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**The BDFP and the Business  
Venture can be Closely Related**

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## **The BDFP and the Business Venture Can Be Closely Related**

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### **Abstract**

The European Higher Education Area is characterized by the integration of methodologies. Our future citizens will be trained with similar educative plans and shared experiences. The Bologna project has brought us to another reality; internationalization is imposed and with it the "glocalisation" of our students. Universities have to make an additional effort to achieve greater coordination between academia and business. The BDFP (standing for Bachelor's Degree Final Project, i.e. Thesis, final year project or final year dissertation) is a tool that facilitates the achievement of this objective: the knowledge acquired in the academic degree is combined with the business reality. At this stage, our goal seeks to analyze the evolution of BDFPs presented within ESIC (Business & Marketing School, Centre attached to Rey Juan Carlos University-URJC) from its inception to the present time. The students are enrolled in degrees in the fields of Advertising and Public Relations, Business Administration and Marketing; all these degrees with an important business component. In a second phase, we will conduct a qualitative and quantitative research with the stakeholders involved, i.e. students who have completed or are currently developing their BDFPs, and the Faculty who are their tutors. We consider that this is an innovative project, both by the very recent inclusion of this course to the curriculum, and the fact that the study is part of a research conducted by a private centre (ESIC) attached to a public university (URJC, Rey Juan Carlos University) involving academics and business professionals with an interdisciplinary and interdepartmental nature. The ultimate goal is to start the first European study of this nature.

**Keywords:** BDFP, Bologna Plan, Entrepreneur

**Acknowledgements:** We would like to express our gratitude to the ESIC institution for letting us carry out this research and specially to Eduardo Gómez (Sacred Heart of Jesus), Segundo Huarte, Jose Manuel Más, Ignacio Soret, Enrique Zorita, Daniel del Castillo and Marta Gimeno. Without them, this research study would not have been possible. Thank you everybody.

## Introduction

The world's education systems are changing. Economy and Technology are forcing the academic planning adaptation to the new reality based on the suitability of the Bachelor's degrees, in which the students carry out the university process, to the professional environment.

After the 1998 Sorbonne Declaration signed by the ministers of Education of France, Germany, Italy and United Kingdom<sup>1</sup> '*encouraging a common frame of reference, aimed at improving external recognition and facilitating student mobility as well as employability*' to '*create a European area of higher education, where national identities and common interests can interact and strengthen each other for the benefit of Europe, of its students, and more generally of its citizens*', another 25 countries - Spain among them - ratified the Bologna Declaration on June 19<sup>th</sup>, 1999. Thus, the European Higher Education Area (EHEA) stems from an agreement reached by the 29 Governments of the European Union towards the creation of a common frame for Higher Education.

Bologna Plan is the result of a project for the adaptation and unification of education criteria among all European centers aimed at achieving a greater mobility by the alumni within university centers in the continent. In this sense, according to the estimates, Student mobility will significantly increase in the next ten years with a tendency to raise South-South movements as well as North-South movements.<sup>2</sup>

Higher Education is divided into three categories: the Degree, which replaces the three-year diplomas and the five-year diplomas; the Master, which specializes the university student; and the PhD, which access is gained by means of a specific master.<sup>3</sup>

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<sup>1</sup>Claude Allègre (Minister of National Education Research and Technology, France); Jürgen Ruetters (Minister of Education, Science, Research and Technology, Germany); Luigi Berlinger (Minister Of Public Education, University and Research, Italy); and Tessa Blackstone (Minister of Higher Education, United Kingdom).

<sup>2</sup>Vázquez, J.A. (2015) p. 16.

<sup>3</sup>In accordance with Royal Decree 1393/2007 of October 29<sup>th</sup>, *which establishes the organization and planning of official university education* in Spain [Ministry of Education and Science, published in the Official State Bulletin (BOE by its Spanish initials) no. 260 of October 30<sup>th</sup>, 2007], aimed at the development of the structure for official higher education, in accordance with the general lines stemming from the EHEA, as well as the establishment of regulations, requirements and the verification and accreditation procedures leading to the attainment of titles; the degree is designed to provide a general training, in one or several disciplines geared towards preparation for professional activities (section 9), the Master is designed to provide an advanced training, specialized or multidisciplinary, geared towards academic or professional specialization or foster the beginning of research skills (section 10) and the PhD is designed to provide the acquisition of specific scientific competencies and skills in scientific quality research (section 11). The two other more important regulatory steps in the introduction of the EHEA in Spain were the Royal Decree 1044/2003 of August 1<sup>st</sup>, *which establishes the procedure for issuing the European Supplement Diploma by the Universities* and the Royal Decree 1125/2003 of September 5<sup>th</sup>, *which establishes the European credit system and the grading system of university degrees that are official and valid in the entire country*.

