

GUIDELINES FOR THE FINAL DEGREE PROJECT

**DEGREE IN INTERNATIONAL RELATIONS
BLANQUERNA – UNIVERSITAT RAMON LLULL**

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1. Introduction

The curriculum for the Degree in International Relations at Blanquerna (DIR) includes the writing of a **Final Degree Project** (FDP), this being one of the compulsory subjects for students in the fourth year.

This subject, worth 12 ECTS, is linked to another, called **Seminar VIII: Development of Projects** (8 ECTS), the design and content of which pursues the systemization of a set of competences and specific knowledge to be applied in the project. Each FDP will be allocated to a faculty member who shall act as supervisor. Their role is to give support to students, in order to develop the project coherently.

In itself, the FDP represents an essential training tool for students. Its aim is to help them integrate the learning acquired throughout the degree and to deepen their knowledge of the different areas of international relations. Furthermore, it is seen as essential for its transdisciplinarity, as well as for developing a series of skills which include the following: oral and argumentation skills, critical analysis, use of information sources and documentation, communication, initiative and autonomy.

Even though the Curriculum places the FDP and the Seminar VIII in the second semester of the fourth year, students are expected to begin working on their proposal during the first semester of the same year. The aim being to ensure a smooth and structured execution of the project.

These guidelines outline the steps to be taken during the development of the FDP, the deadlines for the various activities, as well as other procedural matters regarding the design and submission of the project. It is, therefore, of utmost importance for students who are to develop their FDP, to read and follow them closely.

2. Competences

In accordance with the requirements of the Degree Plan, students shall be required to accomplish the following competences while developing their FDP:

2.1 Basic competences

- CB1: Students must show ability to understand the knowledge in a specific area of study based on their previous studies that enable them to elaborate discourse and analysis on relevant aspects in this field.
- CB2: Students must show the ability to apply their knowledge to their work or vocation in a professional manner and their own capabilities to elaborate arguments and solve problems within their area of study.
- CB3. Students must show the ability to collect and interpret relevant data in their area of study.
- CB4. Students must show the ability to transmit information, ideas, problems and solutions to the audience, both specialised and non-specialised.
- CB5. Students must show the necessary learning abilities to undertake further studies with a high level of autonomy.

2.2 General competences

- CG1. Students must show the ability to apply the approaches and the methodology consistent with international relations on the specific areas of study of this discipline.
- CG2. Students must show the ability to look for, organize and manage documents and information, both from primary and secondary sources, in the areas of international relations.
- CG3. Students must show the ability to use communication and information technologies as both basic and usual tools for work, and take advantage of all of their potentials to develop activities in the field of International Relations.
- CG4. Students must show the ability to communicate fluently and effectively, both orally and in writing, in the languages of practice of international relations.
- CG5. Students must show ability to articulate argumentative discourses and propose critical opinions by using relevant data and information.

- CG6. Students must show the ability to apply Human Rights and the democratic values and those of the peace culture in their analysis and reflection about international activity.

2.3 Transversal competences

- CT1. Students must show the ability to work autonomously, with initiative and self-organization, as a means to achieving full intellectual maturity.
- CT2. Students must show the ability to take risks when making decisions and be accountable for them.
- CT3. Students must show the ability to cooperate with others to achieve common goals by team-working.
- CT4. Students must show the ability to adapt to changes in concepts, instruments and employment as a result of their training.
- CT5. Students must show the ability to adapt to labour dynamics in the field of international relations.

2.4 Specific competences

- CE1. Students must show the ability to describe the complexity of International Relations by integrating the other disciplines of its theoretical corpus.
- CE2. Students must show the ability to apply specific approaches and methodologies of International Relations to the analysis of the ideas and problems linked to the international activity.
- CE3. Students must show the ability to apply a critical analysis to the current international activity by framing this analysis within the historical evolution of the international political and economic system.
- CE4. Students must show the ability to use the methodologies and techniques of basic research in international relations, in order to apply them in case analyses and in the development of the FDP.
- CE5. Students must show the ability to interact efficiently in the specific professional environments of International Relations, paying respect to the legal and ethical rules of those environs, by applying the knowledge and abilities acquired in their studies.
- CE6. Students must show the ability to propose, organize and develop a FDP with conceptual and methodological rigor, in the relevant fields of study and practice of international relations.

3. Types of FDP

Students shall choose between two types of FDP:

1. **Research project** on a topic chosen by students that lies within one of the fields of study of international relations.

The research should contain an original analysis, through which students may exercise their aforementioned skills and knowledge. The proposal should be based on bibliographical research, be supported by qualitative and quantitative research methods, and its conclusions be presented in an argued and coherent manner.

This type of FDP may only be carried out individually.

2. **Professional or applied project** regarding a topic chosen by students that lies within one of the fields of study of international relations.

The FDP may consist in designing a professional activity, formulating a specific initiative for practical application or carrying out a study (diagnosis, evaluation, etc.). Students should note that those professional or applied projects consisting of or containing a specific “product” (video, campaign, business plan, etc.) cannot under any circumstances replace the narrative project (according to the guidelines specified in the epigraph 4.2.2). In this case, the above-mentioned “product” may be attached as an annex.

This type of FDP may be carried out as a team (of two people at the most) or individually. Should students choose to work in a team, they should justify the relevance and appropriateness of doing so and the Degree Coordination team needs to approve it.

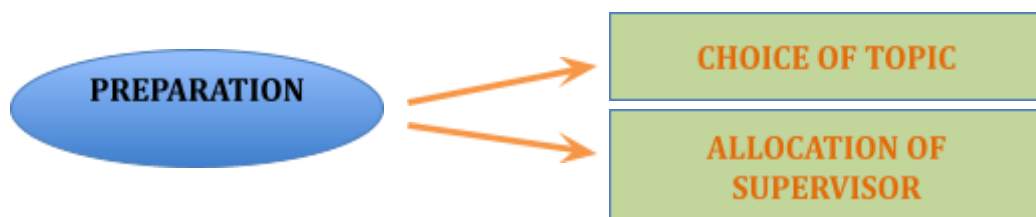
4. FDP process

The development of the FDP is to be seen as an evolving process made up of three consecutive phases, each of which bring relevant knowledge and competences to students and to their learning.



4.1 Preparation phase

This is the phase prior to the development phase, where students should establish a proposal, based on which the Degree Coordination team shall allocate a supervisor.



Students shall prepare a proposal that should include the following parts:

- *Type* of project (research/professional or applied project), with an indication of the number of students, should the second type be chosen.
- *Title* of the project.
- *Motivation* of the chosen topic. Students should explain clearly and concisely the reasons for their chosen proposal. Furthermore, for professional or applied projects to be undertaken in a team, students should justify the relevance and coherence of this option.
- Brief *summary* of the topic, giving a clear account of the general and specific objectives pursued by the proposed work.

Once students have submitted the completed Annex 1 by email, the Degree Coordination team shall allocate a supervisor to each FDP, whose role is to guide and support students throughout the development of the FDP. The supervisors will be the teachers of Seminar 8 (Project Development).

The deadline for submitting Annex 1 is the **26th September 2021**.

The Degree Coordination team shall assess the relevance of the topic and of the teams, should this be the case. Students shall be notified of the outcome by email on the **5th October 2021**.

In case of rejection, the submission date for a re-draft shall be extended to the **9th of October 2021**. Students shall be notified of the outcome by email on the **13th of October 2021**.

