

1. BASIC INFORMATION

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| Course | Football I |
| Degree program | Bachelor's Degree in Exercise and Sport Sciences |
| School | Medicine, Health and Sports |
| Year | First |
| ECTS | 3 |
| Credit type | Compulsory |
| Language(s) | Spanish and English |
| Delivery mode | Campus-based mode |
| Semester | S1 |
| Academic year | 2025/2026 |
| Coordinating professor | M ^a Luisa Martín de San Pablo Sánchez de Rojas |

2. PRESENTATION

The subject area is designed to provide students with basic and specific knowledge about the origins, evolution and organisation of football; the phases of play and key elements of football as a team sport; the characteristics and application of the technical/tactical resources used during play; and the different stages and progression in the teaching/learning process: objectives, content and teaching methods for football at an introductory level.

3. LEARNING OUTCOMES

Knowledge

KON2. Describes how to design a teaching/learning process related to physical activity and sport, based on the individual and contextual characteristics of people and educational, technical and ethical principles.

- Plans targeted football sessions that take into account the specific needs of players in the different levels of youth football.
- Selects the methodology and specific resources needed for a personalised process of development for young players.

Skills

SK02. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Leads teaching-learning processes for different levels of youth football, taking into account players' needs based on their stage of development.

Competences

COMP8. Develop and draw on the expertise needed to analyse, design and evaluate tests that seek to assess and control physical fitness, and physical/sporting performance.

COMP10. Draw on the expertise needed to plan, implement, control and evaluate fitness and sports training processes.

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.

COMP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, empathically and exercising active listening and respect for all members.

4. CONTENT

Topic 1. The methodology of youth football training.

Topic 2. The methodology of technical and tactical football training based on the biological development of football players.

Topic 3. Organising and planning content for youth football.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Learning based on workshop/laboratory instruction.
- Project-based learning.
- Simulation environments.

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 | 1 |
| Practical Application Classes | 14 |
| Debates and colloquiums | 4 |
| Oral Work Presentations | 2 |
| Workshop Activities | 7 |
| Tutorial | 6 |
| Assessment Test in Classroom | 2 |
| Autonomous Work | 28 |
| Design of strategies and intervention plans | 11 |
| 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% (40-50%) |
| Work on the design of strategies and intervention plans | 30% (20-30%) |
| Performance assessment (rubric) | 20% (15-30%) |
| Oral presentations | 10% (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 regular exam session, you must obtain a final grade (weighted average) of 5.0 or higher out of 10.0.

In any case, you must obtain a grade of 5.0 or higher on the final exam in order for it to be included in the average with the rest of the activities. A weighted average grade of 5 is required for these activities to be considered passed (each activity must be submitted and a grade of 5.0 must be obtained in order to be included in the average; activities that are not submitted will be graded as 0). In addition, it will be essential:

- Attend 85% of the classes to be eligible for continuous assessment.
- Attend 100% of the practical classes where assessable tasks are carried out.

7.2. Second exam period

To pass the course in the extraordinary exam session, you must obtain a final grade (weighted average) of 5.0 or higher out of 10.0 for the course.

You must submit the activities that you did not pass in the regular exam session and obtain a minimum grade of 5.0 in each of them in order to be eligible to take the extraordinary exam session knowledge test, after receiving the corresponding corrections from the teacher, or those that were not submitted. In addition, it will be essential to obtain a grade equal to or greater than 5.0 in the written theory test.

8. SCHEDULE

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

| Assessable activities | Deadline |
|--------------------------------|-----------------|
| Career development in football | 3 class |
| Warm-up | Class 4 onwards |
| Activity book | After class 7 |

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|---|--------------------------|
| Digital Experiences in Sports: Football | After class 10 |
| Motion analysis in football | 2 weeks before the end |
| Content planning | 3 lessons before the end |
| Knowledge test | Last day of class |

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 main reference work for this subject is:

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- D. BLÁZQUEZ SÁNCHEZ, *Iniciación a los deportes de equipo*, Barcelona, Martínez Roca, 1986.

The recommended Bibliography is:

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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.