



**UCAM**  
**UNIVERSIDAD**  
**CATÓLICA DE MURCIA**

**Academic Year/course: 2022/23**

## **15544 - End-of-degree Project Major in Management and Sport Recreation**

**This document is a draft until its final approval in the Board of the Center**

### **Syllabus Information**

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**No informado:** 64 - Degree in Physical Activities and Sports Sciences

**Academic year:** 2022/23

**Module:**

**Field:**

**Character:** 1 - Not informed

805 - Final Project

806 - Final Project

7 - Not informed

807 - Final Project

8 - Not informed

797 - Final Project

798 - Final Project

799 - Final Project

**Nº of credits:** 6.0

**Year:**

**Academic Sessions:** Second semester

### **Course Description**

It is a subject that will be taught during the fourth academic year, and it is composed of a four-month subject that will be taught the eighth term. Article 11 of Royal Decree 1393/2007, of 29 October, which establishes the order of the official university teachings, states that the Undergraduate Dissertation will have between 6 and 30 credits, must be carried out in the final phase of the curriculum and must be oriented towards the evaluation of skills associated with the degree.

The completion of the Undergraduate Dissertation is linked to the official mentions of the degree. Therefore, each student must do the specific Undergraduate Dissertation for one of the official mentions.

#### *Objective for the Mention of Sports Training*

To elaborate a proposal of intervention in sports training, based on the experience acquired in their professional training period during the Practicum and throughout the Bachelor's Degree.

#### *Objective for the Mention of Sports Management and Recreation*

To design an intervention programme in sports management based on their experience of professional initiation during the Practicum and throughout the Bachelor's Degree.

#### *Objective for the Mention of Physical and Sports Education*

To design an educational (or teaching) intervention programme based on their experience of professional initiation during the Practicum and throughout the Bachelor's Degree.

*Objective for the Mention of Physical and Sports Re-education*

To design an intervention project in physical activity and health based on their professional experience acquired during the Practicum and throughout the Degree.

*Objective for the Mention of Sport Sailing and Organisation of Regattas*

To elaborate an intervention proposal in sailing training and regatta organisation, based on their experience during the development of the course.

**Competences and training results**

**Transversal competences**

- (T1) Analytical and synthesis capacity.
- (T2) Organisational and planning capacity.
- (T3) Oral and written communication in native language.
- (T4) Foreign language knowledge.
- (T5) IT skills with regard to the field of study.

Methodology	Hours	Hours of face-to-face work	Hours of remote work
Explanation, seminars and follow-up tutoring sessions of the student's work. (T6) Information management capacity. (T7) Problem solving.	15.5	60 hours (40 %)	
(T8) Decision making. Field practices	42		
(T9) Teamwork. Assessment	2.5		
(T10) Work in an international context. Autonomous work of the student. (T11) Ability in interpersonal relationships.	45		90 hours (60 %)
(T12) Knowledge of diversity and multiculturalism. Applied works	45		
(T13) Critical reasoning. (T14) Ethical commitment.			
<b>TOTAL</b> (T15) Autonomous learning. (T16) Adaptation to new situations.	<b>150</b>	<b>60</b>	<b>90</b>

- (T17) Leadership.
- (T18) Creativity.
- (T19) Knowledge of other cultures and customs.
- (T20) Initiative and entrepreneurship.
- (T21) Motivation for quality.

**Specific competences**

(E47) To carry out, present and defend individually before a court an original work in which some of the contents dealt with during the training in the Bachelor's Degree are deepened.

**Learning achievements**

(RAE47) To elaborate, present and defend an original work in which some of the contents dealt with during the training in the Bachelor's Degree are deepened.

To design an educational (or teaching) intervention programme based on their experience of professional initiation during the Practicum. Therefore, students must analyse the characteristics of their future professional exercise, reflect on the main actions undertaken by the sports educator (observe and analyse the context, programme, intervene and assess) and, based on those reflections, design an intervention programme that seeks to solve a problem or improve a given situation. The TFG must integrate previous experiences and theoretical knowledge considering the current legislative or administrative framework.

### **TFG for the Mention of Physical and Sports Re-education:**

Students must design an intervention project based on their professional experience acquired during the Practicum. After analysing the characteristics of the practical work carried out, they must reflect on their advantages and disadvantages, and based on those reflections, design an intervention programme on the problem(s) in the area of Physical and Sports Re-education that will help to improve the problem(s) posed. For example, to develop a management programme or the utilisation of ICTs to create physical and sports habits; a physical activity project in public or private spaces; project to create healthy habits and physical education to people, etc.

