

# Postgraduate Diploma

## Training planning in professional handball

Endorsed by the NBA





## Postgraduate Diploma

### Training planning in professional handball

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/sports-science/postgraduate-diploma/postgraduate-diploma-training-planning-professional-handball](http://www.techtute.com/us/sports-science/postgraduate-diploma/postgraduate-diploma-training-planning-professional-handball)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Structure and Content

---

*p. 12*

04

Methodology

---

*p. 16*

05

Certificate

---

*p. 24*

# 01

# Introduction

One of the most important tools in achieving sports objectives is training planning. So, establishing an adequate timing, workload and specific sessions per position in the world of professional handball is fundamental. For this reason, any coach who wishes to reach the elite level in this sport must have advanced knowledge of existing methodologies, understand the teaching-learning process and the preparation of the systems used in this sport. This is the focus of this Postgraduate Diploma created by TECH and taught by renowned athletes with extensive knowledge of this Olympic sport. All in a 100% online format and with innovative multimedia content, available at any time of the day, from any digital device with an Internet connection.







*Increase the level of your handball training thanks to this 100% online Postgraduate Diploma”*

One of the main tasks of a coach throughout their entire sporting career is the correct training planning, whether at grassroots or professional elite level. In this way, physical preparation is a determining factor for the good integral development of the player, but so is the choice of the appropriate methodology to adapt the spaces and times according to the moment of the competition and the level of it.

In this sense, it is essential that future coaches have a deep knowledge of the educational models in the training phase of the athlete, the specific techniques and tactics used for each playing position, as well as the existing session organization models. For this reason, TECH has designed this Postgraduate Diploma in Training planning in professional handball, which provides students with an intensive learning experience by renowned players in this sport and specialists in Physical Activity and Biomedicine.

Undoubtedly, a program that will provide a theoretical-practical vision of great real application on the choice of existing training models (ATR, integrated macrocycle, micro-structuring, tactical periodization), the work of the technical-tactical aspects applicable to the systematic attack and defense both in equality and in numerical advantage and disadvantage or the motor development of the player.

All this, in addition, with video summaries of each topic, specialized readings, videos in detail and case studies that make this syllabus even more dynamic and attractive. Likewise, with the Relearning system used by this academic institution, students will reduce the long study and memorization hours.

The future coach is therefore presented with an avant-garde and flexible university education. The fact is that, with no classroom attendance or fixed class schedules, graduates have the freedom to self-manage their study time and make this Postgraduate Diploma compatible with their most demanding daily activities.

This **Postgraduate Diploma in Training planning in professional handball** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Handball and Sports Sciences
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Enroll now in an academic option that you can access 24 hours a day, from any digital device with internet connection”*

“

*Find out about the different training plans in High Performance and integrate it in your Handball team”*

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*With no classroom attendance or class schedules, this Postgraduate Diploma is perfectly compatible with your daily activities.*

*Become an expert in the design of tasks and offensive and defensive game models applicable in the maximum competition of Handball.*



# 02 Objectives

The objective of this Postgraduate Diploma is to favor the specialization of Handball coaches in the planning of their training sessions. For this, the teaching staff has developed a syllabus that provides innovative teaching material, including case studies that provide a direct vision of the methodologies to be used in each session and depending on the category of the team itself.







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*With this program you will be up to date with the most popular sport-recreational proposals in the world of Handball”*



## General Objectives

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- ♦ To master the design and control of training at different stages
- ♦ To improve athletes' performance
- ♦ To interpret the analysis of data obtained through new technologies
- ♦ To incorporate the athlete's nutritional planning according to their characteristics and playing position
- ♦ To know the evolution of handball game and tactics up to the present day
- ♦ To analyze the multiple factors that intervene in Training process and in high performance players





## Specific Objectives

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### Module 1. Fundamentals of formation training

- ♦ To establish a categorization of the individual and collective technical-tactical elements according to the players' developmental stage
- ♦ To know the different aspects that we can modify in the tasks to create adherence to handball practice
- ♦ to qualify trainers in the design of sessions for the improvement of motor control according to the players' development
- ♦ To highlight the general characteristics that a Handball player must have
- ♦ To provide both coaches and players with theoretical and practical knowledge to understand the most common handball situations

### Module 2. High Performance Training Methodology

- ♦ To know in depth the characteristics of high performance in Handball
- ♦ To apply individual and collective technical-tactical means of training in specific positions
- ♦ To analyze the offensive and defensive systems in equality, numerical advantage and disadvantage
- ♦ To know how to act in special game situations
- ♦ To emphasize the importance of the current offensive and defensive transition phase
- ♦ To design tasks and a high-performance game model
- ♦ To organize and plan adequately a match or competition

