

1. BASIC INFORMATION

Course	Soccer I
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Medicine, Health and Sports
Year	First
ECTS	4 ECTS
Credit type	Optional
Language(s)	Spanish / English
Delivery mode	Campus-based mode
Semester	S1-S2
Academic year	2025/2026
Coordinating professor	David Viejo Romero

2. PRESENTATION

The subject area is designed to provide students with basic and specific knowledge about the origins, evolution and organisation of football; the phases of play and key elements of football as a team sport; the characteristics and application of the technical/tactical resources used during play; and the different stages and progression in the teaching/learning process: objectives, content and teaching methods for football at an introductory level.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies (CB, by the acronym in Spanish):

- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

Cross-curricular competencies (CT, by the acronym in Spanish):

- CT15 - Responsibility: Ability to fulfil commitments to themselves and others when undertaking a task and try to meet a range of objectives within the learning process. Ability to face and accept the consequences of actions taken freely.

- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals
- CT18 - Use of information and communication technology (ICT): Ability to effectively use information and communication technology as a tool for finding, processing and storing information, and for developing communication skills.
- CT06 - Oral/written communication: Ability to communicate and gather information, ideas, opinions and viewpoints, in order to understand and be able to act, whether expressed through spoken words, gestures, written text or graphic elements.

Specific competencies (CE, by the acronym in Spanish):

- CE1: Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles
- CE3: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE8: Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE9: Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: This subject area will provide students will a broad range of knowledge about football based on developing knowledge about the game for young players.
- RA2: Students will use specific methods and resources for the development of young players
- RA 3: Students will be able to direct teaching/learning processes in youth football categories.
- RA 4: Students will be able to direct specific football sessions that consider the specific needs of players in youth football categories.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB3, CB4, CT3, CT13, CT18, CE1, CE3, CE8	RA1.
CB3, CB4, CT15, CT17, CT18, CE3, CE8, CE9	RA2.
CB3, CB2, CT06, CT17, CE1, CE3, CE8, CE9	RA3.
CB2, CT15, CT17, CT06, CE1, CE3, CE8, CE9	7. ASSESSMENT

4. CONTENTS

Topic 1 – Training methods in youth development football

- Learning skills.
- Design of activities to teach attack techniques and tactics.
- Design of activities to teach defence techniques and tactics
- Difference between global and analytical tasks.

Topic 2 – Formative teaching models in European football.

Topic 3 – Programming and planning of content in youth football.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methods are as follows:

- Lectures.
- Case studies.
- Collaborative learning.
- Problem-based learning.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Campus-based mode:

Learning activity	Number of hours
Design of strategies, procedures and intervention plans (practical content)	30 h
Lectures	4 h
Collaborative and group projects	50 h
Oral presentations	10 h
Tutorials	4
Asynchronous lectures	2
TOTAL	100 h

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	Weighting
<i>Performance observation</i>	(15–20%)
<i>Participation in classroom activities</i>	(15–20%)
<i>Oral presentations</i>	(15–20%)
<i>On-campus knowledge tests</i>	(40–55%)

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

- Achieve a minimum grade of 5.0 in the written theory test.
- Attend 85% of the classes to be eligible for continuous assessment
- Attend 100% of the practical classes where assessable tasks are carried out

7.2. Second exam period

To pass the subject area in the extraordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

- Achieve a minimum grade of 5.0 in the written theory test.

8. SCHEDULE

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

Assessable tasks	Date
Warm-up	Class 5 onwards
Activity book	After class 15
Content planning	3 classes before the end
Knowledge test	Last day of class

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 indicated below:

- T. ARDÁ Y C. CASAL. *Fútbol: Metodología de la enseñanza en fútbol*. Barcelona, Paidotribo, 2003.

