



**UNDERGRADUATE DISSERTATION**

# **GUIDE FOR THE PREPARATION OF STUDENT COMPETENCE PORTFOLIOS**

**Grado (Bachelor's Degree) in Economics**

**Faculty of Economics and Business**





## GUIDE FOR THE PREPARATION OF STUDENT COMPETENCE PORTFOLIOS

Betty Agnani

Carmen Lizarraga

Edited and printed by: Godel S.L.

ISBN:

Legal Deposit:

Impreso en España. Printed in Spain

No part of this publication, including the cover design, may be reproduced, stored or transmitted in any form or by any means, whether electronic, chemical, mechanical or optical, including recording or photocopying, without the prior written permission of the copyright holders as established by law.



## FOREWORD

On 14 June 2021, the Directorate of Evaluation and Accreditation of the Andalusian Agency of Knowledge (DEVA) approved the modification of the curriculum leading to the Grado (Bachelor's Degree) in Economics. This modification has resulted in an increase in the number of courses taught in English and includes the possibility of completing undergraduate dissertations in English beginning the 2021-2022 academic year.

In this English version of the Guide for the Preparation of Student Competence Portfolios for the Bachelor's Degree in Economics, the structure and contents of the Spanish version of the guide for all the undergraduate degree programmes of the Faculty of Economics and Business (FCCEE) has been maintained (Fuentes, Navarro et al., 2018), with some modifications.

The changes include the new logo of the FCCEE and additional modalities for presenting undergraduate dissertations, which must be submitted in a USB flash drive for inclusion in the Google repository available at go.ugr.es. Likewise, Calibri font has been chosen for the preparation of this guide and must also be used to prepare the Student Competence Portfolios for undergraduate dissertations.

At the end of this guide, you will find an example of the required structure and contents of the Competence Portfolio report with its corresponding cover page, the Statement of Responsibility form, and the Consent for Recording and Webcasting form. However, in compliance with the visual identity regulations of the University of Granada, students must use the editable and downloadable version of these three documents available on the websites of the [Faculty of Economics and Business](#) and the [Grado \(Bachelor's Degree\) in Economics](#).

**The coordinator of the Grado (bachelor's degree) in Economics  
Faculty of Economics and Business**





## TABLE OF CONTENTS

1.	INTRODUCTION	1
2.	PORTFOLIO STRUCTURE	2
	2.1. Portfolio report	2
	2.2. Representative material to document levels of achievement for each competence indicated in the report: evidence	3
3.	HOW WILL THE PORTFOLIO BE EVALUATED?	3
4.	GUIDELINES FOR PREPARING THE PORTFOLIO	4
	4.1. Competence: Information access and management	4
	4.2. Competence: Capacity for analysis and synthesis	5
	4.3. Competence: Organizational and planning skills	7
	4.4. Competence: Ability to use information and communication technologies appropriately	8
	4.5. Competence: Oral and written communication skills	10
	4.6. Competence: Decision-making skills	12
	4.7. Competence: Entrepreneurial capacity	14
	4.8. Competence: Ability to work in a team	15
	4.9. Competence: Autonomous learning and work	17
5.	REFERENCES	19
	ANNEXES	21
	ANNEX 1. INSTRUMENT FOR EVALUATING THE COMPETENCES OF THE GRADO (BACHELOR'S DEGREE) IN ECONOMICS (RUBRIC)	23
	ANNEX 2. FORMAL ASPECTS OF THE PRESENTATION AND STRUCTURE OF THE COMPETENCE PORTFOLIO	27





## 1. INTRODUCTION

Royal Decree 1393/2007 concerning the organization of higher education in Spain establishes that undergraduate dissertations, which are compulsory in the fourth year, will serve to accredit that the student has acquired the core competences of the degree. According to the verification report of higher education degrees, these competences ensure the attainment of general training as corresponds to Grado (bachelor's degree) in Economics in accordance with the specifications set out in the Spanish Framework for Higher Education Qualifications (MECES) (Royal Decree 1027/2011 of July 15, which establishes the Spanish Framework for Higher Education Qualifications – BOE August 3, 2011, pages 87912 ff.).

To ensure that students have acquired these competences<sup>1</sup> and enable them to evaluate their level of acquisition, they are required to present a Competence Portfolio for their undergraduate dissertation. The objective of the Competence Portfolio is to accredit the level of mastery achieved in each of the established competences.

The portfolio is an organized collection of work and documents previously selected by the student that reflect his or her learning process and academic performance in relation to pre-established learning outcomes and assessment criteria (Barberá, 2005).

The Competence Portfolio has a two-fold purpose:

- As a training tool that enables students to determine what they have learned, how they have learned, and how they have evolved in their acquisition of the key competences of the degree. To this end, students are required to gather evidence demonstrating the acquisition of competences throughout the degree programme, reflect on them, and select those they consider most representative.
- As an instrument to accredit the level achieved in each of the core competences of the degree before those responsible for evaluating the undergraduate dissertation and those responsible for personnel selection processes in the world of work. The competences selected in this portfolio are considered to be in high demand by employers and although students' level of acquisition evolves throughout the degree, most are mastered in the final years of the programme.

