

1. BASIC DATA

Subject	Final Degree Project
Degree	Global Bachelor's in Business Management and Entrepreneurship
School/Faculty	Faculty of Social Sciences
Course	Fourth
ECTS	9 ECTS
Character	Mandatory
Languages	Spanish and English
Mode	In-person and Blended
Semester	First and second semester
Academic year	2025-26
Coordinating teacher	Nuria Alabau Tejada
Teaching	Jose Maria Lamiran Palomares, Javier Muñoz de Prat, Maria Luz Martínez Musoles, Ramón Ignacio Utrillas Esteban, Luis Miguel Pérez Granero, Eduardo Fernandez Moscoso Lopez Duran, Jose Javier Iborra Casanova, Ismael Abel Vallés, José Luis Ballester Solaz, María Victoria Martín Laguarda, Jorge Mora Rojo, Ignacio Monserrat, Cristóbal Paus, Roberto Gómez Calvet, Lorena Pérez Alfonso, Nadia Ahmadouche, Marcos Correial, Lina María Restrepo

2. PRESENTATION

Official undergraduate university courses conclude with the preparation and defense of the Final Degree Project (TFG), so this subject is compulsory.

The TFG consists of the completion of an original academic work (own), of an individual or group nature (2-4 students), in which the student applies the knowledge, skills, and competencies acquired during their studies to a specific problem in the field of Business Administration and Management. This subject is defined as a comprehensive integration of the knowledge acquired during their Bachelor's Degree in Business Administration and Management. This work must demonstrate mastery of written language, correct interpretation, the correct structure of a Final Project (APA 7 style format), and application of business theory, as well as the ability to conduct innovative analyses and proposals in the form of a Business Plan or Research Plan. The Final Project will be presented and defended orally and publicly before a university panel. Professors from other areas, programs, and schools from the same or other universities may be invited.

3. LEARNING OUTCOMES

LEARNING OUTCOMES OF THE TITLE

Competencies

CPT01. Create new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges, and situations in an original way.

CPT04. Influence others to guide and direct them toward specific objectives and goals, taking their perspectives into account, especially in situations arising from the volatile, uncertain, complex, and ambiguous (VUCA) environments of today's world.

CPT05. Cooperate with others in achieving a shared goal, participating actively, empathetically, and exercising active listening and respect for all members CPT06. Integrate analysis with critical thinking in a process of evaluating different ideas or possibilities and their potential for error, based on evidence and objective data that lead to a effective and valid decision-making.

LEARNING OUTCOME OF THE SUBJECT

- Practical and systematic realization of a final degree project with a focus on decision-making of decisions related to entrepreneurship, finance, marketing and processes management, which allows students to apply specific knowledge and skills acquired during the course in a global, multidisciplinary and integrative way.
- The project may take the form of an essay, consulting work, or research work and will be supervised by a project tutor.

4. CONTENTS

- Structure and preparation of the final degree project
- Analysis of data and information sources
- Tools for reference management
- Written and oral communication skills

5. TEACHING-LEARNING METHODOLOGIES

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

In-person modality

- Cooperative learning
- Problem-Based Learning (PBL)
- Project-Based Learning
- Master Classes

6. TRAINING ACTIVITIES

The following identifies the types of training activities that will be carried out and the student's time commitment for each of them:

In-person modality:

Training activity	Number of hours
Masterclasses	10am
Self-employment	110h
Oral presentations	10am
Carrying out work/projects	100h
Tutorial	70h
TOTAL	300h

7. EVALUATION

The evaluation systems and their weighting in the total grade for the subject are listed below:

In-person modality

Evaluation system	Weight
Oral presentations	30%
Works / projects	70%
Total	100%

On the Virtual Campus, when you access the course, you can view the detailed assessment activities you must complete, as well as the due dates and assessment procedures for each one.

7.1. Ordinary call

To pass the subject in the regular exam session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject.

In any case, you'll need to obtain a grade greater than or equal to 5.0 on the final test so that it can be averaged with the rest of the activities.

7.2. Extraordinary call

To pass the subject in the regular exam session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject.