With the implementation of the Bologna Plan alumni must defend a Bachelor's Degree Final Project (BDFP) in order to obtain their degree. The attainment of all the credits<sup>1</sup> of the mandatory subjects is no longer enough. Alumni are required a greater effort, among other things, in the paper production; thus, the BDFP along with external internships, foster independent work. In this regard, the BDFP plan depends on each center and the pursued degree. As in many aspects of the plan, the theoretical perspective is impeccable and complications arise when putting the idea into practice in the Spanish University, given the budget restrictions. Although it is true that the BDFP helps the students approach research initially and allows them to benefit by means of a tutor figure<sup>2</sup> from a more direct learning experience than the one given in class, it does add the guidance task of an enormous amount of students to the administrative, teaching and researching activities of the professors. The teaching staff faces enormous challenges related, among others, to the renewal of the teaching methods, the rise in tasks, the new interaction dynamics with the students or the need to handle new formats and languages related to new technologies that entail ever-increasing demand levels. Occasionally, we feel that in the Online Era we rely on *offline* professors; professors without resources like the previous one, the only one, as the final link in the chain in which the demands of a process without means and aids falls under, thus assuming alone in the face of danger the responsibilities and over-exertion that the system is not capable of solving or providing.<sup>3</sup>

In accordance with section 12 of Royal Decree 1393/2007, the plans of study must contain, among others, the basic aspects of the BDFP (12.2), whose defense and production conclude with the teachings leading to the attainment of the Degree title (12.3). The said paper is worth a minimum of 6 credits and a maximum of 12.5% of the total amount of the title's credits. It should be done towards the end phase of the study plan and should be oriented to the assessment of the competencies associated with the title (12.7). We shall remember that the new Bologna methodology does not deepen so much in the knowledge transfer but rather in the competency or skill attainment. In this sense, a new key concept arises regarding Bologna, the concept of *competency*. And what do we understand by competency? It is clear that we are not faced

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<sup>1</sup>State Díez-Hochleitner, J., and Rodríguez de Santiago, J.M. (2008) p. 132, that one of the channels by which Bologna seeks to bring down the barriers and increase mobility is the single credit system assigned to the different subjects, named ECTS (European Credit Transfer System). In this regard, section 6 of Royal Decree 1393/2007 establishes '1. In order to give effect to the student mobility, both within the country and outside of it, the universities shall draw up and make public their regulations on the credit transfer system, subject to the general criteria regarding this matter established in this Royal Decree. 2. (...) by credit transfer is understood the university acceptance of credits that having been obtained in official teaching programs, in the same or in a different university, are transferred into other universities for the purpose of the attainment of official titles (...)' The main difference with the previous credits is that ECTS not only take into account teaching hours, but also the time spent by the alumni outside the classroom.

<sup>2</sup>Regarding Domínguez, G., López, A. and Cobos, D. (2012); and Blanchard, M. (2010) pp. 70-75

<sup>3</sup>Vázquez, J.A. (2015) p. 21.

with a pacific and undeniable idea but the truth is that the term brings us closer to other terms like capability, command, ability, aptitude, skill, expertise or dexterity. As explained by Montero (2010), it is about shaping 'competent' people that are not only able to store knowledge but also know how to apply it to a particular work purpose. The achievable competencies can be gathered into two categories, *generic* or *crossed* that are common to all kind of studies and necessary for any professional performance, and *specific*, that is necessary for the performance of a determined profession.<sup>1</sup> Thus, the subject arrangement of the study plan should be organized with regards to the competencies and learning objectives that the alumni must achieve. In this sense, the contents, the teaching methodologies and the assessment systems should be focused towards the achievement of the development of competencies that should be reached by the alumni upon completion of their studies.<sup>2</sup>

BDFPs (Bachelor's Degree Final Projects) therefore, become the link and should reflect the knowledge acquired in the education process and its adaptation to the immediate professional environment.

This paper aims to analyze the suitability process of the BDFPs carried out at ESIC Business and Marketing School (attached to the Rey Juan Carlos University in Madrid, Spain) from the perspective of the implementation of the academic process towards the professional entrepreneurship. To this effect, we will analyze the academic research carried out in Spain.

### **BDFP Studies Carried Out in Spain**

In Spain, as in the rest of the European countries, the implementation of the Bologna Plan has implied fundamental variations in the university education, one of them being particularly remarkable, which is the implementation of the BDFP subject. Its initiation has led to a change in the academic structure and a greater flexibility in the contents addressed by the students and professors/tutors, who have now newly become what it could be called 'learning facilitators' and, hence, responsible for the assessment of the project quality. The aim is that the students make progress by means of process learning and apply theoretical knowledge to their professional future.

The economic changes and the technological breakthroughs have forced the adaptation of the Spanish University to the new situation. Such adaptation was already described by Jacques Delors in a report when he pointed out that '*high-level knowledge and skills, with courses and content continually tailored to the needs of the economy*' are required.<sup>3</sup> Therefore, along the same lines, the World Conference on Higher Education (UNESCO, 1998) already suggested that the links between the higher education and its application should be strengthened in light of the emergence of new production paradigms.<sup>4</sup>

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<sup>1</sup>Montero, M. (2010) pp. 27-29.

