

1. OVERVIEW

Subject area	Leisure, Recreation and Active Tourism
Degree	Bachelor's Degree in Physical Activity and Sport Sciences
School/Faculty	Faculty of Sport Sciences and Physiotherapy
Year	3
ECTS	6
Type	Compulsory
Language(s)	Spanish / English
Delivery mode	On campus/Blended
Semester	S5 and S6
Academic year	2024/2025
Coordinating professor	Jairo León Quismondo

2. INTRODUCTION

The enshrinement of leisure as a fundamental human right transforms it into a need that's subject to constant regulation and control. The social and economic impact of leisure, as a vehicle for integration and economic empowerment, means it is crucial to understand all key parties involved in this concept.

The numerous possibilities and variations in leisure make it harder to ensure its correct provision. As such, training in the operation and management of leisure, recreation and active tourism is essential, given the constant evolution of these concepts.

In this respect, the aim of this subject area is to introduce students to key aspects of planning and management in leisure, recreation and active tourism. This will allow students to build a comprehensive awareness of all the basic aspects required to organise events of this nature.

3. SKILLS AND LEARNING OUTCOMES

The **basic skills** that are mainly developed in this subject area in relation to the syllabus for the Bachelor's Degree in Exercise and Sport Sciences are:

- CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3 - Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5 - Students have developed the learning skills necessary to undertake further study in a much more independent manner.

The **cross-curricular skills** are:

- CT05 - Ability to put knowledge into practice, using the skills acquired in the academic field in mock situations based faithfully on real life issues in the profession they are studying for.
- CT11 – Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT14 - Innovation/Creativity: Ability to propose and invent new, original solutions that contribute towards improving problem situations, including ideas from other contexts.
- CT16 - Decision making: Ability to choose between different options or methods to effectively solve varied situations or problems.
- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

The **specific skills** are:

- CE08 – Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE09 – Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.
- CE10 – Ability to participate in the effective leadership and/or management of both private and public organisations that provide any type of physical activity service (recreation, health, sport, education, etc.), identifying, defining and systematising the necessary processes to meet the organisation's objectives.

Learning outcomes (RA, by the acronym in Spanish):

- **RA1:** To understand fundamental concepts related to leisure, recreation and active sports tourism.
- **RA2:** To act professionally when using different types of materials, equipment and facilities, depending on the activity, and planning and coordinating activities and safety protocols for practical activities in designated or open areas.
- **RA3:** To complete general practical activities for the study of leisure, recreation and active tourism.
- **RA4:** To produce in-depth analysis and summaries based on searches of key literature about leisure, recreation and active tourism.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2; CT11; CE9	RA 1. To understand fundamental concepts related to leisure, recreation and active sports tourism
CB2; CB3; CB4; CB5; CT5; CT14; CT16; CT17; CE8; CE9	RA 2. To act professionally when using different types of materials, equipment and facilities, depending on the activity, and planning and coordinating activities and safety protocols for practical activities in designated or open areas.
CB2; CB4; CB5; CT5; CT14; CT16; CT17; CE8; CE9; CE10	RA 3. To complete general practical activities for the study of leisure, recreation and active tourism
CB3; CB5; CT11; CT17	RA 4. To produce in-depth analysis and summaries based on searches of key literature about leisure, recreation and active tourism

4. CONTENTS

- Concept of leisure and free time.

- New trends in leisure, recreation and active tourism.
- Key aspects in the management of a leisure event.
- Design and planning of hotel-based recreation programmes.

