Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280215 **Name:** Adapted Sport and Inclusive Physical Activity

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: 2) Obligatory Formation module

Subject Matter: Sports Fundamentals **Type:** Compulsory

Field of knowledge: Health Sciences

Department: Physical-Sports Disciplines and Activities

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

2) Obligatory Formation module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Manifestations of human motor skills	18,00	Body Language	6,00	1/1
		Perceptual Motor Skills	6,00	1/2
		Physical Activity in Nature	6,00	2/2
Sports Fundamentals	42,00	Adapted Sport and Inclusive Physical Activity	6,00	2/2
		Adversary Sports	6,00	2/1
		Individual Sports	6,00	2/1
		Motor Learning and Development	6,00	1/1
		Native Sports and Games	6,00	1/2
		Team Sports	6,00	2/2
		Training Theory and Practice in PA	6,00	2/2

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	Actively participate in physical and sports activities, demonstrating favorable and supportive attitudes toward people with disabilities.
R2	Identify different types of disabilities, discerning the most suitable physical-sports activities for each person based on their characteristics and context.
R3	Differentiate and implement various physical-sports modalities for people with disabilities, considering both material and personnel support.
R4	Identify barriers to participation and learning, both environmental and personal, in physical-sports activities to ensure inclusivity.
R5	Design, implement, and evaluate inclusive physical-sports activities in different environments and contexts.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

	Weighting			
	1	2	3	4

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	40,00%	Written and/or practical tests.
R1, R2, R3, R5	30,00%	Individual or Group Work / Project.
R1, R2, R3, R4, R5	20,00%	Exercises and Practices in the Classroom.
R1, R2, R3, R4, R5	10,00%	Diary, Portfolio or Notebook.

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
- If any of these criteria is not met, the student will be graded with a maximum of 4.5.

SPECIFICATIONS OF THE EVALUATION INSTRUMENTS

Individual/group work/project

The student will choose between two types of work:
For students choosing cooperative group work:
Written presentation, monitoring and exhibition of a cooperative work of a Paralympic or adapted sport, or any physical activity related to any field related to disability.
For students who choose APS work:
Intervention of at least 4 sessions in a center or association related to Physical Activity and disability. Presentation of the intervention report taking into account all the phases of the APS.
Presentation and exposition to the group-theoretical class of the APS intervention carried out.
A 50% must be obtained in both parts of any of the two types of work to pass this evaluation instrument.

Written and/or practical tests

The exam consists of a single final test on the dates of the official call and consists of two parts : Type test (30%): 30 questions with 3 answer options. Standard penalty system: 1 wrong answer subtracts 50%.Development (10%): question/s of development and practical application of knowledge.

Exercises and practices in the classroom

Assignments made during the practical and theoretical sessions. These tasks can only be done by the students attending the classes.

Journal, Portfolio or Notebook

It will be possible to add up to 10% of the grade by presenting the portfolio with the activities carried out and through the practice diary. The Portfolio will consist of all the activities performed: Presentation of completed document (from the platform) as a result of attendance at events and / or competitions related to the subject, accessibility, intervention in centers to student proposals accepted by the teacher.Practical applications of the subject in the student's immediate environment.Participation in seminars related to the subject and/or those activities proposed by the teacher and/or the students, susceptible to improve this section.

The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published in 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
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M4, M5, M7	R2, R3	7,50	0,30
PRACTICAL CLASS / SEMINAR: 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. M3, M4, M6, M7	R1, R2, R3, R4, R5	46,50	1,86
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M6, M7	R1, R2, R3	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. M5	R1, R4	2,00	0,08
TOTAL		**60,00**	**2,40**

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. M6, M7	R1, R2, R3, R4, R5	40,00	1,60
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. M6, M7	R1, R2, R3	50,00	2,00
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK 1	Introduction to the basic concepts surrounding disability from a historical perspective. Use of inclusive language.
BLOCK 2	Sensitization towards people with disabilities through different didactic resources and experimentation of their limitations with motor practices.
BLOCK 3	Description of the different types of disability from the competence paradigm.
BLOCK 4	Analysis and detection of the different barriers (architectural, urban, social, communication, etc.) that impede accessibility to spaces, services, relationships, rights or any other dimension of the person.
BLOCK 5	Historical evolution of the different paradigms in the field of disability: from exclusion to inclusion.
BLOCK 6	Strategies and design of activities for an inclusive Physical Education.
BLOCK 7	Sport and people with disabilities in different physical-sports environments.
BLOCK 8	Participation and experimentation of different physical-sports activities with and for people with disabilities in different environments.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1	2,00	4,00
BLOCK 2	4,00	8,00
BLOCK 3	3,00	6,00
BLOCK 4	2,00	4,00
BLOCK 5	2,00	4,00
BLOCK 6	4,00	8,00
BLOCK 7	9,00	18,00
BLOCK 8	4,00	8,00

References

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