- D. BLÁZQUEZ SÁNCHEZ, *Iniciación a los deportes de equipo*, Barcelona, Martínez Roca, 1986.
- B. BRUGGMANN, *1000 Ejercicios y Juegos de Fútbol*, Barcelona, Hispano Europea, 1994.
- E. BENEDEK, *Fútbol infantil*, Barcelona, Paidotribo, 1996.
- C. CANTARERO, *Escuela de Fútbol: del aprendizaje a la alta competición*, Madrid, Tutor, 1995.
- O. CANO MORENO, *El modelo de juego del F.C. Barcelona: una red de significado interpretada desde el paradigma de la complejidad*, MCSports, 2010.
- J.F. CASTELO; M. POMBO, *Tratado general de fútbol: guía práctica de ejercicios de entrenamiento*, Paidotribo, 2009.
- S. CRITCHLEY; M. KRMPOTIC, *En qué pensamos cuando pensamos en Fútbol*, Sexto Piso, 2018.
- ENEF, *Técnica individual y colectiva*, Madrid, Real Federación Española de Fútbol, 1995.
- M. DESMONS, *El deporte rey*, Barcelona, Argos Vergara, 1982.
- EL MUNDO, *Esto es Fútbol*, vol. I-II-V-VI-VII-VIII, El Mundo, Madrid, 1997.
- J. FERNÁNDEZ SEBASTIÁN, *Los sistemas de juego y su evolución*, Madrid, Gymnos, 1996.
- J.F.F. CASTELO, *Fútbol. Estructura y dinámica del juego*, Barcelona, Inde, 1999.
- L. FRADUA URIONDO, *La visión de juego en el futbolista*, Barcelona, Paidotribo, 1997.
- F. GARCÍA OCAÑA, *El portero de fútbol*, Barcelona, Paidotribo, 1994.
- F. GAYOSO, *La enseñanza del Fútbol*, Madrid, Gymnos, 1982.
- J. HERNÁNDEZ MORENO, *Fundamentos del deporte. Análisis de las estructuras del juego deportivo*, Barcelona, INDE, 1994.
- I. KONZAG; DÖBLER; HERZOG, HANS-DIETER, *Entrenarse Jugando*, Barcelona, Paidotribo, 1995.
- H. MARIMAN; H. BERGER; L. COOLEN, *Dutch Academy Football Coaching (U12-13): Technical and Tactical Practices from Top Dutch Coaches*, SoccerTutor, 2015.
- H. MARIMAN; H. BERGER; L. COOLEN, *Dutch Academy Football Coaching (U10-11): Technical and Tactical Practices from Top Dutch Coaches*, SoccerTutor, 2015.
- G. NUS CASANOVA, *Warm up in football: training sessions & matches*, Circulo Rojo, 2013.
- F LACUESTA SALAZAR, *Tratado de fútbol: técnica, acciones del juego, estrategia y táctica*, Madrid, Gymnos, 1997.
- B.V. LINGUEN; M. HICKEY, *Coaching Youth Football: the youth football learning process for players ages 6 – 19*, World Football Academy, 2016.
- R. OLIVÓS ARROYO, *Fútbol: Análisis del juego*, Sevilla, Wanceulen, 1997.
- D. PANZERI, *Fútbol: Dinámica de lo impensado*, Capitan Swing, 2011.
- M.A. PORTUGAL, *Fútbol: medios de entrenamiento con balón: metodología y aplicación práctica*, Grada Gymnos, 2008.
- A. RELAÑO, *Futbolcedario*, Madrid, El País S.A./ Santillana S.A., 1996.
- J. SAMPEDRO, *Fútbol Sala: las acciones del juego*, Madrid, Gymnos, 1997.
- J. SAMPEDRO, *Iniciación al Fútbol Sala*, Madrid, Gymnos, 1993.
- A. SANS; C. FRATTAROLA, *Los fundamentos del futbol: Programa AT-3. Etapa del rendimiento. Un nuevo concepto en el que fundamentar la formación del futbolista y el entrenamiento de máximo rendimiento*, MCSport, 2009
- J. SEGURA RIUS, *1009 Ejercicios y Juegos de Fútbol*, Barcelona, Paidotribo, 1997.
- W. STAPELFELD, *El duelo entre dos en el fútbol del uno contra uno*, Barcelona, Paidotribo, 1995.
- J. TALAGA, *Fútbol. 750 ejercicios para el entrenamiento de la técnica*, Madrid, Gymnos, 1989.
- A. VILACHÁ. *Fútbol, aprender y disfrutar jugando. Sesiones de entrenamiento para infantiles, cadetes y juveniles*, 2003.
- VV.AA., *I Jornadas Internacionales de Fútbol Base*, Madrid, CEDIF, 1995.
- VV.AA., *Enciclopedia Mundial del fútbol*, Barcelona, Océano, 1982.

- A. WAHL, *Historia del fútbol, del juego al deporte*, Barcelona, Ediciones B, S.A., 1997.
- H. WEIN, *Fútbol a la Medida del Niño*, Madrid, CEDIF, 1995.
- H. WEIN, *Fútbol a la Medida del Niño. Volumen 2: desarrollar la inteligencia del juego hasta los 14 años*. CEDIF, 2004.
- H. WEIN, *Fútbol a la Medida del Adolescente*, Sevilla, CEDIFA, 1999.
- H. WEIN, *Contraatacar con inteligencia*, Librerías Deportivas Esteban Sanz, 2013.
- H. WEIN; S.NUS, *Mantener la posesión del balón con inteligencia: un modelo de enseñanza-aprendizaje para desarrollar esta capacidad entre jóvenes a partir de 8 años hasta los jugadores profesionales*, Librerías Deportivas Esteban Sanz, 2015.
- N. WHITEHEAD; M. COOK, *Entrenamiento de fútbol; juegos, adiestramientos y prácticas*, Barcelona, Paidotribo, 1996.

10. EDUCATIONAL GUIDANCE, DIVERSITY INCLUSION 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.