---

<sup>1</sup> The competences are specified in the Competence Assessment Instrument of the Faculty of Economics and Business degree programmes included in Annex 1 of this guide.



The aim of this guide is to aid students in preparing their Competence Portfolios. The guidelines developed by Valero and Pérez (2005, 2011) have been taken as a reference for the preparation of the portfolio.

## **2. PORTFOLIO STRUCTURE**

To earn a pass mark in the Undergraduate Dissertation module, students are required to present a Competence Portfolio, which shall consist of two parts: 1) a report to accompany the portfolio and 2) evidence consisting of material that demonstrates the level of achievement in the established competences.

### **2.1. Portfolio report**

The Portfolio Report consists of a brief description of students' general assessment of the level achieved in each of the competences and should contain as many sections<sup>2</sup> as the number of competences to be accredited.

The report should include information regarding what the student has learned and a personal assessment of their experience and progress in acquiring each of the competences. The report should specifically mention aspects of the competence that the student considers to have achieved or improved over the course of the degree programme and the activities that have enabled their learning (mainly academic activities, although extra-curricular activities may also be included in the report).

The report is not an exercise in introspection and does not aim to show how one has matured personally but to indicate specific activities completed in different modules and courses that have served to develop certain competences.

Reference should also be made to 'strong points' or aspects that have been achieved in each competence, and the attempts at improvement that have been made. For example, in the oral communication competence this could involve the proper timing of a presentation, giving an orderly presentation that indicates the objectives at the beginning and indicates conclusions at the end, or good interaction with the audience.

---

<sup>2</sup> Refer to Section 4 of this guide: Guidelines for Preparing the Portfolio.





The report should refer to and explain each of the items to be evaluated. The items are described in the indicators column of the Faculty of Economics and Business (FCCEE) Degree Competence Assessment Instrument (see the rubric in Annex 1).

## **2.2. Representative material to document levels of achievement for each competence indicated in the report: evidence**

Students should provide all the material that serves as evidence to support the statements made in the report regarding the level of achievement and the strengths and/or improvements in each of the competences, as specified in Section 4 of this guide. Note that each competence is defined according to a series of indicators, as shown in the rubric in Annex 1, and that each indicator must be supported by at least one piece of evidence. All the material must be submitted in digital format (see Annex 2).

Although the evidence should refer mainly to academic activities, it may also include extra-curricular activities (i.e. volunteer activities, work experience or internships in companies, paid employment, etc.).

## **3. HOW WILL THE PORTFOLIO BE EVALUATED?**

To pass the Undergraduate Dissertation module, students must present their Competence Portfolio to their tutors. The portfolio should be prepared as indicated in the previous section and structured as described in Annex 2 of this guide.

If the tutor deems it appropriate, students may present their portfolio to their tutor on the established date. Students may use the audiovisual media they consider most appropriate for the presentation.

Once the submitted material has been assessed, the tutor will proceed to evaluate the acquisition of each competence using the rubric (see Annex 1) and publish the corresponding numerical mark. Like in any other module or course, a day will be scheduled to review the portfolio. The mark will be recorded in the student's academic transcript once the student has successfully completed the rest of the degree modules, as established in the FCCEE<sup>3</sup> Guidelines

---

<sup>3</sup> Undergraduate dissertations will be evaluated in accordance with the provisions set out in Article 6 of the Guidelines for Undergraduate Dissertations of the Grado (Bachelor's Degree) in Economics of the University of Granada (approved by the Faculty Board on 9 July 2013 and modified by the Faculty Board on 6 February 2018).



for Undergraduate Dissertations of the University of Granada. Note that marks received for undergraduate dissertations are the last to be included in transcripts, so they will not appear in the transcript until all other modules have been completed.

The evidence presented in the portfolio should be accompanied by students' reflections on their learning and experience and defended and analysed according to professional criteria and standards.

The portfolio must be accompanied by a report to ensure that the documents are presented in an organized manner and fully reflect students' self-learning in relation to the competences and skills acquired throughout the degree.

Students who wish to opt for honours, and whose tutor proposes that they receive honours for their work, must present their portfolio publicly before an examining board.

#### **4. GUIDELINES FOR PREPARING THE PORTFOLIO**

Below are some general guidelines for preparing the different sections of the Competence Portfolio Report. Each section refers to one of the general competences to be assessed in the Undergraduate Dissertation module. These guidelines are indicative only and do not provide general information about each competence.

##### **4.1. Competence: Information access and management**

a) Definition of the competence:

This competence refers to the ability to access, collect, and process information from various sources (electronic journals, websites, referenced books, etc.) and relate and structure the information in a manner that generates knowledge (Pozo & Morales, 2013).

