

1. BASIC INFORMATION

Course	Sport Training
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Medicina, Salud y Deporte
Year	3
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	Spanish/ English
Delivery mode	On campus
Semester	S5 and S6
Academic year	2025-2026
Coordinating professor	Iván Vadillo Ventura

2. PRESENTATION

This programme corresponds to the Sports Training subject area on the Bachelor's Degree in Exercise and Sport Sciences.

The subject area is designed to provide an understanding of the foundations of sports training. It aims to equip students with the skills needed to design sports training programmes

It is, at its core, both a theoretical and practical subject area, including training sessions in the gym and on the running track and indoor bikes, combined with practical classroom sessions.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and have the skills that are usually demonstrated by forming and defending opinions and solving 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.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular competencies:

- 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.
- CT3: Ability to adapt to new situations: being able to evaluate and understand different points of view, adapting one's own approaches to suit the situation.
- CT4: Ability to analyse and summarise: Ability to break down complex problems into manageable blocks; evaluate other options and perspectives to find the ideal solution. Synthesizing to reduce the complexity and better understand the situation and/or solve problems.
- CT8: Information management: Ability to find, select, analyse and integrate information from different sources.
- CT18: Use of information and communication technology (ICT): Ability to effectively use information and communication technology as a tool for finding, processing and storing information, and for developing communication skills

Specific competencies:

- CE3: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles to different areas of sports performance.
- 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 physical exercises aimed at sports performance in different age groups.
- CE7: Ability to promote and assess long-lasting and autonomous habits of performance-orientated exercise and sport.

Learning outcomes:

- RA1: To develop basic knowledge about the general areas of sports training, with a special focus on training core physical qualities in children and adults for sports performance and health purposes

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

Competencies	Learning outcomes
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CB1, CB2, CB3, CB4,
CB5, CT2, CT3, CT4,
CT8, CT18, CE3, CE4,
CE5, CE6, CE7

RA1: To develop basic knowledge about the general areas of sports training, with a special focus on training core physical qualities in children and adults for sports performance and health purposes

4. CONTENT

This section lists the content of each of the topics in the learning units.

- General aspects of sports training
- Principles of sports training
- Biological principles of training
- Training load
- Endurance training
- Strength training
- Speed training
- Flexibility training
- Microcycle training sessions

5. TEACHING-LEARNING METHODOLOGIES

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

1. Lectures
2. Case studies
3. Collaborative learning
4. Problem-based learning
5. Simulation environments

IMPORTANT NOTE: For the correct development of the subject, students must purchase a heart rate sensor compatible with the Polar Beat mobile APP (for example, [Polar H10](#)).

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	14 h
Asynchronous lectures	8 h
Case studies	15 h
Reports and written work	35 h
Design of strategies, procedures and intervention plans	25 h
Case studies/workshop activities	25h
Tutorials	8h
Case studies	20
TOTAL	150 h

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 test	30–40%
Project designing strategies and intervention plans	40–60%
Laboratory work	10–20%

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 regular session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in each section, thereby obtaining a weighted average of 5.0 or higher for the course.

Students who do not attend at least 70% of the classes will fail the regular session and must re-apply for the extraordinary session. Attendance, participation, and completion of all practical exercises are mandatory throughout the course.

Students may only miss or not participate in 20% of the exercises and must submit them in a format and with proof of compliance.

7.2. Second exam period

To pass the course in the regular exam session, you must obtain a final grade (weighted average) equal to or greater than 5.0 out of 10.0.

You must submit the activities not passed during the regular session, after having received the corresponding feedback from the instructor, or those that were not submitted.

8. SCHEDULE

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

Assessable activities	Deadline
Design project on strength intervention strategies and planning	Week 10
Design project on endurance intervention strategies and planning	Week 12
Design project on speed intervention strategies and planning	Week 14
Design project on integrated intervention strategies and planning for all basic physical fitness components in training (Microcycle)	Week 16
In-person knowledge test	Week 18

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

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10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION 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.

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