

## 1. BASIC INFORMATION

<b>Course</b>	Module 2: Training II. Planning and training of team and individual sports.
<b>Degree program</b>	Master's Degree in Sports Training and Nutrition
<b>School</b>	Escuela Universitaria Real Madrid – Universidad Europea / Faculty of Medicine, Health and Sports
<b>Year</b>	First
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face
<b>Semester</b>	Annual
<b>Academic year</b>	2025-2026
<b>Coordinating professor</b>	Mr. Guillermo Muñoz Andradas / Mrs. Krizia Radesca Fabiano / Mrs. Rebeca Benítez Valero / Mr Martín Alejandro Festino

## 2. PRESENTATION

“Training II. Planning and training of team and individual sports” is one of the pillar modules of the university master's degree, with a value of 6 ECTS, and aims to train the student to design, substantiate, analyze, prescribe and control physical training programs for subjects of different ages and levels of performance belonging to different sports specialties. This will be done according to the responses and adaptations caused by the training, applying knowledge of advanced exercise physiology. In addition, special emphasis is placed on providing information on how to use and know how to apply new technologies that facilitate and allow a deep knowledge of the needs of each specialty, such as GPS in team sports, interpreting metabolic (lactacidemia or blood ammonium) or hormonal responses to different physical workloads, etc.

The qualification of this module is composed of practices in the laboratory, group work, oral presentations and test type exam.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CB3. That students are able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB4. That students know how to communicate their conclusions – and the knowledge and ultimate reasons that support them – to specialized and non-specialized audiences in a clear and unambiguous way.

### Cross-curricular competencies:

- CT2. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication.

- CT3. Digital competence. Use information and communication technologies for data search and analysis, research, communication and learning.
- CT6. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision making.

**Specific competencies:**

- CE1. Analyze, describe and evaluate the adaptations of the human organism exposed to different loads of physical activity in subjects of different ages, levels of performance or belonging to special population groups.
- CE5. Manage and discriminate the methodology and procedures of scientific research in the field of training and sports nutrition applied to all ages and levels of performance.
- CE8. Plan, program, apply, control and evaluate the training and competition processes at different levels of performance, ages and population groups.
- CE10. Select and use the spaces, material and sports equipment suitable for each type of activity.

**Learning outcomes:**

- RA1: Conduct training programs for subjects of different ages, performance levels and sports specialties
- RA2: Develop reports containing the evaluation and diagnosis of the performance of subjects of different ages, performance levels and sports specialties.
- RA3: Solve problems or events that may arise during the development of the training process throughout the different stages of sports training (children, youth, adult or high performance training, advanced ages).
- RA4: Demonstrate knowledge related to the different means of training that are applied for the development of each physical capacity or sports specialty.
- RA5: Manage the new technologies applied to optimize the results in sports preparation.
- RA6: Discriminate the most appropriate action protocols to face special situations such as those that occur in competition, changes of environments, time zones, altitude, etc.
- RA7: Interpret physical and metabolic adaptations to training with tests applied in advanced exercise physiology.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB3, CB4, CT2, CT3, CT6, EC1, EC5, EC8, EC10	RA1
CB3, CB4, CT2, CT3, CT6, EC1, EC5, EC8, EC10	RA2
CB3, CB4, CT2, CT3, CT6, EC1, EC8, EC10	RA3
CB3, CB4, CT2, CT3, CT6, EC1, EC5, EC8, EC10	RA4
CB3, CB4, CT2, CT3, CT6, EC1, EC5, EC8, EC10	RA5
CB3, CB4, CT2, CT3, CT6, EC1, EC5, EC8, EC10	RA6
CB3, CB4, CT2, CT3, CT6, EC1, EC5, EC8, EC10	RA7

## 4. CONTENT

- Training of physical abilities
- Strength training

- Resistance training
- Speed training and sports technique
- Flexibility training.
- Training in children.
- Training in special conditions (heat, cold, altitude)
- Planning, periodization and programming of sports training.
- Analysis of the training load.
- Forms and strategies of planning, periodization, and programming in sports training.
- Control of competition in complex sports (team and combat)
- Analysis of competition in team sports.
- Analysis of competition in combat sports and racket sports.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class.
- Case method.
- Project-based learning.
- Learning based on workshop teachings.
- Simulation environments.

## 6. LEARNING ACTIVITIES

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

### Campus-based mode:

Learning activity	Number of hours
Master classes (face-to-face modality)	30
Case analysis (face-to-face modality)	3
Oral presentations of work (face-to-face modality)	2
Preparation of written reports (face-to-face modality)	26
Activities in workshops and/or laboratories (face-to-face modality)	4
Design of strategies and intervention plans (face-to-face modality)	7
Self-employment (face-to-face modality)	50

<b>Debates and colloquiums (face-to-face modality)</b>	<b>8</b>
<b>Tutoring (face-to-face modality)</b>	<b>18</b>
<b>Knowledge tests (face-to-face modality)</b>	<b>2</b>
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

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

### Campus-based mode:

<b>Assessment system</b>	<b>Weight</b>
<b>Face-to-face knowledge tests (face-to-face modality)</b>	60-60%
<b>Oral presentations (face-to-face modality)</b>	5-10%
<b>Reports and writings (face-to-face modality)</b>	5-20%
<b>Case/problem (face-to-face mode)</b>	5-5%
<b>Design of strategies and intervention plans (face-to-face modality)</b>	5-10%
<b>Notebook of laboratory practices (face-to-face modality)</b>	5-10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure 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 (weighted average).

### 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 (weighted average).

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 table shows the delivery deadline for each assessable activity in the course:

<b>Assessable activities</b>	<b>Deadline</b>
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<b>Face-to-face knowledge tests</b>	February
<b>Oral presentations</b>	January-March
<b>Reports and writings</b>	January-March
<b>Case/problem</b>	January-March
<b>Work on the design of strategies and intervention plans</b>	February-April
<b>Notebook of laboratory practices</b>	February-April

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The bibliographic search is part of the autonomous work of the student on the theme of the seminar. The teacher will be able to guide the student in this search.

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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 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.