<sup>2</sup>Torre, J.C. (2010) p. 42.

<sup>3</sup>Delors, J. (1996)

<sup>4</sup>Arteaga, B., Ahedo, J., Gutiérrez, S. and Solera, E. (2013) p. 12.

However, which studies about the BDFP have been carried out in Spain? How are universities facing this new reality? Are there differences in the approach of the academic and professional apparatus between universities and private centers attached to them? Each one of these questions reveals the difficulty that entails the analysis of the BDFP production process, not only due to its innovative nature but also due to the existence of different methodologies and internal regulations.

In this section we will try to examine the BDFP studies carried out in Spain taking into account the implementation differences between Degrees and Universities and, finally, we will suggest a new alternative for the analysis, which is actually the first study done by a center (ESIC Business & Marketing School) attached to a University, specifically Rey Juan Carlos University of Madrid. Our ultimate goal is to determine if the BDFP carried out by the students will help them set the same in motion in the future, as a potential entrepreneur initiative.

In conclusion, we will examine the different studies carried out in Spain and the analysis path suggested by ESIC.

#### *Studies carried out in Spain*

##### First Inter-University Congress on BDFP: Challenges and Opportunities of the BDFP in the Knowledge Society

Held in Bilbao (Basque Country University) on May 19-20<sup>th</sup>, 2014 in collaboration with Barcelona University, the Congress consisted of three round tables that tackled different topics. Round Table 1. The University Policies and Regulations of the BDFP in the European Higher Education Area. Round Table 2. BDFP Good Practices: design, strategies, categories and authorization. Round Table 3. The BDFP in the Assessment Processes and Certification of the University Degrees.<sup>1</sup>

The contents addressed in the Congress could fall into two specific fields: on one side, Action Analysis of the BDFP Process (collaborative actions, online platform use, adaptation to ICT use, regulatory frameworks, assessment by means of a signature, team works and competency design) and, on the other side, Specific Methodology Analysis for the Different Degrees (Criminology, Nursing, Engineering, Music, Psychology, Documentation, Pharmacology, Technology and Science, Biology, Social Work, Geography, Education, Pedagogy and Educational practice).

#### Publications

With regards to the specific bibliography examination, what happened was exactly the same as it occurred in the above mentioned Congress, that is, what was found either belongs to studies that analyze the BDFP process in a generic way or describes the internal methodology used in particular centers and teachings. Examples as follows:

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<sup>1</sup>In addition to the País Vasco University and Barcelona University, they also took part Cantabria University, Madrid's Complutense University, La Laguna University, Málaga University, Catalonia's Oberta University, Pompeu Fabra University and Valladolid University.

- Implementation of Good Practices for Quality Improvement of BDFP in Engineering and Industrial Design Degrees. (Untranslated Spanish Publication “Aplicación de buenas prácticas para la mejora de la calidad de los Trabajos Fin de Grado en Ingeniería en Diseño Industrial”).<sup>1</sup>
- Crossed Competence Assessment on BDFP. A preliminary Study on the Need and Opportunity of Laying Down Media and Tools by Branch of Study. (Untranslated Spanish Publication “La evaluación de competencias transversales en la materia Trabajos Fin de Grado. Un estudio preliminar sobre la necesidad y oportunidad de establecer medios e instrumentos por ramas de conocimiento”).<sup>2</sup>
- The Master BDFP: Online Format with In-person Assessment. (Untranslated Spanish Publication “El Trabajo Fin de Grado Maestro: modalidad online con evaluación presencial”).<sup>3</sup>
- Two Cases on Signature Use for the BDFP Assessment. (Untranslated Spanish Publication “Dos casos del uso de rúbricas para la evaluación de Trabajos Fin de Grado”).<sup>4</sup>
- Analysis of the Assessment Process of the BDFP in New Degrees. (Untranslated Spanish Publication “Análisis del proceso de evaluación del trabajo Fin de Grado en las nuevas titulaciones”).<sup>5</sup>
- The Tutor Sessions as Added Value in the Teaching Practice. An experience of University Innovation in the Bologna framework. (Untranslated Spanish Publication “La tutoría como valor añadido de la práctica docente. Una experiencia de Innovación Universitaria en el marco de Bolonia”).<sup>6</sup>
- Key Elements in the Authorization and Assessment Process of the BDFP: Analysis and Results at the Valladolid University and Complutense University (Untranslated Spanish Publication “Elementos clave del proceso de autorización y evaluación del TFG: análisis y resultados en la UVA y la UC”).<sup>7</sup>
- Survey on External Practice and Social BDFP. (Untranslated Spanish Publication “Encuesta sobre Prácticas Externas y Trabajo Fin de Grado en Trabajo Social”).<sup>8</sup>

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<sup>1</sup>Escudero, D. and Hernández, D. (2012)

<sup>2</sup>Rullán, M., Fernández, M., Estapé, G. and Márquez, M.D. (2010)

<sup>3</sup>Arteaga, B., Ahedo, J., Gutiérrez, S. and Solera, E. (2013)

