

1. BASIC INFORMATION

Course	Racket Sports III
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Medicine, Health and Sports
Year	Fourth
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus
Semester	S7/S8
Academic year	2027/2028
Coordinating professor	Rosa Bielsa Hierro

2. PRESENTATION

The subject Racket Sports III corresponds to one of the elective courses within the Sports Science and Physical Education degree program. The objective is to allow students to work on observing and analyzing game systems, organizing tournaments, and managing a school in the main racket sports.

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 organisation of racket sports events and academies.
- Understands racket sport-specific concepts related to planning, scheduling and evaluation for sporting performance.
- Identifies the technical and tactical fundamentals of racket sports, and carry out actions to improve sporting performance.
- Distinguishes racket sports in special populations.

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 comprehensive approach to planning teaching/learning processes for all levels of racket sports.
- Plans training sessions according to the levels of racket sports teaching, taking into account people's individual needs and circumstances using the different training regimes.

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.

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.

COMP8. Develop and draw on the expertise needed to analyse, design and evaluate tests that seek to assess and control physical fitness, and physical/sporting performance.

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.

COMP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, empathically and exercising active listening and respect for all members.

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. Organization and management of racket sports tournaments and schools.

Topic 2. Technical and tactical observation and analysis of racket sports.

Topic 3. On-court training regimes in racket sports.

Topic 4. Planning level-based training sessions.

Topic 5. Teaching styles for racket sports.

Topic 6. Racket sports for special populations.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master Class
- Learning based on workshop/lab teachings
- Case method
- Cooperative 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
Master Classes	12
Practical application classes	18
Oral presentations of work	10
Independent work	56
Debates and colloquiums	8
Tutoring	12
Knowledge Tests	2
Activities in workshops and/or laboratories	20
Preparation of reports and written assignments	6
Case analysis	6
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%
Workshop - laboratory practice notebook	15%-25%
Case/Problem	5%-20%
Reports and writings	10%-20%

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 15
Practical activity on a real training situation	Week 2-3-4-5-6-7-8-12-13-14
Training session practical activity and assessment	Week 7-12-13
Play control practical tests	Week 7
Project	Week 12
Presentation	Week 12 -13
Watching videos	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:

- Calvo Muñoz, V. (2007). *Entrenamiento en pista del jugador de tenis: settenis court: metodología y control*. Set-Tenis & Padel.

- Conde Ripoll, R., Florentino García Lameiro, F., Jaén García, M. (2022). *Pádel y táctica: entrena con sentido: Enfoque Moderno*. Rafael Conde Ripoll.
- 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.
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- Fuentes García, J.P, del Villar Álvarez, F. (2004). *El entrenador de tenis de alto rendimiento: un estudio sobre su formación inicial y permanente*. Diputación de Badajoz, 2004.
- Girod, A. (2007). *Tenis: entrenamiento de la fuerza mental*. Tutor.
- Groppel, J. (1993). *Tenis para jugadores avanzados*. Gymnos.
- Hoskins, T. (2003). *The tennis drill book*. Human Kinetics.
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- Moyano Vázquez, J. (2021). *Pádel: 150 ejercicios de derecha y de revés*. Wanceulen.
- Ortiz, R. H. (2004). *Tenis. Potencia, velocidad y movilidad*. Inde.
- RFET - COE. (1993). *Tenis I, Tenis II*. COE.
- Roetert, P., Gropperl, J. (2001). *World-Class tennis technique*. Human Kinetics.
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- Sanz Rivas, D. (2003). *El tenis en sillas de ruedas: de la iniciación a la competición*. Paidotribo.
- Schonbor, R. (1981). *Práctica del tenis*. Vigot.
- Segal, F. (2000). *Tenis concepto 6/90*. Stadium.
- USTA (1998). *Tácticas del tenis: jugadas ganadoras*. 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.