Students shall be informed of the final allocation of the supervisor by the Degree Coordination team by email on the **31st of October 2021**. The supervisor is the same teacher as that of Seminar 8 in which the student is to be allocated.

The choice of topic will not be considered an evaluation element to be examined.

.... steps to follow in the preparation phase:

- *Students should complete Annex 1 with the choice of topic.*
- *Students should submit Annex 1 by e-mail to the Degree Coordination team (franciscojaviermg@blanquerna.url.edu) no later than 26/09/2021.*
- *Students shall be notified of the outcome by email on 5/10/2021.*
- *Should the first draft of the proposal be rejected, students shall be granted an extension to submit the re-draft on 9/10/2021. The outcome shall be notified to students by e-mail on 13/10/2021.*
- *The Degree Coordination team shall allocate a supervisor to each FDP on 31/10/2021. The supervisor is the same teacher as that of Seminar 8 in which the student is to be allocated.*
- *This phase is not included in the evaluation of the FDP.*

4.2 Development phase

The development of the FDP shall be carried out according to the type chosen. Irrespective of the type of FDP, this phase comprises a series of **valuable activities** that students must submit on the given deadlines. These are scheduled in the second semester of the fourth year, when the project is to be formally developed (see chapter 7).

The general guidelines for each type of FDP are listed below, although these are for guidance only and may be subject to change depending on the specific project and in agreement with the supervisor.

4.2.1 *Research project*

The development of the research project consists of the following **activities**:

- **Activity 1 (Objectives, methodology and literature review)**: this activity consists of a definition of the first proposal presented in the preparation phase in September. Therefore, students should present a report containing the following elements:
 - motivation of the chosen topic and its relevance to the field of international relations (review of the preparation phase);
 - general and specific objectives of the research (review of the preparation phase);
 - an explanation of the methodology to be used;
 - bibliography and references, as well as a brief literature review of the subject of study (an account of what has been published on the topic).

This activity consists of two parts: a) students shall present a preliminary literature review whose deadline for submission is the 21st of December 2021; and b) the final literature review and a preliminary research question, whose deadline for submission is the 14th of February 2022.

This activity accounts for 5% of the final mark of the FDP. It results from the weighted average of the two parts mentioned above.

- **Activity 2 (Research questions and thesis statement, review of the state of the art and systematization of the information)**: in this section, students should present a report containing the following elements:
 - formulation of the research questions and the thesis statement that need argumentation;
 - the theoretical approach used to verify the research questions and the thesis statement;
 - a systematization of the existing relevant information for the development of the project.

The deadline for submission to the supervisor of Activity 2 is the 4th of March 2022.

This activity accounts for 10% of the final mark of the FDP.

- **Activity 3 (Empirical research or case study)**: in this section, students should submit a report containing the following elements:
 - a data analysis that ensures progress in the validation of the results sought by the research;
 - a presentation and explanation of a case study that serves to contrast the research questions and the thesis statement;

- o evidence showing contribution to knowledge.

The data and information analysis shall be supported by a quantitative and/or qualitative research method.

The deadline for submission to the supervisor of Activity 3 is the 19th of April 2022.

This activity accounts for 10% of the final mark of the FDP.

- **Activity 4 (Conclusions + First draft of the Paper):** in this final section students should reflect the contribution to knowledge made by the research. It should contain:
 - o contributions made by the research to the field of study;
 - o an analysis of the extent to which the evidence presented supports the line of research questions and the thesis statement;
 - o where applicable, possible recommendations to be used for analysis or political action;
 - o identification of future areas of work left open by the project.

Together with the conclusions chapter, students must submit the first draft of the paper. This first draft will not be graded but it will help the supervisor assess the progress of the student and his/her ability to pass onto the defence phase.

The deadline for submission to the supervisor of Activity 4 is the 2nd of May 2022.

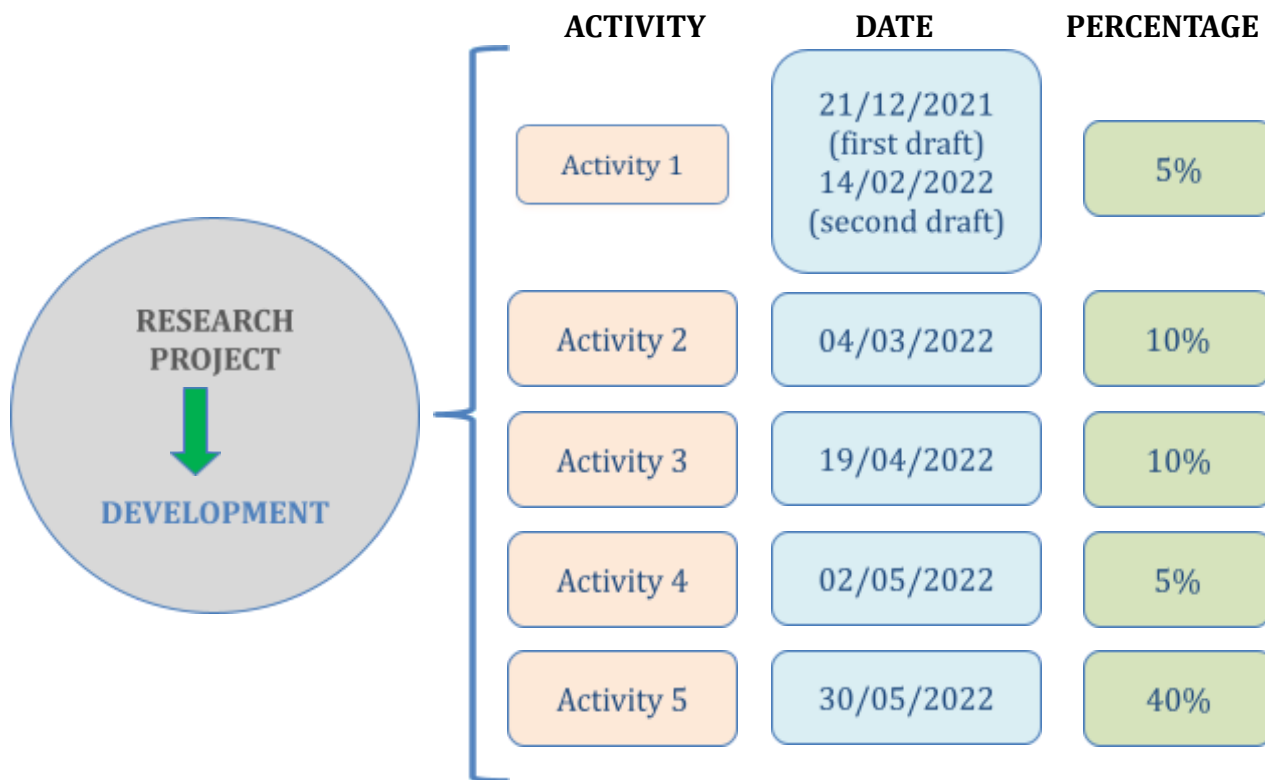
This activity accounts for 5% of the final mark of the FDP.

- **Activity 5 (Final Paper):** students must submit the Final Paper. It should summarise the various parts described in the previous activities, while revising them in light of the supervisor's feedback.

The Final Paper should meet the requirements specified in Chapter 5 of these guidelines. Students shall submit an electronic copy to the supervisor as well as to the coordination office (franciscojaviermg@blanquerna.url.edu).

