

1. BASIC INFORMATION

Subject area	Handball I
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Medicine, Health and Sports
Year	Second
ECTS	4
Type	Optional
Language/s	Spanish, English
Delivery Mode	On campus
Semester	S3 and S4
Academic year	2025-2026
Coordinating professor	Javier Martín Sanz

2. PRESENTATION

Handball, as a team sport, has been and is one of the most important, successful, followed and play sports in Spain. The number of sport licences and people involved in the world of handball are testament to this. And it is not just the case in Spain: handball is becoming a mainstream sport across Europe, and its popularity is booming in South America, some parts of the Middle East, Japan and Korea.

The evolution of the sport, with greater availability of economic resources and new contributions from a technological perspective, has seen handball become one of the sports with the most potential for scientific and technical development in areas such as sports faculties at universities.

In keeping with its current standing on a national and international level, the content of the subject area Handball I is organised into three main units

Block 1. General concepts and fundamental aspects of sport

Block 2. Individual aspects of handball

Block 3. Collective aspects of handball

The subject area aims to serve as a didactic and methodological tool for handball and, by extension, other team sports and sport in general.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- 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.
- CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5 - Students have developed the necessary learning skills to undertake further study with a high degree of autonomy

Cross-curricular competencies:

- CT01: CT01 - Independent learning: The ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.
- CT02: Self-confidence: Ability to evaluate one's own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- CT04: Ability to analyse and synthesize: Being able to break down complex problems into manageable blocks, as well as evaluate alternatives and perspectives to find the ideal solution. Synthesising aims to reduce the complexity and better understand the situation and/or solve problems.
- CT06: Oral or 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.
- CT08: Information management: Ability to seek, choose, analyse and integrate information from diverse sources.

Specific competencies:

- CE02: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE03: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE05: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.

Learning outcomes:

- RA01: To design, develop and assess teaching/learning processes related to the sport of handball, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.
- RA02: To identify levels of physical fitness and motor skills in order to prescribe health-orientated physical exercises and to promote and assess long-lasting and autonomous habits in the sport of handball.
- RA03: To select and know how to use the right spaces and sports material and equipment for different practical activities related to handball.

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

Competencies	Learning outcomes
CB2, CB4, CB5, CT02, CT04, CT06, CE03, CE05	RA1: To design, develop and assess teaching/learning processes related to the sport of handball, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.
CB2, CB4, CT01, CT04, CT08, CE02, CE03, CE05	RA2: To identify levels of physical fitness and motor skills in order to prescribe health-orientated physical exercises and to promote and assess long-lasting and autonomous habits in the sport of handball
CB4, CT01, CT02, CT06, CE02, CE05	RA3: To select and know how to use the right spaces and sports material and equipment for different practical activities related to handball

4. CONTENT

- Knowledge of the national and international history of handball.
- Knowledge of the rules of play
- Handball study, following the phases of play model

This content is organised into the following learning units, which, in turn, are divided into topics:

UA1 – Handball as a sport.

- Topic 1. Origins and evolution of handball.
- Topic 2. General characteristics of handball.
- Topic 3. Nomenclature and graphical representation of handball.
- Topic 4. Methods of teaching handball at an beginner level.

UA2 – Individual aspects of handball

- Topic 5. Individual offense techniques and tactics.
 - Topic 5.1. Passing/catching, dribbling and ball handling.
 - Topic 5.2. Losing your marker.
 - Topic 5.3. Faking.
 - Topic 5.4. Shooting.
- Topic 6. Individual defence techniques and tactics
 - Topic 6.1. Basic defence skills.
 - Topic 6.2. Helping.
 - Topic 6.4. Interception of the ball.
 - Topic 6.5. Blocking the ball.
- Topic 7. Goalkeeper techniques and tactics

UA3 – Collective aspects of handball

- Topic 8. Collective tactics I.
 - Topic 8.1. Basic collective offense tactics: Crosses, swaps, successive penetrations, pass and go, blocking, screen, curtain, fly shot.
 - Topic 8.2. Basic collective defence tactics: Change of opponent and sliding.
- Topic 9. Introduction to systems of play.

5. TEACHING-LEARNING METHODOLOGIES

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

1. Lectures
3. Collaborative learning
4. Problem-based learning

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
Design and leadership of practical sessions	30
Lectures	13
Group activities (seminars, forums)	9
Independent working	20
Reports and written work	20
Tutorials	4
Asynchronous lectures	4
TOTAL	100

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
On-campus knowledge tests	40% (30–50%)
Participation in classroom activities	25% (10–25%)
Learning portfolio	20% (10–25%)
Performance monitoring	15% (10–20%)

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 course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

- Achieve a final grade equal to or higher than 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 100% of the practical classes where assessable tasks are carried out.
- Following the Universidad Europea de Madrid regulations, all students who do not attend 50% of the on-campus sessions will lose the right to sit the ordinary exam period knowledge test.

