1. BASIC INFORMATION

Course	Planning, Monitoring and Control of Training
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Medicine, Health and Sports
Year	4
ECTS	6 ECTS
Credit type	Optional
Language(s)	Spanish, English
Delivery mode	On campus
Semester	S7/S8
Academic year	2025/2026
Coordinating professor	Iván Vadillo Ventura

2. PRESENTATION

"Planning, Monitoring and Control of Training" is an elective subject area on the syllabus for the Bachelor's Degree in Exercise and Sport Sciences at Universidad Europea de Madrid. This subject area forms part of one of the traditional central themes in the training of future graduates in Exercise and Sport Sciences, providing a solid foundation in the design and planning of physical training.

In this context, after the skills and knowledge about training methods that were developed in "Sports Training", the main aim of this subject area is to teach students to plan periodized training during a season or annual period. As a secondary aim, the subject area will reinforce the planning and development of training sessions for different physical abilities, in line with the planning of microcycles and mesocycles throughout the season/year. Students will also learn to monitor and control training in order to assess the degree of fulfilment of the training plan and make the necessary adjustments to the training process.

The subject area "Planning, Monitoring and Control of Training" allows students to analyse and respond to the training needs of individual athletes according to their performance goals and level of physical fitness. Students will also learn to adjust the training methods to the most suitable work plan depending on the available time frame and biological characteristics of the athlete.

The subject area "Planning, Monitoring and Control of Training" is designed in this way, from a theoretical/practical perspective, to give students a valuable advantage in real situations, allowing them to apply effective solutions based on the acquired knowledge and skills.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Students have shown their knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- 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.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular competencies:

- 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.
- CT8: Information management: Ability to seek, choose, analyse and integrate information from diverse sources.
- CT11: Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.

Specific competencies:

- CE3: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different fields of sports performance.
- CE5: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- CE6: Ability to assess levels of physical fitness and motor skills, prescribing and planning performance-orientated physical exercises in different age groups.
- CE7: Ability to promote and assess long-lasting and autonomous habits of performance-orientated exercise and sport.

Learning outcomes:

- RA1: To develop knowledge about how to analyse and achieve key performance factors in a specific sport.
- RA 2: To develop different training structures from individual tasks to training macrocycles.
- RA3: To understand different models of psychological/physiological control and assessment in different sports.

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

Competencies	Learning outcomes
CB1, CB2, CB4, CB5, CT5, CT11, CT17, CE3, CE4, CE5, CE6	RA1: To develop knowledge about how to analyse and achieve key performance factors in a specific sport.
CB4, CT5, CT11, CT17, CE3, CE4, CE5, CE6, CE7	RA2: To develop different training structures from individual tasks to training macrocycles.

CB3, CB4, CT8, CT11, CT17, CE3, CE4, CE5, CE6, CE7	RA3: To understand different models of psychological/physiological control and assessment in different sports.

4. CONTENT

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

– Training as a science.
– Organisation and planning of the training process.
– Training sessions.
– Training microcycles.
– Training mesocycles.
– Training macrocycles.
– Psychological/physiological monitoring of training.
– Performance assessment in aerobic tests.
– Performance assessment in anaerobic tests.
– Strength assessment.
– Performance assessment in acyclical methods.

5. TEACHING-LEARNING METHODOLOGIES

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

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

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
Case studies	50
Independent working	29
Search for resources and choosing information sources	20
Lectures	10
Reports and written work	25
Tutorials	8
Asynchronous lectures	8
Case studies	50
TOTAL	**150 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	Weight
On-campus knowledge tests	20–25%
Performance observation	10 - 30 %
Participation in classroom activities	20–45%
Assessment of reports and written work	10–20%

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

7.1. First exam period

To pass the course in the regular session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average).

Loss of the right to continuous assessment:

- As this is an eminently practical subject, attendance is essential, so any student who does not achieve 80% attendance at training sessions will lose the right to continuous assessment, and the course will be subject to extraordinary assessment.
- Failure to participate in group work will directly result in the loss of the right to continuous assessment, which will be subject to extraordinary assessment.
- Invention, plagiarism, or copying of any of the activities developed in the course will directly result in the loss of the right to continuous assessment, which will be subject to extraordinary assessment.

7.2. Second exam period

To pass the course in the regular exam session, you must obtain a final grade (weighted average) equal to or greater than 5.0 out of 10.0.

You must submit the activities not passed during the regular session, after having received the corresponding feedback from the instructor, or those that were not submitted.

8. SCHEDULE

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

Assessable tasks	Date
Design, conduct, and interpretation of the participant interview	Week 2
Mesocycle design.	Week 4
Design of training sessions within the mesocycle.	Week 5
Design of the macrocycle training plan.	Week 6
Initial testing and preparation of the participant evaluation report.	Week 7
Programming and execution of the microcycle training sessions.	Week 13
Final testing and preparation of the participant evaluation report.	Week 14
Final report from the student to the participant.	Week 15
Presentation of the final training program report.	Week 16
Participant's assessment of coaches.	Week 16
Submission of the transdisciplinary activity questionnaire on sports planning and nutrition.	Week 16

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

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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 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.