

## COMPETENCES

### GENERAL

- G1 - Ability to apply critical, logical and creative thought in one's job
- G2- Ability to incorporate scientific advances into one's own professional field
- G3 - Ability to work autonomously, with initiative and to solve problems effectively
- G4 - Ability to formulate hypotheses and design studies suitable to contrast them
- G5 - Ability to analyze data and extract conclusions from research results
- G6 - Ability to work inter-disciplinary
- G7 - Respect for ethics and intellectual integrity
- G10 - Ability to articulate knowledge in oral and written presentations
- G11 - Advanced understanding of the global context in which the specialty area is developed
- G12 - Ability to develop one's work in English (the scientific language internationally recognized in the discipline)
- G13 - Know the capabilities and possibilities of ICT (Information and Communication Technologies) in the area of the discipline
- G14 - Know in depth the field of Scientific Research and its impact on society
- G15 - Ability to analyze the risk /benefit balance of a new development (or innovation)

### BASICS

- 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 t
- 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 - Learn about the latest advances in the field of Nutrigenomics, Nutrition Personalized and Molecular Nutrition and acquire the skills necessary to keep up to date constant

### TRANSVERSE

- No information

## EVALUATION ELEMENTS

1. Written report or project, evaluated by the court (40% of the final grade)
2. Student's performance during the elaboration of the written report or project, evaluated by the tutor (20% of the final grade)
3. Oral presentation and defense of the work or project, evaluated by the court (40% of the final grade)

<b>Student :</b>
<b>Master's final project:</b>

**Written work (to be completed by the members of the tribunal; 10 indicators; maximum 100 points ; 40% of the final grade)**

Competence	Indicator	Rating scale (descriptors)				Points
		0-4	5-6	7-8	9-10	
G1; G4; G5; G10	1. Adequacy of the summary and keywords	The summary is deficient in the presentation of objectives, methodology, results and conclusions. The keywords used are not appropriate	The summary has some deficiency in objectives, methodology, results and/or conclusions. The keywords used are not appropriate	The summary presents objectives, methodology, results and conclusions, but the keywords used are not appropriate	The summary states very clearly the objectives, methodology, results and conclusions. The keywords used are appropriate	
G1; G4; G5; G10; G11; G14; CB6; CB8; CB9; CB10; E10	2. Memory structuring; Coherence between the contents discussed and the points indicated in the index	Poorly structured memory. The index is poorly worked, and/or the contents do not follow the proposed index	Structuring and index that could be improved. Most of the contents included in the index are developed in an acceptable but poorly compensated manner (there are oversized sections and others that are poorly covered).	Well structured memory and index. All the contents included in the index are developed correctly but with little balance (there are sections oversized and others poorly treated)	Well structured memory and index. All contents included in the index are developed in a correct and well-balanced manner	
G1; G4; G5; G10; G11; G14; CB6; CB8; CB9; CB10; E10	3. Adequacy of objectives: number and formulation	The formulation of the objectives is incorrect, unclear and imprecise, and the number of objectives is inadequate	The formulation of the objectives is correct but the number is not proportionate/inappropriate (too little)	The formulation of the objectives is correct but the number is not proportionate/not adequate (too many)	The formulation of the objectives is correct, clear and precise, and the number of objectives is proportionate and appropriate	

