

Academic Year: 2025/26

## 200300 - Final Year Dissertation

The English version of the teaching guide may be incomplete and/or partially translated. The teaching guide is the document that presents the academic proposal for this UDC subject. This document is public and cannot be modified, except in exceptional cases under the review of the competent authority in accordance with the current regulations that establish the process for developing guides.

### Teaching Guide Information

**Subject code:** 200300

**Degree program:** 10014 - Degree in Digital Creation, Animation and Video Games

**Type:** Final Year Dissertation

**Year:** 4

**Number of ECTS:** 12.0

**Period:** Second term

**Languages:**

Grade record: Group 1: Spanish

Defense Committee: Group 1: Spanish

Practical Teaching: Group 101: Spanish, Pending

**Degree coordination:** Patricia Comesaña Comesaña

**Subject coordination:**

**Faculty:** Álvaro Torrente Patiño, María Luz Castro Pena, Luis Omar Álvarez Mures, José Ángel Fernández Holgado, Abrahan Dopazo García, Nereida Rodríguez Fernández, María Jesús Díaz González, Pedro Meira Rodríguez, Marcos Lourido Rivas, Mónica López Golán, Luis Antonio Hernández Ibáñez, Manuel García Torre, Jesse Anthony Lago López, Francisco Javier Taibo Pena, Patricia Comesaña Comesaña, Ángel José Fariña Lamosa, Iria María Santos López, Guillermo Franganillo Parrado, Viviana Barneche Naya, Adriana Navarro Álvarez, María del Rocío Mihura López, Manuel Alejandro Viqueira Carballal, Antonio José Seoane Nolasco

### 1. Overview

Practical application of the learning outcomes and competencies developed in the degree program to a real case, resulting in a product related to digital creation and in accordance with the Final Degree Project (TFG) regulations of the Faculty of Communication Sciences and the procedures of the degree program.

### 2. Educational and learning outcomes (RD 822/2021 degree programs) or competences (RD 1393/2007 degree programs)

**Competences (RD 1393/2007 degree programs)**

- **[A10]** CE10 - Conocer las etapas principales del pipeline de una producción de animación o videojuego y su importancia dentro del proceso global.
- **[A20]** CE20 - Comprender y saber aplicar los modelos de gestión de proyectos de animación y videojuegos.

- **[A31]** CE31 - Capacidad de plantear proyectos de videojuego y llevarlos a cabo en todas sus fases, desde su ideación a su desarrollo, pruebas de usabilidad e implementación final en la plataforma elegida.
- **[A38]** CE38 - Capacidad de plantear proyectos de animación y llevarlos a cabo en todas sus fases, desde su ideación a su desarrollo, postproducción y presentación.
- **[A42]** CE42 - Capacidad de elaborar, presentar y defender ante un tribunal universitario un trabajo académico original relacionado con las disciplinas cursadas.
- **[B01]** CB1 - Que os estudantes demostrasen posuir e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeral, e se atope a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vanguardia do seu campo de estudo
- **[B02]** CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
- **[B03]** CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
- **[B04]** CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
- **[B05]** CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía
- **[B06]** CG1 - Capacidad de organización y planificación. Especialmente en el planteamiento de trabajos conducentes a la creación de los contenidos audiovisuales digitales que componen una producción de animación o un videojuego.
- **[B07]** CG2 - Capacidad de resolver problemas de forma efectiva, principalmente de carácter tecnológico y en el campo de la creación de contenidos digitales interactivos y de animación.
- **[B08]** CG3 - Conocimientos informáticos, en especial los relativos al uso de tecnologías y programas de última generación en el campo de estudio.
- **[B09]** CG4 - Conocer los procedimientos, destrezas y metodologías necesarios para la adaptación del proceso creativo al medio digital y la producción de obras artísticas a través de tecnologías específicas.
- **[B10]** CG5 - Valorar críticamente el conocimiento, la tecnología y la información disponible para su aplicación en la resolución de problemas.
- **[B11]** CG6 - Capacidad crítica y autocrítica. Necesaria en todo proceso creativo en el que se busca un compromiso con la calidad del trabajo, los resultados y las soluciones propuestas.
- **[B12]** CG7 - Trabajo en equipo. Capacidad de abordar proyectos en colaboración con otros estudiantes, asumiendo roles y cumpliendo compromisos de cara al grupo.
- **[B13]** CG8 - Capacidad de aplicar los conocimientos en la práctica, integrando las diferentes partes del programa, relacionándolas y agrupándolas en el desarrollo de productos complejos.
- **[B14]** CG9 - Capacidad de diseño y gestión de proyectos, resolviendo los aspectos narrativos, técnicos y de gestión del proyecto de animación o videojuego.
- **[C01]** CT1 - Adequate oral and written expression in the official languages.
- **[C02]** CT2 - Mastering oral and written expression in a foreign language.
- **[C03]** CT3 - Using ICT in working contexts and lifelong learning.
- **[C04]** CT4 - Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
- **[C05]** CT5 - Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
- **[C06]** CT6 - Acquiring skills for healthy lifestyles, and healthy habits and routines.
- **[C07]** CT7 - Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.
- **[C08]** CT8 - Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.
- **[C09]** CT9 - Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them.

