

## 1. OVERVIEW

<b>Subject area</b>	Planning, Monitoring and Control of Training
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	4
<b>ECTS</b>	6 ECTS
<b>Type</b>	Optional
<b>Language/s</b>	Spanish, English
<b>Delivery mode</b>	On campus
<b>Semester</b>	S7/S8
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	Iván Vadillo Ventura

## 2. INTRODUCTION

"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. SKILLS AND LEARNING OUTCOMES

### Basic skills (CB, by the acronym in Spanish):

- 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 skills (CT, by the acronym in Spanish):**

- 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 skills (CE, by the acronym in Spanish):**

- 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 (RA, by the acronym in Spanish):**

- 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 how the skills developed in the course match up with the intended learning outcomes:

Skills	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. CONTENTS

This subject is organised into eleven learning units or topics:

- 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 METHODS

The types of teaching-learning methods are as follows:

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

## 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	On campus
Case studies	50	100
Independent working	29	0
Search for resources and choosing information sources	20	0
Lectures	10	100
Reports and written work	25	0
Tutorials	8	100
Asynchronous lectures	8	0
<b>TOTAL</b>	<b>150</b>	

## 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	20–25%
Performance observation	10 - 30 %
Participation in classroom activities	20–45%
Assessment of reports and written work	10–20%

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.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

### 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.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

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.

## 8. TIMELINE

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

Assessable tasks	Date
<b>Simulation activity.</b> Extraction and analysis of performance factors	Week 4
Design and creation of training programmes organised according to the most appropriate structures and types of planning for training.	Week 7
Independent application of the acquired knowledge and skills through the appropriate design and creation of macrocycles.	Week 9

<b>Multidisciplinary activity.</b> Planning of training in multidisciplinary work.	Week 10
<b>Integrated curriculum activity.</b> Independent psychological and physiological monitoring of different activities	Week 12
Independent monitoring and assessment of aerobic endurance	Week 13
Independent monitoring and assessment of anaerobic endurance	Week 14
Independent monitoring and assessment of strength	Week 15
Exam	Week 16

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

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## **10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT 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](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.