

1. OVERVIEW

Subject area	ATHLETICS I
Degree	BACHELOR'S DEGREE IN EXERCISE AND SPORT SCIENCES
School/Faculty	EXERCISE AND SPORT SCIENCES AND PHYSIOTHERAPY
Year	1st
ECTS	4
Type	Elective
Language/s	SPANISH AND ENGLISH
Delivery Mode	ON-CAMPUS
Semester	S1 and S2
Academic year	2023-2024
Coordinating professor	CARLOS REVUELTA PARRA

2. INTRODUCTION

Athletics I is part of an area of knowledge that covers various subject areas which, together, provide humanist training focused on the study of young athletes. This area includes various sports and sports specialisations at level I and II and, within these, specifically, the specialisation Athletics I and II. The subject area Athletics I aims to develop in students the general skills and knowledge of an athletics teacher/coach working at entry level or in performance refinement, in any applicable context.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (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 skills (CT, by the acronym in Spanish):

CT1: Independent Learning: Ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what has been learnt.

CT2: Self-confidence: Ability to evaluate one's own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.

CT5: Ability to put knowledge into practice, using the skills acquired through the study of mock situations based faithfully on real life issues in the relevant profession.

CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.

Specific skills (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 the necessary educational, technical and curricular principles.

CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.

CE3: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.

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 To design a teaching/learning process related to exercise and athletics, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.

RA2 To design and create athletics-based teaching sessions of progressive difficulty with objectives, content and methods for sports teaching/learning.

RA3 To complete a project on the didactic fundamentals of sports teaching and learning

RA4 To plan, programme, apply, monitor and assessment the teaching and learning processes that arise in athletics, in the different stages

RA5 To demonstrate attitudes and behaviours in the learning activities and practical sessions in line with the applicable codes of good practice. In this case, with athletics regulations.

RA6 To understand concepts related to the principles of athletics, the technical/tactical resources, rules and regulations and the physiological, biomechanical, psychological and social aspects of the different areas of exercise, sport and recreation in this stage.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3, CB4	<p>RA3 To complete a project on the didactic fundamentals of sports teaching and learning</p> <p>RA5 To demonstrate attitudes and behaviours in the learning activities and practical sessions in line with the applicable codes of good practice. In this case, with athletics regulations.</p>
CE1, CE2, CE3, CE9	<p>RA2 To design and create athletics-based teaching sessions of progressive difficulty with objectives, content and methods for sports teaching/learning.</p> <p>RA6 To understand concepts related to the principles of athletics, the technical/tactical resources, rules and regulations and the physiological, biomechanical, psychological and social aspects of the different areas of exercise, sport and recreation in this stage.</p> <p>RA4 To plan, programme, apply, monitor and assessment the teaching and learning processes that arise in athletics, in the different stages</p>
CT1, CT2, CT5, CT17	<p>RA1 To design a teaching/learning process related to exercise and athletics, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.</p> <p>RA4 To plan, programme, apply, monitor and assessment the teaching and learning processes that arise in athletics, in the different stages</p>

4. CONTENTS

This section lists the content of each of the topics in the learning units.

- Classification of the different athletics events.
- Historical evolution.
- Basic rules and regulations.
- Methodology of the different athletics events.

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- 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:

On campus:

Learning activity	Number of hours
Lectures	20 h
Problem-solving and case studies	35 h
Independent working	21 h
Tutorials	2 h
Reports and written work	8 h
Asynchronous lectures	4 h
Case studies	10 h
TOTAL	100h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
On-campus knowledge tests	35%-45%
Participation in classroom activities	25%-35%
Assessment of reports and written work	25%-35%

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must:

- Achieve a final grade of at least 5.0 (weighted average).
- Achieve a grade of at least 5.0 in each of the written theory tests.
- To be eligible for continuous assessment, students must have a minimum 70% attendance record.

