

1. BASIC INFORMATION

Course	Basic Fundamentals Individual Sport
Degree program	Degree in Sport Management
School	Faculty of Medicine, Health, and Sports
Year	2
ECTS	6
Credit type	Obligatory
Language(s)	English
Delivery mode	Presencial
Semester	S3
Academic year	2025-2026
Coordinating professor	Rosa Bielsa Hierro
Professor	

2. PRESENTATION

With this subject the basic fundamentals of the most popular individual sports in Spain (golf, artistic gymnastics, tennis and athletics) are acquired.

Focusing on technical concepts (correct execution models), tactics (understanding the game) and of course basic regulations.

In turn, the subject provides students with sufficient knowledge for the mechanical analysis of the different technical gestures previously mentioned through the use of software (new technologies).

Finally, the subject provides organizational skills for both work groups and possible sporting events.

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

CP2. Design and develop sports services that promote the values inherent in sports management.

4. CONTENT

Subject 1: Athletics

- Evolution and organization of athletics.
- Classification of the different athletic specialties
- Basic regulations and methodology of the different athletic specialties.

Subject 2: Tennis

- Evolution and organization of tennis.
- Tennis at beginner level.
- Teaching methodology and scheduling of sessions for tennis practice.

Subject 3: Golf

- Evolution and organization of golf.
- Regulations and courtesy rules that govern golf.
- The golf swing, teaching, and learning.

Subject 4: Artistic-sports gymnastics

- Evolution and organization of gymnastics.
- Main means of gymnastics.
- Theoretical bases and technical and methodological foundations of gymnastics.

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass/Webconference
- Case Method
- Cooperative Learning

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	23
Reading of content topics	12
Design of strategies procedures and intervention plans	10
Research and/or projects	34
Tutorials	4
Autonomous work	20

In-person knowledge tests	2
Individual or group work	45
TOTAL	150

Online mode:

Learning activity	Number of hours
Synchronous virtual classes	23
Content topic readings	12
Design of strategies, procedures, and intervention plans	10
Investigations (scientific/case studies) and projects	34
Virtual tutoring	4
Autonomous work	20
Virtual evaluation tests	2
Individual and/or group work	45
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	(20%-25%)
Learning folder / Portfolio	(10%-20%)
Performance observation	(10%-15%)
Project	(20%-30%)
Problem solving and practical exercises	(20%-30%)

Online mode:

Assessment system	Weight
Virtual knowledge tests	(60%-60%)
Preparation of reports and writings	(10%-30%)
Problem solving and practical exercises	(10%-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, 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.

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
Activity 1- Athletics	Week 1-7
Activity 2- Golf	Week 1-7
Activity 3- Tennis	Week 7-14
Activity 4- Gymnastics Artistic	Week 7-14

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. REFERENCES

Athletics;

- Alvarez, C. (1994). *Atletismo básico: una orientación pedagógica*. Cincel-Kapelusz.
- Calzada, A. (1999). *Iniciación al atletismo*. Gymnos.
- Ferrando, J.A. (1997). *Iniciación al atletismo*. Imagen y Deporte.
- Gil, F. y Oliver, A. (2003). *Fundamentos del atletismo*. R.F.E.A.
- Grossocordon, J.M., Duran, J.P. y Sainz A. (2004). *Jugando al atletismo*. R.F.E.A.
- Hornillos, I. (2000). *Atletismo*. Inde.
- Hubiche, J.I. y Pradet, M. (2001). *Conocer el atletismo*. Inde.
- Olivera, J. (1990). *1169 ejercicios y juegos de atletismo*. Paidotribo.
- Piasenta, J. (1998). *L' education athletique*. I.N.S.E.P.
- Rius, J. (1995). *Metodología del atletismo*. Paidotribo.

