

1. BASIC INFORMATION

Course	Racket Sports II
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Medicine, Health and Sports
Year	Third
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus
Semester	S5
Academic year	2026/2027
Coordinating professor	Rosa Bielsa Hierro

2. PRESENTATION

The subject "Racket Sports II" is taught in the third year of the Degree in Physical Activity and Sports Sciences as a Sports Specialty, giving continuity to the first year subject and providing students with the necessary knowledge to study Sports Technification: Racket Sports III in the fourth year.

The objective is to develop in students the technical regulations and the learning of the fundamentals of the technique and tactics of racket sports in an advanced level, as well as a methodological progression of the strokes and their variants, which enable students to have the skills and experience to apply the contents as advanced-level trainers in any context.

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 common and distinguishing features of the various racket sports at an advanced level.
- Identifies procedures of the teaching/learning process for advanced racket sports.

Skills

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

- Analyses the technical and tactical foundations of advanced racket sports.
- Adopts a comprehensive approach to planning teaching/learning processes for advanced racket sports.
- Develops a training process for advanced racket sports, taking into account people's individual characteristics and circumstances, as well as relevant educational, technical and ethical principles.

- Designs sessions aimed at advanced racket sports training.

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. The structure, rules and regulations of racket sports

Topic 2. Competition regimes for racket sports

Topic 3. The technical and tactical fundamentals of advanced racket sports

Topic 4. The technical and tactical analysis of advanced racket sports

Topic 5. The teaching methodology of advanced racket sports

Topic 6. The scheduling and structuring of advanced racket sport practice sessions

5. TEACHING-LEARNING METHODOLOGIES

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

- Master Class
- Case method
- Cooperative learning
- Learning based on workshop/lab teachings
- 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
Freelance work	56
Debates and colloquia	8
Tutorials	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
Presential evaluation tests	(40%-50%)
Oral presentations	(5%-10%)
Case/Problem	(5%-15%)
Performance evaluation (rubric)	(20%-40%)
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 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.

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.

8. SCHEDULE

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

Assessable activities	Deadline
Knowledge test	Week 7
Knowledge test	Week 15
Practical tests of play control and teaching methodology	Week 8
Practical tests of play control and teaching methodology	Week 13
Elaboration of works	Week 12
Video viewing	Week 8

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. BIBLIOGRAFÍA

The recommended Bibliography is:

- Bucher Walter, W. (1989). *1000 exercices et jeux de tennis*. Vigot.
- Courel-Ibáñez, J., Sánchez Alcaraz, B.J., Cañas, J. (2026). *Innovación e investigación en pádel*. Wanceulen.
- Crespo, M. (2003). *Ejercicios para mejorar tu tenis. Nivel avanzado*. Gymnos.
- Deniau, G. (1989). *Tenis: La técnica, la táctica y el entrenamiento*. Paidotribo.

- F.E.T. - C.O.E. (1993). *Tenis I, Tennis II*. COE.
- Gimeno, A. (1999). *Master en tenis. Guía para mejorar tu juego*. Martínez Roca.
- Groppe, J. (1993). *Tenis para jugadores avanzados*. Gymnos.
- Hoskins, T. (2003). *The tennis drill book*. Human Kinetics.
- I.T.F. (1991). *Minitenis desarrollo de base*. Gymnos.
- I.T.F. (2024). *Las reglas del Tenis*. ITF.
- Mourey, A. (1986). *Tennis et pedagogie*. Vigot.
- Moyano, J. (2018). *Entrenamiento de pádel: 1001 nuevos ejercicios*. Wanceulen.
- Navarro, S. (2014). *Fundamentos del pádel. Los secretos de un entrenamiento eficaz para deportistas*. Paidotribo.
- Ortiz, R. H. (2004). *Tenis. Potencia, velocidad y movilidad*. Inde.
- Rieu, C., Marchon, J.C. (1986). *Mini Tennis, Tennis, Maxi Tennis*. París.
- Roetert, P., Gropper, J. (2001). *World-Class tennis technique*. Human Kinetics.
- Sánchez-Pay, A., Ramón-Llín, J. y Martínez-Gallego, R. (2021). *Análisis de rendimiento en los deportes de raqueta*. Wanceulen.
- Schonbor, R. (1981). *Práctica del tenis*. Vigot.
- Segal, F. (2000). *Tenis concepto 6/90*. Stadium.
- Tilmanis, G. (1978). *Tenis para entrenadores, profesores y jugadores*. Gegsa.
- USTA (1998). *Tácticas del tenis*. Tutor.

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

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.