In any case, you'll need to obtain a grade greater than or equal to 5.0 on the final test so that it can be averaged with the rest of the activities.

8. SCHEDULE

This section indicates the schedule with dates for submitting evaluable activities for the subject:

Semester	Call	Evaluable activities	Date
S1	Ordinary	Presentation of the subject by coordination of TFG	September 19
		Learning the methodology by the TFG coordination	September 19
		Completed TFG proposal	September 19 – October 17
		Assignment of a TFG tutor	October 20-24
		First meeting with tutor is mandatory	Week 27 October
	December	Submission of final draft to tutor (TFG December)	December 3
	December	Submission of TFG and documentation for the December call on Canvas (deadline)	December 10
	December	TFG defenses call for December	December 17
S2	Ordinary	Work plan of TFG supervised by a tutor	October-December
		TalentUE Test	December - January
		Follow-up "Initial delivery"	December 3
		Follow-up "Intermediate delivery"	February 2
		Follow-up "Final delivery"	April 1st
		Submit TFG and documentation for regular call on Canvas (deadline)	May 18
		TFG defenses call ordinary	June 8, 9 and 10

S2	Extraordinary	Submission of final draft to tutor (extraordinary TFG)	June 30
		Deposit of TFG and documentation for the call extraordinary in Canvas (deadline)	June 30
		TFG defenses extraordinary call	July 13 and 14

This schedule may be subject to changes due to logistical reasons. Students will be notified of any changes in a timely manner.

9. BIBLIOGRAPHY

The reference work for following the subject is:

- Ajacopa, PR (2020). APA: Citations and references according to 7th edition. CAIEM.
- Ancín, JMS, & de Vicuña Ancín, JMS (2007). MARKETING PLAN IN PRACTICE - 14th EDITION. ESIC.
- García, RMDG, & Navarro, SM (2018). Business Fundamentals (Professional Books) (2nd edition) ed.). ESIC.
- M. (2008). Market Research (5th ed.). Pearson Education.
- Pyramid, E. (2022). General Accounting and SME Plan. Pyramid.
- Vaughan, E. (2012). Financial Times Guide to Writing a Business Plan: How to Get Funding To create or reinvent your business (1st ed.). Pearson Education, SA
- Walker, M. (2000). How to write research papers. Gedisa.

The following is a recommended bibliography: • CARO, MT &

VALVERDE MT & GONZÁLEZ, M. (2015). Guide to Final Degree Projects in Education. Madrid: Pyramid.

- ECO, U. (1992). How to write a thesis: techniques and procedures for study, research and writing. (11th ed.) Barcelona: Gedisa.
- DA CUNHA, IRIA (2016). The final degree and master's thesis: Writing, defense and publication. Barcelona: UOC Publishing House.

10. EDUCATIONAL GUIDANCE UNIT, DIVERSITY AND EQUALITY

From the Educational Guidance, Diversity and Equality Unit (ODI) we offer support to our students throughout their university life to help them achieve their goals.

academics. Other pillars of our work are the inclusion of students with special needs specific educational support, universal accessibility on the different campuses of the university and the equal opportunities.

From this Unit, students are offered:

1. Accompaniment and monitoring through the implementation of personalized advice and plans students who need to improve their academic performance.

2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific support needs educational, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe they have made a mistake in choosing their degree.

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

Orientacioneducativa.uev@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to identify strengths and areas for improvement regarding the faculty, the degree, and the teaching-learning process.

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

Your feedback is essential to improve the quality of the degree.

Thank you very much for your participation.

SUBJECT WORK PLAN

HOW TO COMMUNICATE WITH YOUR TEACHER

Whenever you have a question about the content or activities, don't forget to post it in your course's forums so all your classmates can read it.

It's possible that someone has the same question as you!

If you have any questions specifically directed to the instructor, you can send them a private message from the Virtual Campus. Additionally, if you need more in-depth information on a topic, you can schedule a tutoring session.

It's a good idea to regularly read messages sent by students and teachers, as they provide additional learning opportunities.

