

THE FINAL DEGREE PROJECT

User's Manual

***DEGREE IN GLOBAL COMMUNICATION
MANAGEMENT***

BLANQUERNA | UNIVERSITAT RAMON LLULL

Final Degree Project

1. Introduction

The Final Project is one of the compulsory subjects of the fourth year of the Global Communication Management Degree.

This subject has a value of 12 ECTS of which 6 are taken in the first semester in the subject called Final Degree Project I and the remaining 6 in the second semester in the subject Final Degree Project II. From now on we can use the abbreviations FDP, FDPI and FDPII.

The main objective of the Final Degree Project is to provide students with the tools and conceptual framework & skills with which they will face their working life. This work consists of the creation of an original professional project in the global communication sector. The student must devise and develop a viable initiative that can become a communication strategy, a campaign, a product/brand/organization relaunch, etc. that can be implemented in the real world. In fact, some of these works are called to become concrete projects that go to market and operate normally.

In accordance with the characteristics and practices of the global communication sector, the Final Degree Project rests on the fundamental basis of teamwork. Given the university context in which it is developed, the Final Degree Project must have academic rigor. It is a subject that aims to promote entrepreneurship, business and professional skills and project & work, it means for the student to apply the acquired knowledge and specific skills through a project comparable to those raised in the professional world and will be one of the bases to promote their employability.

The Final Degree Project is carried out in teams of 3 students with the objective of emulating the usual professional situations that always take place in a collaborative and intercompetent environment.

Each work group is directed by a tutor professor who accompanies the students during the whole process and finally authorizes their presentation to the final exam in front of an examiners board. The tutor may be the same or not in both subjects, always at the discretion of the degree management.

To facilitate the development of the two stages of the final project, we have created this guide in which we define the objective and basic contents as well as the criteria that the tutors and the examining board will use to evaluate.

2. Competencies

According to the Degree Report, students must develop the following competencies in the FDPI and FDPII.

2.1 Basic and general competencies

- GC3: Articulate reasoned argumentative speeches and make critical judgments based on relevant data and information.
- CB2: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.

- CB3: That students can gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4: Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

2.2 Transversal Competencies

- CT1: Work in an autonomous and organized way, to reach full intellectual maturity.
- CT2: Facing risks when making decisions, with the assumption of the inherent responsibilities.
- TC3: Collaborate with others to achieve common goals, either by joining existing working groups or by being able to create their own groups.
- CT4: Adapt to conceptual, instrumental, and labor changes based on the training received.
- CT5: Incorporate and adapt to the dynamics of the work environment of the world of communication.

2.3 Specific Competencies

- CE10: Plan, organize and develop a Final Degree Project, with academic rigor, in areas relevant to the study and practice of Global Communication Management.

3. FDP Process

The development of the FDP is a gradual process that takes place in three stages:



The preparation phase consists of creating a work team of 3 to 4 students who, advised by their tutor, will choose the project to be developed. It coincides with phase 1 explained below. The tutor will be assigned to each group by the Degree Coordination prior to the beginning of the preparation. If for any reason the assigned tutor has to leave the tutoring, the Degree Coordination will look for a replacement as soon as possible.

4. Phases of Development and Oral Defense in the Final Degree Project

This work is developed in two stages, FDP1 during the first semester of the Fourth Year of the GCM and FDP 2 in the second semester of the Fourth Year of the GCM.

The objective of FDP 1 is the search for the project and the demonstration of its feasibility, defining the basis for its subsequent implementation.

FDP 2 is based on the implementation of the project that has been worked on during FDP 1. Participation in FDP 2 is conditional upon passing FDP1 with a minimum score of 5 out of a possible total of 10 points.

Working groups may be formed at the free discretion of the students or at the initiative of the degree management.

If a student cannot find a group by his or her own means, the Degree Coordination will be in charge of finding one and this decision cannot be challenged.

The oral defenses of FDP I and FDP II are public so it is possible that non-degree and non-academic people may be present.

The contents and structure of the development and oral defense phases of FDP I and FDP II are detailed below.

5. Final Degree Project I (Development and Oral Defense)

The development of FDPP 1 will be carried out considering the following criteria or work phases:

- 1 **Search for the topic to be developed:** In this phase each working group will have to propose in writing to their tutor the topic to develop as a Final Degree Project that will consist of the creation of an original professional project in the global communication sector to devise and develop a viable initiative and susceptible to become a communication strategy, a campaign, a product / brand / organization relaunch, etc. implementable in the real world. In particular, the proposal should include:
 - a) Motivation for the chosen topic
 - b) General objectives to be achieved
 - c) Type of project to be developed
 - d) If you have any contact with the company/brand/product

- 2 **Market foresight:** This phase should demonstrate that the general framework in which the project is to be developed has been studied. Specifically, it should contain at least the following analyzed concepts:
 - a) Knowledge of the sector
 - b) Economic, social, cultural, etc. context. PESTEL study.
 - c) Audience map
 - d) Benchmark the project.