<sup>4</sup>Moreno, V., Carpintero, G. and Hernández, D. (2013)

<sup>5</sup>Bonilla, M.J., Fuentes, L., Vacas, C., and Vacas, T. (2012)

<sup>6</sup>Domínguez, G., López, A. and Cobos, D. (2012)

<sup>7</sup>Vera, J. and Briones, E. (2014)

<sup>8</sup>Ovejas, C., Fernández, J., de la Rosa, P., Facal, T., Raya, E. and Sobremonte, E. (2012)



### *ESIC's New Research*

In light of the studies that have been carried out already, our research consists of four stages: I. Descriptive Study, developed in the next paragraph (*BDFP Descriptive Framework in ESIC*), in which the results obtained from the inception of the BDFP process in ESIC until July, 2014 are examined. II. Quantitative Study, through a survey addressed to the students that are currently carrying out the BDFP in the present academic year. III. Qualitative Study, by means of the semi-structured in-depth interview method addressed to professors/tutors. IV. Mixed Study (qualitative and quantitative), whose target audience will be alumni that have set in motion the entrepreneur initiative developed in their BDFP.

### **ESIC's BDFP Descriptive Framework**

The Bachelor's Degree Final Project began its realization in ESIC when the Bologna Plan alumni reached their 4<sup>th</sup> year, that is, during the 2012-2013 academic year. It consists of a 4th-year subject and 6 credits and begins with a Methodology Seminar that guides the students in the execution of a research study in order to be carried out in a successful manner. Furthermore, it also consists of three one-hour long tutor sessions and finalizes with its defense conducted with a Board present.

With regards to the topics that have been set by degrees, the first two academic years were limited to the following:<sup>1</sup>

- Degree in Marketing
  - Marketing Plan for a Company or Business Line
  - Marketing Plan for Launching a New Product or Service
  - Market Research
- Degree in Administration and Business Management
  - Development of an Entrepreneur Initiative (due to the demand of other degrees, the Marketing Degree and the Advertising and Public Relations Degree were also allowed to choose this topic)
  - Economic and Financial Analysis of a Company Listed in Madrid's Stock Exchange
  - Internationalization of a Company
- Degree in Advertising and Public Relations
  - Advertising Plan
  - Communication Plan
  - Communication Audit of a company listed in Madrid's Stock Exchange

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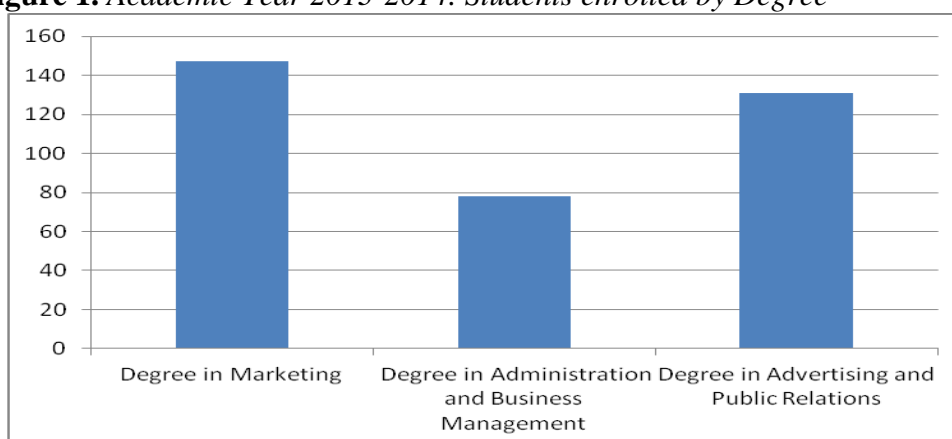
<sup>1</sup>This is laid down in the internal regulations on methodology for the production of the BDFP in ESIC.

356 students were enrolled in Academic year 2013-2014. They were organized by degrees as follows:

**Table 1.** *Students Enrolled by Degree. Academic year 2013-2014*

<b>Total</b>	<b>Degree in Marketing</b>	<b>Degree in Administration and Business Management</b>	<b>Degree in Advertising and Public Relations</b>
356	147	78	131
100%	41.29%	21.91%	36.80%

**Figure 1.** *Academic Year 2013-2014. Students enrolled by Degree*



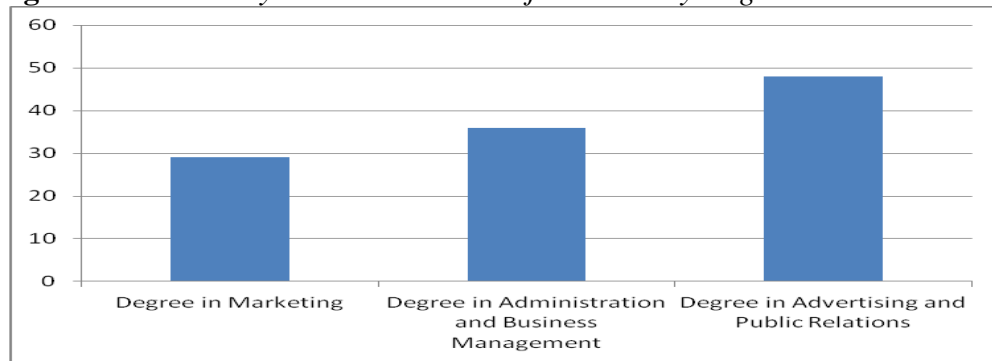
It is important to have into account that one of the competencies developed by the students during the execution of this final project is the teamwork competency, since that is the way they have to carry out their project. Although the student's subject grades are personal, there is part of the work that is done jointly.

