

## 1. BASIC INFORMATION

<b>Course</b>	Module 9: Master's Thesis
<b>Degree program</b>	Master's Degree in Sports Training and Nutrition
<b>School</b>	Real Madrid Graduate School/School of Sports Sciences
<b>Year</b>	First
<b>ECTS</b>	12 ECTS
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English
<b>Delivery Mode</b>	Campus-Based
<b>Semester</b>	Annual
<b>Academic Year</b>	2020/2021
<b>Coordinating professor</b>	Dr. HELIOS PAREJA/MIGUEL A. GOMEZ RUANO

## 2. PRESENTATION

“Master’s Thesis” is the last module in the program, and is worth 12 ECTS. This module concludes the entire training process of the Master’s Degree in Sports Training and Nutrition as an integral part of the Project (Module 9: Master’s Thesis). This is an individual piece of work in which the student can choose between two different paths depending on his/her chosen itinerary:

- **Research profile:** The Master’s Thesis will consist in producing a scientific article on paper, previously or subsequently selecting a scientific journal to submit it to in the format requested by the journal in question.
- **Research profile:** The Master’s Thesis will consist in reviewing a specific area, assessing the state of the art and drawing the most appropriate conclusions.
- **Professional profile:** The Master’s Thesis will consist in assessing and planning an annual sports training or nutrition intervention subject to a scientific analysis of the objective pursued, justifying its content (review).

This Thesis must comply with the requirements, procedures and deadlines described in the Master’s Thesis Guide that the student is provided with at the beginning of the academic year.

Once the Thesis has been completed, the student must present it and defend it before a panel of experts (PhD holders).

This Master's Thesis will be graded according to the criteria set by the panel for the oral presentation and the quality of the work.

With the cooperation of the library, the safekeeping of the Master's Thesis documents will be ensured in order to meet data protection requirements in respect of the research and studies carried out.

The Master's Thesis will be based on the knowledge acquired during the different modules. Nevertheless, the student will always be guided by a supervisor and/or co-supervisor (PhD holder), who shall authorize its submission to the master's committee for approval. Once the Master's Thesis has been accepted, the student will present and defend it before the panel of experts. The panel will assess this oral presentation and defense and may ask the student any questions it deems appropriate. Finally, the student will receive the corresponding grade.

### **3. COMPETENCIES AND LEARNING OUTCOMES**

#### **Core competencies:**

- *CB1. Students should possess and understand knowledge that provides a basis or opportunity to be innovative in the development and/or application of ideas, often in a research context.*
- *CB2. Students should be able to apply their acquired knowledge and problem-solving ability in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.*
- *CB3. Students should be able to integrate knowledge and tackle the complexity of formulating judgements based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities related to the application of their knowledge and judgements.*
- *CB4. Students should be able to communicate their conclusions –and the ultimate reasons that support them– to specialized and non-specialized audiences in a clear and unambiguous way.*
- *CB5. Students should possess learning skills that allow them to continue studying in a largely self-directed or autonomous way.*

***Cross-curricular competencies:***

- *CT1. Self-learning skills:* being able to choose the most effective strategies and tools at the most appropriate time to learn and autonomously put our learning into practice.
- *CT2. Self-confidence:* being able to assess our own results, performance and capabilities with the inner conviction that we are capable of meeting the demands of a given task or challenge.
- *CT3. Capacity to adapt to new situations:* being able to assess and understand different situations, adapting our own approach insofar as is necessary or appropriate.
- *CT4. Analysis and synthesis skills:* being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- *CT5. Capacity to apply knowledge:* being able to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.
- *CT7. Responsibility:* being able to fulfill the commitments a person makes to themselves and to others when performing a task and trying to achieve a set of goals as part of the learning process. The ability of any individual to acknowledge and accept the consequences of their own actions.
- *CT8. Information management:* being able to find, select, analyze, and integrate information from different sources.
- *CT10. Initiative and entrepreneurial spirit:* being able to decisively undertake difficult or risky actions. The ability to anticipate problems, suggest improvements and persevere in carrying them through, with a preference for initiating activities and completing them.
- *CT11. Planning and time management:* being able to set goals and choose the means to achieve them by using time and resources effectively.
- *CT12. Critical reasoning:* being able to analyze an idea, phenomenon or situation from different points of view and take a personal approach to it based on rigor and objective reasoning, and not on intuition.
- *CT13. Problem solving:* being able to resolve a confusing issue or a complicated situation that stands in the way of achieving a goal and where there is no predefined solution.

