

## 1. BASIC INFORMATION

<b>Course</b>	Human Motor Skills
<b>Degree program</b>	Physical Activity and Sports Sciences
<b>School</b>	Physical Activity and Sport Sciences and Physiotherapy
<b>Year</b>	Second
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face-to-face
<b>Semester</b>	S3
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	Olga Barceló Guido

## 2. PRESENTATION

This subject falls within both the human biological and educational and sports areas. On one hand, it analyzes the biological and neurological processes related to movement, based on human anatomy and physiology. On the other hand, from an educational and sports perspective, it analyzes and intervenes in learning situations, taking into account the conditions of different stages of human development. In this sense, it builds upon the knowledge generated in Psychopedagogy and leads to the specifics of Didactics and Training.

The subject of Human Motor Skills is structured into three content blocks. The first one addresses the biological and neurophysiological processes related to perception, decision-making, motor execution, and control. The second content block analyzes the factors that influence the learning of motor situations in different contexts. Finally, it covers motor development content from conception to the end of life

## 3. LEARNING OUTCOMES

### Knowledge

KN02. Describes the design of a teaching-learning process related to physical activity and sports, taking into account the individual and contextual characteristics of people, as well as educational, technical, and ethical principles.

- Identifies the neurophysiological bases of human motor learning processes
- Identifies the stages of development of individuals from motor, somatic, conditional, and environmental perspectives

**Skills**

SK02. Designs tasks, progressions and strategies of physical exercise oriented to health and sports performance according to individual variables and environmental conditions.

- Analyzes the complexity of motor tasks according to individual variables and environmental conditions that affect motor learning.
- Evaluates the level of motor skills of the subjects according to the different phases of human development.
- Designs motor tasks for the improvement and optimization of movement in different contexts.
- Adapts motor tasks according to different individual, material and spatial variables.

**Competences**

CP01. Describe, elaborate and apply the procedures, strategies, activities, resources, techniques and methods involved in the teaching-learning process with efficiency, developing the whole course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; physical activity and sport management).

CP11. To analyze, identify, diagnose, promote, guide and evaluate strategies, actions and activities that encourage the adherence to an active lifestyle and the participation and regular and healthy practice of physical activity and sport and physical exercise in an adequate, efficient and safe way by citizens in order to improve their overall health, well-being and quality of life, and with emphasis on special populations such as: elderly people (senior citizens), school children, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor) attending to gender and diversity.

CP16. Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and deploying a mastery of the elements, methods, processes, activities, resources and techniques that make up the basic motor skills, physical activities, sports skills, play, expressive body and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: elderly people (senior citizens), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), attending to gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; physical activity and sport management).

CP37. Strategic communication: Transmitting messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

CP39. Influential leadership: Influencing others to guide and direct them towards specific goals and objectives, taking into consideration their points of view, especially in professional situations arising from volatile, uncertain, complex and ambiguous (VUCA) environments of today's world.

CP40. Teamwork: Cooperating with others in the achievement of a shared academic or professional objective, participating actively, empathetically and exercising active listening and respect for all members.

## 4. CONTENT

- Topic 1. Neuromotor control of motor actions.
- Topic 2. Learning of motor behavior and its complexity.
- Topic 3. Motor development in the evolutionary stages.
- Topic 4. Assessment of motor aptitude in developmental stages
- Topic 5. Motor skills, design and adaptations
- Topic 6. Early attention and different means of intervention.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Cooperative 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 Lessons	12
Practical application classes	18
Oral presentations of work	6
Independent work	56
Discussions and colloquiums	8
Tutoring	12
On-site evaluation tests	2
Elaboration of reports and writings	12
Design of strategies and intervention plans	24
<b>TOTAL</b>	

## 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 Test	40-50%
Work on the design of strategies and intervention plans	20-45%
Oral presentations	5-10%
Reports and writings	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 ordinary call you must ....

- Attend between 75-85% of the face-to-face sessions of each learning activity. The specific percentage will be indicated in the regulations of each activity according to its requirements.
- Achieve a grade equal to or higher than 5.0 in each evaluable learning activity. In order for the average of each activity to be calculated, at least a 4 must be obtained in each subtask that composes it.
- Achieve a final grade of 5.0 or higher.

### 7.2. Second exam period

To pass the course in the extraordinary call you must ....

- In that formative activity in which the average has not reached a 5, recover only the subtasks that have not obtained this grade in the ordinary one, in groups or individually, according to the teacher's criteria.
- Achieve a final grade of 5.0 or higher.

## 8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Analysis of the structure of the movement	Weeks 6
Activity 2. Complexity of motor tasks	Weeks 7, 8 y 11
Activity 3. Motor skills and motor development	Weeks 10, 11 y 13
Activity 4. Assessment of motor competence	Weeks 14 y 15
Activity 5. Final Project	Weeks 16 y 17

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 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](mailto: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.