

## 1. OVERVIEW

<b>Subject area</b>	Sports Training
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	3
<b>ECTS</b>	6 ECTS
<b>Type</b>	Compulsory
<b>Language/s</b>	Spanish/ English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	S5 and S6
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	Iván Vadillo Ventura

## 2. INTRODUCTION

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. SKILLS AND LEARNING OUTCOMES

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

- 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 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.
- 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.
- RA1: 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 skills (CE, by the acronym in Spanish):**

- 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 (RA, by the acronym in Spanish):**

- 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 how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CT2, CT3, CT4,	<ul style="list-style-type: none"> <li>• 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</li> </ul>

## 4. CONTENTS

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 METHODS

The types of teaching-learning methods are as follows:

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

## 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	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
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

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

### On campus:

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

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must submit the dossier (portfolio) of exercises and achieve a grade of at least 5.0 out of 10.0.

To pass the subject area in the ordinary exam period, you must achieve a grade of at least 5.0 out of 10.0 in each of the two exams (coach/assessor and clinical case).

To pass the subject area in the ordinary exam period, you must obtain a final grade (weighted average) of at least 5.0 out of 10.0 for the subject area.

The student who exceeds 50% of the lack of attendance will lose the ordinary call and must appear at the extraordinary call.

### 7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period, you must obtain a final grade (weighted average)

of at least 5.0 out of 10.0 for the subject area.

Students must resit any exams in which they achieved a grade of less than 5.

Tasks not passed in the ordinary exam period, or those not submitted, must be submitted after having received the relevant corrections from the teacher.

## 8. TIMELINE

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

Assessable tasks	Date
On-campus knowledge test	Week 18
Projects designing strategies and intervention plans for endurance training	Week 12
Projects designing strategies and intervention plans for strength training	Week 10
Projects designing strategies and intervention plans for speed training	Week 15
Projects designing strategies and intervention plans for flexibility training	Week 17

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

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## **10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT AWARENESS 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:  
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Your opinion is essential to improve the quality of the course.

Many thanks for taking part.