

1. OVERVIEW

Subject area	Soccer II
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Exercise and Sport Sciences and Physiotherapy
Year	Third
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish / English
Delivery mode	On campus
Semester	S5-S6
Academic year	2024/2025
Coordinating professor	David Viejo Romero

2. INTRODUCTION

This subject area provides students with a broad range of knowledge about the development of competition in football, the structure of play, phases of play and the different attack and defence tactics used in the game.

Students will be able to optimise training based on specific study of game contents, principles, systems and aspects of organising developmental dynamics in the internal structure of football.

The planning and organisation of practical sessions is especially important in this professional field due to the wealth of knowledge about the specific means and methods of organising football training.

We will introduce students to how new technologies are used to analyse play, one of the specialist professional fields that are opening up every day in this sport. To do so, we will provide a basic introduction to computer programs such as video editing software, training management software and practical activities based on specific set-ups in practical situations.

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):

- 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, departments 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 or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.

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

- CE01: 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.
- CE03: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE08: 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.
- CE09: 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 provides students with a broad range of knowledge about the development of competition in football, the structure of play, phases of play and the different attack and defence tactics used in the game.
- RA2: Students will be able to optimise training based on specific study of game contents, principles, systems and aspects of organising developmental dynamics in the internal structure of football.
- RA 3: The planning and organisation of practical sessions is especially important in this professional field due to the wealth of knowledge about the specific means and methods of organising football training
- RA 4: We will introduce students to how new technologies are used to analyse play, one of the specialist professional fields that are opening up every day in this sport. To do so, we will provide a basic introduction to computer programs such as video editing software, training management software and practical activities based on specific set-ups in practical situations.

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

Skills	Learning outcomes
CB2, CB3, CB4, CT6, CT15, CE9	RA1. This subject area provides students with a broad range of knowledge about the development of competition in football, the structure of play, phases of play and the different attack and defence tactics used in the game.
CB2, CB3, CT15, CE1, CE3, CE8	RA2. Students will be able to optimise training based on specific study of game contents, principles, systems and aspects of organising developmental dynamics in the internal structure of football
CB4, CT6, CT17, CT15, CE1, CE3, CE8	RA3. The planning and organisation of practical sessions is especially important in this professional field due to the wealth of knowledge about the specific means and methods of organising football training
CB2, CB3, CB4, CT18, CT15, CE3, CE9	RA4. We will introduce students to how new technologies are used to analyse play, one of the specialist professional fields that are opening up every day in this sport. To do so, we will provide a basic introduction to computer programs such as video editing software, training management software and practical activities based on specific set-ups in practical situations.

4. CONTENTS

Topic 1 – THE GAME MODEL OF FOOTBALL

Topic 2 – ORGANISATION AND STRUCTURE OF STYLES OF PLAYING

Topic 3 – PROCESS OF TEACHING AND TRAINING IN FOOTBALL BASED ON STYLE OF PLAYING

Topic 4 – TRAINING METHODS IN FOOTBALL. HOW TO DEVELOP YOUR STYLE OF PLAYING

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
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Lectures	13
Asynchronous lectures	8
Case studies	39
Searching resources and choosing information sources	10
Reports and written work	12
Group activities (seminars, forums)	60
Tutorials	8
TOTAL	150h

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	50% (50–60)
Performance observation	25% (20–25)
Strategy design projects and intervention plans	25% (20–30)

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 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. Extraordinary exam period (resits)

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.

8. TIMELINE

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

Assessable tasks	Date
Submission of analysis of different style of play and models of play	On day 15 of class
Submission of the creation of a model of play	On day 20 of class
Submission of the planning of a microcycle	From day 25 of class onwards
Knowledge test	Last day

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:

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10. DIVERSITY AWARENESS 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.