

1. BASIC INFORMATION

Course	Basic Foundations of Team Sports
Degree program	Global Sport Management Degree
School	Faculty of Medicine, Health, and Sports
Year	First
ECTS	6
Credit type	Mandatory
Language(s)	English
Delivery mode	Face to face
Semester	S1
Academic year	2025-2026
Coordinating professor	Iván Iván Baragaño

2. PRESENTATION

This course aims to provide students with basic knowledge about the techniques, tactics, systems, and regulations of the most popular team sports in Spain (Football, Handball, Basketball, and Volleyball).

Additionally, it covers the management aspects of both the sports and financial aspects of team sports. Furthermore, it includes understanding the most crucial factors for performing these functions within a sports club.

Finally, we want students to understand the challenges of leading, managing, and working as part of a team so that they can apply this understanding to their future professional careers..

3. LEARNING OUTCOMES

Knowledge

KN05. Identifies aspects and characteristics specific to different sports disciplines that serve as the organizational and governance basis for various sports bodies.

KN08. Identifies the appropriate sports materials and equipment for each type of activity, recognizing the technical characteristics of different sports spaces.

Competences

CP02. Design and develop sports services that promote the values inherent in sports management.

4. CONTENT

Subject 1: Volleyball

- Evolution and organization of volleyball.
- National and international development of volleyball.
- Regulations and technical-tactical study of volleyball in its initiation stage.

Subject 2: Basketball

- Evolution and organization of basketball.
- Real development of the game and the basic rules of this sport, in a global way.

Subject 3: Coaching

- Group dynamics: Teamwork
- Group dynamics: Collaborative work
- Group dynamics: Problem solving

Subject 4: Handball

- Evolution and organization of handball.
- National and international development of handball.
- Study of handball: rules and model of the phases of the game.

Subject 5: Soccer

- Evolution and organization of soccer.
- Soccer: a collective game.
- The teaching of soccer in the sport initiation.

Subject 6: Scouting

- What is the analysis of the competition?

5. TEACHING-LEARNING METHODOLOGIES

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

- Simulation environments
- Cooperative learning
- Project-based learning
- Lecture/Classroom conference

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
Lectures	20
Content Reading	12
Case Analysis	30
Oral presentations	13
Tutorials	4
Peer and self-evaluation	5
Reflective session diary	20
In person knowledge tests	2
Individual or group work	44
TOTAL	150

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Knowledge tests	25-30%
Project	25-35%
Learning Portfolio	15-25%
Performance Observation	15-30%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to 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).

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final test, so that it can average with the rest of the activities. Similarly, all assessable activities must be submitted in full in order to pass the subject.

To be eligible for continuous assessment, the student must attend 85% of the classes.

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).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

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:

Assessable activities	Deadline
Knowledge Test	Last week of the semester
Project	2 weeks before the evaluation
Learning Portfolio	Transversal
Performance Observation	6 weeks before the evaluation

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 main reference work for this subject is:

Football references

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Volleyball References

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- Selinger, A. (1992). Power volleyball. París: E. Vigot.

Basketball references

- Bayer, C. (1992). Enseñanza de los juegos deportivos colectivos. Hispano Europea.
- Beard, B. (1991). El jugador completo de baloncesto. Hispano Europea.
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- Giménez, F. J., & Saénz, P. (2004). Aspectos teóricos y prácticos de la iniciación al baloncesto. Sevilla: Wanceulen.
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Handball references

- Antón García, J. L. (2000). Balonmano: Táctica grupal ofensiva. Madrid: Gymnos.
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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 means 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 opportunities 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

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.