The deadline for submission to the supervisor and to the Degree Coordination team of Activity 5 is the 30th of May 2022.

This activity accounts for 40% of the final mark of the FDP.



4.2.2 Professional or applied project

Within this type of FDP, various approaches may be used. As mentioned in chapter 3 of these guidelines, the FDP may consist in designing a professional activity, formulating a concrete initiative for practical application, or carrying out a study (diagnosis, evaluation, policy paper, etc.).

Irrespective of the approach chosen, the development of this type of FDP shall include all of the following **activities**:

- **Activity 1 (Objectives and methodology)**: once students have chosen the topic to be researched and this has taken shape with the support of the supervisor during the first semester of the fourth year, they should submit a report containing the following elements:
 - motivation of the chosen topic and its relevance to the field of international relations (review of the preparatory phase);
 - general and specific objectives of the project, initiative or study (review of the preparatory phase);
 - an explanation of the methodology to be used;
 - bibliography and references, as well as a brief literature review of the subject of study or intervention (an account of what has been published on the topic).

This activity consists of two parts: a) students shall present a preliminary literature review whose deadline for submission is the 21st of December

2021; and b) the final literature review and a preliminary project question, whose deadline for submission is the 14th of February 2022.

This activity accounts for 5% of the final mark of the FDP. It results from the weighted average of the two parts mentioned above.

- **Activity 2 (Contextualisation):** in this section, students should present a report containing the following elements:
 - a description of the historical context and of the current state of affairs of the object of study or intervention, including the social, political, economic and cultural dimensions of each;
 - an explanation of the nature of the matter or problem object of study or intervention, with an emphasis on the actors involved;
 - a review and systematization of the existing relevant information on the object of study or intervention.

The deadline for submission to the supervisor of Activity 2 is the 4th of March 2022.

This activity accounts for 10% of the final mark of the FDP.

- **Activity 3 (Design, formulation and development):** in this section, students shall present a report containing the following elements:
 - for professional projects or for concrete initiatives for practical application:
 - expected outcomes and definition of the indicators that shall measure the degree of accomplishment;
 - matrix of activities and tasks to be carried out in order to achieve the expected outcomes;
 - description of the possible outputs of the activities;
 - analysis of hypotheses and risks that may affect the degree of accomplishment of the project;
 - viability and sustainability study of the proposal;
 - where applicable, a description of the target groups and/or institutions and beneficiaries of the action.
 - for studies (diagnosis, evaluation, etc.), the report should include the following elements, adapting them to the type of study chosen:
 - a consideration of the various alternatives resulting from the analysis (SWOT, PEST, etc.);
 - a comparison with other alternatives, as well as with the current state of affairs of the object of study;
 - a description of the strategy and its viability;
 - an explanation of the implications of these options and/or strategies;

- evidence supporting the proposed option.

The deadline for submission to the supervisor of Activity 3 is the 19th of April 2022.

This activity accounts for 10% of the final mark of the FDP.

- **Activity 4 (Conclusions + First draft of the Paper):** in this final section students should reflect the contributions of the project. These should include:
 - o contributions to knowledge made by the project to the field of international relations;
 - o recommendations for analysis, political action or implementation of initiatives on the subject;
 - o identification of future areas of work left open by the project.

Together with the conclusions chapter, students must submit the first draft of the paper. This first draft will not be graded but it will help the supervisor assess the progress of the student and his/her ability to pass onto the defence phase.

The deadline for submission to the supervisor of Activity 4 is the 2nd of May 2022.

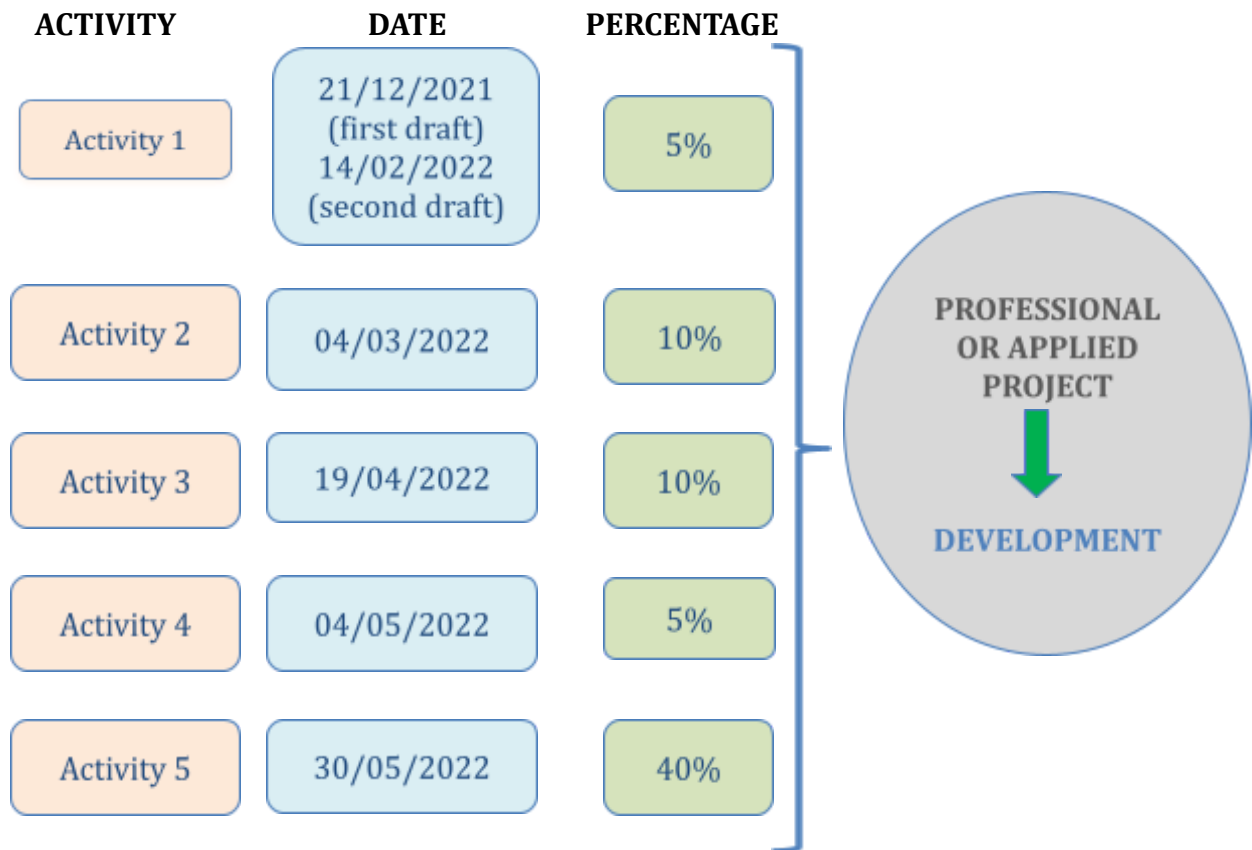
This activity accounts for 5% of the final mark of the FDP.

Activity 5 (Final Paper): students must submit the Final Paper. It should summarise the various parts described in the previous activities, while revising them in light of the supervisor's feedback.

As per the research project, the Final Paper should meet the requirements specified in chapter 5 of these guidelines. Students should submit an electronic copy to the supervisor, as well as to the coordination office (franciscojaviermg@blanquerna.url.edu).

The deadline for submission to the supervisor and to the Degree Coordination team of Activity 5 is the 30th of May 2022.