From the point of view of the groups, not the students, 113 projects were submitted.

**Table 2.** *Projects Submitted by Degree. Academic year 2013-2014*

<b>Total</b>	<b>Degree in Marketing</b>	<b>Degree in Administration and Business Management</b>	<b>Degree in Advertising and Public Relations</b>
113	29	36	48
100%	25.66%	31.86%	42.48%

**Figure 2.** *Academic year 2013-2014. Projects done by Degree*

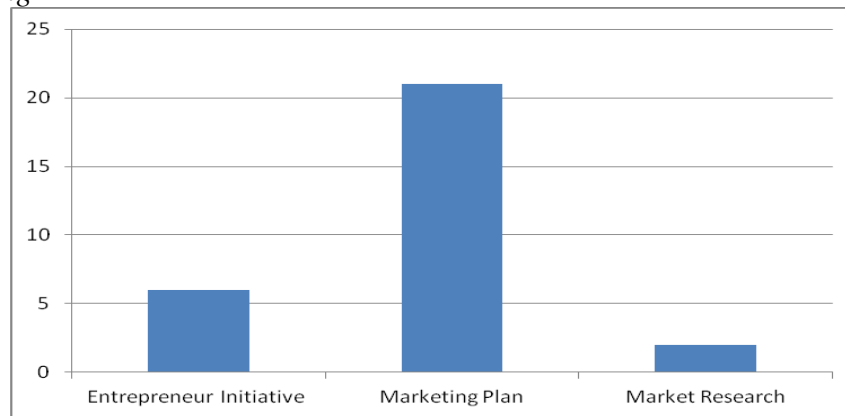


Regarding the topics chosen by degree, we can highlight Entrepreneur Initiative as the top topic in the Degree in Administration and Business Management, which is also present in the other two degrees, the Degree in Marketing and the Degree in Advertising and Public Relations.

**Table 3.** *Projects Done by Topics. Degree in Marketing. Academic year 2013-2014*

Degree in Marketing Total	Entrepreneur Initiative	Marketing Plan	Market Research
29	6	21	2
100%	20.69%	72.41%	6.9%

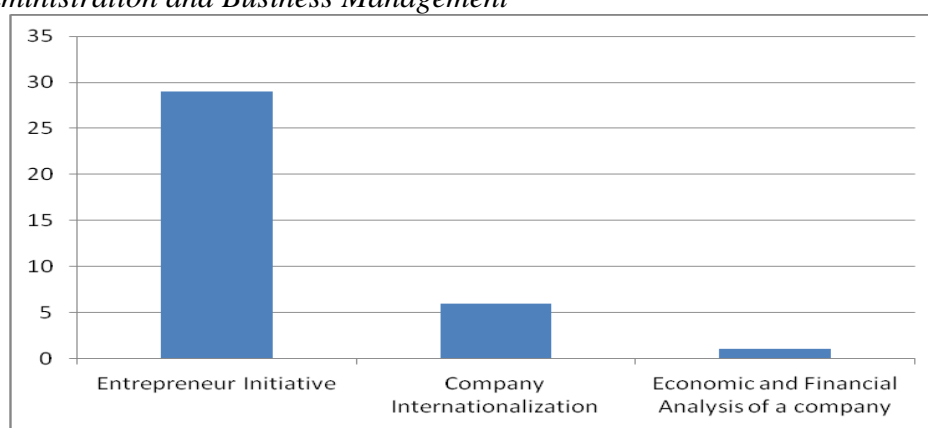
**Figure 3.** *Academic Year 2013-2014. Projects done by Topics. Degree in Marketing*



**Table 4.** *Projects done by Topics. Degree in Administration and Business Management. Academic Year 2013-2014*

<b>Degree in Administration and Business Management Total</b>	<b>Entrepreneur Initiative</b>	<b>Company Internationalization</b>	<b>Economic and Financial Analysis of a company</b>
36	29	6	1
100%	80.56%	16.67%	2.78%

