

## 1. OVERVIEW

<b>Subject area</b>	Soccer III
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	Fourth
<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>	David Viejo Romero

## 2. INTRODUCTION

The aim of this subject area is to provide students with extensive knowledge about football in the pursuit of sports performance; control, monitoring and assessment of the competition as a means of detecting the needs posed by the game; the optimisation of training based on the information obtained; training of players' conditional skills in an integrated way that is specific to football; and the planning, programming and periodization of training and competition.

## 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):**

- 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.
- CE3: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and 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: This subject area will provide students with extensive knowledge about modern football in the pursuit of sports performance and the control, monitoring and assessment of the competition and players as a means of detecting the specific needs and demands posed by the game of football.
- RA2: Students will use specific technological applications and resources for competition, player and team analysis.
- RA 3: Students will understand the specific demands of the goalkeeper position and the work content that will allow them to design, organise and plan training sessions.
- RA 4: We will introduce students to the professional field of physical training in football, integrating content that allows for the training of players' conditional skills in a specific manner, considering the demands of the game, competition and different positions. This will enable them to personalise training loads and prepare weeks of training based on these loads.

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, CT18, CE3, CE8, CE1	RA1.
CB3, CB4, CT1, CT6, CT18, CE3, CE8, CE9, CE1	RA2.
CB3, CB2, CT15, CT17, CT6, CE3, CE8, CE9	RA3.
CB2, CT6, CT15, CT18, CE3, CE8, CE9	7. ASSESSMENT

## 4. CONTENTS

Topic 1 – Competition analysis with focus on Physical Demands and contextual Factors
Topic 2 – Specific goalkeeper training.
Topic 3 – Specific physical training in football. Strength Training and Specific Endurance Training
Topic 4 – Tactical analysis and scouting in football with special focus on Different Styles of Playing and Game Models

## 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	15 h
Case studies	44 h
Group work	50 h
Reports and written work	12 h
Search for resources and choosing sources of information	13 h
Tutorials	8 h

Asynchronous lectures	8 h
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

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

### On campus:

Assessment system	Weighting
Performance observation	(20–25%)
Assessment of reports and written work	(10–20%)
Knowledge tests	(50–60%)

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.

- You must **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
Activity 1	On day 10

Activity 2	On day 15 of class
Activity 3	On days 18 and 24 of class
Activity 4	2 days before the knowledge test
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](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.