G11; G14; G15; CB6; CB8; E10	4. Foundation of the work and its theoretical framework	Neither the theoretical framework nor the state of the matter has been substantiated	The theoretical framework and state-of-the-art have been formulated but have not been developed	The theoretical framework and state of the art are well founded but with certain deficiencies	The theoretical framework and state of state-of-the art are very well-founded	
G1; G2; G4; G5; G10; CB8; CB9; CB10	5. Presentation of results	Does not show capacity for synthesis, structuring, and clarity when presenting results	Presents well-selected essential results but in a poorly or poorly structured and/or unclear manner	The student's essential results are presented in a well-structured and clear manner. However, meta-analytic graphic elements of their own design are lacking	Meets all these criteria: 1) Synthesis capacity 2) Good approach 3) Clear presentation 4) The message is synthesized through the use of meta-analytical graphic elements that are designed in-house	
G10; G11; G14; G15; CB9	6. Coherence of conclusions, taking into account the objectives, results, and their scope/implications for the future	The conclusions and contributions have nothing to do with the formulated objectives and the results obtained	The conclusions mostly fit with the formulated objectives and the results obtained. However, no substantiated future implications are made	The conclusions fit perfectly with the formulated objectives and the results obtained. Implications for the future are made that are not entirely substantiated	The conclusions fit perfectly with the formulated objectives and the results obtained. Well-founded implications for the future are made	
G10; G12; G13; CB9	7. Formal aspects of the written work, including length and inclusion of a summary in English	Sloppy report with missing table and figure footnotes, section numbers, and English summary.	Report with some formal deficiencies	The report has been carefully prepared, but there is room for improvement in terms of its formal aspects. It also includes an English summary.	Very careful work: Paginated index, well-presented tables, etc. Adequate extension (within the maximum). Includes summary and keywords in English	
G10; G13; CB9	8. Linguistic aspects in writing; use of terminology	It is difficult to understand and has many errors	Adequate language, despite some errors	Fluent and clear language, with few errors	Fluent and clear language with good linguistic and spelling levels and appropriate use of	

					terminology throughout the entire work	
G2; G5; G6 G11; G12; CB8; G13	9. Adequacy of bibliographic references	Meets less than 2 of the criteria for 9-10	Meets 2 of the criteria for 9-10	Meets 3 of the criteria for 9-10	1) more than 20 sources cited 2) They are updated 3) They are correctly referenced 4) At least a quarter of the information sources are in English	
G7	10. Write with ethics and responsibility. Respect intellectual integrity	The student lacks responsible and ethical writing practices	The student writes respecting academic ethics and integrity in general, but shows certain deficiencies	The student writes in a responsible and comprehensive manner, with only a few minor deficiencies	The student demonstrates responsible writing, integrating and showing absolute respect for ethical aspects related to their work and intellectual integrity	

**Preparation of work written ( based on a previous report from the tutor; 6 indicators; maximum 60 points ; 20% of the final grade)**

Competence	Indicator	Rating scale (descriptors)				Points
		0-4	5-6	7-8	9-10	
G1; G3; CB8; CB10	1. Work planning	Does not plan work	Plans the work but barely makes reviews and modifications of the initial work plan based on its development	Plans the work and occasionally reviews and modifies the initial plan based on its development.	The student develops a work plan and revises it as needed with critical reflection	
G1; G3; G15; CB8; CB10	2. Level of autonomy and decision-making in the development of written work	The student does not show autonomy and is not capable of making decisions	The student has autonomy for some tasks, although he has been helped in many others; makes decisions, although they are not always correct	Has autonomy and occasionally requests help; Makes good decisions but has a hard time justifying them	The student has a high degree of autonomy; Makes correct and coherent decisions, and justifies them with criteria	
G1; G2; G3; G15; CB8; CB10	3. Identify problems and propose solutions and organizational, operational, and/or methodological improvements	Does not identify problems or propose solutions	Identify very simple problems. Proposes partial solutions and/or improvements without justifying them and often without meaning	Identify problems of medium difficulty. Proposes partial and justified solutions and/or improvements	Identify complex problems. Proposes global improvements	
G3; G6; G7	4. Compliance and punctuality in the delivery of the parts according to the agreed plan	Has not met the planned schedule	Has fulfilled between 50 and 75% of the planned schedule	75% of the planned schedule has been met	100% of the planned schedule has been met	
G1; G2; G3	5. Interest and dedication	He hasn't shown any sign of interest. He has not had the necessary dedication to finish the job well	Has had minimal interest and dedication to the work	He has worked well and steadily but without much interest	He has developed the work with extraordinary interest and dedication	
GB6; GB8; GB10	6. Dialogue and relationship with the tutor	Nonexistent dialogue and relationship	Minimal dialogue and relationship	Has shown capacity for dialogue and communication	Has shown great capacity for dialogue and communication	

