



## Information about the course

**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:** Optativa

**Branch of knowledge:** Health Sciences

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

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

**Language/-s in which it is given:** English

**Teachers:**

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## Module organization

### 4) Optional Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Inclusive Activities and Practices	4	Inclusive Activities and Practices in the Areas of Education and Leisure Time	4	4/2
Anthropology.	12	Anthropology	6	3/1
		Science, Reason and Faith	6	3/2
Collective Sports	22	Basketball	4	4/2
		Football	4	4/2
		Handball	4	4/2
		Hockey	4	4/2
		Volleyball	4	4/2
Adversary Sports	18	Fencing	4	4/2
		Judo	4	4/2
		Paddle	4	4/2
		Tennis	4	4/2
Sports in the Natural Environment	4	Sports in Nature: Specific Techniques	4	4/2
Individual sports	22	Athletics	4	4/2



Individual sports		Cycling	4	4/2
		Gymnastics	4	4/2
		Swimming	4	4/2
		Triathlon	4	4/2
Direction and Management of Gyms and Sports Centers	4	Gym and Sports Centre Management and Administration	4	4/2
Idiom	9	Inglés Avanzado para Ciencias Actividad Física y Deporte	4	4/2
		Inglés Intermedio para Ciencias Actividad Física y Deporte	4	4/2
Sports facilities	4	Sports Facilities	4	4/2
Research Methods and Techniques	4	Applied Research Methods and Techniques in Sport Sciences	4	4/2
Nutrition	4	Nutrition	4	4/2
Professional Itinerary Electives	27	Fitness and Physical Conditioning	6	4/1
		Pedagogy in Eduational Values in Sports and Physical Activity	6	4/1
		Skills, Entrepreneurship and Employment	3	4/2
		Sports Management of Human and Economic Resources	6	4/1



Professional Itinerary Electives		Theory and Practice of Training for High Performance in Sports	6	4/1
Trends in sports practices	4	Trends in Sports Practices	4	4/2
Social Skills and Group Dynamics	4	Social Skills and Group Dynamics	4	4/2



## Learning outcomes

Al finalizar la asignatura, el estudiante deberá demostrar haber adquirido los siguientes resultados de aprendizaje:

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.

Learning outcomes of the specified title

### Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Know how to guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with emphasis on specific populations. special such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

### Type of AR: Competencias

- Articulate and deploy with rigor and a scientific attitude the justifications on which to constantly and professionally prepare, support, substantiate and justify all acts, decisions, processes, procedures, actions, activities, tasks, conclusions, reports and professional performance.



- Articulate and display an advanced level of skill in the analysis, design and evaluation of assessment and control tests of physical condition and physical-sports performance.
- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying a mastery of the elements, methods, procedures, activities, resources, techniques and processes of physical condition and physical exercise in a manner adequate, efficient, systematic, varied and methodologically integrated for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport.

R2 - Differentiate and design prioritized development tasks for various capacities and skills in different soccer contexts.

Learning outcomes of the specified title

**Type of AR:** Habilidades o Destrezas

- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Know how to guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with emphasis on specific populations. special such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

**Type of AR:** Competencias



- Articulate and deploy with rigor and a scientific attitude the justifications on which to constantly and professionally prepare, support, substantiate and justify all acts, decisions, processes, procedures, actions, activities, tasks, conclusions, reports and professional performance.
- Articulate and display an advanced level of skill in the analysis, design and evaluation of assessment and control tests of physical condition and physical-sports performance.

R3 - Critically analyze information from various knowledge sources (in Spanish and English) to propose specific solutions or intervention proposals for different teaching-training contexts.

Learning outcomes of the specified title

#### **Type of AR:** Habilidades o Destrezas

- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Know how to guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with emphasis on specific populations. special such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

#### **Type of AR:** Competencias

- Articulate and deploy with rigor and a scientific attitude the justifications on which to constantly and professionally prepare, support, substantiate and justify all acts, decisions, processes, procedures, actions, activities, tasks, conclusions, reports and professional performance.
- Articulate and display an advanced level of skill in the analysis, design and evaluation of assessment and control tests of physical condition and physical-sports performance.



- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying a mastery of the elements, methods, procedures, activities, resources, techniques and processes of physical condition and physical exercise in a manner adequate, efficient, systematic, varied and methodologically integrated for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport.

R4 - Analyze, plan, implement, and rationally evaluate teaching-training programs that use soccer as a means to an end in various intervention contexts.

Learning outcomes of the specified title

#### **Type of AR: Habilidades o Destrezas**

- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Know how to guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with emphasis on specific populations. special such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

#### **Type of AR: Competencias**





- Articulate and deploy with rigor and a scientific attitude the justifications on which to constantly and professionally prepare, support, substantiate and justify all acts, decisions, processes, procedures, actions, activities, tasks, conclusions, reports and professional performance.
- Articulate and display an advanced level of skill in the analysis, design and evaluation of assessment and control tests of physical condition and physical-sports performance.

R5 - Develop and demonstrate cooperation, respect, constructive criticism, and professionalism typical of multidisciplinary workgroups characterizing the technical staff of soccer clubs-teams.

Learning outcomes of the specified title

**Type of AR: Habilidades o Destrezas**

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Know how to guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with emphasis on specific populations. special such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

**Type of AR: Competencias**



- Articulate and deploy with rigor and a scientific attitude the justifications on which to constantly and professionally prepare, support, substantiate and justify all acts, decisions, processes, procedures, actions, activities, tasks, conclusions, reports and professional performance.
- Articulate and display an advanced level of skill in the analysis, design and evaluation of assessment and control tests of physical condition and physical-sports performance.
- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying a mastery of the elements, methods, procedures, activities, resources, techniques and processes of physical condition and physical exercise in a manner adequate, efficient, systematic, varied and methodologically integrated for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport.



## Assessment system

### Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
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

-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
- According to article 4.2. of the Guidelines for Evaluation at the UCV, the limit of absences that can accommodate eventualities (medical consultation, bureaucratic procedures...) that do not have to be justified, is 30%.
- 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.*



## Actividades formativas

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

- M2 Resolution of problems and cases.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.

### IN-CLASS TRAINING ACTIVITIES

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
<b>THEORETICAL CLASS:</b> Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom.	R1, R2, R3	Presentation of content by the teacher. Practical lesson.	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.	R2, R3, R5	Resolution of problems and cases. Group dynamics and activities.	27,30	1,09



EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.	R1, R2, R3, R4	Resolution of problems and cases. Group dynamics and activities.	4,00	0,16
TUTORING: 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.	R5	Resolution of problems and cases.	2,00	0,08
<b>TOTAL</b>			<b>45,00</b>	<b>1,80</b>

## TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring.	R1, R2, R3, R4, R5	Resolution of problems and cases. Group dynamics and activities.	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.	R1, R2, R3, R4, R5	Resolution of problems and cases.	47,00	1,88
<b>TOTAL</b>			<b>67,50</b>	<b>2,70</b>



## Description of contents

Descripción de contenidos necesarios para la adquisición de los resultados de aprendizaje.

### Theoretical content:

Block of content	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	Sessions	Hours
BLOCK 1	2	3,00
BLOCK 2	2	3,00
BLOCK 3	4	6,00
BLOCK 4	4	6,00
BLOCK 5	6	9,00
BLOCK 6	6	9,00
BLOCK 7	3	4,50
BLOCK 8	3	4,50





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