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).

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

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. Knowledge of handball rules	Weeks 5–7
Activity 2. Elaboration of teaching sessions of individual technical-tactical means.	Week 10
Activity 3. Practical development of teaching sessions of individual technical-tactical means.	Weeks 11–14
Activity 5. Class folder.	Week 17-18
Activity 6. Knowledge test.	Week 18

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:

- **Learning unit 1. Handball as a sport**

- BAYER, C. (1987): Técnica del Balonmano: la formación del jugador. Ed. Hispano Europea Barcelona
- FALKOWSKI, M. y ENRIQUEZ, E. (1992): Balonmano. Reglas de juego. Ed. Esteban Sanz. Madrid
- GARCÍA HERRERO, J.A. (2006): Liderar y entrenar a un equipo de balonmano. Wanceulen Ed. Deportiva, S.L.
- LASIERRA, G. et al (1992): 1013 ejercicios y juegos aplicados al balonmano (2 volúmenes). Paidotribo. Barcelona
- MORENO, F. (2001): "Iniciación a los deportes sociomotrices de cooperación/oposición. Un caso práctico en balonmano" Comunicación no102. Congreso de Educación Física celebrado en Santander del 13 al 16 de septiembre.
- OLIVER, J., SOSA, P. (1996): Balonmano. Colección "La actividad física y deportiva extraescolar en los centros educativos". Ed. C.S.D. Ministerio de Educación y cultura. Madrid.
- TORRESCUSA, L.C. (1997): "Bases didácticas y metodológicas del entrenamiento con jóvenes" Jornadas sobre entrenamiento con jóvenes en balonmano celebrado en Alcobendas. Escuela Nacional de Entrenadores de la RFEBM.
- TORRESCUSA, L. C., SANCHEZ, F., ROMAN, J. de DIOS (1988): "Guía Metodológica de Iniciación al balonmano". RFEBM.1988

- **Learning unit 2. Handball skills**

- ANTÓN, J.L. (2000). Balonmano. Nuevas aportaciones para el perfeccionamiento y la investigación. Editorial: Inde.
- ÁVILA, F. M. (2006). La formación defensiva del jugador en su incorporación al alto rendimiento. Área de balonmano, 38, 29-33.
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- BARCENAS, D. y ROMAN, J. (1991): Balonmano. Técnica y Metodología. Ed. Gymnos. Madrid
- TORRES, G. (1998) "La finta: factores y variables de la práctica". Comunicación técnica no 167. Revista Asociación de Entrenadores de Balonmano. Número 3.Abril.
- FALKOWSKI, M. y ENRIQUEZ, E. (1979): Estudio monográfico del portero. Ed. Esteban Sanz. Madrid
- FALKOWSKI, M. y ENRIQUEZ, E. (1988): Aprendiendo a jugar. Ed. Esteban Sanz. Madrid. 2a edición ampliada y corregida.
- LAGUNA, M. (2006). Jugar y hacer jugar: La formación de jugadores para el ataque posicional. Comunicación técnica nº 245. R.F.E.BM.
- LAGUNA, M. (2008). El ataque posicional en las etapas de formación: Hacer bien lo fácil. Comunicación técnica nº 264. R.F.E.BM.
- LAGUNA, M. (2015). Los Fundamentos del Entrenamiento en las Categorías Cadete y Juvenil. Clinic de Balonmano Base.
- RIBERA, J. (2016). Defensa 5:1 modelo Brasil. Clinic de Balonmano Ciudad de Avilés.

- **Learning unit 3. Colective skills of handball**

- ANTÓN, J.L. (2000). Síntesis de los medios tácticos grupales defensivos y su aplicación estratégica durante el desarrollo de los sistemas defensivos. En: Antón, J.L. (2000). Balonmano. Perfeccionamiento e investigación. Barcelona: Inde, 147-163.
- ANTÓN, J.L. (1998): "Táctica grupal ofensiva: concepto, estructura y metodología". Ed. Gymnos. Madrid

- Apuntes de la ESCUELA NACIONAL DE ENTRENADORES de la RFEBM.
- FALKOWSKI, M. y ENRIQUEZ, E. (1988): Los sistemas de juego ofensivos. Ed. Esteban Sanz. Madrid
- FALKOWSKI, M. y ENRIQUEZ, E. (1988): Los sistemas de juego defensivos. Ed. Esteban Sanz. Madrid
- GARCÍA CUESTA, J. et al (1991): Balonmano. Comité Olímpico Español no 8. Madrid
- ROMÁN, J.D. (2002). La estructuración del juego de ataque en el balonmano de alto nivel. II Congreso Nacional de Técnicos especialistas en Balonmano.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND 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 mean 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 opportunity 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.