

# PEDRO SATORRE-MULET

## CONTACT

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[LinkedIn Profile](#)

## PROFILE

*I am a positive, proactive, and hardworking physics and data science graduate, interested in learning further on-the-job and gaining professional experience in data science & analytics. I am motivated to become an excellent professional in the field. I have played in diverse football teams before - in a Spanish federated club during my teenage years, and during university at a college level in 1<sup>st</sup> and 2<sup>nd</sup> years, which enhanced my companionship, leadership, and teamwork skills. I played the piano for 4 years at a very early age and later on, the saxophone for another 5 years, which I believe developed my creativity skills.*

## DOMAIN KNOWLEDGE

### Programming Languages:

- Python
- R

### Data Analysis, ML & DL Frameworks:

- NumPy
- Pandas
- Matplotlib
- Seaborn
- Scikit-Learn
- Keras
- PyTorch
- PyG (PyTorch Geometric)
- Jupyter Lab & Notebook
- Google Colab
- RStudio
- Tableau (Basic Skills)

### Version Control System:

- Git (Command-Line & GitLab Interface – Elementary Skills)

### Documentation:

- LaTEX (Overleaf)
- Microsoft Office (Word, Excel, PowerPoint, OneNote)

## EDUCATION

### Universität Potsdam (Germany)

Oct. 2020 – Mar. 2024

### MSc. Data Science

Instructed in cooperation with the Hasso Plattner Institute (HPI)

**Thesis** (in collaboration with **Hertha BSC**, and supervised by **Dr. Gabriel Anzer – Head of Soccer Data Analytics @ RB Leipzig** → June 2023 – March 2024):

[“Shot Classification & Goal Probability Estimation Using Graph Neural Networks”](#)

Grade: 1.2 (German Scoring System) ≡ 96%

[GitHub Repo](#)

Dr. Gabriel Anzer’s [Recommendation Letter](#)

### Some Main Courses (Grades):

- Data Science & Business Analytics (1.0)
- Supervised ML (2.0)
- Semi-Supervised, Unsupervised ML & Intro. To RL (1.7)
- Deep Learning – HPI (1.7)
- Applied ML In Digital Health – HPI (1.3)
- Biostatistics & Epidemiology Using R – HPI (1.0)

## LANGUAGES

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- Spanish (Native)
- Catalan (Native)
- English (Fluent)
- Greek (Basic)
- German (Basic)
- Chinese (Elementary)

## CERTIFICATIONS / AWARDS

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- [Introduction To Football Analytics – StatsBomb \(2024\)](#)
- German A1 – Göthe Institut (2023)
- IELTS: 7.5  $\equiv$  C1 Level – British Council Examinations (2017)
- Secondary and Sixth Form's 'Head Boy' – Bellver Intl. College (2016 – 2017)
- HSK Level 1 Chinese - Confucius Institute Headquarters Hanban (2014)
- 'Young Writers' Creativity Award – Young Writers UK (2012)
- Saxophone Elementary Musical Studies – Conservatori Professional de Música i Dansa de Mallorca (2012)
- Primary 'Head Boy' – Bellver Intl. College (2009 – 2010)

### Lancaster University (England, UK)

Oct. 2017 – Jun. 2020

#### BSc. (Hons) Physics, Astrophysics & Cosmology

Some Main Courses (Grades):

- 19/20 – Astrophysics II (21.6 / 24)
- 19/20 – Atomic Physics (21.3 / 24)
- 19/20 – Solid State Physics (20.4 / 24)
- 19/20 – Cosmology II (20.2 / 24)
- 19/20 – Final Thesis: Cosmology Group Project (20.5 / 24)

### Bellver International College (Palma de Mallorca, Spain)

Sept. 2002 – Jun. 2017

4 A-Levels: Maths, Further Maths, Physics, Spanish

2 AS-Levels: Biology, Spanish Literature

Spanish Baccalaureate: 8.59 / 10

( The converted grade of my A-Levels and AS results combined, in the Spanish Baccalaureate system )

## PUBLICATIONS

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### Technical Paper:

Facial Landmarks Detection: A Brief Chronological Survey & Practical Implementation. DOI: [10.13140/RG.2.2.36199.98722](https://doi.org/10.13140/RG.2.2.36199.98722)

Bätz, A., De Miguel Palacio, A., Mishra, G., Rodriguez Llorca, I., Raihan Pranti, M., Satorre Mulet, P. & Lippert, C. (2021).

### Poem:

'Young Writers' Creativity Award - Award recognised for writing the poem "Love And Pain", which got published on the 'Express Yourself Through Poetry' book, shown on page 16 (2012).

## VOLUNTEERING

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### First Year College Representative (Lancaster University)

Sept. 2018 – Jun. 2019

During my 2<sup>nd</sup> year at Lancaster University, I oversaw a group of 6 1<sup>st</sup>-year students. It consisted of helping them to move in, settle and get them integrated in the university life; being next to them all day long during the first 2 weeks. After those 2 weeks I routinely checked-up on them in person once a week to ensure they all were academically, physically and psychologically stable and healthy; if they needed help in any of those aspects I advised them in the best possible way, and if necessary, guided them so that they knew who they could get in contact with within the university to help them tackle and solve that specific issue.