

1. OVERVIEW

Subject area	Final Degree Project
Degree	Bachelor's Degree in Physical Activity and Sport Sciences
School/Faculty	Faculty of Sport Sciences and Physiotherapy
Year	4
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus/Blended
Semester	S7-S8
Academic year	2024-2025
Coordinating professor	Laura de la Calle Pérez (on campus) Jairo León Quismondo (blended)

2. INTRODUCTION

The Final Degree Project (TFG, Spanish acronym) is an original academic project that is worth 6 ECTS. Students complete this project under the supervision of a tutor, integrating and developing, in a comprehensive manner, the knowledge, skills and abilities acquired during the teaching period of the degree programme.

The TFG must focus on applying and developing the general skills associated with the degree, equipping students to find, manage and interpret relevant information linked to their area of study.

According to the Verification Report for the Bachelor's Degree in Exercise and Sport Sciences, the key aspects of these TFGs at Universidad Europea de Madrid, in addition to the specific aspects for each Bachelor's Degree, are centred around:

- Integration of the knowledge acquired in the subject areas studied on the programme.
- Application of interdisciplinary knowledge in a learning scenario that is very similar to the professional world.
- Allowing students to find open solutions, giving them the freedom to generate new knowledge.
- Allowing students to make public the results of their work.

The project will be presented and defended before an Evaluation Committee.

At the end of the final assessment of the subject, students will be accredited with the level of learning achieved in the form of a numerical grade, in accordance with current legislation.

3. SKILLS AND LEARNING OUTCOMES

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

- CB2. Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3. Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- 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 study with a high degree of autonomy.

Transversal skills (CT, by the acronym in Spanish):

- CT1. Independent Learning: Ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what has been learnt.
- CT4. Ability to analyse and synthesise: be able to break down complex problems into manageable blocks; evaluate other options and perspectives to find the ideal solution. Synthesising to reduce the complexity and better understand the situation and/or solve problems.
- CT10. Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT11. Planning and time management: Ability to set objectives and choose the right means to achieve them, making efficient use of time and resources.

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

- CE8. Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE10. Ability to participate in the effective leadership and/or management of both private and public organisations that provide any type of physical activity service (recreation, health, sport, education, etc.), identifying, defining and systematising the necessary processes to meet the organisation's objectives.
- CE11. Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.

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

- RA1. To understand and integrate fundamental concepts related to the other modules and subjects on the degree programme.
- RA2. To produce in-depth analysis and summaries based on searches of key literature related to the degree as a whole, in an integrated manner.
- RA3. To design an experimental study on one element of exercise and sport sciences, under a general assessment of all areas of the chosen element.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB3, CB4, CT4, CE11	RA1. To understand and integrate fundamental concepts related to the other modules and subjects on the degree programme.
CB2, CB3, CB4, CT1, CT4, CT11, CE11	RA2. To produce in-depth analysis and summaries based on searches of key literature related to the degree as a whole, in an integrated manner.
CB2, CB3, CB4, CB5, CT1, CT4, CT10, CT11, CE8, CE10, CE11	RA3. To design an experimental study on one element of exercise and sport sciences, under a general assessment of all areas of the chosen element.

4. CONTENTS

The subject is structured around the following content:

- Review and Use of Existing Sources of Information.
- Use of Technological Resources.
- Use of appropriate observation and analysis methods and techniques.

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Independent learning.
- Project-based learning.

6. LEARNING ACTIVITIES

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

On campus:

Learning activity	Number of hours
Searching resources and choosing information sources (on campus)	20
Writing up the Final Degree Project (on campus)	115
Tutorials (on campus)	15
TOTAL	150 h

Blended learning:

Learning activity	Number of hours
Searching resources and choosing information sources (blended)	20
Writing up the Final Degree Project (blended)	115
Tutorials (blended)	15
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
Participation in tutorials during the writing up of the project	20% (20–30%)
Completion of the Final Degree Project	80% (70–80%)

Blended learning:

Assessment system	Weighting
Participation in tutorials during the writing up of the project	20% (20–30%)
Completion of the Final Degree Project	80% (70–80%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

On campus:

Once the TFG is finished and has been submitted to the tutor, the tutor will assess whether it is fit for public defence before an assessment panel, awarding either a Pass or Fail. The tutor will also assess the student's involvement in the process of completing the project, issuing them a grade of between 0 and 10. This grade will account for 20% of the final grade for the subject area.

Only students who receive a Pass from their tutor will be entitled to defend their TFG before the assessment panel.

The TFG will be presented orally before an Evaluation Committee made up of university professors, one of whom will serve as president of the committee.

The Evaluation Committee will grade the presented project using the following criteria:

- A. Written document (0–10 points). 30% of the final grade
- B. Presentation and defence (0–10 points). 50% of the final grade

To pass the subject area in the ordinary exam period, students must achieve at least 5 out of 10 in the final grade for the subject area and in each part of the assessment (written document and oral defence).

Blended learning:

Once the TFG is finished and has been submitted to the tutor, the tutor will assess whether it is fit for public defence before an assessment panel, awarding either a Pass or Fail. The tutor will also assess the student's involvement in the process of completing the project, issuing them a grade of between 0 and 10. This grade will account for 20% of the final grade for the subject area.

Only students who receive a Pass from their tutor will be entitled to defend their TFG before the assessment panel.

The TFG will be presented orally before an Evaluation Committee consisting of Professor from the University.

The Evaluation Committee will grade the presented project using the following criteria:

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To pass the subject area in the ordinary exam period, students must achieve at least 5 out of 10 in the final grade for the subject area and in each part of the assessment (written document and oral defence).

7.2. Extraordinary exam period (resits)

On campus:

Students who receive a grade of NOT SUBMITTED or a FAIL from their tutor or a Fail from the Evaluation Committee can be reassessed during the extraordinary exam period, submitting and defending the project before a panel under the same conditions as in the ordinary exam period.

Blended learning:

Students who receive a grade of NOT SUBMITTED or a FAIL from their tutor or a Fail from the Evaluation Committee can be reassessed during the extraordinary exam period, submitting and defending the project before a panel under the same conditions as in the ordinary exam period.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

On campus:

Assessable tasks	Date
Control submission	Week 11
Submission 1	Week 14
Submission 2 – final	Week 18
TFG defence	Week 22

Blended learning:

Assessable tasks	Date
Control submission	Week 11
Submission 1	Week 14
Submission 2 – final	Week 18
TFG defence	Week 22

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The bibliography will be specific to the student's chosen topic for their TFG, in addition to the bibliographies for each subject area on the degree.

10. DIVERSITY AWARENESS UNIT

From the Educational Guidance and Diversity Unit (ODI), we offer support to our students throughout their university life to help them achieve their academic goals. Other pillars of our work include the inclusion of students with specific educational support needs, universal accessibility in the different university campuses, and equal opportunities for all.

Through this unit, we provide the following services to students:

1. Accompaniment and monitoring by providing advice and personalized plans to students who need to improve their academic performance.
2. In terms of attention to diversity, we make non-significant curricular adjustments, such as in methodology and evaluation, for students with specific educational support needs, aiming to promote equal opportunities for all students.
3. We offer students various extracurricular educational resources to develop diverse competencies that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in their degree choice.

Students in need of educational support can reach us at: orientacioneducativa@universidadeuropea.es

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, degree courses 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 course.

Many thanks for taking part.