1. OVERVIEW

Subject area	Final Degree Project
Degree	Bachelor's Degree in Physiotherapy
School/Faculty	Physical Activity and Sports Science & Physiotherapy
Year	4th
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish / French
Delivery Mode	On campus
Semester	
Year	
Coordinating professor	

2. INTRODUCTION

Final Degree Project is a subject area in the fourth year of the Bachelor's Degree in Physiotherapy. It is worth 6 ECTS credits and is a compulsory subject area within the degree. Taking into account the educational profile that the student is expected to achieve, it provides basic and specific education on the main parts of a research project. At the same time, it helps the student to consolidate the knowledge acquired from the Research Methodology subject area. It also introduces the student to the area of research and clinical reasoning, which are essential pillars for the basis of their approach to patients.

The subject area follows a chronological order that allows the knowledge acquired from the Research Methodology subject area to be put into practice. The syllabus for Final Degree Project clearly defines the general and specific skills needed for the different levels of learning within the subject matter.
The ECTS credits for this subject include introductory seminars and seminars on writing the project, one-to-one online and in-person tutorials, development of communication techniques and time spent working independently. To complete the project correctly, students must be proactive, as students must manage their own work plan.

This will allow the future graduate to acquire all the knowledge and skills needed to carry out a research project, including critical reading of scientific evidence, use of the main databases, managing the Journal Citation Reports (JCR), basic knowledge of statistics, main methods of calculating sample sizes and solid foundations in research methodology.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT4: Analysis and synthesis skills.
- CT6: Information management.
- CT19: Independent learning.
- CT13: Critical reasoning.
- CT18: Creativity.

Specific skills (CE, by the acronym in Spanish):

- CE154: Ability to analyse the scientific validity of the different physiotherapy procedures.
- CE155: Ability to develop a science-based research project.
- CE156: Ability to express information, ideas, problems, solutions and results in a clear and objective manner.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: Ability to analyse the scientific validity of the different physiotherapy procedures.
- RA2: Ability to develop a science-based research project.
- RA3: Ability to express information, ideas, problems, solutions and results in a clear and objective manner.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB2, CB4, CB5, CT4, CT19, CE154, CE155, CE156.	RA1: Ability to analyse the scientific validity of the different physiotherapy procedures.
CB2, CB4, CB5, CT4, CT19, CE154, CE155, CE156.	RA2: Ability to develop a science-based research project.
CB2, CB4, CB5, CT4, CT19, CE154, CE155, CE156.	RA3: Ability to express information, ideas, problems, solutions and results in a clear and objective manner.

4. CONTENTS

- Review and Use of Existing Sources of Information.
- Use of Technological Resources.
- Use of Appropriate Research Methods and Techniques.

5. TEACHING-LEARNING METHODS

The types of teaching/learning methods are as follows:

- Independent learning
- Collaborative learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Independent learning	75
Tutorials	10
Seminars	23
Scientific projects	40
Oral presentations	2
TOTAL	**150**

7. ASSESSMENT

The project will be carried out **in groups of two people**. The project may only be carried out individually in those situations listed as exceptions in the annexes. The assessment of both the written work and the presentation to the examining board, as well as the assessment by the examining board, will be individual: each student's contribution will be assessed independently.
Taking into account the university regulations, **STUDENTS WHO HAVE NOT ACHIEVED MORE THAN 12 CREDITS** in the whole degree, not counting the Final Degree Project credits, **WILL NOT BE ABLE TO DEFEND THE PROJECT**. In the event that one of the members of the group can defend and the other cannot, the student who meets the requirements will defend in the ordinary exam period and, if the requirements are met in the extraordinary exam period, the same project and poster can be defended. If you are unable to defend in the extraordinary exam period, you will have to retake the subject area and do a completely new project.

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

Assessment system	Weighting
Tutor's assessment of the project	10%
Online test	10%
Examining board's assessment of the project	50%
Project poster	10%
Presentation of project	20%

7.1. Ordinary exam period

Once the project has been completed and handed in to the tutor, the tutor will assess the project's suitability for the public defence before the examining board, awarding a grade of Pass or Fail.
Only students who receive a pass mark from their tutor will have the right to defend their project before the examining board.
The project will be presented orally before an examining board composed of 3 lecturers from the University, with the following functions: Secretary; Member; President.
The examining board will mark the project on the basis of the following criteria:
A. Written document (0 to 10 points). 70% of the final grade
- Board's assessment 50% of the final grade
- Tutor's assessment 20% of the final grade.

B. Presentation and defence (0 to 10 points). 30% of the final grade
To pass the subject area in the ordinary exam period, you must achieve a final grade of 5.0 or higher, which will be calculated from the sum of the grades achieved in the various assessable tasks (written project, defence before an examining board and tutor's grade), provided that the grade achieved in each individual assessable task for the subject area is equal to or higher than 5.0 out of 10.0.

7.2. Extraordinary exam period (resits)

Students who receive a grade of NOT SUBMITTED or NOT PASSED from their tutor, or a FAIL from the examining board, may submit and give their oral defence before the board in the extraordinary exam period under the same conditions as in the ordinary exam period.

8. TIMELINE

Assessable tasks	Date
Defence of Final Degree Project	Weeks 18-20

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Bioestadística Amigable. M.A. Martínez-González, Jokin de Irala, F.J. Faulín Fajardo. Ed: Díaz de Santos. Madrid, 2001.

- Estadística aplicada a las ciencias de la salud. Álvarez Cáceres Rafael. Ed: Díaz de Santos. Madrid, 2007.
- Método científico en las ciencias de la salud. Álvarez Cáceres Rafael. Ed: Díaz de Santos. Madrid, 1996
- Delgado M, Doménech JM. Fundamentos de Diseño y Estadística. UD 7: Investigación científica: Diseño de estudios. Barcelona: Signo; 2007.

- Comité Internacional de Editores de Revistas Médicas (ICMJE). Requisitos de Uniformidad para Manuscritos enviados a Revistas Biomédicas: redacción y preparación de la edición de una publicación biomédica. Disponible en: www.metodo.uab.es/enlaces.htm

- Argimón Pallás JM, Jiménez Villa J. Métodos de investigación clínica y epidemiológica. Elsevier España; 2004.

10.DIVERSITY AWARENESS UNIT

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!
Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process.
These surveys will be available in the surveys area of your virtual campus or by email.
Your opinion is essential to improve the quality of the degree.
Many thanks for taking