## 2.1. Learning outcomes (RD 1393/2007 degree programs)

Learning outcomes	Study programme competences / results		
Practical application of the learning outcomes and competencies developed in the degree program to a real case, resulting in a product related to digital creation and in accordance with the Final Degree Project (TFG) regulations of the Faculty of Communication Sciences and the procedures of the degree program.	A10	B1	C1
	A20	B2	C2
	A31	B3	C3
	A38	B4	C4
	A42	B5	C5
		B6	C6
		B7	C7
		B8	C8
		B9	C9
		B10	

		B11 B12 B13 B14	
--	--	--------------------------	--

### 3. Contents

Content unit	Description	Education and learning outcomes / competences	Teaching methodologies and training activities	Assessment systems
Block	Methodology for searching, selecting, and studying references.	B01, B02, B03, B04, B05, B10, B11, B12, C03, C04, C05, C06, C07, C08.		SEG00, SEG22, SEG42.
Block	Work organization and methodology	A10, A20, A31, A38, A42, B01, B02, B03, B04, B05, B06, B07, B08, B09, B10, B11, B12, B13, B14, C01, C02, C03, C04, C05, C06, C07, C08, C09.		SEG00, SEG22, SEG42.
Block	Scope of objectives and postmortem	B02, B03, B04, B05, B10, B11, C06, C08, C09.		SEG00, SEG22, SEG42.
Block	Preparation of academic papers	A42, B01, B02, B03, B04, B05, B10, B11, C01, C02, C04, C06, C08.		SEG00, SEG22, SEG42.

### 4. Teaching methodologies and training activities

Modality In-person					
Methodology	Description	In-person teaching hours	Virtual teaching hours	Independent study hours	Education and learning outcomes / competences
Personalized attention [MAG00]	Academic activity developed by the faculty, individually or in small groups, which aims to meet the needs and queries of students related to the study and / or topics related to the subject, providing guidance, support and motivation in the learning process. This activity can be carried out in person (directly in the classroom and at the times the teacher has assigned to office tutorials) or in a non-presential way (through e-	14,00	0,00	28,00	A10, A20, A31, B04, B12, C05, C06, C07, C08.

Methodology	Description	In-person teaching hours	Virtual teaching hours	Independent study hours	Education and learning outcomes / competences
	mail or the virtual campus).				
Oral presentation [MAG22]	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.	1,00	0,00	16,00	A42, B01, B02, B03, B04, C01, C02.
Supervised projects [MAG42]	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning how to do things and on encouraging students to become responsible for their own learning.	39,00	0,00	202,00	A20, A31, A38, B01, B02, B03, B05, B06, B07, B08, B09, B10, B11, B12, B13, B14, C03, C04, C06, C07, C08, C09.
<b>Sum of hours by type</b>		<b>54,00</b>	<b>0,00</b>	<b>246,00</b>	
<b>Total hours</b>				<b>300,00</b>	