In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it (i.e. library courses, teacher guidance, etc.), and what limitations and difficulties you have encountered, as well as how you have overcome them.



It is important that the evidence provided in the portfolio demonstrates that you know how to reference your sources properly by quoting authors and using in-text citations and including all the bibliographical references consulted at the end of the work, report, etc. You must show that you have used various sources (journals, manuals, reports, etc.). The use solely of electronic sources will not be accepted.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Access and collect information
  - Can you identify the necessary information and keywords in a topic to search for the appropriate literature?
  - Do you search for a variety of bibliographical references and make sure to check the reliability of the sources you consult?
  - Do you select, from all the available materials and sources, the information that is most relevant to your work?
  - Do you correctly cite the bibliographical sources you use when writing a text?

c) Situations requiring this competence:

- Scientific coursework of various kinds, both individually and in groups
- In the resolution of case studies
- When studying to prepare for tests and exams in the degree subjects

d) Examples of material:

- Coursework, course topics, or case studies including duly referenced sources
- Any type of support used (word processors, spreadsheets, databases) to organize the information collected for the coursework

## **4.2. Competence: Capacity for analysis and synthesis**

a) Definition of the competence:



This competence refers to the ability to systematically and rigorously identify and interpret basic principles and elements for drawing conclusions grounded in theoretical and empirical approaches (Pozo & Morales, 2013).

In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it, and what limitations and difficulties you have encountered, as well as how you have overcome them.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Identify, analyse, and synthesize information to perform a task
  - Do you identify the information or sources you need to do an assignment or solve a problem?
  - Do you analyse the information you need to do an assignment? Do you make diagrams or concept maps? Do you make outlines with the steps to follow?
  - Do you adequately summarize the information you have analysed?
- Discuss and specify results to reach conclusions
  - When you present your work, do you provide concrete results, do you evaluate and discuss them, i.e., do you mention the various possibilities and justify your choice?
  - Do you present conclusions in your work and base them on different theoretical and/or empirical approaches?

c) Situations requiring this competence:

- In reports, essays or research on a particular topic, diagrams, concept maps, and summaries of the theoretical aspects of a subject
- Scientific-technical coursework and problem solving in case studies
- In individual or group assignments on subject-specific cases and problems in which students are instructed to identify key aspects of a problem, present ideas and opinions, and debate



other points of view

d) Examples of material:

- Summaries of journalistic or research articles, book chapters, and books, among others
- Diagrams or concept maps on a complex situation or topic
- Bibliographic reviews to present the current state of the art of a topic
- Reports and papers that include a discussion and conclusions

### **4.3. Competence: Organizational and planning skills**

a) Definition of the competence:

This competence refers to the ability to prioritize and establish lines of action and optimize resources to achieve the expected results through the effective management of individual and group work (Pozo & Morales, 2013).

In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it, and what limitations and difficulties you have encountered, as well as how you have overcome them.

It is important to point out that the aim here is not to show how you personally organize or plan your agenda, study time, and/or complementary activities, but to demonstrate your ability to organize group work or do projects or assignments, etc.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Organize work and prioritize activities
  - When you do an assignment, draft a report, etc., do you identify and describe in detail the main activities and prioritize and sequence them in time?



- Schedule activities in advance using the necessary resources
  - Do you use a timeline when you need to complete an assignment?
  - Do you identify the resources and tools (i.e. computer, bibliography, field work, specific courses, or other types of training, etc.) required to achieve each of the objectives set out in the assignment?
  
- Evaluate and improve planning and organization
  - When you do an assignment and have planned the activities to carry it out, do you follow up on the development and achievement of the programming you have done?
  - When monitoring your planning, do you identify deviations from what you had planned and try to correct them and readjust your planning scheme?
  - Do you think about your degree of satisfaction with the results?

c) Situations requiring this competence:

- Scientific coursework of various kinds, both individually and in groups
- In the resolution of case studies
- In the realization of projects
- Any other learning activity or coursework that requires this competence

d) Examples of material:

Materials to accredit the acquisition of this competence include:

- Timetables or schemes to organize group tasks and complete scientific assignments
- Any class activity proposed by the teacher that does not have to be completed immediately
- Empirical or experimental coursework. Projects or assignments requiring the use of various sources and resources

#### **4.4. Competence: Ability to use information and communication technologies appropriately**

a) Definition of the competence:



This competence refers to the ability to use information and communication technologies to search for, obtain, and process the information needed to undertake a task, and to communicate the most relevant aspects and conclusions in a clear and effective manner (Pozo & Morales, 2013).