Tennis:

- Crespo, M. (2007). *Estructura de la sesión siguiendo el enfoque basado en el juego*. Coach Education Series ITF.
- Crespo, M., Reid, M. (2009). *Entrenamiento de tenistas iniciantes e intermedios*. ITF.
- ITF. (2024). *Las reglas del tenis*. ITF.
- Llaguno, P., Amatriain, E., & Arranz Escudero, J. A. (2018). *Pádel: Enseñanza y aprendizaje*. UCAM. <https://repositorio.ucam.edu/handle/10952/4020>
- López de Subijana, C., Bielsa, R. (2010). *El entrenador personal de tenis*. Pila Teleña.
- Pascual, M.J. (1991). *Historia de las reglas del tenis*. Gymnos. 5
- RFET. - COE. (1993). *Tenis I, Tenis II*. COE.
- Sanz, D. (2004). *El tenis en la escuela*. Paidotribo.
- Torres, G. Carrasco Páez, L. (2005). *El tenis en la escuela*. Inde

Golf:

- Wiren, G. (1988). *El manual de golf de la PGA*. Paidotribo.
- Rotella, B., Cullen, B. (1997). *El golf no es el juego de la perfección*. Tutor.
- Penick, H., Shrake, B. (1996). *El Pequeño Libro Rojo Del Golf, 5ª Ed*. Tutor.
- Faldo, N., Saunders, V. (1989). *Golf, La Fórmula Ganadora*. Tutor, 1989.
- Leadbetter, D. (1996). *Lecciones De Los Grandes Maestros*, Madrid, Tutor.
- Ballesteros, S., Andriasi, J. (1991). *Golf Natural Grandes Maestros*. Tutor.
- Jacobs, J., Aultman, D. (1982). *Juegue mejor al golf*. Planeta.
- R & A (2008). *Reglas De Golf Ilustradas 2008-2012*. Tutor.
- RFEG (2001). *Reglas De Golf, 30ª Ed*. RFEG.
- Arriaga, J.M. et al. (1997). *Guía de gestión medioambiental de los campos de golf*. Junta de Andalucía, Consejería de Medio Ambiente.
- Mc Cord, G. (2008). *Golf para Dummies*. Granica, 2008.
- Hagan, J. (2007). *Nail it with 3 skills golf*. Alphaset Digital Limited.
- Mann, R., Griffin, F., Guy Yocom, G., (1998). *Swing like a pro: the breakthrough method of perfecting your golf swing*. Broadway Books.
- Verstegen, M. and Williams, P. (2007). *Core performance golf: the revolutionary training and nutrition program for success on and off the course*. Rodale.

Artistic Gymnastic:

- Arkaev, L. y Suchilin, N. (2004). *How to create champions. The theory and methodology of training top-class gymnasts*. Meyer & Meyer Sport.
- Añó, V. (1997). *Planificación y organización del entrenamiento juvenil*. Gymnos.
- Brozas, M.P. (2004). *Fundamentos de las actividades gimnásticas y acrobáticas*. Universidad de León.
- Carrasco, R. (1999). *Gymnastique des 3 à 7 ans*. Vigot
- Estapé, E., López, M. y Grande, I. (1999). *Las habilidades gimnásticas y acrobáticas en el ámbito educativo. El placer de aprender*. Inde
- Estapé, E. (2003). *La acrobacia en Gimnasia Artística*. Inde
- García, J.M., Navarro, F. y Ruiz, J.A. (1996). *Planificación del entrenamiento deportivo*. Gymnos.
- García, J.M. (1999). *Alto Rendimiento*. Gymnos.
- Huot, C. y Socié, M. (2000). *Acrosport*. Agonos Editorial Deportiva.
- Sáez, F. (2003). *Gimnasia Artística. Los fundamentos de la técnica*. Biblioteca Nueva.
- Thomas, L., Fiard, J., Soulard, C. y Chautemps, G. (1997). *Gimnasia Deportiva*. Agonos.
- Yevseyev, S.P. (1991). *Training Devices in the Soviet System of Gymnasts training*. FIG.

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.