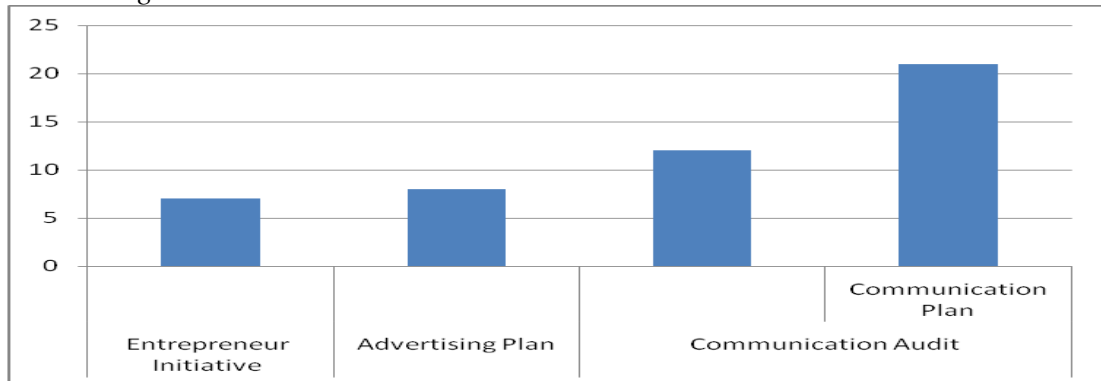
**Figure 4.** *Academic Year 2013-2014. Projects done by Topics. Degree in Administration and Business Management*



**Table 5.** *Projects done by Topics. Degree in Advertising and Public Relations. Academic Year 2013-2014*

<b>Degree in Advertising and Public Relations Total</b>	<b>Entrepreneur Initiative</b>	<b>Advertising Plan</b>	<b>Communication Audit</b>	<b>Communication Plan</b>
48	7	8	12	21
100%	14.58%	16.67%	25%	43.75%

**Figure 5.** *Academic Year 2013-2014. Projects done by topics. Degree in Advertising and Public Relations*



The topics for the academic year 2014-2015 were reviewed with the purpose of a greater adaptation to the students' demands and the market needs.

Topics added to the Degree in Marketing:

- Ethics and Corporate Social Responsibility
- Product Internationalization

Topics added to the Degree in Administration and Business Management:

- Analysis of a Country's Economic Environment
- The Family Business
- Ethics and Corporate Social Responsibility

Topics added to the Degree in Advertising and Public Relations:

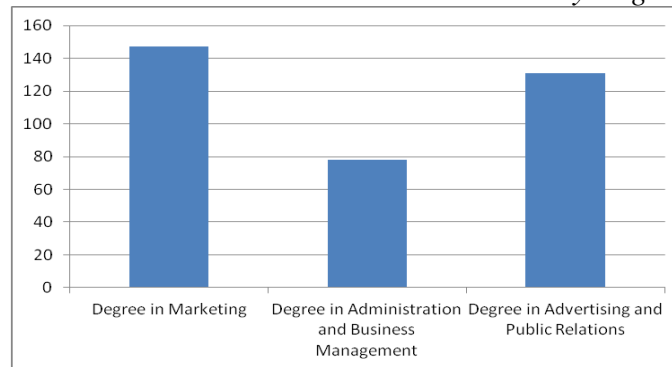
- Ethics and Corporate Social Responsibility
- Research and Literature Review

As of today, we can only count on data from the projects in progress, since the regular examination session will take place next May and the supplemental examination session next June. However, we can still assess the impact by choice of degree's topic.

**Table 6.** *Students enrolled by Degree. Academic Year 2014-2015*

Total	Degree in Marketing	Degree in Administration and Business Management	Degree in Advertising and Public Relations
356	147	78	131
100%	25%	37.63%	37.37%

**Figure 6.** *Academic Year 2014-2015. Students enrolled by Degree*

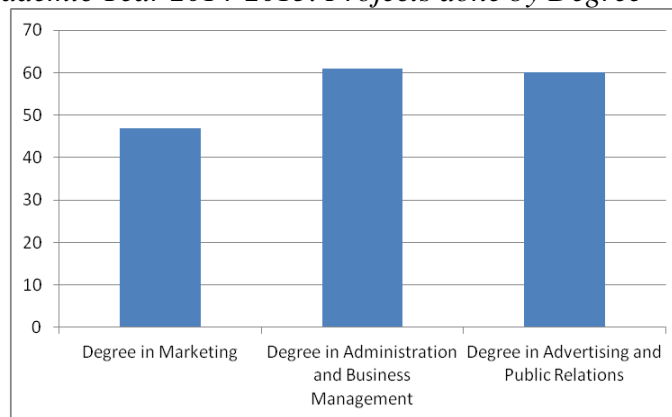


From the point of view of the groups, not the students, a total of 113 teams were organized.