## 5. Assessment

Modality In-person			
Assessment system	Description	Weighting (%)	Education and learning outcomes / competences
Personalized attention [SEG00]	Academic activity developed by the faculty, individually or in small groups, which aims to meet the needs and queries of students related to the study and / or topics related to the subject, providing guidance, support and motivation in the learning process. This activity can be carried out in person (directly in the classroom and at the times the teacher has assigned to office tutorials) or in a non-presential way (through e-mail or the virtual campus).	15,00	A10, A20, A31, B04, B12, C05, C06, C07, C08.
Oral presentation [SEG22]	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.	15,00	A42, B01, B02, B03, B04, C01, C02.
Supervised projects [SEG42]	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning how to do things and on encouraging students to become responsible for their own learning.	70,00	A20, A31, A38, B01, B02, B03, B05, B06, B07, B08, B09, B10, B11, B12, B13, B14, C03, C04, C06, C07, C08, C09.
<b>Total (%)</b>		<b>100,00</b>	

All aspects related to academic exemption, study dedication, retention, and academic fraud will be governed in accordance with the current [academic regulations](#) of the UDC.

### 5.1. First opportunity

Due to the multidisciplinary nature of final projects in this degree and the variety of possible objectives and final TFG products, the weighting of each assessment block will be adapted to each project according to the following weighting ranges:

1. Supervised Work => 60%–80%
  - 1.1. Final TFG Product => 40%–60%
  - 1.2. Report and Annexes => 20%–40%

The length of individual TFG reports must range between 7,000 and 12,000 words, excluding bibliographic references.

TFG reports completed in groups must include a common section with a length of 4,000 to 7,000 words. Additionally, each student must include an individual section describing their personal contribution, with a length of 3,000 to 5,000 words. In both cases, bibliographic references are excluded from the word count.

The writing of the TFG report must follow all the guidelines established in the regulations published on the Virtual Campus. Likewise, the report should follow the structure below:

- 1- Cover Page
- 2- Information
- 3- Acknowledgements (optional)
- 4- Table of Contents
- 5- Introduction and Description
- 6- Preliminary Study\*
- 7- Product Development\*
- 8- Conclusions
- 9- List of Appendices
- 10- Bibliography and/or References

\*General section whose internal structure should be organized according to the main characteristics of each project.

2. Personalized Attention (Continuous Assessment) => 10%–20%

3. Oral Presentation (Defense) => 10%–20%

The minimum and maximum duration of each defense must follow the table below:

Group Size	Initial Presentation	Individual Min–Max Time	Total Min–Max Time
1 student	not applicable	8-12 minutes	8-12 minutes
2 students	2-3 minutes	7-8 minutes	16-19 minutes
3 students	2-3 minutes	6-7 minutes	20-24 minutes
4 students	2-3 minutes	5-6 minutes	22-27 minutes
5 or more students	2-3 minutes	4-5 minutes*	22-28 minutes*

\*In groups with more than 5 students, individual and total time limits may vary to suit the complexity of the TFG and/or the individual presentation of each student.

The schedule for the defenses and the evaluation committees for the TFG will be published after the students have submitted all the required documentation in accordance with the established procedure and deadlines.

## 5.2. Second opportunity

Due to the multidisciplinary nature of final projects in this degree and the variety of possible objectives and final TFG products, the weighting of each assessment block will be adapted to each project according to the following weighting ranges:

1. Supervised Work => 60%–80%

1.1. Final TFG Product => 40%–60%

1.2. Report and Annexes => 20%–40%

The length of individual TFG reports must range between 7,000 and 12,000 words, excluding bibliographic references.

TFG reports completed in groups must include a common section with a length of 4,000 to 7,000 words. Additionally, each student must include an individual section describing their personal contribution, with a length of 3,000 to 5,000 words. In both cases, bibliographic references are excluded from the word count.

The writing of the TFG report must follow all the guidelines established in the regulations published on the Virtual Campus. Likewise, the report should follow the structure below:

- 1- Cover Page
- 2- Information
- 3- Acknowledgements (optional)
- 4- Table of Contents
- 5- Introduction and Description
- 6- Preliminary Study\*

7- Product Development\*

8- Conclusions

9- List of Appendices

10- Bibliography and/or References

\*General section whose internal structure should be organized according to the main characteristics of each project.