### Module 3. Training planning at different training stages

- ♦ To know in depth the characteristics of the transitional and competitive period
- ♦ To analyze the programming of educational objectives and by competitive objectives
- ♦ To study the different training planning models and analyze the pros and cons of each of them
- ♦ To know in depth the load control for its adjustment and individualization



*Deepen from a theoretical-practical perspective in the relevant phase of offensive and defensive transition in professional handball”*

# 03

## Structure and Content

The syllabus of this Postgraduate Diploma has been prepared by an excellent team of specialists in the field of Sports Sciences and Handball. In this way, the students will deepen for 6 months in an advanced syllabus, which provides the methodology and the most accurate techniques to carry out an excellent training at the highest level in this sport discipline. It will also have a virtual library, accessible 24 hours a day, 7 days a week.





“

*The multimedia pills and the numerous didactic resources will be your great allies in this intensive learning process on Training planning in professional handball”*

## Module 1. Fundamentals of formation training

- 1.1. Stage characteristics
  - 1.1.1. Educational models
  - 1.1.2. Perceptual-motor skills of the different stages
  - 1.1.3. Physical capabilities of the different stages
- 1.2. Defensive technique-tactics
  - 1.2.1. Types of defense
  - 1.2.2. Preventive tactical means
  - 1.2.3. Reactive tactical means
- 1.3. Offensive technical-tactical
  - 1.3.1. Technical-tactical elements in the control, liaison and completion phases
  - 1.3.2. Individual technical-tactical means
  - 1.3.3. Collective technical-tactical means
- 1.4. Technical-tactical transition phase
  - 1.4.1. Offensive phase
  - 1.4.2. Defensive phase
  - 1.4.3. Key points
- 1.5. Training of specific defensive positions
  - 1.5.1. General Considerations
  - 1.5.2. Specific front line positions
  - 1.5.3. Specific second line positions
- 1.6. Training of specific offensive positions
  - 1.6.1. General Considerations
  - 1.6.2. Specific front line positions
  - 1.6.3. Specific second line positions
- 1.7. Goalkeeper
  - 1.7.1. Offensive and defensive actions
  - 1.7.2. Technical Considerations
  - 1.7.3. Tactical considerations
- 1.8. Game systems
  - 1.8.1. Attacking game systems
  - 1.8.2. Defensive game system
  - 1.8.3. Transition game systems

- 1.9. Task design
  - 1.9.1. Specific symbology
  - 1.9.2. Task creation and its variants
  - 1.9.3. Practical Proposals
- 1:10. Sport-recreational proposals in Handball
  - 1.10.1. Adapted games
  - 1.10.2. Mediterranean Handball
  - 1.10.3. Street Handball

## Module 2. High Performance Training Methodology

- 2.1. Stage characteristics
  - 2.1.1. Conceptualization
  - 2.1.2. The training
  - 2.1.3. The coach
- 2.2. Offensive technical-tactical
  - 2.2.1. Technical-tactical elements and individual tactical principles
  - 2.2.2. Collective offensive tactical objectives and means
  - 2.2.3. Individual determinants and collective premises
- 2.3. Defensive technical-tactics
  - 2.3.1. Technical-tactical elements and individual tactical principles
  - 2.3.2. Collective offensive tactical objectives and means
  - 2.3.3. Individual determinants and collective premises
- 2.4. Offensive game systems in numerical equality
  - 2.4.1. 3:3 Classic Offensive System
  - 2.4.2. 2:4 offensive system
  - 2.4.3. 3:3 offensive system with two pivots
- 2.5. Defensive game systems in numerical equality
  - 2.5.1. Individual defensive systems
  - 2.5.2. Zonal defensive systems
  - 2.5.3. Mixed or combined defensive systems
- 2.6. Offensive game systems in numerical advantage and disadvantage
  - 2.6.1. 6:5 offensive system
  - 2.6.2. 7:6 offensive system
  - 2.6.3. Special Situations

- 2.7. Defensive game systems in numerical advantage and disadvantage
  - 2.7.1. 6:5 defensive system
  - 2.7.2. 7:6 defensive system
  - 2.7.3. Special Situations
- 2.8. Technical-tactical transition phase and Special Situations
  - 2.8.1. Counterattack
  - 2.8.2. Withdrawal
  - 2.8.3. Passive game
- 2.9. Task design and game model
  - 2.9.1. Content and form of the tasks
  - 2.9.2. Construction of the offensive game model
  - 2.9.3. Construction of the defensive game model
- 2:10. Match or competition preparation
  - 2.10.1. Pre-match
  - 2.10.2. Team management in competition
  - 2.10.3. Post-game

