

SKILLS

GENERAL

- G1 - The ability to apply critical, logical and creative thinking in your work
- G2 - The ability to incorporate scientific advances into your own professional field
- G3 - The ability to work independently, with initiative, and to solve problems effectively
- G4 - The ability to develop hypotheses and design suitable studies to verify them
- G5 - The ability to analyse information and draw conclusions based on research results
- G6 - The ability to do interdisciplinary work
- G7 - Respect for ethics and intellectual integrity
- G10 - The ability to purvey knowledge in oral and written presentations
- G11 - Advanced understanding of the overall context in which this speciality operates
- G12 - The ability to carry out work in English (the internationally recognised language in the discipline)
- G13 - Understanding the possibilities and capabilities of ICT (Information and Communication Technology) in the discipline
- G14 - An in-depth understanding of scientific research and its impact on society
- G15 - The ability to analyse the risks and benefits of a new development (or innovation)

BASIC

- CB6 - Possessing and understanding knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in a research context
- CB8 - Students should be able to integrate knowledge and deal with the complexity of formulating opinions from incomplete or limited information involving reflections on social and ethical responsibilities linked to applying their acquired knowledge and judgement
- CB9 - Students should know how to transmit their conclusions, and underlying knowledge and reasoning to a specialised and non-specialised audience clearly and unambiguously
- CB10 - Students should possess learning skills that enable them to continue studying in a self-managed or independent approach

SPECIFIC

- E10 - Knowledge about the latest advances in the field of Nutrigenomics and personalised nutrition, as well as the acquisition of the skills required to keep oneself up-to-date

CROSS-CUTTING

No information

ASSESSMENT TOOLS

Written work or project and viva oral presentation and defence

Student:
Master's Thesis:

Written work (to be filled out by the panel members; 13 indicators; maximum 52 points out of 120)

Skill	Assessment tool (Indicator)	Mark scale (descriptor)				Points
		1	2	3	4	
G1; G2; G4; G5; G15; CB6; CB8; E10	Shows knowledge of the topic	Shows scant/superficial knowledge of the work topic	Shows sufficient knowledge of the work topic	Shows good knowledge of the work topic, albeit with some gaps	Shows very good, wide knowledge of the work topic	
G1; CB6; CB8; E10	Knows how to apply it in the research context	Does not know how to apply the knowledge to his/her research	Applies it very specifically and in instances similar to those learnt previously	Applies knowledge originally in specific situations	Applies knowledge comprehensively and originally in most instances	
G11; G14; G15; CB6; CB8; E10	Links the work with others in the same context within Nutrigenomics, Personalised Nutrition and Molecular Nutrition	Does not link the work with other work	Has difficulty linking the work and only in certain specific aspects	Links the work correctly with most relevant aspects to it	Links the work correctly in all the most relevant aspects to it	
G1; G2; G4; G5; G10; CB8; CB9; CB10	Identifies, classifies and details relevant work from his/her written work	Is unable to analyse the information and fails to establish links	Is able to analyse the information although fails to establish links or use suitable criteria	Is able to analyse the information and establish links, albeit s/he does not always use the most suitable criteria	Is able to fully analyse the information; establishes links in an organised manner and with the correct criteria	
G1; G2; G4; G5; G10; CB8; CB9; CB10	Summarises the results of his/her written work	Shows no ability to summarise	Presents well-selected essential information but lacks structure	Presents well-selected essential information with structure	Presents well-selected essential information with structure. Uses graphic tools to summarise and clarify the message	