- 3 **Conceptual proposal:** In this phase the detailed knowledge of the project will be worked on. In particular, at least the following should be studied:
 - a) Initial approach or starting point
 - b) Sense of opportunity and feasibility
 - c) Structure and operation on a case-by-case basis
 - d) Means and personnel
 - e) Costs and economic data
 - f) Needs and projection

- 4 **Opportunity analysis:** In this phase the project will work on the basic business definitions. The business, company, product or brand must be conceptually clarified, as well as the knowledge of internal strengths and weaknesses, opportunities and threats of the environment and how to deal with them. It should also demonstrate that the project makes sense and what the development hypotheses are.

- a) Business Model
 - b) SWOT/CAME study
 - c) Suitability
 - d) Development possibilities
- 5 **Formulation of the preliminary project:** In this phase the report will be written and presented to the examining board with all the contents developed in the previous phases and with the work indications for the FDP II.
- a) Detailed report of the work carried out in phases 1 to 4
 - b) Precise definition of the objective of the FDP II
 - c) Most suitable route to achieve the objective
- 6 **Presentation to a panel of examiners:** This is the oral defense of the project. Once the students have submitted their FDP I, they must defend it orally in front of an examining panel that will be formed by 3 professors of the school and at least one of them belonging to the GCM. One of the professors will assume the responsibility of president of the examining board and will be a member with a doctoral degree and belonging to GCM. If the only member of the examiners panel belonging to the GCM does not have the title of doctor, he/she will assume the responsibility of president regardless of whether the other two members are doctors. The responsibility for the formation of examiners boards lies with the GCM Coordination. Once the examiners panel has been formed, students will be informed at least one week before the presentation.

The oral defense will have the following phases:

- **Presentation of the project and its results:** Students will have 20 minutes to present the project and its results and will be supported by the multimedia material they consider appropriate, although it is mandatory to have at least one presentation in slide format (PowerPoint, Keynote or similar). They should have the presentation saved in their Google Drive so that it is quickly accessible.
- **Intervention of the Examiners board:** The members of the examiners board will intervene individually according to the order set by the chairman. They will ask questions and make comments as they deem appropriate. The students will write down the questions and answer when it is their turn.
- **Students' reply turn:** Students will be able to answer the questions posed by the examiners board and make any allegations they deem appropriate to the comments made by the examiners board.
- **Tutor's intervention:** at the end, the tutor will be invited by the chairman of the examiners board to give his/her point of view on the development of the FDP1.
- **The students, the tutor and the guests will leave the room** to allow the court to deliberate.
- **Deliberation of the Examiners board and qualification:** The examiners board will deliberate to give a final grade according to the criteria indicated in the Examiners board Evaluation Report and signed by all its members.
- **Communication of the Grade: Students** will then be invited to enter the classroom and standing up, the Examiners board will communicate the grade. This grade will be 30% of the final grade of the FDPI.

6. Final Degree Project II (Development and Oral Defense)

The following phases will be considered for the implementation of FDP 2:

- 1) **Project Planning:** In this phase, the work done in the FDP I will be used as a starting point, considering the observations made by the Examiners board once discussed with the tutor. In particular, the following should be defined:
 - a) Contextualization of the FDP I
 - b) Organization and distribution of tasks
 - c) Execution schedule to be able to meet all deliverables
 - d) Professional profiles to be developed by each member of the team or distribution of functions
- 2) **Development:** The milling work plan to be developed will be defined, as well as all the elements that influence it.
 - a) Work plan
 - b) Budget study
 - c) Analysis of internal processes
 - d) Detail of actions to be developed to improve processes
- 3) **Production: Implementation of the proposals and solutions found and delivery of the proposal to the final client.**
 - a) Final budget and economic feasibility
 - b) Verification of solutions
 - c) Elaboration and revision of professional contents
 - d) Final delivery to customer (prototype, pilot program, mock-up, etc.)
- 4) **Promotion and dissemination strategy:** Preparation of the final communication plan, which is the object of the work.
 - a) Project target agents
 - b) Communication Plan
 - c) Conclusions
- 5) **Final report:** In this phase a written report will be written and presented to the examining board with all the contents developed in the previous phases. It is an academic and professional presentation.
 - a) Contextualization from FDP I to FDP II
 - b) Development of all the points worked on in the previous phases.
 - c) Details of the business and communication plan.
 - d) Final considerations
- 6) **Presentation to a panel of examiners:** This is the oral defense of the project. Once the students have submitted their FDP II, they must defend it orally in front of an examining panel that will be formed by 3 professors of the faculty and at least one of them belonging to the GCM. One of the professors will assume the responsibility of president of the examining board and will be a member with a doctoral degree and belonging to GCM. If the only member of the examiners board belonging to the GCM does not have the title of doctor, he/she will assume the responsibility of president regardless of whether the other two members are doctors.