In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it, and what limitations and difficulties you have encountered, as well as how you have overcome them.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Search for information on the web
  - When you need information to do a project, do you use search engines and/or specialized thematic websites to search for information that is useful for and relevant to your work? Do you manage to find the information you need?
  - When you need to locate bibliographical sources to do assignments, do you use institutional databases with electronic publications to locate them and identify the relevant bibliographical sources for your assignments?  
Do you locate and access the full text of the references you are interested in?
  - Do you use corporate and/or government websites in your assignments?  
What characteristics make this information relevant to your coursework?
- Use of computer resources
  - When doing assignments, are you familiar with and do you use word processing programs and programs for presenting information? What computer programs do you use?
  - Do you use programs for the management of numerical and/or bibliographic databases and spreadsheets or data analysis programs?
  - Do you use information and communication technologies that foster



collaborative work?<sup>4</sup>

- Are you familiar with and do you use programs to create drawings or graphs?
- Do you use social networks to organize and plan your coursework? Do you use them as a sales/marketing tool in your assignments?

c) Situations requiring this competence:

- When writing/drafting papers and/or any other type of document
- When creating documents or multimedia files
- When creating a library with your own or shared digital documents
- When writing a text or creating a glossary, a dictionary, or an encyclopaedia in a collaborative way through the network
- When producing video clips and editing images
- When creating multimedia presentations
- When publishing or disseminating your own work through the Internet
- When publicly presenting an assignment or project

d) Examples of material and/or digital resources:

- Documents created with word processors
- Proper use of multimedia presentation software, image and video editing software, databases, statistical analysis software, etc.
- Creation of blogs, personal websites, wikis, profiles in social networks, platforms that foster collaborative work

## 4.5. Competence: Oral and written communication skills

a) Definition of the competence:

This competence refers to relating effectively by expressing, orally or in writing, what one thinks, knows, and/or feels (Pozo & Morales, 2013).

---

<sup>4</sup> For example, Dropbox, Google Docs, Google Drive, Google Meet, social networks, or platforms such as Moodle and PRADO, among others.





In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it, and what limitations and difficulties you have encountered, as well as how you have overcome them.

The Portfolio Report is one of the elements that can be considered in this competence and, if the teacher so indicates, in the oral presentation of undergraduate dissertations.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Expressing ideas or concepts in a structured and intelligible way
  - As regards the structure of your oral or written communications, do you organize the message using paragraphs, numbering, or bullets?  
Do you use the proper expressions to introduce and conclude your written work?  
Do you think that the messages you convey are well structured?
- Use of resources to improve and facilitate oral or written discourse
  - Does your oral or written discourse include references?  
Do you show in your discourse that you have consulted different sources of information, and are the topics covered in sufficient depth?
  - Is your oral and written discourse supported by resources that facilitate understanding?
  - Do you use resources in your oral or written discourse (graphs, figures, tables, videos)? Are they appropriate and/or relevant to the structure and content of your presentation?
- Expression of ideas and concepts appropriate to the intended purpose and adapted to the audience.
  - When communicating orally, do you maintain eye contact with the audience?  
Do your posture and body language facilitate communication?



c) Situations requiring this competence:

Oral and written communication skills are mainly developed through students' coursework, such as conference summaries, reports on practical class activities, the undergraduate dissertations report, internship reports, posters, summaries of articles, requests or applications to institutions, curriculum vitae, discussion forums, public debates, blogs, videos of class presentations, etc.

d) Examples of material and/or digital resources:

In general, any type of document that includes some type of oral or written communication, including:

- Any type of material involving oral or written work related to the situations mentioned in the previous paragraph.
- Comments or compliments you have received in writing relating to your oral or written communications, or questionnaires answered by classmates about the presentations you have made.
- Marks for activities that have been evaluated during the course (conferences, posters, internship reports, among others).

#### **4.6. Competence: Decision-making skills**

a) Definition of the competence:

This competence refers to the ability to make the best decision in a given situation following a systematic process and taking responsibility for the scope and consequences of the decision made (Pozo & Morales, 2013).

In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it, and what limitations and difficulties you have encountered, as well as how you have overcome them.



This competence does not involve demonstrating your personal decisions such as doing an internship in a company, choosing a certain subject, or taking a particular course. The aim of this competence is to show how decisions on investments, financing, starting a business, choosing a communication plan, etc., are made and the tools used to make them, analyse possible alternatives, and justify the final decision.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Analysis of the different options available when making a business decision
  - Do you search for the necessary information when you have to make a decision, and do you select the most significant information based on the theoretical criteria learned in your courses?
  - Do you identify possible alternatives for a solution to a given problem in the specific context in which you have to make the decision?
- Argumentation in decision making
  - Do you justify decisions in a reasoned, clear, convincing, and structured way?

c) Situations requiring this competence:

- Case studies and problem solving.
- Group work on subject-specific cases and problems in which students are instructed to identify the key aspects of a problem and present ideas for solving it.
- Simulations, forecasting studies, SWOT studies, and decision trees, among others.

d) Examples of material:

- Schemes or concept maps about a complex situation or topic, such as decision trees that show several alternatives and the most appropriate choice and its justification.
- Conclusions of coursework that involves selecting a solution from among several alternatives.
- Any type of material representative of cases that have required the presentation, analysis,



and selection of alternative solutions.

- Marks received on previous material that has been assessed during the course.