Instructions for preparing a TFG

1. Students pursuing a degree in Business Administration may choose between completing a Business Plan or a Research Plan as a Final Project.
2. In Canvas, students have TFGs from previous years at their disposal to take them as reference.
3. In Canvas, students can find two documents corresponding to the plans specified in point one, which are guide templates for the development of their project.
4. The templates mentioned in point three have the required format and layout.
However, the basic requirements are detailed below:
 - o A TFG must contain a minimum of 60 pages (including the cover page and the bibliographic references). There is no maximum number of pages.
 - o The font used will be Times New Roman or Arial, size 12 points.
 - o The text must be justified, with line spacing of 1.5 and normal margins (top and bottom: 2.5 cm; left and right: 3 cm).
 - o The indexes included must be table of contents, that is, they must have a hyperlink; both the general index and the indexes of figures and tables.
 - o All pages must be numbered, including the cover, in the upper right corner.
 - o right in accordance with APA 7 regulations.
 - o Both tables and figures must be numbered according to APA 7 parameters.
 - o The executive summary is not equivalent to an abstract. The former refers to the summary of the final project (TFG) in one or two pages and should only be included in Business Plans. The latter must be included in both Business Plans and Research Plans and is a summary of the key points of the final project (TFG) in 200-300 words. In addition, it is mandatory to include three keywords.
 - o The registration number, ID card, or any of the other documents indicated in point five may not be included in the final project.
 - o Again, students are asked to follow the order and format of the templates available in Canvas. The indexes suggested in these templates may be modified or expanded as long as a logical and duly justified structure is followed in light of the current state of the TFG.
 - o Students are urged to carefully review spelling mistakes throughout the TFG, as this is a university-level project and its writing must be appropriate for that educational level.
5. To submit the TFG, students must submit three assignments on Canvas.
monitoring, mandatory for the deposit of TFG:
 - Initial follow-up: title, introduction, objectives and TFG plan
 - Intermediate follow-up: title, introduction, objectives, methodology and TFG plan

- Final follow-up: title, introduction, literature review, objectives, methodology, development, results, discussion, conclusions and references. The students' tutors will grade these follow-ups as PASS/FAIL so that only the tutor-student will know this information.

This procedure is carried out to ensure that students progress in a structured and cohesive manner and show up to meetings with their tutor with progress in order to face a favorable TFG submission.

6. Students must submit three documents for the defense of their TFG in the

Dates estimated by the TFG coordination; these are available on Canvas:

- o Project proposal and authorization (submitted at the beginning of the course on Canvas): The student preliminarily proposes to the TFG coordinator a title, description, one or more areas of study, and three professors with whom they would **tentatively** like to work. This proposal serves as the student's first contact with the TFG, as well as for coordination in assigning a tutor.
- o Permission to Disclose: Students choose whether or not to have their TFG publicly disclosed in the UEV library if they achieve a grade of 7 or higher after the defense. In any case, it must be signed and submitted with the rest of the documentation in order to defend the TFG.
- o Commitment to originality: The student guarantees with their signature that the TFG was their own and that their external contributions are supported by the relevant citations and references in their TFG.
- o Final Degree Project (TFG): The submission will be made on the dates estimated in the table above for ordinary or extraordinary calls. However, students will be pre-evaluated by their tutor based on the rubric (See Annex I). Their evaluation will determine whether the TFG is SUITABLE or NOT SUITABLE for submission. A grade of 5 out of 10 or higher is SUITABLE, and below that, FAIL.

7. In the CRAI José Planas library – online and offline – students will be able to find resources to develop their Business Plan or Research Plan (databases, books, TFGs from previous years, scientific articles, reports, audiovisual material, etc.).

8. The Quality Department launches the optional "TalentUE" test each year, which assesses students' knowledge of the TFG subject. If students take and pass the test, they will receive a +0.2 point bonus to their final grade. This test has a specific timeframe, which students should be aware of.

9. The coordinator holds informative sessions with students, which are recommended to be attended to clear up any doubts. Training and assistance are also offered regarding drafting final project titles and APA 7 referencing.

10. Students must have at least three meetings with their tutors. Students are encouraged to bring progress on their final project to these meetings. Otherwise, the sessions may be cancelled or invalidated by the tutor.

