

1. OVERVIEW

Subject area	Systematic Movement
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Exercise and Sport Sciences and Physiotherapy
Year	1
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus
Semester	S1, S2
Academic year	2023/2024
Coordinating professor	Laura de la Calle Pérez

2. INTRODUCTION

Systematic Movement is a first-year subject area on the Bachelor's Degree in Exercise and Sport Sciences. It is worth 6 ECTS and is a compulsory subject area within the degree.

It provides essential basic knowledge related to movement, physical activity and exercise applied to any professional teaching context in any situation, whether school-based, health, recreation, etc.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

Transversal skills (CT, by the acronym in Spanish):

- CT2: Self-confidence: Ability to evaluate one's own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- CT11: Planning and time management: Ability to set objectives and choose the right means to achieve them, making efficient use of time and resources.

- CT13: Problem solving: Ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.

Specific skills (CE, by the acronym in Spanish):

- CE1: Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to the necessary educational, technical and curricular principles.
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE5: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- CE6: Ability to assess levels of physical fitness and motor skills, prescribing and planning health-orientated physical exercises in different age groups.
- CE7: Ability to promote and assess long-lasting and autonomous habits of health-orientated physical activity and sport.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To understand fundamental concepts related to movement, conditional and coordination abilities, and current methods of physical exercise.
- RA2: To determine, through specific practical activities, how to apply the subject area content.
- RA3: To do rehearsals for the creation of choreography for various Systematics of Movement content.
- RA4: To produce in-depth analysis and summaries based on searches of key literature about health-orientated techniques of physical exercise.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB3, CB4, CT13, CE1, CE4, CE5, CE6	RA1: To understand fundamental concepts related to movement, conditional and coordination abilities, and current methods of physical exercise.
CB2, CT2, CT11, CT13, CE1, CE4, CE5, CE7	RA2. To determine, through specific practical activities, how to apply the subject area content.
CB2, CT2, CT11, CT13, CE1, CE5	RA3. To do rehearsals for the creation of choreography for various Systematics of Movement content.
CB4, CT13, CE1, CE4, CE5, CE6	RA4. To produce in-depth analysis and summaries based on searches of key literature about health-orientated techniques of physical exercise.

4. CONTENTS

- Study of movement.
- Introduction to gymnastics skills.
- Health-orientated physical exercise.
- Introduction to current techniques and methods of physical exercise.

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Collaborative learning.
- Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lectures (on campus)	12 h
Design of strategies, procedures and intervention plans (on campus)	14 h
Asynchronous lectures (on campus)	8 h
Case studies/workshop activities (on campus)	36 h
Tutorials (on campus)	8 h
Formative assessment (feedback on assessment) (on campus)	25 h
Group work (seminars, forum participation, etc. (on campus)	35 h
Case studies (on campus)	12 h
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
On-campus knowledge tests	35% (30–40%)
Learning portfolio	17.5% (10–20%)
Performance observation	10% (10–20%)
Participation in debates and forums	35% (20–40%)
Participation in classroom activities	2.5% (2.5–7.5%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

This subject area will be assessed by way of **CONTINUOUS ASSESSMENT**: this system applies to students who attend at least **80%** of the classes and who complete the learning activities required to pass the subject area. Students who do not fulfil this percentage of class attendance will have to do an **ALTERNATIVE ASSESSMENT*** in order to be assessed in the ordinary exam period.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must:

- Achieve at least a 5 in each of the assessment units presented in the foregoing table (Assessment system).
- Students will receive no grade for any activities/tasks/projects that are submitted after the established deadline.
- If students receive a grade of less than 5 in any of the units (Assessment system table), they will have to retake the failed projects or tests in the unit in the extraordinary exam period.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, students must:

- Achieve at least a 5 in each of the assessment units presented in the foregoing table (Assessment system).

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Theory/practical project	Week 4
Activity 2. Theory/practical project	Week 5
Activity 3. Objective theory test	Week 7
Activity 4. Theory/practical project	Week 8
Activity 5. Theory/practical project	Week 9
Activity 6. Theory/practical project	Week 10
Activity 7. Theory test: gymnastics skills	Week 11
Activity 8. Practical test: gymnastics skills	Week 11
Activity 9. Choreography	Week 13

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

BIBLIOGRAPHY
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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 student's 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. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.