### **TFG for the Mention of Sport Sailing and Organisation of Regattas:**

To elaborate an intervention proposal in sailing training and regatta organisation, based on their experience during the development of the year. Therefore, students must analyse the characteristics of the sailors and the regattas, reflect on the main actions undertaken by the sports sailing specialist (observe and analyse the context, programme, intervene and assess) and, based on those reflections, design interventions that seeks to solve a problem or improve a given situation, both in the water and on land. The TFG must integrate previous experiences and theoretical knowledge considering the current legislative or administrative framework.

### **Connection with other subjects of the study plan**

The Undergraduate Dissertation (TFG) in the Bachelor's Degree in Physical Activity and Sports Sciences integrates general and specific skills and knowledge acquired throughout the Bachelor's Degree. Furthermore, it is linked to the choice of the Practicum pathway chosen by the student, as well as to the official Mentions.

80% of the total mark. It will be established on the basis of the adequacy of the work done to the contents of the Bachelor's Degree in Physical Activities and Sports Sciences (CAFD), and to the scientific and methodological rigour of the work done.

**Practical part:** 20% of the total mark. It will be obtained from the public presentation and defence of the undergraduate dissertation before the tribunal.

#### **Exam session of July:**

**Tutor's report:** 80% of the total mark. It will be established on the basis of the adequacy of the work done to the contents of the Bachelor's Degree in Physical Activities and Sports Sciences (CAFD), and to the scientific and methodological rigour of the work done.

**Practical part:** 20% of the total mark. It will be obtained from the public presentation and defence of the undergraduate dissertation before the tribunal.

#### **Resit session:**

**Tutor's report:** 80% of the total mark. It will be established on the basis of the adequacy of the work done to the contents of the Bachelor's Degree in Physical Activities and Sports Sciences (CAFD), and to the scientific and methodological rigour of the work done.

**Practical part:** 20% of the total mark. It will be obtained from the public presentation and defence of the undergraduate dissertation before the tribunal.

### **Bibliography and Reference Sources**

#### **Basic bibliography**

Thomas, J.R. & Nelson, J.K. (2006). Research Methods in Physical Activity. Human Kinetics.

Heinemann, K. (2003). Introducción a la metodología de la investigación empírica en las ciencias de la actividad física y del Deporte. Editorial Paidotribo.

Corbetta, P. (2007). Metodología y Técnicas de investigación social. McGraw-Hill.

Anguera, M.L. (2000). Observación en el deporte y conducta cinésico-motriz: aplicaciones.

#### **Complementary bibliography**

Bouchard, C., Blair, S.N., and Haskell, W.L. (2007). Physical Activity and Health. Human Kinetics.

Jiménez, A. (Coord.) (2005). Entrenamiento Personal. Bases, Fundamentos y Aplicaciones. Editorial INDE.

Rodríguez García, P.L. (2008). Ejercicio físico en salas de acondicionamiento muscular. Bases científico-médicas para una práctica segura y saludable. Ed. Médica Panamericana.

#### **Related Websites**

Website of the Faculty of Physical Activity and Sports Sciences of UCAM. <http://www.ucam.edu/estudios/grados/cafd>

Website of the ARETÉ research group, whose research objectives focus on sports initiation. <http://investigacion.ucam.edu/educacion-fisico-deportiva/>

Website of the Journal of the Department of Physical Activity and Sports Sciences with articles of all kinds related to sports initiation. <http://ccd.ucam.edu>

School sports website of the Higher Sports Council (Consejo Superior de Deportes, CSD) <http://www.csd.mec.es/csd/competicion/05deporteescolar/view>

## Study Recommendations

To attend classes and participate actively in them. To guide the effort and study to the understanding of the contents of the subject. To keep in mind the knowledge acquired in other subjects of the module of Sports Foundations in order to relate it to topics addressed in this subject and thus acquire global and reliable knowledge. To use the established timetable, the Virtual Campus or the e-mail to ask and resolve doubts with the teacher. To consult the recommended bibliography on each topic and not limit to studying the notes taken in class. The presentations (PowerPoint) are a guide to the subject, they are not the note nor the only teaching material. In the works and written tests, the following will be subtracted from the final mark: a) 0.2 for missing accent; b) between 0.5 and 1 for serious spelling mistakes.

The teaching materials to be used in this subject to facilitate the acquisition of the skills are: Presentations (PowerPoint), that used by the teacher as a guide (not as notes of the subject). Students must elaborate their own notes by using all the teaching materials described here. Scientific articles, that will be shared through the Virtual Campus and will be related to each specific teaching unit. Supporting documents, which will also be shared through the Virtual Campus or students will be asked to search for them through information and communication technologies. They will also be related to each teaching unit.