11. On Canvas, specifically in the "announcements" section, the TFG coordinator will send out timely announcements, but with information relevant to students. Students should also check their email regularly, as recurring communications will be sent via this channel.

12. The Final Project will be completed individually, although it may be completed in groups of two or three individuals. Please note that preparing a Final Project in a group will entail more rigorous evaluation by the tutor and the committee on the day of the defense. Furthermore, a Final Project in a group is a viable option when the project requires very specific *expertise* in certain areas. In other words, this would involve a Final Project with multidisciplinary needs that could only be met with the involvement of different students with distinct profiles. Please note that, under no circumstances, should the preparation of a Final Project in a group be taken as an excuse to delegate tasks to different team members. In this regard, the Final Project grading may be different for each of its members.

Instructions for defending a TFG

The defense, regardless of whether the student is taking the exam in a regular or extraordinary session, entails a protocol given its nature.

To do this, the following must be taken into account:

- When you are notified of the assigned defense time, it is advisable to arrive within 30-45 minutes before at the University in case there were any incidents.
- The dress code should be appropriate for the situation, avoiding informality.
- At the time of the defense, three randomly assigned professors will serve as the panel and evaluate the pre-read Final Project (FDP). The panel is composed of: the president, secretary, and member. The tutor will not be a member of this panel.
- The defense is divided into three parts and lasts 30 minutes per student.
The first 10 minutes are for the chair, who will be in charge of the defense, to explain the protocol to be followed during the defense and for the student to prepare the presentation on the screen. The following 10 minutes are for the student's full participation. If the student exceeds the 10-minute limit, which will be timed by the panel, the panel has the authority to stop the student's defense.
The remaining 10 minutes, which would be part of the third part of the defense, will be for questions and answers, and for deliberating the grade.
- The TFG grade is provided after the defense. • Students are required to bring the presentation on a USB drive or similar (if possible).
in two in case the other fails) and in a format compatible for presentation on UEV screens.
- Students can present their presentation however they wish, with no restrictions on template or format. However, it is required that the main information be included in the presentation, including the UEV logo, etc. It is recommended that this presentation be shared with the tutor prior to the presentation.
- It is recommended that students bring paper and a pen. After the panel's interventions, which students will have taken notes on, they should answer the questions in order, referring to each teacher by their last name (they will have a sign with their first and last names).
- External personnel (family, friends, etc.) may attend the event. In addition to teachers, tutors may also attend (this is not guaranteed, as they may be on other panels at the same time as yours). Professors with a PhD may also attend. • Under no circumstances may anyone from outside the panel speak during the event, except for the tutor after the panel's turn to speak and before the students' responses to the panel. In addition, if there are PhDs in the room, the panel may give them the floor if they wish to make a contribution.

Harvard Cases

The European University of Valencia offers students Harvard *course packs* on Canvas, which they can complete voluntarily, to guide them through the process of developing a Business Plan/Marketing Plan.

RUBRICS OF EVALUABLE ACTIVITIES

The following rubric is used by the court to evaluate the TFGs:

PART A: EVALUATION OF WRITTEN WORK (70%)

(A1) QUALITY AND STYLE	1-Needs improvement (<5)	2-Good (5-7)	3- Notable (7-9)	4-Outstanding (>9)
Style and format (Cover, index, content, conclusions, citations and references, conclusions, bibliography, Annexes).				
Innovation				
Quality and depth of work.				
Presentation and written expression (format, content and communicative competence).				
Development and relevance of the TFG				
Methodological rigor.				
Adjustment to the proposed structure.				
Overall Rating (quality and style)				
FINAL NUMERICAL GRADE (A1)				

(A2) THEMATIC BLOCKS	1-Needs improvement (<5)	2-Good (5-7)	3- Notable (7-9)	4-Outstanding (>9)
Clarity of objective formulation				
Application of critical and personal reflections				
Relevance: Usefulness of the TFG for the development and study of the discipline				
Practical application for the discipline				
Relevance: Originality and innovation of the TFG				
Doctrinal foundation				
Conclusions				
Overall Rating				
FINAL NUMERICAL GRADE (A2)				

(A) FINAL NOTE BLOCKS A1 AND A2: $(A1+A2)/2$

PART B: PUBLIC DEFENSE OF LABOR (30%)