The responsibility for the formation of examiners boards lies with the GCM Coordination. Once the examiners panels have been formed, students will be informed at least one week before the presentation.

The oral defense will have the following phases:

 - **Presentation of the project and its results:** Students will have 20 minutes to present the project and its results and will use the multimedia material they consider appropriate, although it is mandatory to have at least one presentation

in slide format (PowerPoint, Keynote or similar). They should have the presentation saved in their Google Drive so that it is quickly accessible.

- **Intervention of the Examiners board:** The members of the examiners board will intervene individually according to the order set by the chairman. They will ask questions and make comments as they deem appropriate. The students will write down the questions and answer when it is their turn.
- **Students' reply turn:** Students will be able to answer the questions posed by the examiners board and make any allegations they deem appropriate to the comments made by the examiners board.
- **Tutor's intervention:** at the end, the tutor will be invited by the chairman of the examiners board to give his/her point of view on the development of the FDP I.
- **The students, the tutor and the guests will leave the room** to allow the court to deliberate.
- **Deliberation of the Examiners board and qualification:** The examiners board will deliberate to give a final grade according to the criteria indicated in the Examiners board Evaluation Report and signed by all its members.
- **Communication of the Grade:** Students will then be invited to enter the classroom and standing up the Court will communicate the grade. This grade will be 30% of the final FDP I grade.

7. Formal Aspects of FDP I and FDP II Final Reports

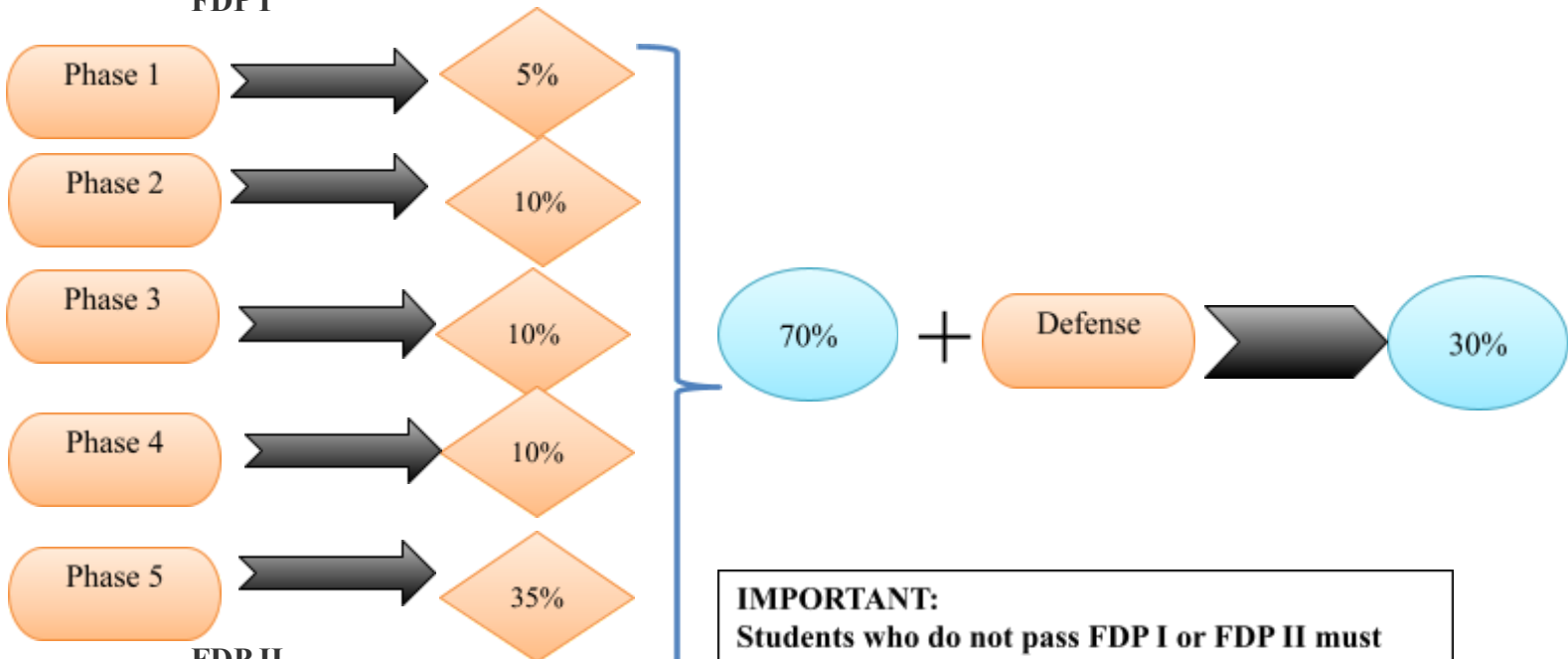
The report that will be evaluated by the panel will have a fixed structure for all groups and will be composed of the following sections:

- **Cover page** that will have the format that will be indicated in the appendix of this manual. The group may add an additional cover page according to their creativity.
 - **Executive summary** of no more than 200 words
 - **Introduction** to present the project. It should include the justification of the project and its relevance, the methodology followed and a brief explanation of the structure of the report.
 - **Contextualization** that should serve to frame the project in the economic and professional environment. The theoretical framework that has been developed will also be explained in this section.
 - **Development according to the** phases that have been worked on and that have been explained above.
 - **Conclusions** in which the project's solution or proposal for action will be included.
 - **Bibliography and sources of information** used
 - **Annexes** with the material deemed necessary for a better understanding of the project.
- a. **Length:** The final report should be between 8,000 and 10,000 words in length. Illustrations and graphs, footnotes, bibliography and annexes are not included.
 - b. **The fonts to be used** are Times New Roman 12 or equivalent with 1.5 line spacing and margins between 2.5 cm and 3 cm.
 - c. **Quotations:** We will use the American Psychological Association guides for quoting. <https://apastyle.apa.org/style-grammar-guidelines/citations/quotations>

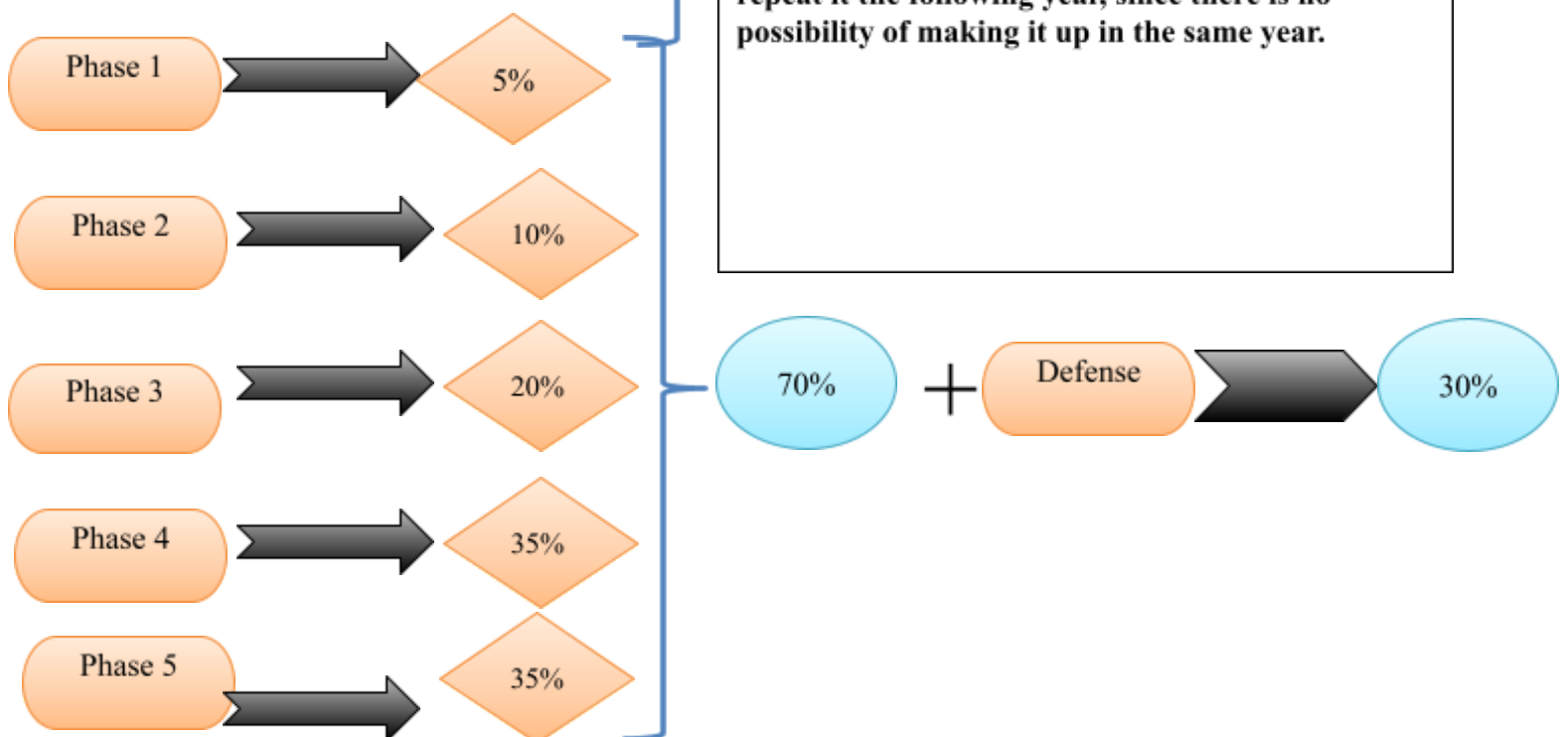
8. Evaluation

Both FDP I and FDP II will be governed by the following evaluation tables. 70% of the grade will be awarded to the tutor through the successive deliveries through Scala, which correspond to the preparation and development phases explained above, and 30% will be awarded by the examining board after the oral defense. It is necessary to have at least 5 points in the tutor's evaluation to be able to present the oral defense and it is necessary to have at least 5 points in the oral defense to be able to pass both FDP I and FDP II.

FDP I



FDP II



IMPORTANT:
 Students who do not pass FDP I or FDP II must repeat it the following year, since there is no possibility of making it up in the same year.

9. FDP Calendar for the 2021-2022 academic year

FDP I

2021					2022
	Sep.	Oct.	Nov.	Dec	Jan.
Formation of groups	23				
Supervisor assignment	28				
Activity 1		14			
Grading		21			
Activity 2		28			
Grading			4		
Activity 3			11		
Grading			25		
Activity 4				9	
Grading				16	
Activity 5				23	
Grading					
Defense					20-26
Grading					20-26

FDP II

2022					
	Feb,	March	Apr.	May.	Jun
Activity 1	24				
Grading		3			
Activity 2		24			
Grading		31			
Activity 3			21		
Grading				5	
Activity 4				19	
Grading				26	
Defense					7-13
Grading					7-13

The deliveries of the works of each phase must be made through Scala.

ANNEXES

ANNEX 1. SUPERVISOR EVALUATION REPORT FDP I

SUPERVISOR EVALUATION REPORT OF THE FDP