**Presentation and defense (to be completed jointly by the members of the court; 8 indicators; maximum 80 points ; 40% of the final grade)**

Competence	Indicator	Rating scale (descriptors)				Points
		0-4	5-6	7-8	9-10	
G10; G13; CB9	1. Clarity and quality of the oral presentation	Unclear, without structure or logical order, difficult to follow and understand; It is very difficult to understand what it explains	Clear in general but not very fluid, partially structured, and with errors	Clear, fluid, structured, and correct most of the time. Use the correct terminology most of the time	Clear, fluid, structured, and correct all the time. Use appropriate terminology throughout your presentation	
G10; CB9	2. Communication skills: Volume, tone of voice, body posture, eye contact with the court	More than three of the 5 points for 9-10 fail	Two or three of the 5 points for 9-10 fail	One of the 5 points for 9-10 fails	Complies with all of the following points: 1) adequate volume; 2) clear vocalization; 3) correct emphasis; 4) good body posture; 5) good eye contact	
G10; CB9	3. Use of time	Finishes too early or cannot finish the presentation in the stipulated time	Has to run excessively at the end	It ends on time, but the distribution of time is incorrect: some relevant aspects are not highlighted enough, or it dwells excessively on less important aspects	Manages time appropriately, respecting the allotted time. All aspects have been addressed with the required clarity/depth	
G13	4. Audiovisual presentation	The graphics, images, and supporting elements are confusing. They do not serve as visual support or as elements that facilitate understanding of what is being presented	Graphics, images, and supporting elements are not relevant to the presentation or are decontextualized	The presentation is visually attractive. Some graphics, images, and support elements do not accompany oral discourse	The presentation is visually attractive. The graphics, images, and support elements accompany and facilitate the understanding of what is being explained	

CB8; CB9; E10	5. Answers to the questions asked by the members of the court. The student uses the scientific method to justify his/her answers	Makes a lot of mistakes in the answers	Answers 50% of the questions correctly	Answers 75% of the questions correctly	Answers all questions clearly, precisely and convincingly	
G1; G2; G4; G5; G15; CB6; CB8; E10	6. Mastery of the topic	Demonstrates low/superficial knowledge of the subject and does not know how to apply it	Demonstrates only a sufficient knowledge of the subject and applies it well only occasionally	Demonstrates good knowledge of the subject and generally applies it correctly, with some errors	Demonstrates excellent knowledge of the subject and applies it in a correct, integrative, and original way	
G2; G14; E10	7. Visualization of the scope of the results and ability to communicate this view to others	The student is not able to visualize the scope of the results	He/she only visualizes the immediate scope in a limited environment	He/she visualizes the scope of the results within his/her area of knowledge	The student visualizes the scope of the results in an interdisciplinary and feasible environment	
G7; G12 ; G13	8. The elements of the presentation and defense show that a responsible and ethical attitude has been developed, as well as respect for intellectual integrity	Serious deficiencies in ethical attitude or respect for intellectual integrity. Does not indicate bibliographic sources or citations	Partially respects the ethical issues associated with his TFM and intellectual integrity. Use quotes but with gaps (or only puts the list at the end)	The student substantially and to a large extent respects the ethical issues associated with its FMW and intellectual integrity, with some shortcomings. Use basic quotes substantively	Satisfactory respect for the ethical issues associated with the FMW and intellectual integrity. Efficient and rigorous use of citations. Quote throughout the entire presentation	

		<b>Members of the court</b>		<b>Note<sup>1</sup></b>	
<b>President:</b>		<b>Vocal:</b>			
		<b>Secretary:</b>			
<b>Palma, to</b>	<b>of 20</b>				

<sup>1</sup> Note:

To calculate the final grade out of 10, the student's score in each section will be added and weighted by the section's weight. The final grade will be adjusted to a decimal.

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