**Table 7.** *Projects in Progress by Degree. Academic Year 2014-2015*

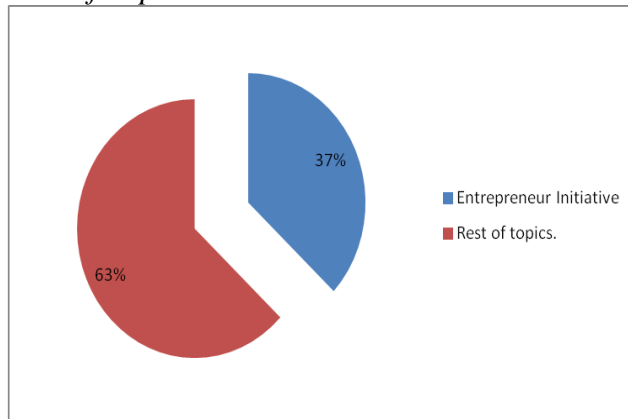
Total	Degree in Marketing	Degree in Administration and Business Management	Degree in Advertising and Public Relations
168	47	61	60
100%	27.98%	36.31%	35.71%

**Figure 7.** *Academic Year 2014-2015. Projects done by Degree*

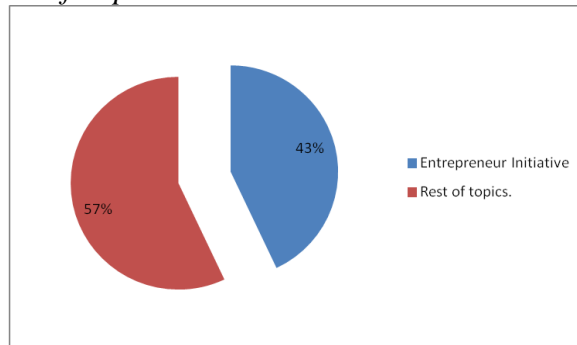


Regarding the topics, in the academic year 2013-2014 a 37% of the total amount of projects had the Entrepreneur Initiative as a topic. In the academic year 2014-2015 this figure increased to a 43%, which allows us to be optimistic in relation to the research that we aim to carry out in the near future in order to verify how many students will decide to start their own business after the attainment of their BDFP, as well as how the same will help them to reach their goal.

**Figure 8.** Academic Year 2013-2014. BDFP on Entrepreneur Initiative in Relation to the Rest of Topics



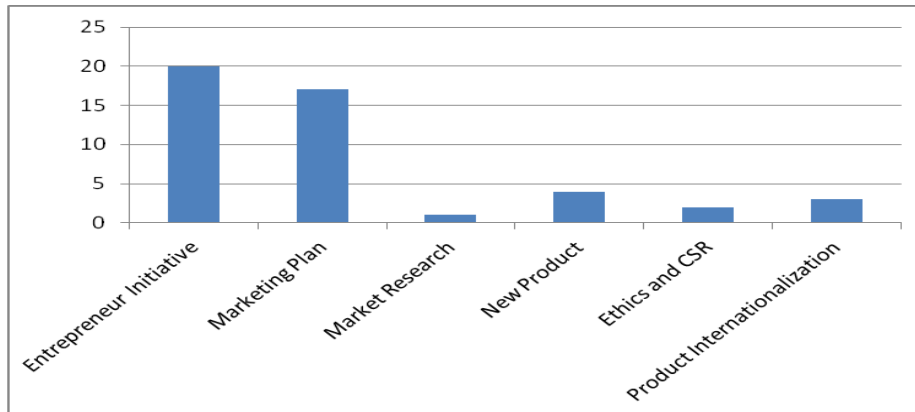
**Figure 9.** Academic Year 2014-2015. BDFP on Entrepreneur Initiative in Relation to the Rest of Topics



**Table 8.** Projects in Progress by Topics. Degree in Marketing. Academic Year 2014-2015

Degree in Marketing Total	Entrepreneur Initiative	Marketing Plan	Market Research	New Product	Ethics and CSR	Product internationalization
47	20	17	1	4	2	3
100%	42.55%	36.17%	2.12%	8.51%	4.25%	6.38%

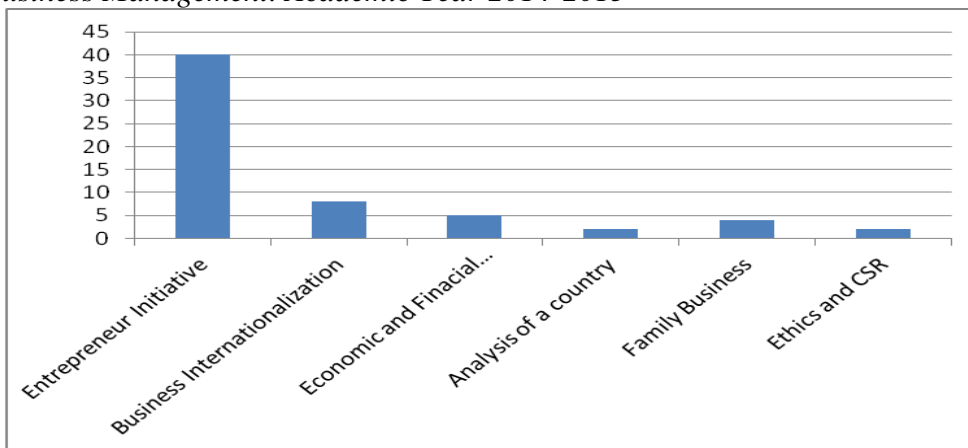
**Figure 10.** *Projects in Progress by Topics. Degree in Marketing. Academic Year 2014-2015*



