

## 1. OVERVIEW

<b>Subject area</b>	Swimming and Water Activities I
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	2º
<b>ECTS</b>	4
<b>Type</b>	Optional
<b>Language(s)</b>	Spanish/English
<b>Delivery mode</b>	On campus/Blended
<b>Semester</b>	S3 and S4
<b>Academic year</b>	24-25
<b>Coordinating professor</b>	Alfonso Trinidad Morales
<b>Teacher</b>	Nuria Rodelgo Rubies

## 2. INTRODUCTION

This subject area is the first of three subject areas on swimming in the Bachelor's Degree in Exercise and Sport Sciences.

It is a fundamental core subject area where students learn the concepts and necessary techniques related to moving in water for subsequent application in practical, educational and recreational settings.

As such, we believe it is essential that professionals in the field of exercise and sport understand the fundamentals and basic characteristics of water-based activities, considering the significant demands on this specific area that have arisen in 21st-century society.

## 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.

### Transversal 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.
- CT3: Ability to adapt to new circumstances: Being able to evaluate and understand different points of view, taking different approaches to suit the situation.

- CT4: Ability to analyse and synthesise: be able to break down complex problems into manageable blocks; evaluate other options and perspectives to find the ideal solution. Synthesising to reduce the complexity and better understand the situation and/or solve problems.
- CT11: Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.

**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.
- CE6: Ability to assess levels of physical fitness and motor skills, prescribing and planning health-orientated physical exercises 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: To design a swimming teaching process, considering the individual characteristics of the people involved and focusing on the functional application of this skill.
- RA2: To design and create sessions with different objectives for water-based activities: functional, recreational, educational.
- RA3: To create activities aimed at the different water sports covered by the Royal Spanish Swimming Federation (RFEN, Spanish acronym): water polo, diving, synchronised swimming and swimming.
- RA4: To understand the evolution of water-based activities and swimming.

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

Skills	Learning outcomes
CB2, CB3, CB4, CT1, CT3, CT4, CT11, CE1, CE6, CE8, CE9	RA1: To design a swimming teaching process, considering the individual characteristics of the people involved and focusing on the functional application of this skill.
CB2, CB3, CB4, CT1, CT3, CT4, CT11, CE1, CE6, CE8, CE9	RA2: To design and create sessions with different objectives for water-based activities: functional, recreational, educational.
CB2, CB3, CB4, CT1, CT3, CT4, CT11, CE1, CE9	RA3: To create activities aimed at the different water sports covered by the Royal Spanish Swimming Federation (RFEN, Spanish acronym): water polo, diving, synchronised swimming and swimming.
CB2, CB3, CB4, CT1, CT3, CT4, CE1, CE8	RA4: To understand the evolution of water-based activities and swimming.

## 4. CONTENTS

**Topic 1:** History of water-based activities and swimming.

**Topic 2:** Objectives of water-based activities.

**Topic 3:** Functional objective.

**Topic 4:** Educational objective.

**Topic 5:** Recreational objective.

**Topic 6:** Water sports covered by the Royal Spanish Swimming Federation (RFEN, Spanish acronym): water polo, diving, synchronised swimming and swimming.

## 5. TEACHING/LEARNING METHODS

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:

**On campus:**

Learning activity	Number of hours
Lectures	12
Asynchronous lectures	4
Debates and discussions	10
Reports and written work	30
Design of strategies, procedures and intervention plans	40
Tutorials	4
<b>TOTAL</b>	<b>100</b>

## 7. ASSESSMENT

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

**On-campus/Blended:**

Assessment system	Weighting
On-campus knowledge tests	(20–50%)
Performance observation	(20–50%)
Assessment of reports and written work	(20–50%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must achieve a grade of at least 5.0 in each assessable task. You can be assessed under either the continuous or the alternative assessment system.

Students will be eligible for continuous assessment as long as they attend at least 80% of the on-campus classes. If students do not participate in a practical activity, it will be considered as half attendance. Students will be eligible for alternative assessment as long as they attend over 50% of the classes.

In addition, and in line with the subject area design (continuous process, on-going transfer of knowledge and continuous assessment), students will only be eligible for continuous assessment if they attend at least 80% of the classes. If they do not meet this minimum requirement, they will lose the right to assessment in the ordinary exam period and will fail the subject area in this period. In addition, following the experience-based learning HYFLEX model, students must attend the 20% of on-campus teaching in the classroom in order to pass the subject area when the session is delivered using this system.

In addition, attendance is compulsory at any practical classes or oral presentations.

## 7.2. Extraordinary exam period (resits)

If students do not attend 80% of the classes and the 20% of on-campus teaching under the HYFLEX model, and if they do not submit and/or pass all parts of the subject area, they will have to:

Achieve a grade of at least 5.0 in each assessable task, remaining under the same assessment system as in the ordinary exam period.

## 8. TIMELINE

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

Ordinary assessment timeline:

Assessable tasks	Date
Activity 1. General objectives of water-based activities.	Weeks 2-3
Activity 2. Creation of sessions with a functional objective	Weeks 4-9
Activity 3. Observation and preparation of a report on hygiene/rehab objectives and functional objectives	Week 6
Activity 4. Creation of sessions with an educational objective	Weeks 10-11
Activity 5. Creation of sessions with a recreational objective	Weeks 12-13
Activity 6. Water sports: water polo, diving, synchronised swimming and swimming	Week 14
Activity 7. Objective knowledge test	Week 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 reference material for the subject area is as follows:

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## **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. 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.