

Información del Plan Docente

Academic Year	2018/19
Subject	28749 - Undergraduate Dissertation
Faculty / School	
Degree	
ECTS	12.0
Year	---
Semester	Second semester
Subject Type	
Module	---

1.General information**1.1.Aims of the course****1.2.Context and importance of this course in the degree****1.3.Recommendations to take this course****2.Learning goals****2.1.Competences****2.2.Learning goals****2.3.Importance of learning goals****3.Assessment (1st and 2nd call)****3.1.Assessment tasks (description of tasks, marking system and assessment criteria)****4.Methodology, learning tasks, syllabus and resources****4.1.Methodological overview**

To finish the formative process of the Civil Engineer Bachelor's Degree, the student must integrate and apply -with professional, creative and innovative criterion- the theoretical competitions and practices acquired along the degree, and to incorporate new competitions, related specifically to the "End of Degree Project" (EDP): autonomy, initiative put in practice and development of the knowledge, skills and strategies acquired during the development of the career as well as to give efficient solution to the problems that derive from the same one.

The teaching methodology is based on a strong interaction teacher / student. This interaction becomes a reality by means of a distribution of task / responsibilities among students and teachers.

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The project shelters a deep component of autonomous work; the students have to regulate and to manage their own learning process. In fact, great part of the assigned credits are carried out in non face-to-face education (scheduled out the classroom), in environments as home, library, documentary files, scientific or professional forums, congresses, etc

One of the fundamental aspects in the development of the EDP is the advice of the director or tutor. This one is the person in charge of guiding to the student in the process of production of the EDP, as well as of certifying the quality of the step by step results obtained on the basis of the methodology and the technical rigor used.

Tutorships with the director acquire an out-standing importance. Not only they must be carried out of periodic form to bring what has been advanced in the time from the previous fixed tutorship, but also by means of the request of appointments of the most urgent character, when situations of stagnation take place in some sense.

Besides these face-to-fase tutorships there is an e-learning platform created to be used as an interchange means of documents and information between the student and the director. The platform used is "moodle" and in it the students load their output documents and the directors feedback them with assessments and advices.

The e-learning platform link is as follows:

<https://moodle2.unizar.es/add/>

In this electronic platform the students also can find a lot of useful information as: templates, standard documents, examples, normative, etc.

At the end of the whole process, the students have to prepare the project for presentation to the Assessment Tribunal. This tribunal taking into account the director assessment, the project document and the student presentation and its defence will issue its final assessment.

4.2.Learning tasks

Training activities	ECTS	Teaching-learning Methodology	Relationship with skills to be acquired
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Theory lectures	0	Given the particular nature of the subject, a methodology with specialized tutorials and seminars is considered.	
Seminars	0.5		
Supervised practice work	0		
Tutorials	1		
Non-class group work	0		
Non-class individual work	10		From 1 to 12
Assessment	0.5		

According to this hours distribution a total 300 hours workload is reached, corresponding to the 12 credits ECTS that the subject has assigned during the second quarter of the fourth course of the Civil Engineer Bachelor's degree.

Individualized tutorialships are not scheduled in a determined number of hours per week.

Tutorials are not only provided by the project director but also for any teacher of the University specialized on the issue on which students find a technical doubt or question.

The number of these sessions depends on the student's necessity.

4.3. Syllabus

Depending on the type of "End of degree project" chosen by the student (works execution or investigation), on a general view, it must follow these writing structuring:

1. 1. PROJECT DESIGN STANDARD DOCUMENTS:

- DOC # 1: Project report and project report annexes

- DOC # 2: Drawings

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- DOC # 3: Specification
- DOC # 4: Measurements, valuation and works estimates
- DOC # 5: Safe and safety study

1. 2. RESEARCH PROJECT

The structuring of this type of document can be different depending on the issue researched. An example of a possible structuring is as follows:

- Abstract
- Content
- Tables
- Figures
- Body
 - Introduction
 - Methods
 - o Sample
 - o Measures
 - o Design
 - o Procedures
 - Results
- Conclusions
- References
- Annexes and Appendices

4.4.Course planning and calendar

On a regular basis there are planned three calls to defend the project (normally around early July, September and December) of which the student only can take two of them.

The specific dates of these calls are published at the EUPLA web page:

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<http://www.eupla.unizar.es/index.php/trabajos-fin-de-grado>

The "End of degree project" begins with the EDP title proposal formulated by the student. Once the student gets the approval, the student and the director agree a suitable calendar tailored to the student time availability and according to the call desired to defend the EDP.

4.5. Bibliography and recommended resources