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Collaborative learning.
- Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lectures	16
Asynchronous lectures	8
Debates and discussions	25
Search for resources and choosing information sources	18
Design of strategies, procedures and intervention plans	25
Essays, text commentaries and critical analysis of texts	25
Group activities (seminars, forums)	25
Tutorials	8
TOTAL	150

Blended learning:

Learning activity	Number of hours
Debates and discussions through online seminars	25
Essays, text commentaries and critical analysis of texts	25
Search for resources and choosing information sources	18
Online tutorials	8
Synchronous online lectures	16
Asynchronous lectures	8
Group work	25
Design of strategies, procedures and intervention plans	25

TOTAL	150
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7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
On-campus knowledge tests	20% (20–30%)
Performance observation	30% (20–30%)
Participation in classroom activities	50% (40–60%)

Blended learning:

Assessment system	Weighting
On-campus knowledge tests	20% (20–30%)
Performance observation	30% (20–30%)
Participation in classroom activities	50% (40–60%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

On campus:

To pass the subject area in the **ordinary exam period**, you must:

- Achieve at least 5 out of 10 in the final grade (weighted average) for the subject area.
- Achieve a grade of at least 4 in activity 4 so it can be included in the weighted average with the rest of the activities.
- Achieve a grade of at least 4 in activity 5 (knowledge test) so it can be included in the weighted average with the rest of the activities.

Blended learning:

To pass the subject area in the **ordinary exam period**, you must:

- Achieve at least 5 out of 10 in the final grade (weighted average) for the subject area.
- Achieve a grade of at least 4 in activity 3 so it can be included in the weighted average with the rest of the activities.
- Achieve a grade of at least 4 in activity 5 (knowledge test) so it can be included in the weighted average with the rest of the activities.

7.2. Extraordinary exam period (resits)

On campus:

To pass the subject area in the **extraordinary exam period**, you must:

- Achieve at least 5 out of 10 in the final grade (weighted average) for the subject area.
- Achieve a grade of at least 4 in activity 4 so it can be included in the weighted average with the rest of the activities.
- Achieve a grade of at least 4 in activity 5 (knowledge test) in the extraordinary exam period so it can be included in the weighted average with the rest of the activities.

Blended learning:

To pass the subject area in the **extraordinary exam period**, you must:

- Achieve at least 5 out of 10 in the final grade (weighted average) for the subject area.
- Achieve a grade of at least 4 in activity 3 so it can be included in the weighted average with the rest of the activities.
- Achieve a grade of at least 4 in activity 5 (knowledge test) in the extraordinary exam period so it can be included in the weighted average with the rest of the activities.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

On campus:

Assessable tasks	Date
Activity 1. Analysis of leisure and free time statistics.	Week 5
Activity 2. Design of an unconventional recreation activity.	Week 9
Activity 3. Organisation of a leisure event.	Week 14
Activity 4. Active leisure programme at tourist centres.	Week 13
Activity 5. Knowledge test	Week 15

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

Blended learning:

Assessable tasks	Date
Activity 1. Analysis of leisure and free time statistics.	Week 2

Activity 2. Design of an unconventional recreation activity.	Week 4
Activity 3. Organisation of a leisure event.	Week 6
Activity 4. Active leisure programme at tourist centres.	Week 7
Activity 5. Knowledge test	Week 8

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The reference work for the follow-up of this subject area is:

- Lantigua, J. (2012). *Animación en hoteles*. Palibrio.
- Mestre, J. A. (2004). *Planificación deportiva: teoría y práctica. Bases metodológicas para una planificación de la Educación Física y el deporte*. INDE.
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- París Roche, F. (2012). *La planificación estratégica en las organizaciones deportivas (4ª ed.)*. Paidotribo.
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- Taylor, P. (2011). *Torkildsen's Sport and Leisure Management (6ª ed.)*. Routledge.

10. DIVERSITY AWARENESS UNIT

From the Educational Guidance and Diversity Unit (ODI), we offer support to our students throughout their university life to help them achieve their academic goals. Other pillars of our work include the inclusion of students with specific educational support needs, universal accessibility in the different university campuses, and equal opportunities for all.

Through this unit, we provide the following services to students:

1. Accompaniment and monitoring by providing advice and personalized plans to students who need to improve their academic performance.
2. In terms of attention to diversity, we make non-significant curricular adjustments, such as in methodology and evaluation, for students with specific educational support needs, aiming to promote equal opportunities for all students.
3. We offer students various extracurricular educational resources to develop diverse competencies that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in their degree choice.

Students in need of educational support can reach us at: orientacioneducativa@universidadeuropea.es

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.