**Table 9.** *Projects in Progress by Topics. Degree in Administration and Business Management. Academic Year 2014-2015*

Degree in Administration and Business Management Total	Entrepreneur Initiative	Business Internationalization	Economic and Financial Analysis of a company	Analysis of a country	Family Business	Ethics and CSR
61	40	8	5	2	4	2
100%	65.57%	13.11%	8.20%	3.28%	6.56%	3.28%

**Figure 11.** *Projects in Progress by topics. Degree in Administration and Business Management. Academic Year 2014-2015*

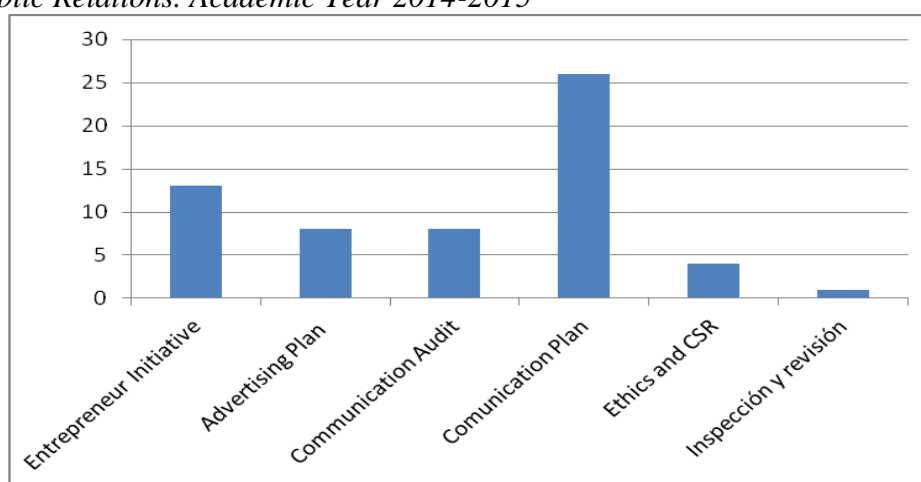




**Table 10.** *Projects in Progress by Topics. Degree in Advertising and Public Relations. Academic Year 2014-2015*

Degree in Advertising and Public Relations Total	Entrepreneur Initiative	Advertising Plan	Communication Audit	Communication Plan	Ethics and CSR	Inspección y revisión
60	13	8	8	26	4	1
100%	21.67%	13.33%	13.33%	43.33%	6.67%	1.67%

**Figure 12.** *Projects in Progress by Topics. Degree in Advertisement and Public Relations. Academic Year 2014-2015*



Aiming to support entrepreneurship, understood as a self-employment form and a bridge between the university and the business, ESIC Business and Marketing School counts on various initiatives:

- Expert Assessment Service
- Business Incubator with technical support and work space
- Entrepreneur plan awards
- Various sessions, meetings, competitions ...

The awards can be classified into two categories, the awards for degree students and the awards for postgraduate students. Among the first, there are also two categories of awards, one for the students of the official degree and another one to award the best entrepreneur initiative of a BDFP.

For the BDFP award, the jury will choose a winner between 9 finalists. In order to do so, aspects such as opportunity and value contribution of the initiative as well as the technical, commercial, economic and financial viability and also the level of innovation and presentation consistency are taken into account.<sup>1</sup>

<sup>1</sup>[http://www.esic.edu/emprendedores/pdf/bases\\_premio\\_mejor\\_iniciativa\\_emprendedora\\_tfg.pdf](http://www.esic.edu/emprendedores/pdf/bases_premio_mejor_iniciativa_emprendedora_tfg.pdf)

The winner will be granted a prize of 1,500 euros and an business assessment by an expert in the field. The runner-up will be granted 1,000 euros and the third place 750 euros.

## Conclusion

- The implementation of the Bologna Plan in Spain is driving changes in the strategic planning of the university environment.
- The BDFP constitutes an interesting line of academic research, given its innovation and methodology diversity.
- The above analysis marks the beginning of a deeper research to be carried out on the stakeholders involved - students, professors/tutors and even entrepreneur initiatives developed by means of a BDFP execution.
- The BDFP and the business venture can be closely related. In this sense, it seems an interesting research path in the short term, in order to adapt the University to the professional environment.
- Entrepreneurship aids or awards can lead a change in the Spanish business reality in a near future.
- The collaboration between the University and the Business world is crucial if we want to pave the way to a more equitable and more competitive society. The world has changed and the university has adapted to it. The future lies in the academic and business environment integration. Bologna is the way.
- The BDFP in its team form is becoming a new collaborative learning methodology. Thus, Technology and Internationalization make the teamwork possible from a 'glocal' perspective; international companies can be created with local adaptation.
- The BDFP has become a new experience that entwines cultures and countries. Students increasingly interact from different countries.

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