

1. BASIC INFORMATION

Course	Volleyball II
Degree program	Bachelor's Degree in Physical Activity and Sports Sciences.
School	Faculty of Physical Activity Sciences, Sport and Physiotherapy.
Year	Third
ECTS	6 ECTS
Credit type	Obligatory
Language(s)	Spanish / English
Delivery mode	Presential
Semester	S5
Academic year	2026/2027
Coordinating professor	Eduardo López Martínez

2. PRESENTATION

This subject tries to provide the student with in-depth knowledge of the execution models, as well as the structures applied to the intermediate game levels, in order to ensure that they are able to carry out the analysis of the individual and collective solutions proposed during the game action in intermediate game levels between High Performance and Initiation; in the same way as getting them to know the necessary means for the subsequent development of a training program.

3. LEARNING OUTCOMES

Knowledge

KNW3. ...

- It describes activities for the prevention, adaptation and improvement of physical-sports performance and health through physical condition and physical exercise.
- Acquires knowledge and mastery of the rules, identifying refereeing signals and interpreting the events of the game from a regulatory point of view.
- Present the 6:2 functional system, and the structures for K1 and K2 presented in class.
- It informs about a process of training and competition carried out in a professional environment.

Skills

- SK02. ...
- Design tasks, progressions, and physical exercise strategies aimed at health and sports performance based on individual variables and environmental conditions.
- Practice the most relevant technical aspects in improvement volleyball, allowing the evaluation of the technical performance of players, the differentiation of the optimal conditions of use of

each technique and its variants, and the design of progressions and training for their improvement.

- Implements a technical-tactical improvement process for a team, taking into account individual and collective characteristics and needs, assuming a session design, its technical progressions and correct group control.
- Demonstrate in training activities and practical sessions, behaviours and attitudes aligned with the codes of good practice of reference in volleyball and in the educational context of the UEM.

Competences

COMP2. Design and apply the methodological process made up of observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sport.

COMP3. Communicate and interact appropriately and efficiently, in physical activity and sports, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.

COMP7. To design and apply fluidly, naturally, consciously and continuously physical exercise and adequate, efficient, systematic, varied physical exercise and physical condition, based on scientific evidence, for the development of the processes of adaptation and improvement or readaptation of certain capacities of each person in relation to human movement and its optimisation; in order to be able to solve unstructured, increasingly complex and unpredictable problems and with emphasis on populations of a special nature.

COMP37. Strategic communication: Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

COMP39. Influential leadership: Influencing others to guide and direct them towards specific objectives and goals, taking into account their points of view, especially in professional situations derived from volatile, uncertain, complex and ambiguous environments (VUCA) of 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 regulations of the rules of the game, matches and competitions, referring to volleyball in its improvement stage. Organization of competitions.

TOPIC 2. Individual technique: analysis of the strokes in volleyball of improvement and their learning.

TOPIC 3. Perfecting game systems: the example of 6:2 with specific positions.

TOPIC 4 Improvement Game Structures based on 6:2.

TOPIC 5. Training methodologies. Implementation according to the levels of play.

TOPIC 6. Beach volleyball

5. TEACHING-LEARNING METHODOLOGIES

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

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
<i>Face-to-face assessment tests</i>	40-50%
<i>Oral presentations</i>	5-10%
<i>Problem Case</i>	5-15%
Performance evaluation	20-40%
Reports and Briefs	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 in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

- To pass the subject in the ordinary call you must...
- Obtain an average between the different evaluation markers equal to or greater than 5.
- Pass the written test with a grade equal to or higher than 5.
- Submit the "team monitoring" report, which demonstrates attendance and analysis in at least 2 training sessions and 1 match of a federated team in the cadet or youth category.
- Regular classroom attendance in at least 80% of the classes of the subject. Exceptionally, and at the proposal of the teacher, it is allowed to recover a limited number of hours of attendance, carrying out voluntary activities or attending more out-class practices of training or matches and submitting their corresponding reports. In the event of not reaching the necessary attendance at the end of the teaching period, the subject will obtain a grade of FAIL, losing the right to pass the subject in the ordinary call and having to pass the subject in the extraordinary call.

7.2. Second exam period

To pass the subject in the extraordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

- Obtain an average equal to or greater than 5 in the set of assessment tests.
- Pass the activities or tests not presented or not passed in the ordinary call, including the "out class" practices if they have not been presented (monitoring of the competition team or equivalent activity proposed by the teacher for the summer period).
- Pass the written test with a mark equal to or higher than 5 if they have not previously passed it.
- In the event of not having reached the minimum attendance required in the ordinary call, the student must pass a practical test of technical or tactical elements with a grade equal to or greater than 5. If you do not pass this test, the subject will always obtain a grade lower than 5.