7.2. Extraordinary exam period (resits)

In order to pass the subject area in the extraordinary exam period, you must:

- Achieve a final grade of at least 5.0
- Achieve a minimum grade of 5.0 in the written test. Grades from the midterm exams that were passed will be retained, and students only need to retake the parts that they failed. This does not apply if students do not achieve the required attendance, and any students who do not achieve the required attendance will have to sit a theory exam on the whole subject.
- Activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the lecturer. These will be saved if the student fails due to a lack of attendance.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Visit to a competition	Weeks 1–15
Activity 2. Warm-up	Week 1-15
Activity 3. Competition organization	Weeks 10-15

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

General bibliography

- A. CALZADA, *Iniciación al atletismo*, Madrid, Gymnos, 1999.
 C. ALVAREZ, *Atletismo básico: una orientación pedagógica*, Cincel-Kapelusz, 1994.
 C. GIL, *Pedagogía de la carrera*, Abarca-Carrión, 1995.
 D. MARCHAL, *Jeux et exercices d'athletisme*, Vigot, 1999.
 F. GIL, *Atletismo*, M.E.C., C.S.D. D.L. 1997.
 F. GIL y A. OLIVER, *Fundamentos del Atletismo*, Madrid, R.F.E.A., 2003.
 VV. AA., *Manual Básico de Atletismo. Carreras*. Madrid, R.F.E.A., 2006.
 I. HORNILLOS, *Introducción al estudio de las habilidades atléticas*. A Coruña, Centro de Documentación y Ediciones Deportivas, 1994.
 I. HORNILLOS, *Atletismo*. Zaragoza, Inde, 2000.
 J. DURAN, *Manual básico de atletismo. Lanzamientos*, R.F.E.A., 2002.
 J. A. FERRANDO, *Iniciación al atletismo*. Zaragoza, Imagen y Deporte, 1997.

- J. M. GROSSOCORDON, J. P. DURAN, A. SAINZ, *Jugando al Atletismo*. Madrid, R.F.E.A., 2004.
J. L. HUBICHE, M. PRADET, *Conocer el atletismo*, Barcelona, Inde, 2001.
J. OLIVERA, *1169 ejercicios y juegos de atletismo*, Paidotribo, 1990.
J. PIASENTA, *Aprender a observar*, Barcelona, Inde, 2001
J. PIASENTA, *L' education athletique*, Paris, I.N.S.E.P., 1998.
J. RIUS, *Metodología del atletismo*, Paidotribo, 1995.
K. MURER, *1000 Ejercicios y juegos de atletismo*, Kapelusz, 1992.
P. SENERS, *Didáctica del atletismo*, Barcelona, Inde, 2000.
R. MARTÍN, *Carreras de velocidad: etapa de especialización*, La Coruña, I.N.E.F., 1992.
R. MARTÍN, *Carreras de velocidad: etapas de iniciación y tecnificación*, La Coruña, I.N.E.F., 1992.
VV. AA., *Atletismo I: Velocidad, Vallas y Marcha*, Madrid, R.F.E.A., 2005.
VV. AA., *Atletismo II: Saltos*, Madrid, C.O.E., 1992.
VV. AA., *Atletismo III: Lanzamientos*, Madrid, R.F.E.A., 2000.
M. GARCÍA-VERDUGO y L.M. LANDA, *Atletismo IV: Mediofondo y Fondo*, Madrid, R.F.E.A., 2005.
VV. AA., *Saltos Verticales*, R.F.E.A., 2005.

Complementary bibliography

- VV. AA., *Atletismo iniciación II. Cuaderno de atletismo nº 34*, Madrid, R.F.E.A., 1994.
VV. AA., *Atletismo iniciación III. Cuaderno de atletismo nº 39*, Madrid, R.F.E.A., 1997.
VV. AA., *Atletismo juvenil y junior. Cuaderno de atletismo nº 44*, Madrid, R.F.E.A., 1998.
VV. AA., *Atletismo iniciación IV. Cuaderno de atletismo nº 46*, Madrid, R.F.E.A., 2000.
VV. AA., *III y IV Jornadas de menores. Cuaderno de atletismo nº 49*, Madrid, R.F.E.A., 2003.

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. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.