This activity accounts for 40% of the final mark of the FDP.

**IMPORTANT NOTICE:**

*Activities shall not be accepted for examination if submitted after the informed dates and they shall be considered **no-show**. This applies to both types of FDP. No-show implies that students CANNOT retake the FDP in the second sitting.*

4.3 Oral defence phase

Once the students have submitted the Final Paper (see Activity 5 in section 4.2), they shall defend their FDP in front of a Panel of Examiners. This shall consist of 2 faculty members of the Degree, and cannot include the supervisor. One examiner shall be appointed Chair of the Panel, in charge of conducting the procedure, as well as signing the examiners' report form. Exceptionally, the Degree Coordination team may invite an external expert in the field of study of the FDP under examination, to act as examiner, thereby replacing one of the faculty members.

Once the examination Panels have been formed, students shall be informed of their members, and of the date (in the second or third week of June 2022), time and place where the oral defence shall be held.

The defence of the FDP consists of the following steps:

- **Presenting the project outcomes:** students shall be given 20 minutes to present their findings, where they may use audio-visual props (PowerPoint, Prezi, videos, etc.). Students must inform the Degree Coordination team of this in advance, in order for the necessary arrangements to be made.
- **Intervention by the Panel members** for comments or questions to be put to the students, in order to clarify the issues they consider relevant.
- **Students' turn to reply**, where they shall answer the questions or comments put to them by the Panel.
- **Supervisors are invited to comment** on the development or on the oral defence of the project, if they deem fit to do so.

The examiners shall be given several days to reach a decision on the result of this phase of the FDP. The mark shall take into consideration both the standard of the oral defence and of the Final Paper. During this time, the examiners may, at their discretion, consult the supervisor on any matter affecting their evaluation. The Chair of the Panel has a casting vote in case of dispute with the other examiner.

This phase accounts for 30% of the final mark of the FDP, and will be weighted with those obtained in the development phase. The supervisor shall inform students of the final mark of the FDP, including that obtained in the oral defence phase, once all the oral examinations have terminated.

The mark shall be justified by the supervisor and by the Chair of the Panel, by means of the required forms (see Annex 2 and 3), as exposed in chapter 6 of these guidelines.

.... steps to follow in the defence phase:

- *Students shall have submitted a copy of the Final Paper to the Degree Coordination team.*
- *Students shall defend their FDP in front of a Panel of Examiners made up of Degree faculty members (or exceptionally external experts in the field).*
- *Students shall be informed of the members of the Panel, the date (in the second or third week of June 2022), time and place where the oral examination shall be held.*
- *The mark obtained in the defence phase accounts for 30% of the final mark, and combines the evaluation on behalf of the Examiners of both the oral examination and the Final Paper.*
- *Students shall be informed of the final mark of the FDP (hence of that obtained in the defence phase) by the supervisor, once all the oral examinations have terminated.*
- *Both the supervisor and the Chair shall justify the corresponding mark assigned to each FDP in the designated forms (see Annex 2 and 3).*

5. Formal aspects of the Final Paper of the FDP:

The following requirements must be met while writing the Final Paper of the FDP (Activity 5 of section 4.2) with regards to structure, length and format. In the event that these are not met, the people designated to evaluate the project may not accept the report, leading to a no-show in the subject.

5.1 Structure

The Final Paper shall be structured in the following manner with regards to chapters and sections, depending on the type of FDP, and in line with the activities described in section 4.2.

5.1.1 Research project

- **Title page** that shall bear:
 - Name of the institution: Blanquerna – Ramon Llull University, School of Communications and International Relations, Degree in International Relations.
 - Title of the FDP.
 - Name of the author/s and NIU.
 - Name of the supervisor.
 - Type of FDP.
 - Specialisation track.
 - Month and year of presentation.
- **Abstract** consisting of a summary of the research, which briefly describes its main conclusions and the arguments put forth. It should be no longer than 200 words.
- **Table of contents** that shall list the pagination of the chapters and sections of the report. Where tables, charts and/or graphs are used, a full list of these shall follow the table of contents.
- **Introduction** that shall serve to present the topic to be developed. It shall include the justification of its relevance, the objectives pursued, the research questions, the methodology and a brief explanation of how the work is structured.
- **Review of the relevant literature** on the subject, that frames the thesis statement put forward by students from a theoretical standpoint.
- **Empirical study or case study**, which illustrates and supports the thesis statement. For this task, it is of utmost importance to correctly inform the sources used to obtain the information and data.
- **Conclusions** that highlight the main contributions to knowledge made by the research to the field of study, the evidence supplied which supports the

research questions and the thesis statement, as well as future areas of work left open by the project.

- **Bibliography** which must include a list of sources, in alphabetical order, depending on the type of document (see referencing styles in section 5.3).
- The Final Paper may include a section for **Annexes** at the end of the text, if students deem it relevant and **Acknowledgments** at the beginning, should they deem it convenient.



5.1.2 *Professional or applied project*

In general terms, the structure of the Final Paper for professional or applied projects matches that of the research project:

- **Title page.** See section 5.1.1 of these guidelines.
- **Executive summary** consisting of an outline of the proposal, which briefly describes the objectives, main conclusions and arguments used. It should not exceed 200 words.
- **Table of contents.** See section 5.1.1 of these guidelines.
- **Introduction** that shall serve to present the topic to be researched. It shall include the justification of its relevance, the objectives pursued, the research questions, the methodology and a brief explanation of how the work is structured.
- **Contextualisation** that helps to frame the state of affairs or topic, object of intervention or study. It should explain the nature of the question or problem, refer to the actors involved and reflect the literature or the existing approaches on the subject.
- **Development.** For professional projects, students shall explain the design or formulation of the proposed project, providing all the details concerning the expected outcomes, resulting products, proposed activities, target groups, as well as a feasibility and sustainability analysis. For studies, students shall analyse and discuss the proposed options and strategies, as well as the anticipated implications.
- **Conclusions** that highlight the main contributions to knowledge made by the project to the field of study, any proposal that may arise for political action on the subject, as well as future areas of work left open by the project.
- **Bibliography and information sources.** See section 5.1.1 of these guidelines.
- With regards to **Annexes** and **Acknowledgements**, students may refer to section 5.1.1 of these guidelines.



5.2 Length

The Final Paper should be between **8,000 and 9,000 words** long. This does not include title page, figures, footnotes, bibliography and references or annexes.

5.3 Format

The Final Paper must be written in accordance with the following requirements:

- The Project must be written **in English**.
- The **font style** used should be Times New Roman 12 or equivalent.
- One-and-a-half **line spacing** should be used.
- **Margins** should be between 2.5cm and 3cm.