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STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP I Mark for Activity 1	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	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					
Correctly identify the references on the topic and provide a review of the existing literature					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

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SUPERVISOR EVALUATION REPORT FDP I

SUPERVISOR EVALUATION REPORT OF THE FDP
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STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP I Mark for Activity 2	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
Formulate appropriate questions for the search of relevant information					
Correctly systemize the collected information and data					
To be able to correctly situate the information in a complex context as it is the market and to extract conclusions.					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

SUPERVISOR EVALUATION REPORT FDP I

SUPERVISOR EVALUATION REPORT OF THE FDP
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STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP I Mark for Activity 3	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
Adequately situates all the elements involved in the project at a business and market level.					
Links the various elements involved in the configuration and implementation of the project at the economic, organizational, and commercial levels					
Show evidence of original contribution to knowledge to the area studied					
Correctly identify the references on the topic and provide a review of the existing literature					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

SUPERVISOR EVALUATION REPORT FDP I

SUPERVISOR EVALUATION REPORT OF THE FDP

STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP I Mark for Activity 4	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
Knows how to use the tools to explain the business model of a company as well as the elements that make up its identity, distinguishing the internal factors from those that come from the environment and developing alternatives for improvement.					
The business model approach meets the necessary learning requirements in accordance with the syllabus requirements of the degree program.					
The business model of the project may be developed in a real market environment. Benchmark it.					
Correctly identify the references on the topic and provide a review of the existing literature					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

SUPERVISOR EVALUATION REPORT FDP I

SUPERVISOR EVALUATION REPORT OF THE FDP

STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP I Mark for Activity 5	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
Draw conclusions that integrate the learning acquired in the different stages of the project					
It is really a Preliminary Project of the FDP II.					
Adequately presents and considers the tutor's corrections and recommendations.					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

