

1. BASIC INFORMATION

Course	SPORTS SPEZIALIZATION. ATHLETICS
Degree program	BACHELOR'S DEGREE IN EXERCISE AND SPORT SCIENCES
School	EXERCISE AND SPORT SCIENCES AND PHYSIOTHERAPY
Year	3rd
ECTS	6
Credit type	Mandatory
Language(s)	Spanish and English
Delivery mode	ON-CAMPUS
Semester	S5
Academic year	2026-2027
Coordinating professor	Carlos Revuelta Parra

2. PRESENTATION

The subject area "Athletics II" should develop in students the skills of an athletics teacher/coach at advanced and elite levels of performance in any applicable context.

This subject area contains the necessary training for students to be able to plan training and competitions for sprinters, hurdlers, long-distance runners, middle-distance runners, steeplechase runners and race walkers at advanced and elite levels, choosing the specific means and methods.

The syllabus is designed with content that is similar to the former Royal Spanish Athletics Federation (RFEA) federated courses for coaches and the specific modules on the current Athletics Coach qualification. These similarities are compulsory for recognition and validation of the specific training for the Athletics Coach qualification.

The ECTS for this subject area include lectures, specific digital content, case studies, problem-based learning, simulation environments, specific practical activities, guided projects, tutorials and independent working.

3. LEARNING OUTCOMES

Knowledge

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

- Classifies the disciplines within Athletics related to running and walking.

- Defines specific teaching processes in the teaching/learning of running and walking sports.
- Discriminates the determinants of performance in different running and walking events.
- Identifies the specific rules of running and walking sports.

Skills

AB02. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Carries out critical analysis of the specific technical processes involved in running and hurdling
- Implements specific training processes for running and walking sports.

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 fundamentals of running technique
- TOPIC 2: The analysis and training of sprint, middle-distance and long-distance running
- TOPIC 3: The fundamentals of hurdling
- TOPIC 4: The analysis and training of hurdling
- TOPIC 5: The fundamentals of race walking
- TOPIC 6: The analysis and training of race walking

5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture
- Case method
- Cooperative learning
- Workshop/laboratory-based learning
- 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
Lectures	12
Practical application	18
Independent work	56
Debates and colloquiums	8
Tutoring	12
Knowledge tests	2
Report and essay writing	14
Case analysis	8
Workshop and/or laboratory activities	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
In-person assessment tests	40%-50%
Reports and written assignments	5%-10%
Performance evaluation	20%-40%
Oral presentations	5%-10%
Case/problem	5%-15%

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), and a minimum of a 5 in the theoretical exam.

It's mandatory to assist a minimum of 70% of the classes.

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), and a minimum of a 5 in the theoretical exam.

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
Activity 1	Week 15
Activity 2	Week 8
Activity 3	Week 12
Activity 4	Week 1-15
Activity 5	Week 1-15

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

The recommended Bibliography is:

1. Brüggemann G. P. (1990) Techniques in athletics. Proceedings conference. Köln: Deutsche sporthochschule.
2. Cometti G., (2002) El entrenamiento de la velocidad, Barcelona: Paidotribo.
3. Dintiman G., Ward B. y Tellez T. (2001) La velocidad en el deporte. Madrid: Tutor.
4. García-Verdugo M. y Landa L. M., (2005) "Atletismo 4: Medio Fondo y Fondo".
5. García-Verdugo M., Leibar X., (1997) Entrenamiento de la resistencia de los corredores de mediofondo y fondo, Madrid: Gymnos.
6. García, J.M.; Navarro, M.; Ruiz, J.A.; Martin, R.; (1.998) La velocidad. Editorial 7. Gymnos. Madrid.
8. Gil, F.; Pascua, M.; Sánchez, R.; (2000) Manual Básico del Atletismo. Real Federación Española de Atletismo. Madrid.
9. Grosser, M. (1.992) Entrenamiento de la velocidad. Fundamentos, métodos y 11. programas. Ediciones Martinez Roca. Barcelona.
12. Hubiche, J.L. y Prador, M. (1986) Comprendre L`athletisme. INSEP. París.
13. Navarro F., (1990) La resistencia, Madrid:Gymnos.
14. Piasenta, J. (2000) Aprender a observar. Inde. Barcelona.
15. Verhoshanski J. (1992), Entrenamiento deportivo: Planificación y programación, Barcelona: Martínez-Roca.
16. Verhoshanski J. (2002) Teoría y metodología del entrenamiento deportivo. Barcelona: Paidotribo.
17. Verhoshanski J., M. Siff. (2000) Superentrenamiento . Barcelona: Paidotribo.

REVISTAS.

1. Athleticastudi.
2. Journal of applied biomechanics.
3. Leichtathletik Training.
4. Modern Athlete and Coach.
5. New Studies in Athletics. IAAF.
6. Revista del Entrenamiento Deportivo.
7. Track Coach.

Publicaciones electrónicas y Internet.

1. www.sponet.de
2. www.ausport.gov.au
3. www.ustrakcoaches.org
4. www.canoe.ca
5. <http://194.213.2.7/wps/portal/iaaf>
6. www.sprintology.com.au/
7. www.coachr.org/index.php

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.