final report that integrates the knowledge acquired in the various disciplines studied during the degree course. In addition, the results of the research carried out in the field of international relations will be presented.

The Final Degree Project must include:

- Table of acronyms and abbreviations
- Abstract and Keywords
- Table of Contents

1. **INTRODUCTION**

    1.1. Research objectives and justification

    1.2. Objectives: general and specific

    1.3. Methodology

2. **THEORETICAL/CONCEPTUAL FRAMEWORK**

3. **RESEARCH PROCESS**

4. **CONCLUSIONS**

5. **BIBLIOGRAPHY using the APA7 system**

6. **APPENDICES**

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:
- Cooperative learning
- Project-based learning

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

Campus-based modality:

Educational activity	Number of hours
Academic tutorials	25
Written reports and documents	75
Independent work	25

Search for resources and selection of information sources	25
TOTAL	**150**

7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

Campus-based modality:

Assessment system	Weighting
Report – FDP	70%
Public defense	30%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

 Observations on the evaluation system:
- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In the event that the student does not pass at the first exam sitting, when submitted the written work must include the corresponding corrections issued by the exam board at the first exam sitting, as well as any suggested by the tutor.

Subject-specific rules

Students can consult all the regulations corresponding to the Universidad Europea de Madrid in the following link: https://madrid.universidadeuropea.es/alumno-uem/informacion-academica/normativa

Regarding the requirements for the registration and defense of the FDP, the general regulations applicable to final degree and master's degree projects indicate the following:

ARTICLE 2. DEPARTMENT OF FDP/MDP. PROCEDURES AND RESPONSIBILITIES

1. Only students who enroll in all subjects required for the completion of their studies may be enrolled in the FDP/MDP.

ARTICLE 4. ASSESSMENT OF FDP/MDP

4.1. PRESENTATION AND DEFENSE.

1. Unless expressly authorized by the management of the faculty/school, to be able to presentand defend the FDP/FMP:

✓ The student must not have pending subjects that represent more than 12 ECTS in addition to the TFG/TFM. Furthermore, other more restrictive criteria may be applied according to what is established in the applicable syllabus.

Complete or partial plagiarism in assignments is considered serious misconduct. It is recognized as such in the internal regulations of the Universidad Europea, stipulating that the applicable sanctions range from the immediate failure of the subject with no possibility of resubmitting until the second exam sitting, to the opening of a disciplinary procedure.

In addition, all work must comply with spell-checking regulations. Misspellings will result in penalties on the final grade of each assignment.

8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

SCHEDULE					
SEMESTER	ASSIGNMENT	WITH WHOM	TYPE OF ACTION	REFERENCE DATE	
S7	Assignment 1 PRESENTATION OF THE SUBJECT	COORDINATOR	FACE-TO-FACE AND VIRTUAL SESSIONS	OCTOBER	
	Assignments 2 and 3 LEARNING OF THE METHODOLOGY	COORDINATOR	FACE-TO-FACE AND VIRTUAL SESSIONS	OCTOBER	
	Assignment 1 CHOICE OF FIELD OF STUDY and ASSIGNING OF TUTORS	COORDINATOR	VIRTUAL CAMPUS*	NOVEMBER	
	DETERMINING OF TOPIC	TUTOR	VIRTUAL CAMPUS	DECEMBER	
S7/S8	PLAN OF WORK / TABLE OF CONTENTS	TUTOR	VIRTUAL CAMPUS	JANUARY-FEBRUARY	
	RESEARCH PROCESS	TUTOR	INDEPENDENT WORK	JANUARY-MARCH	
S8	SUBMISSION OF DRAFT	TUTOR	VIRTUAL CAMPUS	APRIL	
	TUTOR'S OBSERVATIONS	TUTOR	VIRTUAL CAMPUS	APRIL/MAY	
FIRST EXAM SITTING**	SUBMISSION OF THE WRITTEN REPORT	TUTOR	VIRTUAL CAMPUS	MAY	
	ANTIPLAGIARISM REPORT / SUITABLE OR UNSUITABLE for PUBLIC DEFENSE	TUTOR	VIRTUAL CAMPUS	MAY	
	DEFENSE	EXAM BOARD	PUBLIC SESSION	JUNE	

*This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- GONZÁLEZ GARCÍA, J.; LEÓN MEJÍA, A.; PEÑALBA SOTORRÍO, M. (2014) Cómo escribir un Trabajo de Fin de Grado: Algunas experiencias y consejos prácticos. Madrid: Síntesis.

- ECO, U. (1992). Cómo se hace una tesis: técnicas y procedimientos de estudio, investigación y escritura. (11.ª ed.) Barcelona: Gedisa.
- SIERRA, BRAVO, R. (1994): Tesis doctorales y trabajos de Investigación científica. (3.ª ed. Rev. y ampl.) Madrid: Paraninfo.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION 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. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.