

## 1. BASIC INFORMATION

<b>Course</b>	Sports Facilities
<b>Degree program</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	Third
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	Spanish and English
<b>Delivery mode</b>	On campus and online
<b>Semester</b>	S5
<b>Academic year</b>	2026/2027
<b>Coordinating professor</b>	M <sup>a</sup> Luisa Martín de San Pablo Sánchez de Rojas
<b>Professor</b>	

## 2. PRESENTATION

The subject area "Sports Facilities" is taught in the 3rd year of the Bachelor's Degree in Exercise and Sport Sciences. As a subject area, it is directly linked to the field of sport management. However, the content is extremely useful for any profession in the field of exercise and sport.

As such, the aim of the subject area is for future Exercise and Sport Sciences graduates to develop the knowledge and skills needed to play an active role in the planning and design of a sports facility and to analyse the functional requirements and building features of different sports spaces and their corresponding auxiliary spaces.

In short, this subject area is essential for any student looking to become an efficient professional in any of the fields in which the Bachelor's Degree in Exercise and Sport Sciences qualifies them to work.

## 3. LEARNING OUTCOMES

### Knowledge

KON5. Describes sports management initiatives based on facilities, human resources, marketing, new technologies and large events.

- Describes key concepts related to sports equipment, facilities and spaces for activity.
- Identifies the knowledge and skills necessary for active intervention in the design and production process of sports equipment.
- Identifies the functional requirements and construction features of different sports facilities and their ancillary spaces.

## Skills

SK03. Implements tools to optimise sports management.

- Carries out in-depth studies and syntheses based on research using fundamental bibliographic sources related to the historical evolution, current characteristics and future challenges of sports infrastructure in Spain.
- Studies the core bibliographic sources related to the main accommodations that sports facilities can make in order to improve accessibility.
- Uses standardised or ad-hoc measuring tools in sports facilities.

## Competences

COMP21. Identify, organise, manage, plan, coordinate, implement and evaluate staff performance, with an emphasis on the management, coordination, planning, supervision, and technical/scientific evaluation of the activity, performance and provision of services by professionals active in the sport and physical activity sector, in all types of services and in any type of organisation, context and environment, with a focus on particular groups within the population, and in any area of professional practice within the sport and physical activity sector, while guaranteeing the safety, effectiveness and professional standards of the activity carried out in compliance with applicable regulations.

COMP22. Identify, organise, manage, plan, coordinate and implement various types of physical activity and sports—and conduct technical/scientific evaluations of them—tailored to the development, characteristics and needs of individuals and the type of activity, space, and entity, in all types of physical activity and sports services, including sporting events, and in any type of organisation, population group, context and environment, with an emphasis 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), in any area of professional activity within the 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), while guaranteeing the safety, effectiveness and professional standards of the activity carried out in compliance with applicable regulations.

COMP23. Develop and draw on the expertise needed to offer advice, issue certification and conduct technical and scientific evaluations in relation to physical activities, sports and resources in all physical activity and sports services, contexts, environments and areas of professional activity within the sport and physical activity sector, as well as to prepare and produce technical reports in all physical activity and sport services.

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.

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. Core terminology used for sports equipment.

Topic 2. Planning and design of a sports facility.

Topic 3. Sports facilities: Fitness and Wellness centres.

Topic 4. Indoor and outdoor pools.

Topic 5. Indoor and outdoor spaces for sporting activity.

Topic 6. Large spaces for sporting activity and events.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Case method.
- Project-based 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	12
Practical Application Classes	18
Independent work	56
Discussions and colloquiums	8
Tutorial	12
Face-to-face assessment tests	2
Oral presentations of project	5
Preparation of reports and written papers	9
Analysis of cases	8
Research and project	10
Design of intervention strategies and plans	10
<b>TOTAL</b>	<b>150</b>

### Online mode:

Learning activity	Number of hours
Synchronous virtual master classes	10
Synchronous virtual classes of practical application	20
Analysis of cases	8
Preparation of reports and written papers	9
Research and projects	10
Synchronous oral presentations of assignments	5

Design of intervention strategies and plans	10
Autonomous work	56
Synchronous virtual academic tutoring	12
Virtual forums	8
Face-to-face assessment tests	2
<b>TOTAL</b>	<b>150</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 assessment tests	40% (40-50%)
Oral presentations	10% (5-10%)
Case/problem	15% (5-15%)
Research/Projects	10% (5-15%)
Report and written papers	10% (5-15%)
Design of intervention strategies and plans	15% (15-20%)

### Online mode:

Assessment system	Weight
Face-to-face assessment tests	40% (40-50%)
Case/problem	10% (5-15%)
Papers on the design of intervention strategies and plans	20% (15-20%)
Reports and written papers	5% (5-15%)
Research/projects	15% (5-15%)
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 subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

Students must pass both parts of the assessment process (minimum grade of 5 in each part) to be awarded a final grade (100%).

To be eligible for **continuous assessment**, which includes classes on campus using active learning methods, projects, written tests, practical exercises, presentations, etc., students must attend at least **70% of the on-campus sessions**. Absences will only be justified in the event of force majeure.

Students who opt for the **alternative assessment system** at the start of the academic year (*they must inform the teacher during the first week of class or they lose the right to choose this system*) must:

Sit an objective test on the date set in the ordinary exam period. The grade achieved in the objective test will account for 60% of the final grade. A minimum grade of 5 is required to pass the objective test.

## 7.2. Second exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

Activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the lecturer.

## 8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Analysis and classification of sports facilities	Week 2
Activity 2. FSF 2040: Future Sports Facilities and rules	Week 7 - 15
Activity 3. Individual knowledge test	Week 11
Activity 4. CBL sports space design. Fitness centres	Week 12-14
Activity 5. Management of swimming facilities. Maintenance faults	Week 15
Activity 6. Sports stadium analysis	Week 16
Activity 7. Individual knowledge test	Week 18

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.