DEFENSE OF LABOR	1-Need improve (<5)	2-Good (5-7)	3- Notable (7-9)	4- Outstanding (>9)
Design, content and clarity of the slides.				
Presentation of relevant data and ability to be specific.				
Oral expression and clarity of approach.				
Quality of arguments and debate				
Ability to present and defend conclusions				
(B) FINAL GRADE BLOCK B				

PART C: INDICATOR FOR THE ASSESSMENT OF ENVIRONMENTAL SUSTAINABILITY, SOCIAL OR ECONOMIC IN THE TFG (+0.25p)

Unsatisfactory	Improvable	Satisfying	Excellent
None of the three dimensions of sustainability are addressed.	Some of the three dimensions of sustainability are addressed, but the work is not adequately linked to the study or development of any of the three dimensions of sustainability are addressed, but the work is not adequately linked to the study or development of any of the sustainable development goals (SDGs) because an analysis of the approach is not carried out or an analysis of the approach is not carried out and strategies are proposed that support sustainability of an environmental, social and/or economic nature. development goals are not adequately linked to the study or development of any of the sustainable development goals (SDGs) because ...		economic.
	sustainability of an environmental, social and/or economic nature.		

PART D: SELF-ASSESSMENT OF TRANSVERSAL COMPETENCES (TALENT UE)
PART D: SELF-ASSESSMENT OF TRANSVERSAL COMPETENCES

NUMERICAL (C):

Complete the Self-Assessment Transversal Competencies and the Grade Final TFG equal to or greater than 5 (If yes, write 0.2 in C17; if not, write 0 in C18)	Yes	
	No	

PLAGIARISM REGULATIONS

In accordance with the disciplinary regulations of students at the European University:

- Plagiarism, in whole or in part, of intellectual works of any kind is considered a very serious offense.
- Very serious offenses involving plagiarism and the use of fraudulent means to pass assessment tests will result in the loss of the corresponding exam, as well as a reflection of the offense and its reason on the academic record.
- If unreferenced plagiarism is detected in the TFG at 20% or higher, the defense of the project will not be tolerated.

*Self-plagiarism is also considered plagiarism in this section. This means that students take their own previous work and modify it to transform it into a final project.

ANNEX I

TFG evaluation rubric by the tutor

Indicadores	No realizado (0)	Poco adecuado (1)	Adecuado (2)	Excelente (3)
Presentación formal del trabajo (5%)	No se ajusta al formato requerido en cuanto a extensión y tamaño-tipo de letra	Se ajusta al formato requerido en cuanto a extensión, pero no en cuanto a tamaño-tipo de letra	Se ajusta al formato requerido en cuanto a extensión y a tamaño-tipo de letra	Se ajusta al formato requerido en cuanto a extensión y a tamaño-tipo de letra, mostrando orden y homogeneidad en el texto
Estructura y organización del trabajo (10%)	No contiene todos los apartados requeridos en el trabajo	Contiene todos los apartados requeridos en el trabajo pero desordenados	Contiene todos los apartados requeridos en el trabajo en el orden adecuado	Contiene todos los apartados requeridos en el trabajo en el orden adecuado y con la extensión acorde con su importancia
Redacción y faltas de ortografía (5%)	La redacción no es clara y contiene faltas de ortografía graves	La redacción no es clara y contiene faltas de ortografía leves	La redacción es clara y contiene pocas faltas de ortografía leves	La redacción es clara y no contiene faltas de ortografía
Coherencia del trabajo (10%)	Los apartados del trabajo no presentan coherencia entre ellos	Algunos apartados del trabajo presentan coherencia entre ellos	Los apartados del trabajo presentan coherencia entre ellos	Los apartados del trabajo presentan coherencia entre ellos y concluye con el abordaje de todos los aspectos planteados
Originalidad y contribución al ámbito de conocimiento (10%)	El trabajo no presenta elementos originales ni contribuciones relevantes al ámbito de conocimiento	El trabajo presenta pocos elementos de originalidad o contribuciones menores, sin impacto significativo en el ámbito de conocimiento	El trabajo presenta contribuciones originales y enfoques novedosos que aportan valor al área de conocimiento, aunque con un impacto moderado	El trabajo destaca por su originalidad y contribución significativa, presentando enfoques innovadores y resultados que amplían el ámbito de conocimiento
Definición y planteamiento de los objetivos (5%)	No se identifican objetivos claramente definidos en el trabajo	Los objetivos están definidos de forma vaga o no están claramente alineados con la problemática y el desarrollo del trabajo	Los objetivos están bien planteados, son claros y se relacionan adecuadamente con la problemática presentada	Los objetivos están formulados de manera precisa, coherente y se alinean perfectamente con la problemática presentada, guiando de manera efectiva todo el desarrollo del trabajo
Justificación de la metodología (5%)	No se justifica la metodología empleada en el trabajo o esta no se menciona	La metodología se menciona, pero su justificación es débil o no se adapta bien a los objetivos planteados	La metodología está claramente justificada y se adapta a los objetivos planteados, mostrando coherencia con el diseño del trabajo	La metodología está perfectamente justificada, detallada y se adapta completamente a los objetivos, facilitando la consecución de los resultados esperados

