

## 1. BASIC INFORMATION

<b>Course</b>	Football II
<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
<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

This subject area provides students with a broad range of knowledge about the development of competition in football, the structure of play, phases of play and the different attack and defence tactics used in the game.

Students will be able to optimise training based on specific study of game contents, principles, systems and aspects of organising developmental dynamics in the internal structure of football.

The planning and organisation of practical sessions is especially important in this professional field due to the wealth of knowledge about the specific means and methods of organising football training.

We will introduce students to how new technologies are used to analyse play, one of the specialist professional fields that are opening up every day in this sport. To do so, we will provide a basic introduction to computer programs such as video editing software, training management software and practical activities based on specific set-ups in practical situations.

## 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 appropriate content based on the individual needs of football players, game structures, phases of play and the different offensive and defensive resources required for competition.

- Structures football training in terms of the specific nature and current context of competition based on the internal framework of football.

### **Skills**

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

- Carries out football training sessions based on the game model of the various playing styles and categories of football.
- Leads training sessions based on the game model of the various categories of football.
- Plans the contents of a game model for both a microcycle as well as throughout the season, for the various categories of football.
- Devises match plans according to different playing styles to align the needs of individuals with their teams.

### **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. CONTENT**

Topic 1. Designing and developing training for game models.

Topic 2. Identifying and analysing playing styles.

Topic 3. Designing activities based on game models.

Topic 4. Developing and implementing specific content during training week.

Topic 5. Developing a match plan according to playing style.

Topic 6. Planning and scheduling for the game model.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Case method.
- Cooperative learning.
- Learning based on workshop/laboratory instruction.
- 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	12
Practical Application Classes	18
Independent work	56
Discussions and colloquiums	8
Tutorial	12
Knowledge tests	2
Preparation of reports and written papers	14
Case study analysis	8
Activities in workshops and/or laboratories	20
<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%)
Performance assessment (rubric)	25% (20-40%)
Report and written papers	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.

- Achieve a minimum grade of 5.0 in the written theory test.
- 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 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.

- Achieve a minimum grade of 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
Submission of analysis of different style of play and models of play	On day 15 of class
Submission of the creation of a model of play	On day 20 of class
Submission of the planning of a microcycle	From day 25 of class onwards
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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- N. WHITEHEAD; M. COOK, *Entrenamiento de fútbol; juegos, adiestramientos y prácticas*, Barcelona, Paidotribo, 1996.

## 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.