

1. BASIC INFORMATION

| | |
|------------------------|---|
| Course | Training planning |
| Degree program | Degree in Physical Activity and Sports Sciences |
| School/ Facultad | Physical Activity and Sports Sciences and Physiotherapy |
| Year | 4º |
| ECTS | 6 |
| Credit type | Efective |
| Language(s) | Spanish. English. |
| Delivery mode | In-person |
| Semester | S6 |
| Academic year | 2026/2027 |
| Coordinating professor | Iván Vadillo Ventura |

2. PRESENTATION

The objective of the Training Planning subject will be to acquire the necessary training for the student to be able to design and plan physical training coherently for any athlete, user, or individual based on their needs. Secondary objectives include strengthening the programming and development of training sessions for different physical capacities, according to the proposed microcycle and mesocycle planning, as well as learning to use appropriate tools to monitor and control training

3. LEARNING OUTCOMES

Knowledge

KON3. Describes geared towards prevention, adaptation and improvement of physical and sporting performance and health through physical condition and exercise.

- Identifies the criteria for determining KPIs.
- Identifies the various traditional and current theoretical models of planning.
- Identifies the specific requirements that affect planning in sport.

Skills

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

- Applies theoretical models of planning in practice.
- Applies the relevant assessment methodology and proposals for acute and chronic stress.
- Applies the relevant methodology for managing acute and chronic stress

Competences

COMP5. Develop the expertise to lead, plan and implement physical exercise and fitness programmes, and conduct technical/scientific evaluations of them, based on scientific evidence, in different fields, contexts and activities for the entire population, with a focus on particular groups such as senior citizens (the elderly), schoolchildren, people with disabilities and people with diseases, health problems or similar conditions (diagnosed and/or prescribed by a physician), taking into account gender and diversity considerations.

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.

COMP38. Digital competence. Use information and communication technologies to search for and analyze data, research, communicate and learn.

COMP39. Influential leadership. Influence others to guide and direct them towards specific objectives and goals, taking into consideration their points of view, especially in professional situations derived from volatile, uncertain, complex and ambiguous environments in today's world.

COMP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

4. CONTENT

Topic 1: Performance Criteria and Indicators.

Topic 2: Training Planning Models. Traditional and Current.

Topic 3: Planning of Basic Physical Capacities.

Topic 4: Structured/Integrated Microcycle.

Topic 5: Tools for Evaluation and Control of Acute and Chronic Load.

Topic 6: Special Considerations in Planning

5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture.
- Projects-based learning (PBL).
- Simulation environments.
- Case Method.

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 | 12 |
| Independent work | 56 |
| Debates and discussions | 8 |
| Tutoring | 12 |
| In-person assessment test | 2 |
| Practical application classes | 18 |
| Report and writing preparation | 8 |
| Case analysis | 16 |
| Workshop and/or Laboratory Activity | 18 |
| TOTAL | 150 |

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 |
|--------------------------|---------|
| In-person assessment | 40-50 % |
| Case analysis | 15-25 % |
| Laboratory practice book | 25-30 % |
| 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 regular session, you must obtain a final course grade of at least 5 out of 10 (weighted average) of the subject, and the following requirements must be met:

- Obtain a grade equal to or greater than 5.0 in the written theoretical exam.
- Attend at least 50% of the classes to be evaluated through continuous assessment.

- To attend 100% of the practical classes where evaluable activities take place, submit them, and pass with a grade equal to or greater than 5.0.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade equal to or greater than 5.0 out of 10.0 (weighted average). Additionally, you must submit all evaluative activities of the course and pass them with a grade equal to or greater than 5.0.

8. SCHEDULE

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

| Assessable activities | Deadline |
|--|----------|
| Performance factors analysis (KPI). | February |
| Acute load vs chronic load | March |
| Test battery | May |
| Mesocycle. Comparison of initial vs final results. | May |
| Knowledge tests | June |

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:

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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.