G10; CB9	Correctly communicates in writing. Suitable terminology used	Fails to structure the discourse correctly, which is neither clear not coherent. Fails to use suitable terminology	The structure is correct but the discourse lacks clarity and coherence in half of the sections. Only uses suitable terminology sometimes	The structure is correct but the discourse lacks clarity and coherence in 25% of the sections. Suitable terminology used in 75% of the work	The structure is correct and discourse clear and coherent throughout. Suitable terminology used throughout the work	
G10; CB9	Communicates the results and conclusions in his/her written work clearly and unambiguously	Fails to present the results clearly and coherently	The presentation is clear but shows some inconsistencies	The presentation is clear and coherent. Nonetheless, s/he fails to draw out all possible conclusions	The presentation is clear and coherent. Draws out all possible conclusions	
G10; G12; G13; CB9	Formal aspects of his/her written work, including English abstract.	Sloppy report, e.g. lack of table footers and figures, section numbers, etc.	Shows some shortcomings	Neat report. With some aspects that could be improved	Carefully constructed report. Paginated table of contents, well-presented tables, etc. Good layout of sections	
G10; G13; CB9	Language aspects in the writing	It is difficult to understand and contains many mistakes	Appropriate, despite some mistakes	Clear fluent language despite some mistakes	Clear fluent language with a good level and spelling	
G10; G13; CB9	Organisation of written work	Incomplete and badly structured	Complete, but badly structured	Complete and structured, but without clear logical section sequencing	Complete and structured with clear logical section sequencing	
G2; G5; G6 G11; G12; CB8	Quantity and quality of information sources in the written work	Uses unsuitable information sources (out-of-date or low quality)	Uses suitable information sources but has not acquired the skills to select the most relevant for his/her research	Uses suitable but limited information sources; has acquired the skills to select the most relevant for his/her research	Uses suitable and diverse information sources; has acquired the skills to select the most relevant for his/her research	
G12; G13	Reference manager use	Does not use	Uses but with weaknesses	Uses the basic tools (export, insert)	Effective use of tools (export, insert, format change, edit)	

G7	Writes ethically and responsibly. Respects intellectual integrity	Does not write responsibly or comprehensively; shows major weaknesses in ethical aspects linked to his/her work	Writes ethically with academic integrity in general, but with certain weaknesses	Writes responsibly and with integrity, with some small weaknesses	Writes responsibly and with integrity; shows total respect for ethical aspects linked to his/her work and intellectual integrity	
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Development of written work and viva preparation (based on a prior report from the tutor; 6 indicators; maximum 24 points out of 120)

Skill	Assessment tool (Indicator)	Mark scale (descriptor)				Points
		1	2	3	4	
G1; G3; CB8; CB10	Applies the scientific method	Does not apply it	Makes few revisions and changes to the work plan based on its development	Revises more of the work plan as it is developed	Revises and completely updates the work plan as it is developed, using critical reflection	
G1; G3; G15; CB8; CB10	Level of independence in developing the written work	No independence	Has independence for some tasks but has been helped with many others	Has independence and occasionally asks for help	Has a high level of independence	
G1; G3; G15; CB8; CB10	Makes own decisions	Is unable to make decisions	Makes decisions but not always the right ones	Makes the right decisions but finds it hard to justify them	Makes correct coherent decisions and justifies them with criteria	
G1; G2; G3; G15; CB8; CB10	Identifies problems	Fails to identify	Identifies very simple problems	Identifies problems with average difficulty	Identifies complex problems	
G1; G2; G3; G15; CB8; CB10	Proposes organisational, operational and methodological solutions and improvements	Does not propose. Only uses the solutions and improvements proposed by the tutor	Proposes partial solutions and/or improvements without justifying them and, often, that do not make sense	Proposes justified partial solutions and/or improvements	Proposes global improvements	

G14; G15; CB6; CB8; E10	Applies acquired knowledge to solve new situations	Fails to resolve new situations that arise as the work develops	Resolves situations but does not justify or argue for the criteria adopted in the resolution	Resolves situations justifying them with criteria from reasoning based on prior situations and bibliography	Resolves situations justifying them with correct criteria from his/her own creativity	
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Viva (presentation and defence) (to be filled in jointly by the panel members; 11 indicators; maximum 40 points out of 120)

