



## COURSE DATA

### DATA SUBJECT

**Code:** 46955  
**Name:** Master's Thesis  
**Cycle:** Master's Degree  
**ECTS Credits:** 15  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	2	Indefinite (Individuals)

### SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Trabajo Fin de Máster	MASTER THESIS PROJECT

### COORDINATION

GONZALEZ SUCH JOSE

## SUMMARY

In accordance with the Regulations governing Master's Degree Final Projects (Approved by Agreement ACGUV 206/2024, of 2 July 2024, of the Governing Council of the University of Valencia), the Master's Degree Final Project (hereinafter referred to as Master's Thesis) consists of carrying out a report or project under the supervision of a tutor with a PhD degree. In which the knowledge and skills acquired throughout the degree are highlighted. The TFM will consist of an autonomous and personal task for the student.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

It is important to consider the following requirements and information:

- In order to enrol in the Master's Thesis, the common modules of the master's degree must have been passed (Organisation and research in special education, Guidance and



intervention in learning and behavioural difficulties, and Intervention in cognitive disability).

- In order to formalise the enrolment of the Master's Thesis, it is also necessary to do so for the optional subjects that remain to finish the Master's Degree.
- The Master's Thesis may not be formally presented until the entire Master's Degree has been passed.
- The TFM may or may not be linked to the development of a topic related to the internship period.

## COMPETENCES / LEARNING OUTCOMES

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Analyse and plan responses regarding assessment and/or intervention in relation to professional practice in therapeutic pedagogy, in hearing and language or in disability care.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within the field of special education; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Design, implement and evaluate inclusive education strategies.

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know the current international, national and regional regulations regarding attention to specific educational support needs and in the social and/or employment context.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Know the programmes offered by the educational administration.

Learn autonomously, making informed decisions in different contexts, making judgements based on



experimentation and analysis and transferring knowledge to new situations.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

## DESCRIPTION OF CONTENTS

There are three types of TFM accepted in the Master's Degree:

- a. Theoretical review and bibliographic research on any aspect related to special education.
- b. Case study(s) in which the evaluation and/or intervention carried out in one or more cases with specific educational support needs is developed.

Research/evaluation work applied to groups

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at supplementary activities	15,00
Monitoring and tutoring of the master's thesis	30,00
Presentation and defence of the master's thesis	5,00
<b>Total hours</b>	<b>50,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent preparation of the master's thesis	250,00
Preparation of the master's thesis project	75,00
<b>Total hours</b>	<b>325,00</b>

## TEACHING METHODOLOGY

The methodology to be used will be subject to the TFM modality chosen.

The Master's Thesis may be carried out in collaboration with institutions, organisations or companies other than the Universitat de València, provided that there is an agreement with them according to the model attached in Annex I of the Regulations for the Bachelor's Degree Final Project and the Official Master's Degree Final Project of the Universitat de València (ACGUV 206/2024, of 2 July 2024, of the Governing Council of the University of Valencia).



## EVALUATION

The body in charge of the evaluation will be a panel composed of a president and two members. In no case may the candidate's tutor be a member of the panel. The Academic Coordination Committee may have formulas to incorporate into the grade the assessment expressed by the student's tutor about the development and quality of the work, together with the evaluation of the examination board on the quality of the written report of the TFM, and its presentation and defense. The grade obtained will be expressed through the grading system indicated in the regulations (RD 1125/2003, of 5 September), which establishes the European credit system and the grading system in official university degrees valid throughout the national territory.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

Baelo Álvarez, Manuel (2018). Guía práctica para redactar y exponer trabajos académicos: TFG, TFM y Tesis Doctorales. Tirant Humanidades.

Cervera Rodríguez, Ángel. (2019) Cómo elaborar trabajos académicos y científicos: TFG, TFM, tesis y artículos. Alianza Editorial.

Sánchez Pérez, José (2021). Cómo hacer el mejor TFM / TFG. Consejos para que tu trabajo de fin de grado o máster resulten exitosos. Editorial Atelier Libros.