8. SCHEDULE

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

Assessable activities	Deadline
<i>Activity 1: Face-to-face assessment tests</i>	Semana 8 y Semana 16.
<i>Activity 2: Oral presentations and performance evaluation: Role Playing of evaluation and team training for internal competition.</i>	Semana 8 a semana 12.
<i>Activity 3: Reports and writings; Case/Problem: On-site monitoring and macrocycle analysis of federated equipment.</i>	Semana 14.
<i>Activity 4: Performance evaluation: Attendance and active participation in the teaching-learning process.</i>	Semana 1 a semana 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. BIBLIOGRAFÍA

The main reference work for this subject is:

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The recommended Bibliography is:

A continuación, se indica bibliografía recomendada:

- Calero, S. (2009). Sistema de registro y procesamiento del rendimiento técnico-táctico para el voleibol de alto nivel. *La Habana: Tesis en opción al grado científico de doctor en ciencias de la Cultura Física.*
- Domínguez, A. M., Arroyo, M. P. M., García, L., Iglesias, D., & del Villar Álvarez, F. (2006). Relación entre conocimiento procedimental, experiencia y rendimiento: un estudio en voleibol. *European Journal of Human Movement*, (17), 15-24.
- Gálvez, A. (1981). Influencias de las Reglas de Juego en la Evolución técnico-táctica del Voleibol masculino.
- García-Alcaraz, A., Palao, J. M., & Ortega, E. (2014). Perfil de Rendimiento Técnico-Táctico de la Recepción en Función de la Categoría de Competición en Voleibol Masculino-Universidad Europea de Madrid. *Kronos*, 13(1).
- García-Tormo, J. V., Redondo, J. C., Valladares, J. A., & Morante, J. C. (2006). Análisis del saque de voleibol en categoría juvenil femenina en función del nivel de riesgo asumido y su eficacia. *Motricidad. European Journal of Human Movement*, 16.
- González Villora, S., García López, L. M., Contreras Jordan, O. R., & Sánchez Mora Moreno, D. (2009). El concepto de iniciación deportiva en la actualidad. *Retos. Nuevas tendencias en Educación Física, Deporte y Recreación*, (15).

- Iglesias, S. L., Calero, S., & Fernández, A. (2012). Plan de acciones para la instrumentación de los resultados del registro y procesamiento del rendimiento técnico-táctico en el proceso de dirección del entrenamiento deportivo del voleibol de alto nivel. *Lecturas Educación Física y Deportes, Buenos Aires, 16(164)*, 1-6.
- Morales, S. C. (2011). Variables significativamente influyentes en el rendimiento del pasador de voleibol. *Revista Internacional de Medicina y Ciencias de la Actividad Física y del Deporte/International Journal of Medicine and Science of Physical Activity and Sport, 11(42)*, 347-361.
- Morales, S. C., Lorenzo, A. F., & Concepción, R. R. F. (2008). Estudio de variables clave para el análisis del control del rendimiento técnico-táctico del voleibol de alto nivel. *Lecturas: educación física y deportes, (121)*, 17.
- Morales, S., & Taboada, C. (2011). Acciones para perfeccionar la selección de talentos del voleibol en los programas cubanos de deporte escolar. *Lecturas: educación física y deportes, 16(156)*, 1-6.
- Moras, G. (2000). La preparación integral en el Voleibol (1000 ejercicios y juegos) Vol. 1. *Editorial Paidotribo*.
- Moreno Arroyo, M., Moreno Domínguez, A., Ureña Espá, A., García-González, L., & Villar Álvarez, F. D. (2008). Representación de problemas tácticos en colocadoras de voleibol de las selecciones nacionales españolas: efecto de la pericia.
- Moreno Domínguez, A., del Villar Álvarez, F., García-González, L., Gil Arias, A., & Moreno Arroyo, M. P. (2011). Intervención en la toma de decisiones en jugadores de voleibol en etapas de formación. *Revista de psicología del deporte, 20(2)*.
- Moreno, M. P., García de Alcaraz, A., Moreno, A., Molina, J. J., & Santos, J. A. (2007). Estudio de la dirección del saque en la superliga masculina de voleibol. *Motricidad. European Journal of Human Movement, 18*.
- Sousa, D. (2000). Organização táctica no Voleibol: Modelação da regularidade de equipas de alto nível em função da sua eficácia ofensiva, nas acções a partir da recepção ao serviço. *Tesis. Universidade do Porto do Porto*.
- Ureña, A., Santos, J. A., Martínez, M., Calvo, R., Hernández, E., & Oña, A. (2001). El principio de variabilidad como factor determinante en la táctica individual del saque en voleibol masculino de nivel internacional. *European Journal of Human Movement, 7*, 63-74.

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.