- *CT14*. Innovation-creativity: being able to propose and develop original ideas and value-added solutions to certain problems, and which could also be adapted and applied to different problems in other areas.
- *CT15*. Responsibility: being able to fulfill the commitments a person makes to themselves and to others when performing a task and trying to achieve a set of goals as part of the learning process. The ability of any individual to acknowledge and accept the consequences of their own actions.
- *CT16*. Decision making: being able to make a choice between two or more existing alternatives to effectively resolve different situations or problems.
- *CT17*. Teamwork: being able to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.
- *CT18*. Use of information and communication technologies (ICT): being able to use information and communication technologies effectively as a tool for finding, processing and storing information, as well as for developing communication skills.

***Specific competencies:***

- CE1. Students should have in-depth knowledge of how the human organism adapts to different physical loads in individuals of different ages and performance levels, or that belong to special population groups.
- CE2. Students should be able to analyze and apply physiological, biomechanical, psychological and social principles to different sporting fields and nutrition, identifying unsuitable practices that represent a health risk, in order to avoid them and correct them in the different types of population.
- CE10. Students should be able to select and know how to use the spaces, equipment and facilities best suited to each type of sporting activity.
- CE11. Students should be able to acquire knowledge independently (self-directed learning).

***Learning outcomes:***

- RA1. Conducting literature searches in specialized databases.
- RA2. Preparing and carrying out research projects.
- RA3. Resolving any problems or issues that may arise during the research projects.

- RA4. Understanding key aspects related to the processing of data obtained in projects carried out in the field of sports training and nutrition.
- RA5: Using the appropriate computer programs to prepare, carry out and present research projects in the field of sports training and nutrition.
- RA6: Drawing up and presenting the results and conclusions of the research projects or pieces of work carried out.

The table below shows the relationship between the competencies developed in the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5 CT1, CT4, CT5, CT8, CT9, CT10, CT11, CT12, CT13, CT14, CT15, CT16, CT17, CT18 CE10, CE11	RA1
CB1, CB2, CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT5, CT7, CT8, CT10, CT11, CT12, CT13, CT14, CT15, CT16, CT17, CT18 CE1, CE2, CE10, CE11	RA2
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT5, CT8, CT9, CT10 CE11	RA3
CB1, CB2, CB3, CB4, CB5 CT1, CT4, CT5, CT8, CT9, CT10, CT11, CT12, CT13, CT14, CT15, CT16, CT17, CT18 CE1, CE2	RA4
CB1, CB2, CB3, CB4, CB5 CT1, CT4, CT5, CT8, CT9, CT10, CT11, CT12, CT13, CT14, CT15, CT16, CT17, CT18 CE10, CE11	RA5
CB1, CB2, CB3, CB4, CB5 CT1, CT4, CT5, CT8, CT9, CT10, CT11, CT12, CT13, CT14, CT15, CT16, CT17, CT18 CE1, CE2	RA6

## 4. COURSE CONTENT

The course consists of a single learning unit based on the case study methodology, in which each individual student completes a piece of work in the form of a: 1) Review, 2) Experimental or

Research Project, under the guidance of a supervisor (PhD holder). The student can strengthen his/her research profile by carrying out his/her Master's Thesis in collaboration with any of the university's research groups, as well as with external projects.

## 5. LEARNING METHODOLOGIES

The types of teaching methodologies are listed below:

- Master Class
- Case Method
- Cooperative learning
- PBL

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Research methodology (6 ECTS)	40 hours on campus 110 h of self-directed learning
Research project (6 ECTS)	25 hours on campus 125 h of self-directed learning
<b>TOTAL</b>	<b>300 h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Activity 1. Participate in seminar	VOLUNTARY
Activity 2. Write Master's Thesis	PASS or FAIL
Activity 3. Present and defend Master's Thesis before a panel of experts	100%
Activity 3. Present and defend Master's Thesis before a panel of experts	100%

When you access the course on the *Campus Virtual*, you'll find a description of the activities you have to complete, as well as the deadlines and assessment procedures for each one

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10. The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This section indicates the schedule with delivery dates of evaluable activities of the subject:

Assessable activity	Date
Activity 1. Participate in seminar	December
Activity 2. Write Master's Thesis	Annual
Activity 3. Present and defend Master's Thesis before a panel of experts	July (first exam period)
Activity 3. Present and defend Master's Thesis before a panel of experts	October (second exam period)

This schedule may undergo modifications for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

Literature search is part of the student's self-directed learning. The professor may offer the student guidance in this search.

The bibliography will be specific to the topic of study of each Master's Thesis.

## 10. DIVERSITY ATTENTION UNIT

Students with specific educational support needs:

Adaptations or curricular adjustments for students with specific educational support needs, in order to guarantee equal opportunities, will be guided by the Diversity Attention Unit (UAD).

The issuance of a report of curricular adaptations / adjustments by said Unit will be essential, so students with specific educational support needs should contact through: [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.