



## Information about the subject

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 282059 **Name:** Football

**Credits:** 4,50 **ECTS Year:** 4 **Semester:** 2

**Module:** 4) Optional Module.

**Subject Matter:** Collective Sports **Type:** Elective

**Field of knowledge:** Health Sciences

**Department:** Physical-Sports Disciplines and Activities

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** English, Spanish

**Lecturer/-s:**

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## Module organization

### 4) Optional Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Inclusive Activities and Practices	4,50	Inclusive Activities and Practices in the Areas of Education and Leisure Time	4,50	3, 4/2
Anthropology.	12,00	Anthropology	6,00	3/1
		Science, Reason and Faith	6,00	3/2
Collective Sports	22,50	Basketball	4,50	4/2
		Football	4,50	4/2
		Handball	4,50	3, 4/2
		Hockey	4,50	This elective is not offered in the academic year 25/26
		Volleyball	4,50	4/2
Adversary Sports	18,00	Fencing	4,50	This elective is not offered in the academic year 25/26
		Judo	4,50	4/2
		Paddle	4,50	4/2
		Tennis	4,50	3, 4/2



Sports in the Natural Environment	4,50	Sports in Nature: Specific Techniques	4,50	3, 4/2
Individual sports	22,50	Athletics	4,50	3, 4/2
		Cycling	4,50	This elective is not offered in the academic year 25/26
		Gymnastics	4,50	3, 4/2
		Swimming	4,50	4/2
		Triathlon	4,50	3, 4/2
Direction and Management of Gyms and Sports Centers	4,50	Gym and Sports Centre Management and Administration	4,50	This elective is not offered in the academic year 25/26
Idiom	9,00	Inglés Avanzado para Ciencias Actividad Física y Deporte	4,50	3, 4/2
		Inglés Intermedio para Ciencias Actividad Física y Deporte	4,50	3, 4/2
Sports facilities	4,50	Sports Facilities	4,50	This elective is not offered in the academic year 25/26
Research Methods and Techniques	4,50	Applied Research Methods and Techniques in Sport Sciences	4,50	4/2
Nutrition	4,50	Nutrition	4,50	3, 4/2
Professional Itinerary Electives	27,00	Fitness and Physical Conditioning	6,00	4/1



Professional Itinerary Electives		Pedagogy in Educational Values in Sports and Physical Activity	6,00	4/1
		Skills, Entrepreneurship and Employment	3,00	4/2
		Sports Management of Human and Economic Resources	6,00	4/1
		Theory and Practice of Training for High Performance in Sports	6,00	4/1
Trends in sports practices	4,50	Trends in Sports Practices	4,50	This elective is not offered in the academic year 25/26
Social Skills and Group Dynamics	4,50	Social Skills and Group Dynamics	4,50	This elective is not offered in the academic year 25/26

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Apply scientific evidence regarding the internal logic, physiological principles, biomechanics, behavioral and social factors that modulate performance in soccer to the design, execution, and evaluation of exercises and teaching-training programs.
- R2 Differentiate and design prioritized development tasks for various capacities and skills in different soccer contexts.
- R3 Critically analyze information from various knowledge sources (in Spanish and English) to propose specific solutions or intervention proposals for different teaching-training contexts.
- R4 Analyze, plan, implement, and rationally evaluate teaching-training programs that use soccer as a means to an end in various intervention contexts.
- R5 Develop and demonstrate cooperation, respect, constructive criticism, and professionalism typical of multidisciplinary workgroups characterizing the technical staff of soccer clubs-teams.



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	30,00%	Written and/or practical tests.
R1, R2, R3	40,00%	Individual or Group Work / Project.
R1, R2, R3, R4, R5	20,00%	Exercises and Practices in the Classroom.
R1, R2, R3	10,00%	Non-face-to-face autonomous work.

### Observations

- This course is NOT susceptible to requesting a single evaluation according to article 10.3 of the GENERAL RULES FOR EVALUATION AND GRADING OF OFFICIAL COURSES AND UCV's OWN DEGREES.
- The student will be able to keep the evaluation instruments passed during the 3 years following the first enrollment.
- It is necessary to obtain a 50% in the following instruments:
  - Written and/or practical tests
  - Individual or Group Work/Project
  - Exercises and Practices in the Classroom
  - Non-attendance autonomous work
- If any of these criteria is not met, the student will be graded with a maximum of 4.5.

