



## Information about the course

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

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

**Code:** 282051 **Name:** Inglés Avanzado para Ciencias Actividad Física y Deporte

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

**Module:** 4) Optional Module.

**Subject Matter:** Idiom **Type:** Optativa

**Branch of knowledge:** Health Sciences

**Department:** Basic Sciences and Cross-disciplinary Subjects

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

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

**Teachers:**

OAC29 Katherine Haug (**Profesor responsable**)

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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:

R5 - Produce well-organized oral texts in English (at B2 level) appropriate for the interlocutor and their communicative purpose in general communication contexts and contexts related to Physical Education and Sports Sciences (CAFD).

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.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- 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.
- 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, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.

R6 - Engage in oral debates in English (at B2 level) with correctness, fluency, and spontaneity that allow for maintaining interaction, reacting, asking questions, and repeating what the interlocutor said to ensure mutual understanding in communication contexts.

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.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- 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.
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R7 - Identify the general meaning, essential information, main points, and relevant details in clearly structured oral texts delivered in standard English (at B2 level) at a moderate pace and transmitted live.

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.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- 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.
- 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, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.



R8 - Identify the general meaning, essential information, main points, and relevant details in clear and organized texts written in standard English (at B2 level) in general contexts and contexts related to Physical Education and Sports Sciences (CAFD)

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.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- 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.
- 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, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.

R9 - Compose simple and cohesive written texts in standard English (at B2 level), whether public or private, that require conveying or contrasting information, narrating stories, describing experiences or events (real or imaginary), feelings, and reactions.

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.



- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- 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.
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## Assessment system

### Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
R5, R6, R7, R8, R9	50,00%	Written and/or practical tests.
R5, R6, R7, R8, R9	30,00%	Individual or Group Work / Project.
R5, R6, R7, R8, R9	20,00%	Oral tests or presentation.

### Observations

·The student may keep the assessment instruments passed during the 3 years following the first enrolment.

·**Written and/or practical tests:** This assessment instrument is divided into three parts or tests which each assess different blocks of content: two written tests during the course (15% each test) and a written exam on the official exam date (20%). The two tests and the exam consist of a written comprehension exercise with multiple choice, an oral comprehension exercise with spaces to be filled in and a writing exercise, either an essay or report and/or answers to questions.

·**Individual or group work/project:** This assessment tool is divided into two group projects which will be written in class and then presented orally in group. Each project counts for 15% of the final mark, the written part (5%) and the oral part (10%)

·**Oral tests or oral presentation:** This evaluation instrument consists of two individual oral presentations to be given during the course. Each presentation involves presenting or showing the results of previous research, meeting the minimum criteria of accuracy and fluency necessary to pass a B2 level oral exam.

·It is necessary to obtain 60% in all instruments to pass the course.

·A compulsory attendance to the sessions of 80% is required.



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

*This subject can be requested for a single assessment by means of an application to the Secretary's Office, providing the appropriate evidence and justification for the request. This is essential for the application to be assessed by the subject's teaching staff.*

The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published 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.

## 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.
- M4 Practical laboratories.
- 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.	R5, R6, R7, R8	Resolution of problems and cases. Presentation of content by the teacher. Group dynamics and activities.	10,00	0,40



<p>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.</p>	R6, R7, R8, R9	Resolution of problems and cases. Practical laboratories. Presentation of content by the teacher. Practical lesson.	23,00	0,92
<p>EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.</p>	R6, R7, R8, R9	Resolution of problems and cases.	5,00	0,20
<p>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.</p>	R6, R7, R8	Resolution of problems and cases. Presentation of content by the teacher.	7,00	0,28
<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.	R6, R7, R8, R9	Resolution of problems and cases. Group dynamics and activities.	22,50	0,90
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.	R6, R7, R8, R9	Resolution of problems and cases. Presentation of content by the teacher. Group dynamics and activities.	45,00	1,80
<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 I	<ul style="list-style-type: none"><li>·Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of level B2.</li><li>·Specific area: Sport context, general questions: basic actions, implements, places where sport is practised, sport professionals, expression of sport results.</li></ul>
BLOCK II	<ul style="list-style-type: none"><li>·Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of level B2.</li><li>·Specific area: Context of sport, general issues: competition sport, adventure activities and conditioning activities.</li></ul>
BLOCK III	<ul style="list-style-type: none"><li>·Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of level B2.</li><li>·Specific area: Physical activity and health.</li></ul>
BLOCK IV	Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of level B2. Specific area: Psychosocial aspects of sport.
BLOCK V	Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of level B2. Specific area: Research in Sport Science.



## Temporary organization of learning:

Block of content	Sessions	Hours
BLOCK I	6	11,00
BLOCK II	6	11,00
BLOCK III	6	11,00
BLOCK IV	4	8,00
BLOCK V	2	4,00



## References

### **BASIC REFERENCE:**

Kivihall, S. (2008). *Atudy Aid of English for students of health Sciencies*. Tallin University Language Centre. ISBN: 978-9985-58-588-7.

### **COMPLEMENTARY REFERENCES:**

Brook-Hart, G. (2008). *Complete First Certificate: Student's Book with answers with CD- ROM*. Cambridge, Reino Unido: Cambridge University Press.

Deuter, M. (Ed.). (2008). *Oxford collocations dictionary: for students of English*. Oxford University Press.

Doff, A., Thaine, C., Puchta, H., Stranks, J., y Lewis-Jones, P. (2016) *Cambridge English empower pre-intermediate combo A with online assessment*. Cambridge, Reino Unido: Cambridge University Press.

Evans, V., Dooley, J& Graham A. *Career Paths: Sports*. London: Express Publishing Hashemi, L. and Thomas, B. (2008). *Grammar for First Certificate*. Cambridge, Reino Unido: Cambridge University Press.

Hashemi, L. & Thomas, B. (2006). *Grammar for PET*. Cambridge, Reino Unido: Cambridge University Press.

Hashemi, L. & Thomas, B. (2011). *Grammar for PET: Self-study grammar reference and practice*. Cambridge, Reino Unido: Cambridge University Press.

Heyderman, E. & May, P. (2011). *Complete PET for Spanish Speakers: Student's Book*. Cambridge, Reino Unido: Cambridge University Press.

McCarthy, M. & O'Dell, F. (1999). *English Vocabulary in Use*. Cambridge, Reino Unido: Cambridge University Press.

McCarthy, M. & O'Dell F. (2005). *English Collocations in use: Intermediate*. (13rd Ed.). Cambridge: CUP.

Murphy, R. (2014). *English Grammar in Use with Answers: A Self-Study Reference and Practice Book for Intermediate Students of English*. Cambridge, Reino Unido: Cambridge University Press.