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SUPERVISOR EVALUATION REPORT FDP II

SUPERVISOR EVALUATION REPORT OF THE FDP

STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP II Mark for Activity 1	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
The contents of the FDP I are correctly taken as a starting point					
Justify the pertinence and relevance of the topic					
Define the project objectives correctly					
Propose an adequate methodology for the achievement of the objectives					
Correctly identify the references on the topic and provide a review of the existing literature					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

SUPERVISOR EVALUATION REPORT FDP II

SUPERVISOR EVALUATION REPORT OF THE FDP
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STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP II Mark for Activity 2	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
Work plan definition					
Budgetary study					
Internal process analysis					
Production: Implementation of the proposals and solutions found.					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

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SUPERVISOR EVALUATION REPORT FDP II

SUPERVISOR EVALUATION REPORT OF THE FDP

STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP II Mark for Activity 3	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
Project target beneficiaries					
Communication Plan					
Conclusions					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS

SUPERVISOR EVALUATION REPORT FDP II

SUPERVISOR EVALUATION REPORT OF THE FDP

STUDENTS	
PROJECT TITLE	
SUPERVISOR	

FDP II Mark for Activity 4	
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EVALUATION CRITERIA	0-3,9	4-6,9	5-5,9	7-8,9	9-10
From the FDP I to FDP II process					
Development of all the points worked in the previous phases					
Details of the business and communication plan					
Final considerations					
Write scientific and technical texts correctly and comply with formal requirements					

COMMENTS AND RECOMMENDATIONS					

ANNEX 2. EXAMINERS EVALUATION REPORT FPD I & FPD II

PANEL OF EXAMINERS EVALUATION REPORT OF THE DEFENCE PHASE

STUDENTS	
PROJECT TITLE	
PANEL OF EXAMINERS	

Mark for the defense phase (30%)	
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EVALUATION CRITERIA	0-3, 9	4-6,9	5-5,9	7-8,9	9-10
Show adequate analytical and critical skills by using the correct data					
Use relevant information sources and propose an adequate methodology for attaining the objectives					
Build a coherent, structures and argued narrative that shows achievement of the objectives					
Propose an adequate methodology for the achievement of the objectives					
Be clear in defending approaches during the oral defense phase					
Show argumentation ability and soundness in answering questions put forth by the Panes of Examiners					

COMMENTS AND RECOMMENDATIONS

President signature	Member signature	Member signature
Name	Name	Name

Barcelona...

ANNEX 4. EVALUATION CRITERIA BY ACTIVITY

FDP I

FDP I ACTIVITY 1 Search of the project to be developed 5% of the final mark		
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.

FDPI ACTIVITY 2 Market outlook 10% of the final mark		
Formulate appropriate questions for the search of relevant information	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.
To be able to correctly situate the information in a complex context as it is the market and to extracting conclusions.	0-3,9	Data situation in a market context is very poor and the conclusions are inadequate.
	4-4,9	Data situation in a market context is insufficient and conclusions are poorly elaborated.
	5-6,9	Data situation in a market context is correct and conclusions can be improved
	7-8,9	Data situation in a market context is adequate and the conclusions are correct.
	9-10	Data situation in a market context is very appropriate and the conclusions are coherent and very well elaborated.
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.

FDPI ACTIVITY 3 Conceptual proposal 10% of the final mark		
Adequately situates all the elements involved in the project at a business and market level.	0-3,9	The project's situation in a market context is insufficient and totally inadequate
	4-4,9	The project's status in a market environment is insufficient and requires more depth
	5-6,9	The situation of the project in a market environment is sufficient and coherent
	7-8,9	The situation of the project in a market environment is accurate and coherent
	9-10	The situation of the project in a market environment is very accurate and very coherent
Links the various elements involved in the configuration and implementation of the project at the economic, organizational and commercial levels.	0-3,9	Is not able to relate the magnitudes and concepts that transversally affect the development of the project within the company.
	4-4,9	Is able to relate the magnitudes and concepts that affect in a transversal way the development of the project within the company, although he/she makes comprehension mistakes.
	5-6,9	Is able to relate the magnitudes and concepts that affect in a transversal way the development of the project within the company.
	7-8,9	Is able to relate the magnitudes and concepts that affect in a transversal way the development of the project within the company in a precise and accurate way.
	9-10	Is able to relate the magnitudes and concepts that affect transversally the development of the project within the company in a very well defined way.
Show evidence of original contribution to knowledge to the area studied	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.
Identify correctly the references on the topic and provide a review of the existing literature	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.
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.