#### **4.7. Competence: Entrepreneurial capacity**

a) Definition of the competence:

This competence refers to the ability to detect opportunities, propose viable projects to exploit them, and assume the risks involved (Pozo & Morales, 2013).

In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it, and what limitations and difficulties you have encountered, as well as how you have overcome them.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Detection of opportunities offered by a context
  - Do you identify the opportunities and possibilities for action offered by a given context, and do you use them as a basis for new proposals?
- Design and evaluation of viable alternatives for action to take advantage of the opportunities detected.
  - Do you develop realistic projects to take advantage of the opportunities you have detected?
  - Do you follow up on these projects to ensure their feasibility?

c) Situations requiring this competence:

- In case studies and problem solving
- In preparing feasibility plans



- Solutions based on SWOT analyses
- In preparing company projects
- In creating associations, developing initiatives, or organizing events.

d) Examples of material:

Among others, this material may include:

- Representative materials of case studies carried out in some degree subjects.
- Documents representative of the preparation of a business plan.
- Documents accrediting initiatives and/or activities related to the acquisition of different entrepreneurial skills outside the academic environment of the university.

#### **4.8. Competence: Ability to work in a team**

a) Definition of the competence:

This competence refers to the willingness and ability to collaborate with others in performing activities to achieve common objectives by exchanging information, assuming responsibilities, resolving any difficulties that may arise, and contributing to collective improvement and development (Pozo & Morales, 2013).

In relation to this competence, you should clearly state how you think you have improved throughout the degree, in what types of coursework you have used the competence, what means you think have helped you most to acquire it, and what limitations and difficulties you have encountered, as well as how you have overcome them.

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Active participation and collaboration in team tasks. Promotion of trust, cordiality and joint task orientation.
  - Do you participate in work planning?
  - Do you know what the status of the task to be performed is at all times?



- Do you provide ideas for further work?
- Contribution to team cohesion and improvement of the team's work atmosphere, by fostering communication and organizing tasks
  - Do you attend scheduled team meetings?
  - Do you usually finish and deliver your work on time?
  - Do you keep your commitments to the team?
- Activation of working group dynamics. Moderating and leadership role
  - When working in a team, do you actively interact with all team members? Do you make an effort to ensure that all team members understand your proposals? Do you use strategies so that others can share their opinion about your contribution? Do you know how to moderate teamwork?
  - Do you make valid contributions that are discussed and taken into account in the work done?
  - When faced with difficulties or conflicts during teamwork:  
Do you intervene to seek solutions when problems arise? Do you try to find a consensual solution? Do you try to highlight points of agreement and mediate in opposing arguments? Do you usually show a negotiating and understanding attitude? Are you flexible about irrelevant aspects? Do you give priority to what is important? Do you know how to be a good group leader?

c) Situations requiring the competence:

Teamwork competence is developed when we need to form part of a team that has been entrusted with achieving a result. It can also be developed in non-academic tasks (i.e. student representation; cultural, sports or volunteer activities, etc.) that involve interaction.

d) Examples of material and/or digital resources:

In general, any type of document that accredits the realization of both academic and non-academic group activities. Among others:



- Oral presentations done in groups.
- Minutes of work team meetings, association assemblies, academic commissions, departmental meetings, etc.
- Documents proving a position of responsibility or leadership in a student representation group, indicating the responsibilities.
- Accredited participation as an active member of a musical or theatrical group, sports team, or others.
- Documents containing the opinions of team members, e.g. questionnaires with teammates' assessment of personal work.
- Any other document that provides evidence of the ability to manage personal relationships when performing any type of work, including the capacity for conflict resolution, the ability to motivate colleagues, and leadership skills.

#### **4.9. Competence: Autonomous learning and work**

a) Definition of the competence:

This competence refers to the ability to take initiative, with or without the help of others, in detecting one's own learning needs, setting one's own learning goals, identifying the resources needed to learn, choosing and applying the appropriate strategies, and evaluating learning outcomes (Pozo & Morales, 2013).

b) Questions to stimulate reflection and identify strengths and weaknesses in this competence:

- Planning learning activities
  - Do you know what your learning needs are?
  - Do you identify the activities required to overcome gaps in your learning?
- Evaluation of the success of self-learning processes
  - Once you have decided what actions you need to take to overcome gaps in your learning, do you check whether those activities are helping you to achieve your learning goals?



c) Situations requiring the competence:

- In the coursework done during the degree programme, you have detected shortcomings that require actions to solve them.
- On verifying compliance with the requirements for obtaining the degree, you have detected shortcomings in your training that make it difficult for you to achieve your learning goals.
- When studying for a subject, you have detected the need to transfer and adapt knowledge acquired in another subject.

d) Examples of material:

- Certificates and grades obtained for work done in study skills courses or workshops.
- Certificates and grades obtained for work done in language courses to achieve the level required to obtain the degree.
- Certificates and qualifications obtained for work done in computer courses, communication workshops, and others.
- Self-assessment activities in different modules or courses of the degree.
- The undergraduate dissertation report itself, as it must highlight both strong and weak points in each competence and any attempts at improvement.