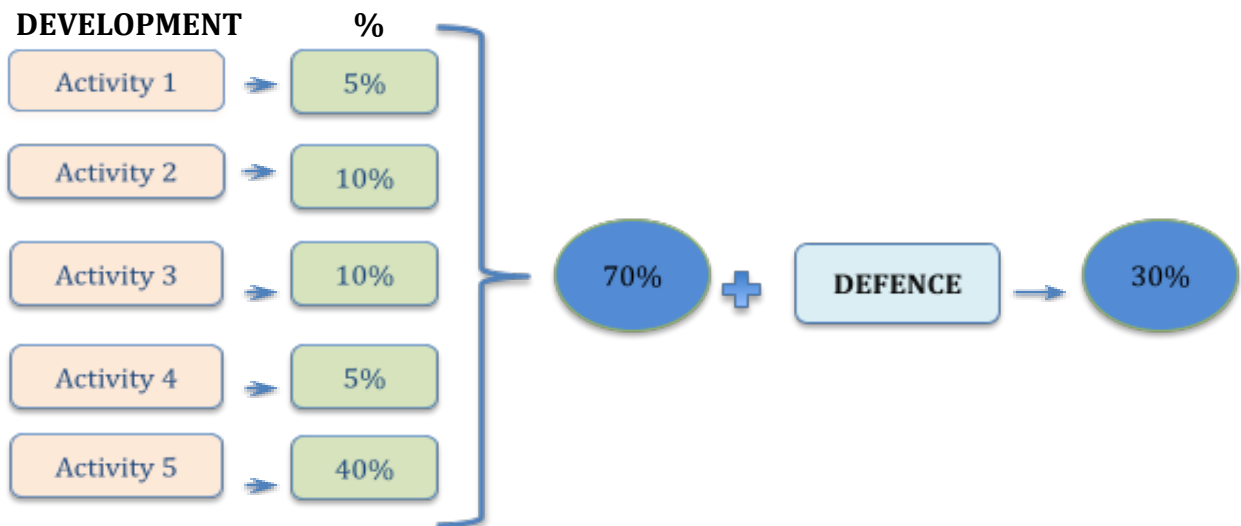
Quotes and references should be used according to the documentation systems defined in the Chicago Manual of Style or the Harvard Guide to Using Sources. For further information on this point, students may refer to the following links:

http://www.chicagomanualofstyle.org/tools_citationguide.html

<http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&pageaid=icb.page357682>

6. Evaluation of the FDP

As previously explained, the final mark for the FDP is made up of two main parts: the outcomes of the activities carried out in the development phase and that of the oral defence phase.



Consequently, there are two evaluation bodies that determine the final mark for the FDP:

- **The supervisor** shall evaluate and mark the five activities that make up the development phase of the FDP. Students shall be informed of the outcome of each activity by means of a specific report written by the supervisor, which shall include mark and justification (see Annex 2), within the Deadlines set (see chapter 7).
- **The panel of examiners** shall evaluate and mark both the oral defence and the Final Paper of the FDP. Students shall be informed of the outcome of this phase by means of a specific report, written by the Chair of the Panel that shall include mark and justification (see Annex 2), within the Deadlines set (see chapter 7). Students shall be informed of this report by the supervisor. The evaluation and mark awarded by the Panel for team projects (professional or applied) is joint and not individual for each team member, notwithstanding what is stated below (see the following *Advertisements*).

The supervisor is in charge of completing the Final Evaluation Report which determines the final mark (see Annex 2), and integrates the supervisor's evaluation with that of the Panel of Examiners. The supervisor is also in charge of signing the mark sheets regarding the evaluation of the FDP.

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- *A pass mark in the FDP shall be awarded to students who **have earned a 5 or above resulting from the weighted average of the two marks** (the development phase -awarded by the supervisor- and the defence phase -awarded by the Panel of Examiners-). **This mechanism will not apply if the mark obtained in the oral defence phase is less than 4. In this case, the student will fail the FDP.***
- *In the event that there is a significant disagreement between the evaluation of the Panel of Examiners and that of the supervisor, the Director of the Degree will explore the possibility of obtaining an alternative assessment by other independent examiners. This process will require a prior request from the student. The resulting evaluation will be the one to establish the weighted average with the mark awarded by the supervisor.*
- *Students may only submit activity 5 (of the development phase) and proceed to the defence phase if they have passed at least 2 of the first 4 activities of the development phase. Otherwise the FDP shall be awarded a fail and students shall retake the entire FDP process in an extraordinary sitting.*
- *The extraordinary sitting will take place in the following academic year and shall be held exceptionally during the first semester (the dates shall be determined in due course). In any event, the student shall be requested to register the FDP for the following academic year.*
- *If the student fails the Seminar 8 too, he/she will not be entitled to go for the extraordinary sitting and **he/she will have to repeat the whole process.***
- *Students should be aware that the mark awarded to professional or applied projects carried out by a team shall be assigned individually. To do so, the supervisor shall take into account criteria regarding quantity, quality and attitude shown by each student during the development phase both in individual tasks as well as in team work. This shall apply to all of the activities. Furthermore, even though the mark awarded by the Panel of Examiners is joint (and not individual for each team member) the supervisor may lower this mark for one of the team members if he/she deems it pertinent, based on the above-mentioned criteria. Such action must have been previously approved by the Panel.*

The evaluation of the two above-mentioned parts will be based on the criteria specified in the reports (to be completed by the supervisor and the Chair respectively; see Annex 4), in accordance with the competencies to be acquired throughout the FDP process, set forth in Chapter 2 of these guidelines.

The following aspects should be given special consideration:

- Relevance of the topic.
- Motivation of the topic.
- Clear objectives.
- Coherent structure and organisation of the work.
- Methodology consistent with the objectives.
- Analytical and critical skills.
- Relevance of the sources.
- Correct use of English.
- Compliance with formal aspects outlined in section 5.3.

.... *things to remember regarding evaluation:*

- *The final mark for the FDP is made up of two parts: a) the five activities which make up the development phase (70%) to be evaluated by the supervisor and b) the mark awarded by the Panel of Examiners for the oral defence and the Final Paper (30%). In order to achieve an overall pass in the FDP, students must obtain a **5 or above resulting from the weighted average of the two parts mentioned above. This mechanism will not apply if the grade obtained in the oral defence phase is less than 4. In this case, the student will fail the FDP.***
- *In the event that there is a significant disagreement between the evaluation of the Panel of Examiners and that of the supervisor, the Director of the Degree will explore the possibility of obtaining an alternative assessment by other independent examiners. This process will require a prior request from the student. The resulting evaluation will be the one to establish the weighted average with the mark awarded by the supervisor.*
- *Students who fail 3 of the first 4 activities in the development phase shall not be allowed to submit activity 5 nor proceed to the defence phase of the FDP and shall repeat the entire FDP process in a second sitting.*
- *The second sitting shall take place in the following academic year and shall be held exceptionally during the first semester. The student will be requested to register the FDP again.*
- *For team projects, the final FDP mark shall be awarded individually to each team member (see Advertisements above).*
- *Students shall be informed of their marks for each activity in the development phase and for the defence phase, by means of specific and detailed reports to be completed by the supervisor and by the Chair respectively.*

7. Deadlines for the FDP

The deadlines for the three phases of the FDP are outlined below. Students shall be informed of any change in these in due time.

	2021			2022				
	Sep.	Oct.	Dec.	Feb.	Mar.	Apr.	May	June
Choice of topic	26							
Acceptance/rejection of the topic		5	9					
Allocation of supervisor		31						
Supervision								
Activity 1			21	14				
Mark for Activity 1				20				
Activity 2					4			
Mark for Activity 2					14			
Activity 3						19		
Mark for Activity 3						25		
Activity 4							2	
Mark for Activity 4							11	
Activity 5							30	
Mark for Activity 5								TBD
Defence								TBD
FDP final mark								TBD

Please bear in mind that the previous calendar might be subject to change if requested by the Degree Coordination team due to unforeseen circumstances. Changes shall be announced well in advance.

While working on their FDP in the second semester of the fourth year, students shall also attend the **Seminar VIII: Development of Projects**, the object of which is to develop a set of specific competences and knowledge to be applied to the project. The Seminar programme shall be outlined in a separate document.