Indicadores	No realizado (0)	Poco adecuado (1)	Adecuado (2)	Excelente (3)
Análisis de los resultados (5%)	No se realiza un análisis adecuado de los resultados obtenidos	El análisis de resultados es superficial, con interpretaciones limitadas y poca relación con los objetivos iniciales	El análisis de los resultados es claro, con interpretaciones coherentes y vinculadas a los objetivos, aunque con algunas limitaciones en la conexión con los objetivos	El análisis de resultados es exhaustivo, con interpretaciones profundas y críticas, mostrando un alto nivel de reflexión y conexión con los objetivos
Conclusiones (5%)	No se presentan conclusiones coherentes en el trabajo	Las conclusiones son vagas o no están claramente relacionadas con los resultados obtenidos	Las conclusiones están bien planteadas, reflejan adecuadamente los resultados y se relacionan con los objetivos planteados, pero podrían profundizarse	Las conclusiones son claras, bien fundamentadas y reflejan una comprensión profunda del tema, conectando perfectamente con los objetivos
Citas y referencias (15%)	No se incluyen referencias bibliográficas o las pocas presentes no están relacionadas con el tema del trabajo	Las referencias bibliográficas son insuficientes o no se ajustan al tema central y presentan errores en la citación	Las referencias bibliográficas son relevantes y adecuadas y la mayoría de las citas están bien referenciadas, aunque se observan errores en el formato o inconsistencias en el estilo de citación	Las referencias bibliográficas son relevantes y adecuadas y las citas están bien referenciadas
Calidad académica (20%)	No alcanza los criterios de calidad académica marcados en la guía de aprendizaje	Alcanza alguno de los criterios de calidad académica marcados en la guía de aprendizaje	Alcanza los criterios de calidad académica marcados en la guía de aprendizaje	Alcanza la calidad académica aplicando con precisión los contenidos propios del ámbito de conocimiento
Sostenibilidad ambiental, social o económica (5%)	No se aborda ninguna de las tres dimensiones de la sostenibilidad .	Se aborda alguna de las tres dimensiones de la sostenibilidad , se conceptualiza, pero no se logra vincular el trabajo con el estudio o desarrollo de dicha dimensión, ya sea porque en la formulación de los objetivos del trabajo no se incluye un objetivo de desarrollo sostenible o, porque no se logra proponer estrategias que apoyen la sostenibilidad de índole ambiental, social y/o económica.	Se aborda alguna o varias de las tres dimensiones de la sostenibilidad , se conceptualizan adecuadamente, se incluye alguna de los objetivos de desarrollo sostenible, pero o no se realiza un análisis sobre el enfoque o no se proponen estrategias que apoyen la sostenibilidad de índole ambiental, social y/o económica.	Se aborda alguna o varias de las tres dimensiones de la sostenibilidad , se conceptualizan adecuadamente, se incluye alguna de los objetivos de desarrollo sostenible, se realiza un análisis sobre el enfoque y se proponen estrategias que apoyen la sostenibilidad de índole ambiental, social y/o económica.