## 5. REFERENCES

- American Psychological Association (2012). *Publication Manual of the American Psychological Association*, 6th ed.
- Barberá, E. (2005). La evaluación de competencias complejas: la práctica del portafolio. *Educere*, 9 (31), 497 – 504.
- Fuentes, F., Navarro, M., Agnani, B., Casado, M., Holgado, M., López, L., López, M. & Zafra, J. (2018). *Guía para la Elaboración del Portafolio de Competencias del Estudiante*. Granada: Godel S. L.
- Lobato, C. (2006). El estudio y trabajo autónomo del estudiante. Chap. VIII in De Miguel, M. (Dir.) *Métodos y Modalidades de enseñanza centradas en el desarrollo de competencias*. Madrid: Alianza Universidad.
- Pozo, M., & Morales, S. (2013). Plantillas para la evaluación de competencias en los TFG de la Universidad de Granada. Retrieved November 02, 2017, from: <http://docencia.ugr.es/pages/trabajo-fin-de-grado/instrumentos-evaluacion/rubricas>
- Valero, M., & Pérez, J. (2005). *Guia del Portafoli de l'estudiant*. Material docente, núm. 2. Facultat de Ciències de la Salut i de la Vida. Barcelona: Pompeu Fabra University. Retrieved February 03, 2017, from: <http://hdl.handle.net/10230/5952>
- Valero, M., & Pérez, J. (2011). *Guia del Portafoli de competències transversals de Biologia*. Facultat de Ciències de la Salut i de la Vida. Barcelona: Universitat Pompeu Fabra. Retrieved on 03 February 2017, from: [https://www.upf.edu/biomed/\\_pdf/pdf\\_nova\\_web/D9\\_2012\\_Guia\\_PF\\_BiologiaHumana.pdf](https://www.upf.edu/biomed/_pdf/pdf_nova_web/D9_2012_Guia_PF_BiologiaHumana.pdf)
- Villa, A., & Poblete, M. (2007). *Aprendizaje Basado en Competencias: Una propuesta para la Evaluación de las Competencias Genéricas*. Bilbao: University of Deusto. Ediciones Mensajero.





# ANNEXES





## **ANNEX 1. INSTRUMENT FOR EVALUATING THE COMPETENCES OF THE GRADO (BACHELOR'S DEGREE) IN ECONOMICS (RUBRIC)**





COMPETENCE	INDICATOR (evidence)	Maximum score assigned to the indicator	LEVEL OF ACHIEVEMENT (rate from 0 to 10)
INFORMATION ACCESS AND MANAGEMENT	Selects, from among the literature of the area (manuals, books, articles, and other sources), information relevant for the objective of the coursework.	0.500	
	Appropriately references the sources used according to the established norms	0.500	
ANALYSIS AND SYNTHESIS	Analyses the information needed to perform a task	0.375	
	Synthesizes information appropriately	0.375	
	Clearly states and discusses the results obtained	0.375	
	Draws conclusions based on theoretical and empirical approaches	0.375	
ORGANIZATION AND PLANNING	Plans activities according to the objectives to be achieved (structure and/or timeline)	0.333	
	Assigns resources and/or tools according to the objectives to be achieved	0.333	
	Follows up on the development and achievement of the programmed activities; identifies possible deviations and readjusts planning	0.333	
APPROPRIATE USE OF ICT	Uses the Internet (electronic publications, corporate websites, websites of official bodies, etc.) to search for useful and relevant information	0.333	
	Knows how to use programs in own area of knowledge for database management, creating spreadsheets, data analysis, word processing, and presenting information, etc.	0.333	
	Uses ICTs that foster collaborative work (Dropbox, Google Docs, platforms such as Moodle, social networks, etc.)	0.333	
ORAL AND WRITTEN COMMUNICATION	Properly structures oral or written discourse	0.375	
	Demonstrates maturity in oral or written discourse	0.375	
	Uses the appropriate resources in oral presentations or written work (graphs, tables, examples, etc.)	0.375	
	Maintains the proper posture and attitude (for oral communication only). Conveys the message appropriately	0.375	
DECISION-MAKING	Analyses different options to find alternative solutions	0.500	
	Justifies the decisions taken	0.500	
ENTREPRENEURIAL CAPACITY	Identifies and analyses opportunities and makes new proposals	0.500	
	Designs viable initiatives	0.500	
TEAMWORK	Participates in work planning by identifying the status of the task at any given time	0.333	
	Respects the functioning of the group (attends meetings, delivers work on time)	0.333	
	Makes relevant and creative contributions to the group (number of contributions, quality of contributions, etc.)	0.333	
AUTONOMOUS LEARNING AND WORK	Identifies own learning needs	0.333	
	Plans own learning process	0.333	
	Evaluates the success achieved in self-learning processes	0.333	
		10.000	







## ANNEX 2. FORMAL ASPECTS OF THE PRESENTATION AND STRUCTURE OF THE COMPETENCE PORTFOLIO

The Competence Portfolio should be drafted in accordance with the following formal and structural aspects.