8. Supervision

These guidelines have underlined that the role of the supervisor is to guide and support students in the development of their FDP, although the process shall need to be led by the students.

The supervisor shall set a schedule for supervision with students, which suits the needs and characteristics of the project, including both regular meetings and other forms of communication (such as Skype or e-mail). It is essential that the supervisor guarantees the appropriate support to students in the development of the FDP, especially in the second semester when the evaluable activities are to take place.

The supervisors shall be coordinated by teachers of the Seminar VIII.

ANNEXES

ANNEX 1. FINAL DEGREE PROJECT PROPOSAL FORM

DEGREE IN INTERNATIONAL RELATIONS		YEAR
		2021-2022
Project: Research (individual) <input type="checkbox"/> Professional/applied: Individual <input type="checkbox"/> Team (2 people) <input type="checkbox"/>	Author/s	
Project title		
Motivation	<p><i>(Explain clearly and concisely the reason for the research or professional/applied project proposed.)</i></p> <p><i>(For professional/applied projects to be undertaken in a team, students must justify the relevance and coherence of this option.)</i></p>	
Brief explanation of the project and its objectives	<p><i>(Provide a brief summary of the proposal and explain the general and specific objectives of the project.)</i></p>	

The length of the proposal must not exceed two pages.

ANNEX 2. SUPERVISOR EVALUATION REPORT
SUPERVISOR EVALUATION REPORT OF THE FDP

STUDENT/S	
PROJECT TITLE	
SUPERVISOR	

Mark for Activity 1 (5%)
Activity 1

EVALUATION CRITERIA	0-3.9	4-4.9	5-6.9	7-8.9	9-10
Define the topic of the project adequately					
Justify the pertinence and relevance of the topic					
Define the project objectives correctly					
Propose an adequate methodology for the achievement of the objectives					
Identify correctly the references on the topic and provides a review of the existing literature					
Write scientific and technical texts correctly and comply with formal requirements					
COMMENTS AND RECOMMENDATIONS					

Mark for Activity 2 (10%)
Activity 2

EVALUATION CRITERIA	0-3.9	4-4.9	5-6.9	7-8.9	9-10
Depending on the type of FDP, formulate the research questions and the thesis statement or contextualize the topic adequately					
Systemize correctly the collected information and data					
Depending on the type of FDP, develop a precise theoretical framework or explain the nature of the problem					
Write scientific and technical texts correctly and comply with formal requirements					
COMMENTS AND RECOMMENDATIONS					

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Mark for Activity 3 (10%)	
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Activity 3

EVALUATION CRITERIA	0-3.9	4-4.9	5-6.9	7-8.9	9-10
Show evidence of original contribution to knowledge to the area of study					
Analyse data and draw pertinent and relevant conclusions					
Depending on the type of FDP, show coherence in the project cycle, or in the study phases, or adequately apply methodology and research techniques in analysing cases					
Express the relations and claims made in an argued and critical manner					
Write scientific and technical texts correctly and comply with formal requirements					
COMMENTS AND RECOMMENDATIONS					

Mark for Activity 4 (5%)	
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Activity 4

EVALUATION CRITERIA	0-3.9	4-4.9	5-6.9	7-8.9	9-10
Draw conclusions that integrate the learning acquired in the different stages of the project					
Present adequately the contributions of the project to the field of study or work					
Offer possible recommendations for analysis, political action or implementation of initiatives in the field of study					
Identify future areas of work					
Write scientific and technical texts correctly and comply with formal requirements					
COMMENTS AND RECOMMENDATIONS					

Mark for Activity 5 (40%)		Activity 5
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EVALUATION CRITERIA	0-3.9	4-4.9	5-6.9	7-8.9	9-10
Show adequate analytical and critical skills by using the collected data					
Use relevant information sources and propose an adequate methodology for attaining the objectives					
Build a coherent, structured and argued narrative that shows achievement of the objectives					
Incorporate adequately the feedback given by the supervisor in evaluating each activity					
Write scientific and technical texts correctly and comply with formal requirements					
COMMENTS					

FINAL EVALUATION REPORT						
Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Defence	FINAL
<i>Mark for Activity 1 (5%)</i>	<i>Mark for Activity 2 (10%)</i>	<i>Mark for Activity 3 (10%)</i>	<i>Mark for Activity 4 (5%)</i>	<i>Mark for Activity 5 (40%)</i>	<i>Mark awarded by the Panel of Examiners (30%)*</i>	<i>Weighted sum of the previous marks</i>
FINAL COMMENTS ON THE EVALUATION OF THE FDP						
<i>General evaluation of the different aspects relating to the development of the FDP (content, structure, methodology, writing, format, organisation of the work, learning, acquisition of competences, etc.)</i>						

** For professional or applied projects presented by a team, the supervisor may lower this mark for one of the team members if he/she deems it pertinent, based on the general criteria for individual evaluation (see chapter 6 of the Guidelines for the Final Degree Project).*

ANNEX 3. EXAMINERS EVALUATION REPORT

PANEL OF EXAMINERS EVALUATION REPORT OF THE DEFENCE PHASE
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STUDENT/S	
TITLE OF THE PROJECT	
PANEL OF EXAMINERS	

Mark for the Defence phase (30%)	
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EVALUATION CRITERIA	0-3.9	4-4.9	5-6.9	7-8.9	9-10
Show adequate analytical and critical skills by using the collected data					
Use relevant information sources and propose an adequate methodology for attaining the objectives					
Build a coherent, structured and argued narrative that shows achievement of the objectives					
Write scientific and technical texts correctly and comply with formal requirements					
Be clear in defending approaches during the oral defence phase					
Show argumentation ability and soundness in answering questions put forth by the Panel of Examiners					
COMMENTS					

Signed by
(NAME)
Chair of the Panel of Examiners
.....

Barcelona,

ANNEX 4. EVALUATION CRITERIA BY ACTIVITY

ACTIVITY 1		
Define the topic of the project adequately	0-3.9	The topic of the project is very poorly defined and/or is too vast for the context of a project of this nature.
	4-4.9	The definition of the topic is too basic and insufficient.
	5-6.9	The topic of the project is sufficiently defined.
	7-8.9	The topic of the project is well defined and focused
	9-10	The topic of the project is very well defined and focused, and suggests a thorough treatment of the topic.
Justify the pertinence and relevance of the topic	0-3.9	The topic hardly adjusts to the field of study of international relations or is hardly relevant.
	4-4.9	The justification of the relevance and pertinence of the topic is insufficient.
	5-6.9	The justification of the relevance and pertinence of the topic is sufficient.
	7-8.9	The justification of the relevance and pertinence of the topic is well argued.
	9-10	The justification of the relevance and pertinence of the topic is very well argued and suggests innovative approaches to the field of study.
Define the project objectives correctly	0-3.9	The project objectives are poorly defined.
	4-4.9	The project objectives are defined imprecisely.
	5-6.9	The project objectives are sufficiently defined.
	7-8.9	The project objectives are well defined and explained precisely.
	9-10	The project objectives are very well defined and precise, and show an original approach.
Propose an adequate methodology for the achievement of the objectives	0-3.9	The proposed methodology is inadequate to achieve the objectives.
	4-4.9	The proposed methodology is imprecise and insufficient to achieve the objectives.
	5-6.9	The proposed methodology is adequate to achieve the objectives.
	7-8.9	The proposed methodology is adequate and well explained and suggests a coherent development of the different phases of the project.
	9-10	The proposed methodology is very complete and very well explained, a good use of research and information collection techniques is perceived and it suggests a coherent development of the different phases of the project.
Identify correctly the references on the topic and provide a review of the existing literature	0-3.9	The proposed literature on the topic is very poor and/or irrelevant.
	4-4.9	The proposed literature on the topic is insufficient and barely relevant.
	5-6.9	The proposed literature on the topic is sufficient but incomplete.
	7-8.9	The proposed literature on the topic is quite broad and relevant.
	9-10	The proposed literature on the topic is very complete and relevant.
Write scientific and technical texts correctly and comply with formal requirements	0-3.9	The writing is not structured, is poorly argued, barely analytical and does not comply with formal requirements.
	4-4.9	The writing is of insufficient clarity, structure, argumentation and analytical ability, and does not comply with formal requirements.
	5-6.9	The writing is of sufficient clarity, structure, argumentative and analytical ability, and complies with formal requirements.
	7-8.9	The writing is precise and structured, well argued, analytical and complies with formal requirements.
	9-10	The writing is very precise and structured, well argued, contains a high level of critical analysis, and fully complies with formal requirements.