2. Personalized Attention (Continuous Assessment) => 10%–20%

3. Oral Presentation (Defense) => 10%–20%

The minimum and maximum duration of each defense must follow the table below:

Group Size	Initial Presentation	Individual Min–Max Time	Total Min–Max Time
1 student	not applicable	8-12 minutes	8-12 minutes
2 students	2-3 minutes	7-8 minutes	16-19 minutes
3 students	2-3 minutes	6-7 minutes	20-24 minutes
4 students	2-3 minutes	5-6 minutes	22-27 minutes
5 or more students	2-3 minutes	4-5 minutes*	22-28 minutes*

\*In groups with more than 5 students, individual and total time limits may vary to suit the complexity of the TFG and/or the individual presentation of each student.

The schedule for the defenses and the evaluation committees for the TFG will be published after the students have submitted all the required documentation in accordance with the established procedure and deadlines.

### 5.3. Early opportunity

Due to the multidisciplinary nature of final projects in this degree and the variety of possible objectives and final TFG products, the weighting of each assessment block will be adapted to each project according to the following weighting ranges:

1. Supervised Work => 60%–80%

1.1. Final TFG Product => 40%–60%

1.2. Report and Annexes => 20%–40%

The length of individual TFG reports must range between 7,000 and 12,000 words, excluding bibliographic references.

TFG reports completed in groups must include a common section with a length of 4,000 to 7,000 words. Additionally, each student must include an individual section describing their personal contribution, with a length of 3,000 to 5,000 words. In both cases, bibliographic references are excluded from the word count.

The writing of the TFG report must follow all the guidelines established in the regulations published on the Virtual Campus. Likewise, the report should follow the structure below:

1- Cover Page

2- Information

3- Acknowledgements (optional)

4- Table of Contents

5- Introduction and Description

6- Preliminary Study\*

7- Product Development\*

8- Conclusions

9- List of Appendices

10- Bibliography and/or References

\*General section whose internal structure should be organized according to the main characteristics of each project.

2. Personalized Attention (Continuous Assessment) => 10%–20%

3. Oral Presentation (Defense) => 10%–20%

The minimum and maximum duration of each defense must follow the table below:

Group Size	Initial Presentation	Individual Min–Max Time	Total Min–Max Time
------------	----------------------	-------------------------	--------------------

1 student	not applicable	8-12 minutes	8-12 minutes
2 students	2-3 minutes	7-8 minutes	16-19 minutes
3 students	2-3 minutes	6-7 minutes	20-24 minutes
4 students	2-3 minutes	5-6 minutes	22-27 minutes
5 or more students	2-3 minutes	4-5 minutes*	22-28 minutes*

\*In groups with more than 5 students, individual and total time limits may vary to suit the complexity of the TFG and/or the individual presentation of each student.

The schedule for the defenses and the evaluation committees for the TFG will be published after the students have submitted all the required documentation in accordance with the established procedure and deadlines.

#### 5.4. Academic exemption

All teaching-learning methodologies were designed to ensure autonomous blended learning; therefore, students who are granted academic exemption will be required to follow the work periods defined by the supervising faculty and submit all required documentation within the specified timeframes.

### 7. Recommendations

1. The submission of assignments, practical exercises, and tests in this course:
  - 1.1. Will be required in digital format and/or via electronic media.
  - 1.2. Will be submitted through the online campus, in digital format without the need for printing.
2. A sustainable use of resources and the prevention of negative impacts on the natural environment must be ensured.
3. The importance of ethical principles related to sustainability values must be taken into account in both personal and professional behavior.
4. In accordance with applicable regulations for university teaching, a gender perspective must be incorporated in this course (non-sexist language will be used, bibliographic references will include authors of all genders, and class participation of both male and female students will be encouraged).
5. Efforts will be made to identify and modify sexist biases and attitudes, and to influence the environment to change them and promote values of respect and equality.
6. Gender-based discrimination situations must be detected, and actions and measures must be proposed to correct them.
7. Full integration will be facilitated for students who, due to physical, sensory, psychological, or socio-cultural reasons, experience difficulties in accessing university life in an appropriate, equal, and beneficial way.
8. Students enrolled in specific learning and diversity support modalities must follow the recommendations of the supervising faculty during defined work periods and submit all required documentation within the specified deadlines. Teaching-learning and assessment methodologies are designed to achieve the highest possible degree of inclusion. If necessary, and always upon prior request by the student, the necessary adaptations will be made to avoid any disadvantage in their academic performance.
9. All matters related to academic continuity and academic dishonesty will be governed by the current academic regulations of the UDC.