

## 1. BASIC INFORMATION

<b>Course</b>	SPORTS TECNIFICATION. ATHLETICS
<b>Degree program</b>	BACHELOR'S DEGREE IN EXERCISE AND SPORT SCIENCES
<b>School</b>	EXERCISE AND SPORT SCIENCES AND PHYSIOTHERAPY
<b>Year</b>	4rd
<b>ECTS</b>	6
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	Spanish and English
<b>Delivery mode</b>	ON-CAMPUS
<b>Semester</b>	S7/8
<b>Academic year</b>	2027-2028
<b>Coordinating professor</b>	Carlos Revuelta Parra

## 2. PRESENTATION

The subject area "Athletics III" 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 provides the training and knowledge needed for students to plan the training and competitions of high-level jumpers, throwers and combined-event athletes, selecting 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 competitions and combined events.

- Defines specific teaching processes in the teaching/learning of competitions and combined events.
- Discriminates the determinants of performance in different competition and combined events.
- Identifies the specific rules of competitions and combined events.

### **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 critical analysis of the specific technical processes involved in competitions and combined events.
- Implements specific training processes for competitions and combined events.

### **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. The basics of jumping
- TOPIC 2. The analysis and training of horizontal jumping
- TOPIC 3. The analysis and training of vertical jumping
- TOPIC 4. The basics of throwing
- TOPIC 5. The analysis and training of throwing
- TOPIC 6. The fundamentals and analysis of combined events

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture
- Case method
- Cooperative learning
- Laboratory/field 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
Oral works	10
Independent work	56
Debates and colloquiums	8

Tutoring	12
Knowledge tests	2
Report and essay writing	20
Case analysis	6
Workshop and/or laboratory activities	6
<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
In-person assessment tests	40%-50%
Reports and written assignments	10%-20%
Field/laboratory practices notebook	15%-25%
Oral presentations	5%-10%
Case/problem	5%-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), 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 16
Activity 2	Week 6
Activity 3	Week 1-15
Activity 4	Week 1-15
Activity 5	Week 12

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. Española de Atletismo. Madrid.
10. 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](http://www.sponet.de)
2. [www.ausport.gov.au](http://www.ausport.gov.au)
3. [www.ustrakcoaches.org](http://www.ustrakcoaches.org)
4. [www.canoe.ca](http://www.canoe.ca)
5. <http://194.213.2.7/wps/portal/iaaf>
6. [www.sprintology.com.au/](http://www.sprintology.com.au/)
7. [www.coachr.org/index.php](http://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](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.