### SPECIFICATIONS OF THE EVALUATION INSTRUMENTS

#### Written and/or practical tests

The evaluation system of the course is cumulative, so the grades obtained in the different instruments are independent and are added together.

This instrument consists of a single final test on the dates of official convocation whose evaluable contents are:

- All the theoretical contents taught in class (syllabus, teacher's explanations, classroom practices...).
- The contents of the training platform (articles, practical questionnaires and complementary documents indicated).

It is a test that includes different types of questions:



- Test type (several answer options, answer penalty from 25% to 50% depending on the size of the error):
- True / false (no penalty for incorrect answers).
- Matching (do not penalize incorrect)
- Short answer (one word, number or phrase (do not penalize incorrect)
- Development (resolution of practical proposals, cases, analysis of exercises, intervention contexts...).

### **Individual or Group Work/Project**

Project consisting in the realization of a group work and in the direction of a group practical session (date of delivery will be indicated on the platform together with the specific evaluation criteria).

### **Autonomous work not presential**

Work delivered individually on the contents of the subject (questionnaires and assignments on units to be delivered on the platform and in the classroom).

### **Exercises and Practices in the Classroom.**

Delivery of group work and participation in the theoretical and practical dynamics of the subject.  
Works that will be exposed and/or delivered in class.

*The detailed explanation (procedure for the works) as well as the evaluation tools (worksheets or rubrics) of each section will be posted on the platform of each group at the student's disposal.*



## Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

### Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

### Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

### Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

### Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Attendance at practices.
- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>THEORETICAL CLASS:</b> Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M5, M6	R1, R2, R3	11,70	0,47
<b>PRACTICAL CLASS / SEMINAR:</b> Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity. M2, M7	R2, R3, R5	27,30	1,09
<b>EVALUATION:</b> Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2, M7	R1, R2, R3, R4	4,00	0,16
<b>TUTORING:</b> Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M2	R5	2,00	0,08
<b>TOTAL</b>		<b>45,00</b>	<b>1,80</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring. M2, M7	R1, R2, R3, R4, R5	20,50	0,82
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces. M2	R1, R2, R3, R4, R5	47,00	1,88
<b>TOTAL</b>		<b>67,50</b>	<b>2,70</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK 1	Structural analysis. Capabilities and structures of collective sports. Basic terminology. Phases of the game.
BLOCK 2	Stages of formation and fundamental objectives in training. Didactics of soccer training. Session design. Task designs. Symbolology.
BLOCK 3	Conditional structure of soccer. Structure of the competitive activity. Profile of the effort developed during the game. Evaluation of the conditional capacities in soccer.
BLOCK 4	Coordinative structure in soccer. Conditional factors of technical performance. Criteria to build tasks of coordinative prioritization.
BLOCK 5	Relevance of tactics in soccer. The perception-action process. Relevance of the technical-tactical actions by game zones. Tactical training of the soccer player.
BLOCK 6	Conditions of the tactical-strategic analysis. Phases and principles of the game. Offensive systems. Defensive systems. Transitions. Criteria to build tactical-strategic prioritization tasks. Strategy and CBAs. Scouting and evaluation of tactical situations, game systems and CBA.
BLOCK 7	Soccer goalkeeper training. Profile of specific perceptual-motor, conditional and affective abilities of the goalkeeper. Goalkeeper performance context. Methodological aspects for the design and execution of training tasks for goalkeepers.



## BLOCK 8

Planning of goalkeeper training in soccer. SWOT-CAME diagnosis. Main training periodization models. The detection and development of talent in soccer. Technology applied to soccer.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1	2,00	4,00
BLOCK 2	2,00	4,00
BLOCK 3	4,00	8,00
BLOCK 4	4,00	8,00
BLOCK 5	6,00	12,00
BLOCK 6	6,00	12,00
BLOCK 7	3,00	6,00
BLOCK 8	3,00	6,00



## References

### BASIC REFERENCES:

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