

1. OVERVIEW

Subject area	Specific Training Methods and Performance Testing in High Performance Sports
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Exercise and Sport Sciences and Physiotherapy
Year	Fourth
ECTS	6
Type	Optional
Language(s)	Spanish and English
Delivery mode	On campus
Semester	S7 and S8
Academic year	2024-2025

2. INTRODUCTION

This subject area is part of an area of knowledge that encompasses various subject areas which, together, focus on the study of young athletes, their initial introduction to sport and their development through to a high level of sports performance. It also focuses on the study of specific means of training and tests to assess sports performance. This subject area aims to develop in students the general skills and knowledge of a sports coach working at entry level or in performance refinement, in any applicable context.

3. SKILLS AND LEARNING OUTCOMES

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

- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their area of study.

- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) 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 necessary learning skills to undertake further study with a high degree of autonomy.

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

- CT3: Ability to adapt to new situations: Being able to evaluate and understand different points of view, adapting one's own approaches to suit the situation.
- CT11: Planning and time management: Ability to set objectives and choose the right means to achieve them, making efficient use of time and resources.
- 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 oneself and collaborate actively with other people, areas and/or organisations to achieve shared objectives.

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.
- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- 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.
- CE10: Ability to participate in the effective leadership and/or management of both public and private organisations that provide any kind of exercise-related services

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To understand and master fundamental concepts of training methods in elite sport.
- RA2: To act professionally when using equipment and following safety protocols in practical classes.
- RA3: To produce in-depth analysis and summaries based on searches of key literature about training in elite sport
- RA4: To perform control tests to assess the physical condition of elite athletes.
- RA5: To analyse the specific means of training needed in elite sport.
- RA6: To understand the different training methods used in elite sport.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB1, CB3, CB4, CT11, CE1, CE2, CE8,CE9	RA1: To understand and master fundamental concepts of training methods in elite sport. RA2: To act professionally when using equipment and following safety protocols in practical classes.

CB2, CB5, CT17, CE8, CE10	RA3: To produce in-depth analysis and summaries based on searches of key literature about training in elite sport
CB1, CB3, CB4, CT3, CT11, CE1, CE8, CE9	RA4: To perform control tests to assess the physical condition of elite athletes.
CB1, CB3, CB4, CT3, CT11, CE1, CE8, CE9, CE10, CT15	RA5: To analyse the specific means of training needed in elite sport.
CB1, CB3, CB4, CT11, CE1, CE8, CE9, CE10	RA6: To understand the different training methods used in elite sport.

4. CONTENTS

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

Development process in sports. Stages and systems for elite performance.

Planning of primary and operational goals in elite performance.

Assessment and control in elite performance.

Specific means of training different physical qualities in different sports.

Planning management. Strategic elite performance plan

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

1. Lectures
2. Case studies
3. Collaborative learning
4. Problem-based learning

5. Simulation environments

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
Essays, text commentaries and critical text analysis	40h
Design of strategies, procedures and intervention plans	36h
Lectures	18h
Independent working	30h
Debates and discussions	10 h
Tutorials	8h
Asynchronous lectures	8h
TOTAL	150 h

7. ASSESSMENT

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

On campus:

Assessment system	Weighting
Knowledge test	40–50%
Learning portfolio	20–25%
Strategy design projects and intervention plans	20–25%
Participation in classroom activities	10–15%

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must submit the dossier (portfolio) of exercises and achieve a grade of at least 5.0 out of 10.0.

To pass the subject area in the ordinary exam period, you must achieve a grade of at least 5.0 out of 10.0 in each of the two exams (coach/assessor and clinical case).

To pass the subject area in the ordinary exam period, you must obtain a final grade (weighted average) of at least 5.0 out of 10.0 for the subject area.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period, you must obtain a final grade (weighted average) of at least 5.0 out of 10.0 for the subject area.

Students must resit any exams in which they achieved a grade of less than 5.

Tasks not passed in the ordinary exam period, or those not submitted, must be submitted after having received the relevant corrections from the teacher.

8. TIMELINE

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

Assessable tasks	Date
Coach/assessor exam	Week 10
Clinical case exam	Week 15
Portfolio submission	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

The recommended bibliography is indicated below

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10. EDUCATIONAL GUIDANCE AND DIVERSITY 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.