

1. BASIC DATA

| | |
|-----------------------------|--|
| Subject | Combat Sports II |
| Titration | Bachelor's Degree in Physical Activity and Sports Sciences |
| School/ Faculty | Physical Activity and Sports Sciences and Physiotherapy |
| Course | Third |
| ECTS | 6 |
| Character | Compulsory |
| Language/s | Spanish and English |
| Modality | Face |
| Semester | S5 |
| Academic year | 2026/2027 |
| Coordinating Teacher | Raúl Díaz López |

2. PRESENTATION

The subject Combat Sports II is preceded by the passage of the students through the subject Combat Sports I, essential to take this level.

The students have objectives already focused on the specificity of these sports, specific work methods in the different possibilities at the pedagogical level as well as training that combat sports offer us.

They must know how to use the knowledge received in other subjects and apply it in the practices of the subject.

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 different kinds of techniques used in the practice of combat sports.
- Identifies the key concepts related to games, specifically fighting games.
- Understands the refereeing rules of the sport in order to teach them.

Skills

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

- Adopts a straightforward approach to correctly combine the various throwing and ground techniques (immobilisations, dislocations and strangulations).
- Creates basic technical and tactical situations of combat sports and present them visually.
- Designs a teaching progression for throwing and ground techniques (immobilisations, dislocations and strangulations).

Competences

COMP2. Formulate and apply a methodological process based on observation, reflection, analysis, assessment, performance, technical/scientific evaluation and/or dissemination in various contexts, in all areas of professional practice related to physical activity and sport.

COMP3. Communicate and interact appropriately and effectively in various contexts related to physical activity and sport, while consciously, naturally and continuously drawing on teaching skills.

COMP7. Design and implement—in a straightforward, natural, conscious and continuous manner—appropriate, effective, systematic and varied physical exercise and fitness programmes, based on scientific evidence, for the purpose of enabling individuals to adapt, improve or refresh certain skills related to human movement and its optimisation; ultimately to resolve unstructured problems of an increasingly complex and unpredictable nature, with a focus on particular groups within the population.

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.

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. CONTENTS

- TOPIC 1: Tachi Waza techniques and Ne Waza techniques
- TOPIC 2: The pedagogy of combat sports
- TOPIC 3: The rules and refereeing of combat sports
- TOPIC 4: Introduction to tactics in combat sports
- TOPIC 5: Combat and fighting sports II
- TOPIC 6: Regional fights

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Masterclass
- Case Method
- Cooperative learning
- Learning based on workshop/laboratory teachings
- Simulation environments

6. TRAINING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Face-to-face modality:

| Training activity | Number of hours |
|---|-----------------|
| Lectures | 12 |
| Practical Application Classes | 18 |
| Freelance work | 56 |
| Debates and colloquia | 8 |
| Guardianship | 12 |
| Knowledge Tests | 2 |
| Preparation of reports and writings | 14 |
| Case Analysis | 8 |
| Activities in workshops and/or laboratories | 20 |
| 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 |
|---------------------------------|---------|
| Face-to-face assessment tests | (40-50) |
| Oral presentations | (5-10) |
| Case/Problem | (5-15) |
| Performance evaluation (rubric) | (20-40) |
| Reports and Briefs | (5-10) |

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

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 equal to or greater than 5.0 in the written theoretical test.
- Attend 80% of the classes in order to be evaluated through continuous evaluation.
- Attend 100% of the practical classes where assessable 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 equal to or greater than 5.0 in the written theoretical test.

8. SCHEDULE

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

| Assessable activities | Deadline |
|--|------------|
| Attendance at a combat sports center | Weeks 1-15 |
| Conducting sessions and/or training | Week 10 |
| Technical-tactical analysis and viewing of fights in a competition | Week 6 |
| Working Knowledge Test | Week 15 |

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

Recommended bibliography is indicated below:

- 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.
- Capener, S. (2018). *The Pedagogy of Hapkido: An Integrated Approach to Teaching Martial Arts*. Kindle Direct Publishing.
- Castarlenas, J. Ll., & Pere, J. (2002). *El Judo en la educación física escolar*. Hispano Europea.
- Cechini, J. A. (1989). *El Judo y su razón kinantropológica*. G.H. Editores S.A.
- González, A. (1998). *Teoría y Práctica del JUDO con especial referencia a la ESO*. U.E.M.

- Gracie, R., & Gracie, R. (2001). *Brazilian Jiu-Jitsu: Theory and Technique*. Invisible Cities Press.
- Higo, T. (2017). *The Way of the Master: The Art and Science of Martial Arts Instruction*. CreateSpace Independent Publishing Platform.
- Inman, R. (1988). *Las técnicas de los campeones en combate*. Eyras S.A.
- Kane, L. A., & Wilder, K. (2005). *Martial Arts Instruction: Applying Educational Theory and Communication Techniques in the Dojo*. YMAA Publication Center.
- Kashiwazaki, Y., & Nakanishi, M. (1995). *Atacar en Judo*. Paidotribo.
- Kolychkine, A. (1989). *Judo nueva didáctica*. Paidotribo.
- Lopez, C. (2000). *El entrenamiento en los deportes de lucha*. Federación territorial de lucha.
- Martinez, L. G. (1984). *Judo suelo*. F.E.J. y D.A.
- Marwood, D. (1995). *Iniciación y perfeccionamiento*. Paidotribo.
- Nakamura, T. (2014). *Educational Karate Program (EKP): A Pedagogical Approach to Teaching Karate*. CreateSpace Independent Publishing Platform.
- Ortega, R. (1984). *JUDO moderno eficaz*. Nueva Lente.
- Scott, D. (2015). *Teaching Children Martial Arts: A Practical Guide for Instructors, Teachers and Parents*. CreateSpace Independent Publishing Platform.
- Sugai, H. (1992). *Uchimata*. Paidotribo.
- Swanson, J. D. (2017). *Karate Science: Dynamic Movement*. YMAA Publication Center.
- Taira, S., et al. (1992). *Judo (I y II)*. Comité Olímpico Español.
- Uzawa, T. (1981). *Pedagogía del Judo*. Miñón.
- Villamon, M. (n.d.). *Introducción al JUDO*. Hispano Europea.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) 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.