**Presentation of the Competence Portfolio Report:** the report shall be submitted in hard copy bound in comb binding in book format (double-sided) with odd-numbered pages on the front of each page and even-numbered pages on the back. In addition to a hard copy of the report, a USB flash drive containing a file with the report and all the files with evidence of the student's own competences correctly organized into folders shall also be submitted. The title of each folder in the USB flash drive should coincide with the name of each of the competences to be accredited. The USB flash drive shall be submitted inside an envelope clearly indicating the name, ID, and signature of the student; the name and signature of the tutor; the academic year and evaluation session.

**General layout of the Competence Portfolio Report:** the report should be drafted on A4 size paper with 2.5 cm top and bottom margins and 3 cm left and right margins. All pages of the portfolio must be numbered, except for the cover page and the pages containing the statement of responsibility, the table of contents, and the abstract.

**Minimum and maximum length:**

- **Minimum length:** the Competence Portfolio Report should be a minimum of 15 pages in length, not including the appendices, cover page, abstract, or table of contents.
- **Maximum length:** the Competence Portfolio Report should be a maximum of 30 pages in length, not including the appendices, cover page, abstract, or table of contents.

**Cover page:** the cover page should contain, at least, the following elements:

A title, which should appear as 'Undergraduate Dissertation: Competence Portfolio', and a subtitle that includes the name of the degree programme (Grado [Bachelor's Degree in Economics]), FCCEE, University of Granada.

The student's full name, ID, and email address; the tutor's full name and department; the academic year; the evaluation session; and the logos of the University of Granada and the FCCEE should appear on the cover page.

The student's signature, the tutor's signature, and the stamp of the department should also



appear on the cover page, which should end with a section break on an odd-numbered page.

**Page with the statement of responsibility:** this page should appear after the cover page and include a statement<sup>5</sup> by the student declaring the veracity of the report, as well the authorship of the documents presented as evidence. The page should end with a section break on an odd-numbered page.

**Page with student's consent to use audiovisual and photographic material:** students who submit any audiovisual recordings or photographic material as evidence must sign the Consent to Recording and Webcasting form.

**Table of contents page:** a page containing the table of contents of the Portfolio Report should be included after the Statement of Responsibility form. The table of contents should indicate the page numbers of the sections and be in 11-point Calibri. The table of contents should end with a section break on an odd-numbered page; if the table of contents is two pages long, it should end with a page break.

**Abstract page:** the abstract should be in 10-point Calibri, justified, with 2.5 cm left and right margins, single line spacing, and 3-point before and after spacing. Maximum length: 100 words. The page should end with a section break on an odd-numbered page.

**Section headings:** the headings of each of the sections of the Portfolio Report should coincide with the name of the competence to be accredited. The headings should appear in uppercase 14-point Calibri, in bold, with correlative Arabic numbering in the form 1., 2., 3., etc., justified text alignment, single line spacing, and 24-point before and after spacing.

**Subsection headings:** headings should appear in lowercase 14-point Calibri, in bold, with correlative Arabic numbering in the form 1.1., 1.2., etc., justified text alignment, single line spacing, and 12-point before and after spacing.

**Body of the text:** the body of the text should be written in 11-point Calibri, with justified text alignment, 1.5 line spacing, and 6-point before and after spacing. Students are recommended to include in-text references to the evidence they have collected as representative of a particular

---

<sup>5</sup> The Statement of Responsibility form provided in this guide should be used.



aspect of a competence.

**Diagrams, images, figures, and tables:** all diagrams, images, and photographs should be titled as Figures, while tables should be titled as Tables. All tables and figures should be centred on the page. The text of the tables should appear in 10-point Calibri, single spaced, with 0-point before and after spacing. All figures and tables should be accompanied by a heading in 10-point Calibri, centred, single spaced, with 6-point before spacing and 0-point after spacing, and correlative Arabic numbering (e.g. Figure 1: Figure heading; Figure 2: Figure heading; Table 1: Table heading; Table 2: Table heading, etc.). The source of the data or information contained within a figure or table should appear below the figure or table in 9-point Calibri, centred, single spaced, with 0-point before spacing and 6-point after spacing (e.g., Source: Own elaboration; Source: Martín, 1998, as appropriate).

**In-text references:** references appearing in the sections and subsections should be cited following the American Psychological Association (2012) norms for bibliographical references.

**References:** this section should not be numbered as a separate section heading. References should appear in 11-point Calibri with a 1 cm hanging indentation, justified, single spaced, and with 6-point before and after spacing. The section should end with a break on an odd-numbered page, and if the number of pages of the references is even, the last page should end with a page break.