Skill	Assessment tool (Indicator)	Mark scale (descriptor)				Points
		1	2	3	4	
CB6; CB8	Summarises and ties relevant information from his/her work in the presentation	Unable to summarise relevant information and does not establish links	Is able to summarise relevant information albeit with little structure; does not establish links	Able to summarise relevant information and establishes some links appropriately but not all	Able to summarise relevant information from his/his work and links different aspects with one another and the state-of-the-art in an organised way and with correct criteria	
G10; CB9	Volume, tone of voice, posture, eye contact with the panel	The exposition approach makes it difficult to follow the presentation	The exposition approach aids listeners to follow the presentation 50% of the time	The exposition approach aids listeners to follow the presentation 75% of the time	The exposition approach aids listeners follow the entire presentation	
G10; CB9	Clarity and accurateness in oral communication. Suitable terminology used	Little clarity, difficult to follow and understand	Clear but does not flow	Clear and flowing. Uses suitable terminology most of the time	Clear and flowing. Excellent presentation speed and flow. Precise language. Uses suitable terminology throughout the presentation	

G10; CB9	Use of time	Fails to comply with allocated time	Has some difficulty in time management. Some relevant aspects are not sufficiently highlighted or spends too much time on trivial points	Manages his/her time appropriately. Nevertheless, some aspects are unexplained or have not been covered with the required clarity and depth	Manages time appropriately, respecting the allotted time. All aspects have been covered with the required clarity and depth	
G10; G13; CB9	Presentation organisation	No structure or logical order in the description of the essential aspects such as antecedents, methodology, results and discussion	Only some of the different sections in the presentation have been differentiated from the rest and correctly presented	Has an organised structure although the content in each section does not always comply with the structure	The entire presentation is well organised, with each of the sections to present being correctly differentiated	
G13	Audiovisual presentation	Not very developed. Does not work as a visual support or as an element to aid comprehension of the work being presented	Correct presentation in terms of form but with little appeal or a sloppy appearance	Correct presentation with appropriate and appealing appearance. Aids comprehension of what is being explained, although only in certain instances	Carefully constructed presentation with appealing visuals. Uses the available technical resources. Aids comprehension of what is being explained	
G12; G13	Cites bibliographical sources in the audiovisual presentation	Does not use	Uses but with shortcomings (or simply places a list at the end)	Uses basic citations a lot.	Effective and rigorous use of references. Citations throughout the presentation.	
CB8; CB9 E10	Answers the questions put forward by panel members. Uses the scientific method as a basis to justify responses	Unable to answer questions	Answers 50% of the questions appropriately	Answers 75% of the questions appropriately	Clearly, precisely and convincingly answers all questions	

G11; E10	Shows knowledge of and uses the know-how and advances in the field of Nutrigenomics, Personalised Nutrition and Molecular Nutrition in the presentation	Does not know them or use them appropriately	Knows them and uses them in part, with shortcomings	Knows and uses them substantially, with certain shortcomings	Knows and uses them appropriately	
G2; G14; E10	Sees the scope of his/her results and communicates it	Fails to see the scope of his/her results	Only sees the immediate scope in a limited setting	Sees the scope of his/her results within the area of knowledge	Sees the scope of his/her results in an interdisciplinary and actionable setting	
G7	The elements of the presentation and defence show that s/he has developed a responsible, ethical approach, as well as respect for intellectual integrity	Serious shortcomings in ethical approach or in respect for intellectual integrity	Partially respects the ethical issues linked to the thesis and intellectual integrity	Mostly respects the ethical issues linked to the thesis and intellectual integrity, with some shortcomings	Satisfactorily respects the ethical issues linked to the thesis and intellectual integrity	

Chair: **Panel members**
Member: Secretary:

Points
Mark ¹

Palma, on of of 20

¹ Mark:

Excellent (10) if s/he gets 110 points or more

Excellent (9 to 9.95) if s/he gets between 90 and 109 points (9 for 90 points, +0.05 for each point between 91 and 109)

Good (7 to 8.9) if s/he gets between 70 and 89 points (7 for 70 points, +0.1 for each point between 71 and 89)

Pass (5 to 6.92) if s/he gets between 45 and 69 points (5 for 45 points, +0.08 for each point between 46 and 69)

Fail (3 to 4.4) if s/he gets between 30 and 44 points (3 for 30 points, +0.1 for each point between 31 and 44)