FPD I ACTIVITY 4 Analysis of opportunities 10% of the final mark		
Knows how to use the tools to explain the business model of a company as well as the elements that make up its identity, distinguishing the internal factors from those that come from the environment and developing alternatives for improvement.	0-3,9	The use of the tools is very poor and the analysis of the factors affecting the project both internally and in the environment is inexistent.
	4-4,9	The use of the tools is poor and the analysis of the factors affecting the project both internally and in the environment is not deep enough.
	5-6,9	The use of the tools is adequate and the analysis of the factors affecting the project, both internal and environmental, is also adequate.
	7-8,9	The use of the tools is relevant and adequate and the analysis of the factors affecting the project both internally and in the environment is also relevant and adequate.
	9-10	The use of the tools is solid, relevant, adequate and well worked and the analysis of the factors affecting the project both internally and in the environment has the same characteristics as previously mentioned.
The business model approach meets the necessary learning requirements in accordance with the syllabus requirements of the degree program.	0-3,9	The approach of the business model as it stands is a complete disconnect from the objectives of the degree.
	4-4,9	The business model approach as it stands is not compatible with the objectives of the degree and needs a substantial rethinking.
	5-6,9	The business model approach as it stands is compatible with the objectives of the degree but still requires some fine-tuning.
	7-8,9	The business model approach as it stands is compatible with the objectives of the degree program.
	9-10	The business model approach as stated is perfectly aligned with the objectives of the degree and its explanation is well developed.
The business model of the project may be developed in a real market environment.		The business model approach as stated is perfectly aligned with the objectives of the degree and its explanation is well developed.
	4-4,9	The business model of the project is totally theoretical and unrealistic but could be replicated in a market environment with very relevant adjustments.
	5-6,9	The business model of the project could be replicated in a market environment but needs some important adjustment.
	7-8,9	The project's business model could be replicated in a market environment without requiring major adjustments.
	9-10	The business model of the project could be replicated in a market environment immediately without any adjustment.
Identify correctly the references on the topic and provide a review of the existing literature	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.
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.

FPD I ACTIVITY 5 Formulation of the preliminary project 45% of the final mark		
Draw conclusions that integrate the learning acquired in the different stages of the project	0-3,9	Does not adequately integrate the work done in previous activities .
	4-4,9	Partially integrates the work carried out in previous activities
	5-6,9	Properly integrates the work done in previous activities
	7-8,9	Properly integrates the work done in the previous activities and provides some improvements
	9-10	Adequately integrates the work done in previous activities by substantially improving the content and solutions provided.
It is really a Preliminary Project of the FDP II.	0-3,9	content.
	4-4,9	The work carried out can be continued in FDP II but requires significant reshaping work.
	5-6,9	The work done can be continued in the FDP II if it incorporates the recommendations that have been made
	7-8,9	The work done can be continued in FDP II by correcting only formal aspects.
	9-10	The work done can be continued in FDP II because its content is perfectly appropriate for it.
Adequately presents and takes into account the tutor's corrections and recommendations.		The work done cannot be continued in FDP II due to lack of enough content.
	4-4,9	Some of the recommendations are included but the final text is not of adequate quality.
	5-6,9	Includes most of the recommendations made
	7-8,9	Includes all of the recommendations made
	9-10	Includes all of the recommendations made and provides additional improvements as a result of these recommendations.
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.

ANNEX 5. EVALUATION CRITERIA BY ACTIVITY

FDP II

FDP II ACTIVITY 1 Planning of the project 5% of the final mark		
The contents of the FDP I are correctly taken as a starting point	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.

FDP II ACTIVITY 2 Development of the Project 10% of the final mark		
Work plan definition	0-3,9	The work plan is insufficiently defined and does not follow consistent criteria.
	4-4,9	The work plan should be improved and be based on coherence
	5-6,9	The work plan must be feasible and coherent but lacks realism in order to be successful.
	7-8,9	The work plan must be feasible and coherent.
	9-10	The work plan must be feasible and coherent and take into account all the necessary elements so that no activity is left uncovered.
Budgetary study	0-3,9	The identification of budget items is very poor and the performance indicators for monitoring them are nonexistent.
	4-4,9	The identification of budget items is clear and the indicators for monitoring them are poor or nonexistent.
	5-6,9	The identification of budget items is correct and the indicators for monitoring them are sufficient, but the analysis lacks depth.
	7-8,9	The identification of budget items is correct and the indicators for monitoring them are sufficient.
	9-10	The identification of budget items is very precise and the indicators for monitoring them are very well defined.
Internal process analysis	0-3,9	The identification of the processes that make up the project is poor and their definition is insufficient.
	4-4,9	The identification of the processes that make up the project should be improved and their definition should be more precise.
	5-6,9	The identification of the processes that make up the project is adequate and their definition is understandable.
	7-8,9	The identification of the processes that make up the project is very complete and their definition is intelligible.
	9-10	The identification of the processes that make up the project is very excellent and their definition is also excellent.
Production: Implementation of the proposals and solutions found.	0-3,9	The proposals for improvement are very poor and lack depth and realism.
	4-4,9	The proposals for improvement can be improved and lack depth and realism.
	5-6,9	The proposals for improvement are correct but lack depth and realism.
	7-8,9	The proposals for improvement are correct and applicable
	9-10	The proposals for improvement are excellent, well thought out and realistic.
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.