ACTIVITY 2		
Define and formulate the research questions and thesis statement adequately	0-3.9	The questions and the thesis statement or the contextualization of the topic are poorly defined .
	4-4.9	The questions and the thesis statement or the contextualization of the topic are defined imprecisely .
	5-6.9	The questions and the thesis statement or the contextualization of the topic are sufficiently defined .
	7-8.9	The questions and the thesis statement or the contextualization of the topic are well defined and explained precisely .
	9-10	The questions and the thesis statement or the contextualization of the topic are very well defined and precise, and show an original approach .
Systemize correctly the collected information and data	0-3.9	The processing and treatment of information obtained are very poor and its relation with the objectives is barely perceivable .
	4-4.9	The processing and treatment of information obtained are imprecise and its relation with the objectives is poorly developed .
	5-6.9	The processing and treatment of information obtained are sufficient and its relation with the objectives is sufficiently developed .
	7-8.9	The processing and treatment of information obtained are precise and its relation with the objectives is well explained .
	9-10	The processing and treatment of information obtained are highly coherent and precise and its relation with the objectives is very well-founded .
Depending on the type of FDP, develop a precise theoretical framework or explain the nature of the problem	0-3.9	The development of the theoretical framework or the explanation of the nature of the problem is very poor and not linked to the objectives .
	4-4.9	The development of the theoretical framework or the explanation of the nature of the problem is insufficient and requires a stronger connection with the objectives .
	5-6.9	The development of the theoretical framework or the explanation of the nature of the problem is sufficient but not very precise .
	7-8.9	The development of the theoretical framework or the explanation of the nature of the problem is coherent and precise .
	9-10	The development of the theoretical framework or the explanation of the nature of the problem is clear, precise and well-founded .
Write scientific and technical texts correctly and comply with formal requirements	0-3.9	The writing is not structured, is poorly argued, barely analytical and does not comply with formal requirements .
	4-4.9	The writing is of insufficient clarity, structure, argumentative and analytical ability, and does not comply with formal requirements .
	5-6.9	The writing is of sufficient clarity, structure, argumentative and analytical ability, and complies with formal requirements .
	7-8.9	The writing is precise and structured, well argued, analytical and complies with formal requirements .
	9-10	The writing is very precise and structured, well argued, contains a high level of critical analysis, and fully complies with formal requirements .

ACTIVITY 3		
Show evidence of original contribution to knowledge to the area of study	0-3.9	The evidence is barely shown and/or is irrelevant.
	4-4.9	The evidence shown is insufficient and not very relevant.
	5-6.9	The evidence shown is sufficient but not very relevant.
	7-8.9	The evidence shown is adequate and relevant.
	9-10	The evidence shown is plenty, solid, highly relevant and well-founded.
Analyse data and draw pertinent and relevant conclusions	0-3.9	The data analysis is very poor and barely allows pertinent and relevant conclusions to be drawn.
	4-4.9	The data analysis is insufficient, as is the relevance and pertinence of the conclusions.
	5-6.9	The data analysis is sufficient and the conclusions drawn are coherent.
	7-8.9	The data analysis is precise and draws pertinent conclusions.
	9-10	The data analysis is very precise and critical, which allows highly relevant, pertinent and well-founded conclusions to be drawn.
Depending on the type of FDP, show coherence in the project cycle, or in the study phases, or adequately apply methodology and research techniques in analysing cases	0-3.9	The project cycle, the study phases or the research proposal barely show internal coherence, or the methodology and research techniques are inadequate.
	4-4.9	The project cycle, the study phases or the research proposal barely show internal coherence, or the methodology and research techniques are inadequate.
	5-6.9	The project cycle, the study phases or the research proposal show sufficient internal coherence, or the methodology and research techniques are pertinent but not sufficiently developed.
	7-8.9	The project cycle, the study phases or the research proposal show significant internal coherence, or the methodology and research techniques are pertinent and developed.
	9-10	The project cycle, the study phases or the research proposal show a high degree of internal coherence and are well-founded, or the methodology and research techniques are highly pertinent and are very well explained and argued.
Express the relations and claims made in an argued and critical manner	0-3.9	The claims and relations are barely argued and are not founded.
	4-4.9	The claims and relations are insufficiently argued and founded.
	5-6.9	The claims and relations are sufficiently argued and founded.
	7-8.9	The claims and relations are well argued and founded.
	9-10	The claims and relations are very well argued and founded, and a personal and critical reflection is included.
Write scientific and technical texts correctly and comply with formal requirements	0-3.9	The writing is not structured, is poorly argued, barely analytical and does not comply with formal requirements.
	4-4.9	The writing is of insufficient clarity, structure, argumentative and analytical ability, and does not comply with formal requirements.
	5-6.9	The writing is of sufficient clarity, structure, argumentative and analytical ability, and complies with formal requirements.
	7-8.9	The writing is precise and structured, well argued, analytical and complies with formal requirements.
	9-10	The writing is very precise and structured, well argued, contains a high level of critical analysis, and fully complies with formal requirements.

