

1. BASIC INFORMATION

Course	Combat Sports I
Degree program	BACHELOR'S DEGREE IN EXERCISE AND SPORT SCIENCES
School	Medicine, Health and Sports
Year	First
ECTS	3
Credit type	Mandatory
Language(s)	Spanish and English
Delivery mode	Face to face
Semester	S1
Academic year	2025/2026
Coordinating professor	Raúl Díaz López

2. PRESENTATION

The course Combat Sports I is taught in the first year of the Bachelor's Degree in Physical Activity and Sports Sciences. It is aimed at providing students with basic knowledge and skills in this type of sports, to further deepen in the subjects Combat Sports II and Combat Sports III. This course introduces us to the world of combat and fighting sports. In all educational curricula, the knowledge of some combat sports appears as part of the training. The objective is to develop basic knowledge in sports such as Judo, Jiu Jitsu, wrestling, grappling, Sambo, etc. Studying the history, main rules, and technical and basic fundamentals of these sports along with the learning methodologies used in them.

3. LEARNING OUTCOMES

Knowledge

KN03. Describes geared towards prevention, adaptation and improvement of physical and sporting performance and health through physical condition and exercise.

- Identifies the main features of fighting and combat sports.

Skills

AB02. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Performs the techniques correctly, being aware of the specific characteristics of each type of technique.

- Applies the knowledge gained from the sessions to a simulated class environment with your classmates.

Competences

COMP01. Effectively describe, formulate and apply the procedures, strategies, activities, resources, techniques and methods involved in the teaching/learning process, while developing comprehensive programmes for the entire professional sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management).

COMP03. Communicate and interact appropriately and effectively in various contexts related to physical activity and sport, while consciously, naturally and continuously drawing on teaching skills.

COMP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

COMP43. Ethical-social competence. Show ethical behavior and social commitment in performance of professional activities, as well as sensitivity to inequality and diversity.

4. CONTENT

- Topic 1. The history of combat sports
- Topic 2. Throwing techniques
- Topic 3. Immobilisation, strangulation and dislocation techniques
- Topic 4. Combat and fighting sports

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class
- Cooperative learning
- Experiential 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	9
Practical application classes	6
Oral work presentations	3
Autonomous work	28
Debates and discussions	4
Tutorials	6
Face-to-face assessment tests	2
Report and writing preparation	7
Design of strategies and intervention plans	10
TOTAL	75

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
Face-to-face assessment tests	(40-50)
Oral presentations	(5-10)
Design of strategies and intervention plans	(30-50)
Reports and writings	(5-10%)

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 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

- Obtain a grade of at least 5.0 in the written theoretical test.
- Attend 85% of the classes to be assessed through continuous assessment.
- Go to the practical sessions with a white rice grain judogi.
- Attend 100% of the practical classes where evaluable activities are carried out.

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 4.0 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.

- Obtain a grade of at least 5.0 in the written theoretical test.

In turn, you must go with a partner to carry out the practical part and in which both must have the appropriate material and clothing to carry out the test.

8. SCHEDULE

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

Assessable activities	Deadline
Practical content diary	Throughout the semester
Practical knowledge test	Week 7
Attendance and observation of a competition	Weeks 8-10
Development of a technical progression	Week 10-13

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 recommended Bibliography is:

- Bennett, A. (2015). *Kendo: Culture of the Sword*. University of California Press.
- Bowman, P. (2017). *Teaching and Learning in Martial Arts: A Sociocultural Analysis*. Routledge.
- Broussal-Derval, A., & Ridel, G. (2014). *Training and Conditioning for Judo*. Human Kinetics.
- Brousse, M., & Matsumoto, D. (2005). *Judo in the U.S.: A Century of Dedication*. United States Judo Federation.
- Cechini, J. A. (1989). *El Judo y su razón kinantropológica*. G.H. Editores S.A.
- Draeger, D. F. (1973). *Martial Arts and Ways of Japan*. Weatherhill.
- Gracie, R., & Gracie, R. (2000). *Brazilian Jiu-Jitsu: Theory and Technique*. Invisible Cities Press.
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- Lorge, P. (2012). *Chinese Martial Arts: From Antiquity to the Twenty-First Century*. Cambridge University Press.
- McCarthy, P. (1995). *The Bible of Karate: Bubushi*. Tuttle Publishing.
- Shahrar, M. (2008). *The Shaolin Monastery: History, Religion, and the Chinese Martial Arts*. University of Hawaii Press.
- Taira, S & Taira, J. (2020). Jigoro Kano. *La casa de las mil estrellas*. Satori.

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.