FDP II ACTIVITY 3 Promotion and communication strategy 20% of the final mark		
Project target beneficiaries	0-3,9	The project's target stakeholders are poorly defined and it is not clear who the basic interlocutors are
	4-4,9	The project's target stakeholders are defined but it is not clear who the basic interlocutors are.
	5-6,9	The target actors of the project are defined but it is not clear who should make the final decisions
	7-8,9	The project's target agents have been defined and it is clear on whom the final decision depends
	9-10	The project's target agents are very well defined and it is very clear on whom the final decision to implement the project depends.
Communication Plan	0-3,9	The communication plan is very poorly defined and does not contain all the elements necessary for its implementation.
	4-4,9	The communication plan is defined but can be improved and does not contain all the elements necessary for its implementation.
	5-6,9	The communication plan is well defined, although it lacks realism.
	7-8,9	The communication plan is well defined, correct and realistic, but its presentation is poorly professionalized.
	9-10	The communication plan is excellent and realistic, with a clearly professional approach.
Conclusions	0-3,9	The conclusions are not related to what has been developed in the previous activities.
	4-4,9	Conclusions are poor and lack depth
	5-6,9	The conclusions are correct but lack depth
	7-8,9	The conclusions are correct and well developed
	9-10	The conclusions are excellent and their development is optimal.
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.

FDPII ACTIVITY 4 Final Report 35% of the final mark		
From the FDP I to FDP II process	0-3,9	The final draft does not clearly reflect FDP I and is not designed as a single document.
	4-4,9	The final draft makes some references to FDP I but its connection with the project is ambiguous.
	5-6,9	The final draft correctly reflects what was worked on in FDP I, although it could be improved.
	7-8,9	The final draft correctly reflects the work done in FDP I.
	9-10	The final draft is an excellent reflection of the work done in FDP I and the final draft is in the format of a consolidated document.
Development of all the points worked in the previous phases	0-3,9	Does not adequately integrate the work done in previous activities.
	4-4,9	Partially integrates the work carried out in previous activities
	5-6,9	Properly integrates the work done in previous activities
	7-8,9	Properly integrates the work done in the previous activities and provides some improvements
	9-10	Adequately integrates the work done in previous activities by substantially improving the content and solutions provided.
Details of the business and communication plan	0-3,9	The final communication plan is poor, unprofessional and impossible to implement.
	4-4,9	The final communication plan is correct, unprofessional and unrealistic.
	5-6,9	The final communication plan is correct, can be improved in the professional aspect and is realistic.
	7-8,9	The final communication plan is correct, professional and realistic.
	9-10	The final communication plan is excellent, very professional and realistic.
Final considerations	0-3,9	The work has been developed in an environment of little collaboration among all team members and the tutor's observations have not been taken into account.
	4-4,9	The work has been developed in an atmosphere of little collaboration among all team members, although the tutor's observations have been taken into account, but it has been difficult to reach a final consensus.
	5-6,9	The work has been developed in a collaborative environment among all members of the team and the tutor's observations have been taken into account.
	7-8,9	The work has been developed in a collaborative environment among all team members, the tutor's observations have been taken into account and a satisfactory final consensus has been reached.
	9-10	The work has been developed in an atmosphere of excellent collaboration among all the members of the team, the tutor's observations have been taken into account and a final consensus has been reached in an easy and natural way.
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.

ANNEX 6

Final Degree Project I Cover Page

**GLOBAL COMMUNICATION MANAGEMENT
FINAL DEGREE PROJECT I**

NAME OF THE PROJECT:

AUTHORS:

GLOBAL COMMUNICATION MANAGEMENT

SUPERVISOR (authorizing the presentation to the panel for the oral examination):

Supervisor signature:

Authors Signature:

Date of submission:

ANNEX 6

Final Degree Project I Cover Page