Any document that the student believes should be referenced must be cited in the corresponding section, either in the body of the text (in-text references) or as a footnote to the figures and tables, as appropriate. The complete reference should be included in the References section in alphabetical order. All references should adhere to the American Psychological Association (2012) style norms.

Students are recommended to not use generic references to web pages, but to cite specific documents: reference (author, article, title, etc.), URL address, and date consulted or retrieved.

**Appendices:** If appendices have been included, the Appendices section should not be numbered as a section heading. It should appear in 11-point Calibri. The section should end with a section break on an odd-numbered page, and if the number of pages in the appendix is even, the last page should end with a page break.



**Sections of the Competence Portfolio:** although other sections may be added, the general structure should be as follows:

ABSTRACT

1. COMPETENCE: INFORMATION ACCESS AND MANAGEMENT
2. COMPETENCE: CAPACITY FOR ANALYSIS AND SYNTHESIS
3. COMPETENCE: ORGANIZATIONAL AND PLANNING SKILLS
4. COMPETENCE: ABILITY TO USE INFORMATION AND COMMUNICATION TECHNOLOGIES
5. COMPETENCE: ORAL AND WRITTEN COMMUNICATION SKILLS
6. COMPETENCE: DECISION-MAKING SKILLS
7. COMPETENCE: ENTREPRENEURIAL CAPACITY
8. COMPETENCE: ABILITY TO WORK IN A TEAM
9. COMPETENCE: AUTONOMOUS LEARNING AND WORK
10. OVERALL ASSESSMENT OF COMPETENCES

REFERENCES

APPENDICES



# Undergraduate Dissertation

## Competence Portfolio

**Grado (Bachelor's Degree) in Economics**

**Faculty of Economics and Business**

Evaluation Session:

Academic Year:

Student	Person in charge of tutoring
Name:	Name:
Surname:	Surname:
ID/Passport No.:	Department:
Email:	

Signed by:

Signature and stamp of the department:

At Granada, on the \_\_\_\_\_ of \_\_\_\_\_ 20\_\_\_\_





UNIVERSIDAD  
DE GRANADA



## STATEMENT OF RESPONSIBILITY

The student (indicate full name)

with ID/Passport No.

of the Grado (Bachelor's Degree) in Economics of the University of Granada.

### HEREBY DECLARES

The originality of the submitted work and, where appropriate, the veracity of the merits and evidence presented in this Undergraduate Dissertation Report to accredit the basic competences of the degree, without prejudice to possible verification, if necessary, by the tutor of the undergraduate dissertation.

At Granada, on the \_\_\_\_\_ of \_\_\_\_\_ 20\_\_\_\_

Signed by \_\_\_\_\_







### CONSENT FOR RECORDING AND WEBCASTING

The student (indicate full name)

with ID/Passport No.

residing at

and with email

as a participant in the audiovisual recording and/or photographic material titled

- authorizes** the recording of teaching material.
- hereby transfers** to the University of Granada (through the Faculty of Economics and Business) the right to reproduce, transform (digitalize), distribute, publicly communicate, and make publicly available on the Internet the recorded material for teaching purposes.

The transfer of the recorded material has been made free of charge and granted until the corresponding legal or contractual rights are waived in accordance with current legislation. The transfer shall be governed by Spanish law under the provisions of the Intellectual Property Law and applicable regulations. In the event a discrepancy should arise in the future regarding the transfer stipulated herein, the parties shall submit themselves to the jurisdiction of the Courts and Tribunals of the City of Granada, expressly waiving the jurisdiction that corresponds to them, if different.

At Granada, on the \_\_\_\_\_ of \_\_\_\_\_ 20\_\_\_\_

Signed by \_\_\_\_\_





## TABLE OF CONTENTS

	<b>Pg.</b>
1. SECTION HEADING	1
1.1. Subsection heading	1
1.2. Subsection heading	1
2. SECTION HEADING	2
REFERENCES	2





## **ABSTRACT**

10-point Calibri font, justified text alignment, 2 cm left and right margin, single spaced, 3-point before and after spacing.

Maximum length: 100 words. The abstract should end with a section break on an odd-numbered page.











## REFERENCES

American Psychological Association (2010). *Manual de Publicaciones de la American Psychological Association*, 3ª ed. México: Editorial El Manual Moderno.

Coase, R.H. (1960). The problem of social cost. *The Journal of Law and Economics*, 3, 1-44.

García, G. (1967). *Cien años de soledad*. Buenos Aires: Editorial Sudamericana.

León, O. G. (2016). *Cómo redactor textos científicos y seguir las normas APA 6ª. Para los trabajos de fin de Grado y fin de Máster, tesis doctorales y artículos*, 4ª ed.

Levitt, T. (1960). Marketing myopia. *Harvard Business Review*, 38 (4) 24-47.







# GUIDE FOR THE PREPARATION OF STUDENT COMPETENCE PORTFOLIOS

**Grado (Bachelor's Degree) in Economics**

**Faculty of Economics and Business**