### Module 3. Training planning at different training stages

- 3.1. Organization of training structures
  - 3.1.1. The training Session
  - 3.1.2. Microcycle
  - 3.1.3. Macrocycle
- 3.2. Characteristics of the transitional period
  - 3.2.1. The pre-season
  - 3.2.2. Load distribution
  - 3.2.3. Types of Planning
- 3.3. Characteristics of the competitive period
  - 3.3.1. The season
  - 3.3.2. Load distribution
  - 3.3.3. Contextual adjustments
- 3.4. Programming of competitive or training objectives
  - 3.4.1. Characteristics of players and competition
  - 3.4.2. Load and content distribution
  - 3.4.3. Competitive reality

- 3.5. Training planning models
  - 3.5.1. Principles of Sports Training
  - 3.5.2. Model selection
  - 3.5.3. Hybridization of Models
- 3.6. ATR Model
  - 3.6.1. Accumulation period
  - 3.6.2. Transformation period
  - 3.6.3. Performance period
- 3.7. Integrated macrocycle model
  - 3.7.1. General stage
  - 3.7.2. Specific stage
  - 3.7.3. Maintenance Phase
- 3.8. Microstructuring model
  - 3.8.1. General contents
  - 3.8.2. Targeted contents
  - 3.8.3. Special and competitive contents
- 3.9. Tactical periodization model
  - 3.9.1. The morpho-cycle pattern
  - 3.9.2. Operationalization dynamics
  - 3.9.3. Recovery Dynamics
- 3:10. Load control
  - 3.10.1. Control instruments
  - 3.10.2. Adjustment and individualization
  - 3.10.3. Overtraining

# 04 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.







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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

### Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career”*

*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

The case method is the most widely used learning system in the best faculties in the world. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH, you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.





In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

With this methodology, we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



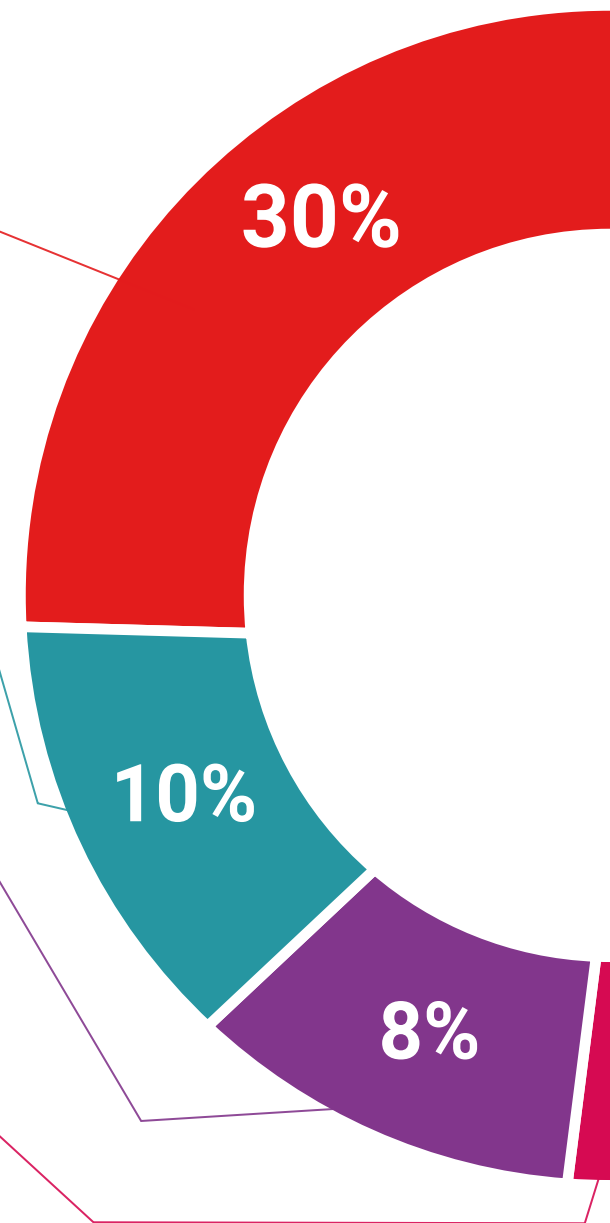
### Practising Skills and Abilities

They will carry out activities to develop specific competencies and skills in each thematic area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this situation. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



# 05 Certificate

The Postgraduate Diploma in Training planning in professional handball guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.







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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This program will allow you to obtain your **Postgraduate Diploma in Training planning in professional handball** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Training planning in professional handball**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Diploma

Training planning in  
professional handball

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