ACTIVITY 4		
Draw conclusions that integrate the learning acquired in the different stages of the project	0-3.9	The conclusions presented are very poor, inconsistent with the claims and relations developed in the preceding phases of the project.
	4-4.9	The conclusions presented are not solid and are insufficiently consistent with the claims and relations developed in the preceding phases of the project.
	5-6.9	The conclusions presented are correct and consistent with the claims and relations developed in the preceding phases of the project, but are not very precise.
	7-8.9	The conclusions presented are relevant and precise, consistent with the claims and relations established in the preceding phases of the project.
	9-10	The conclusions presented are highly relevant and precise, very well-founded and consistent with the claims and relations established in the preceding phases of the project.
Present adequately the contributions of the project to the field of study or work	0-3.9	The work does not explain how the project contributes to the field of study or work, or barely does so.
	4-4.9	The explanation of the contributions is insufficient.
	5-6.9	The explanation of the contributions is sufficient and is clearly illustrated.
	7-8.9	The contributions are relevant, clearly explained and well-founded.
	9-10	The contributions are relevant, clearly explained and well-founded, and introduce critical analysis and innovative aspects to the field of study.
Offer possible recommendations for analysis, political action or implementation of initiatives in the field of study	0-3.9	The work does not present recommendations or these are very poor.
	4-4.9	The work presents recommendations that are too general.
	5-6.9	The work presents recommendations that are sufficient.
	7-8.9	The work presents recommendations that are correct and well-founded.
	9-10	The work presents recommendations that are very clear and well-founded, introduces critical analysis and innovative aspects on the field of study.
Identify future areas of work	0-3.9	The conclusions do not identify future areas of work.
	4-4.9	The conclusions identify future areas of work only very generally or that are barely consistent with the work carried out.
	5-6.9	The conclusions identify various future areas of work consistent with the work carried out.
	7-8.9	The conclusions identify various future areas of work consistent with the work carried out and are well argued.
	9-10	The conclusions identify various future areas of work consistent with the work carried out, are well argued and introduce innovative aspects on the field of study.
Write scientific and technical texts correctly and comply with formal requirements	0-3.9	The writing is not structured, is poorly argued, barely analytical and does not comply with formal requirements.
	4-4.9	The writing is of insufficient clarity, structure, argumentative and analytical ability, and does not comply with formal requirements.
	5-6.9	The writing is of sufficient clarity, structure, argumentative and analytical ability, and complies with formal requirements.
	7-8.9	The writing is precise and structured, well argued, analytical and complies with formal requirements.
	9-10	The writing is very precise and structured, well argued, contains a high level of critical analysis, and fully complies with formal requirements.

ACTIVITY 5		
Show adequate analytical and critical skills by using the collected data	0-3.9	Analytical and critical skills for processing information are barely or poorly shown.
	4-4.9	Analytical and critical skills for processing information are insufficient.
	5-6.9	Analytical and critical skills for processing information are sufficient.
	7-8.9	Analytical and critical skills for processing information are recurrent and well-founded.
	9-10	Analytical and critical skills for processing information are recurrent, very well-founded and present a high degree of originality.
Use relevant information sources and propose an adequate methodology to achieve the objectives	0-3.9	The use of information sources and methodology is very poor or irrelevant to the achievement of the project objectives.
	4-4.9	The use of information sources and methodology is insufficient for the achievement of the project objectives and effectively supports the arguments presented.
	5-6.9	The use of information sources and methodology is sufficient for the achievement of the project objectives and effectively supports the arguments presented, although it is used only generally and not widely.
	7-8.9	The use of information sources and methodology is appropriate and relevant to the achievement of the project objectives, effectively supports the arguments presented, and is vast and precise.
	9-10	The use of information sources and methodology is fully appropriate and relevant to achieving the project objectives and to effectively supporting the arguments presented, as well as being exceptionally original.
Build a coherent, structured and argued narrative that shows achievement of the objectives	0-3.9	The narrative is barely coherent, is not structured nor argued.
	4-4.9	The narrative is not very coherent, and is insufficiently structured and argued.
	5-6.9	The narrative is coherent, and is sufficiently structured and argued.
	7-8.9	The narrative is coherent, and is structured and argued precisely and solidly.
	9-10	The narrative is very coherent, and is structured and argued very precisely and solidly, providing a high degree of critical and original analysis.
Incorporate adequately the feedback given by the supervisor in evaluating each activity	0-3.9	The work barely incorporates supervisor feedback.
	4-4.9	The work incorporates supervisor feedback insufficiently.
	5-6.9	The work incorporates supervisor feedback sufficiently.
	7-8.9	The work incorporates supervisor feedback to a high degree and precisely, promoting coherent progress of the project.
	9-10	The work incorporates supervisor feedback to a very high degree and very precisely, and processes the feedback critically and reflectively, providing a great degree of effectiveness in achieving the objectives.
Write scientific and technical texts correctly and comply with formal requirements	0-3.9	The writing is not structured, is poorly argued, barely analytical and does not comply with formal requirements.
	4-4.9	The writing is of insufficient clarity, structure, argumentative and analytical ability, and does not comply with formal requirements.
	5-6.9	The writing is of sufficient clarity, structure, argumentative and analytical ability, and complies with formal requirements.
	7-8.9	The writing is precise and structured, well argued, analytical and complies with formal requirements.
	9-10	The writing is very precise and structured, well argued, contains a high level of critical analysis, and fully complies with formal requirements.

DEFENCE		
Show adequate analytical and critical skills by using the collected data	0-3.9	Analytical and critical skills for processing information are barely or poorly shown.
	4-4.9	Analytical and critical skills for processing information are insufficient.
	5-6.9	Analytical and critical skills for processing information are sufficient.
	7-8.9	Analytical and critical skills for processing information are recurrent and well-founded.
	9-10	Analytical and critical skills for processing information are recurrent, very well-founded and present a high degree of originality.
Use relevant information sources and propose an adequate methodology to achieve the objectives	0-3.9	The use of information sources and methodology is very poor or irrelevant to the achievement of the project objectives.
	4-4.9	The use of information sources and methodology is insufficient for the achievement of the project objectives and effectively supports the arguments presented.
	5-6.9	The use of information sources and methodology is sufficient for the achievement of the project objectives and effectively supports the arguments presented, although it is used only generally and not widely.
	7-8.9	The use of information sources and methodology is appropriate and relevant to the achievement of the project objectives, effectively supports the arguments presented, and is vast and precise.
	9-10	The use of information sources and methodology is fully appropriate and relevant to achieving the project objectives and to effectively supporting the arguments presented, as well as being exceptionally original.
Build a coherent, structured and argued narrative that shows achievement of the objectives	0-3.9	The narrative is barely coherent, is not structured nor argued.
	4-4.9	The narrative is not very coherent, and is insufficiently structured and argued.
	5-6.9	The narrative is coherent, and is sufficiently structured and argued.
	7-8.9	The narrative is coherent, and is structured and argued precisely and solidly.
	9-10	The narrative is very coherent, and is structured and argued very precisely and solidly, providing a high degree of critical and original analysis.
Write scientific and technical texts correctly and comply with formal requirements	0-3.9	The writing is not structured, is poorly argued, barely analytical and does not comply with formal requirements.
	4-4.9	The writing is of insufficient clarity, structure, argumentative and analytical ability, and does not comply with formal requirements.
	5-6.9	The writing is of sufficient clarity, structure, argumentative and analytical ability, and complies with formal requirements.
	7-8.9	The writing is precise and structured, well argued, analytical and complies with formal requirements.
	9-10	The writing is very precise and structured, well argued, contains a high level of critical analysis, and fully complies with formal requirements.
Be clear in defending approaches during the oral defence phase	0-3.9	The explanation of the approaches and of the project phases is very confused and is not structured, and the results are not evident.
	4-4.9	The explanation of the approaches and of the project phases is not sufficiently clear nor structured, and the results are barely mentioned.
	5-6.9	The explanation of the approaches and of the project phases is correct and sufficiently structured, and the most relevant results are highlighted.
	7-8.9	The explanation of the approaches and of the project phases is clear and well structured, and clearly presents the results of the project.
	9-10	The explanation of the approaches and of the project phases is very clear and convincing, very well structured, presents the results in a well-argued and founded manner and shows solid analytical ability.
Show argumentation ability and soundness in answering questions put forth by the Panel of Examiners	0-3.9	The questions are not answered or only very poor answers are given.
	4-4.9	The answers to questions are not very clear and barely convincing.
	5-6.9	The answers to questions are clear but not very convincing.
	7-8.9	The answers to questions are clear and convincing.
	9-10	The answers to questions are very clear and convincing, and are very well-founded and argued.