Wyższa Szkoła Turystyki i Ekologii
ul. Zamkowa 1
34-200 Sucha Beskidzka

COURSE DESCRIPTION SHEET

INCLUSIVE RECREATION

Programme: Tourism and Leisure		Course ID:
Profile: practical		
Major: general	**Level of studies:** First degree (bachelor's)	**Year:** II **Semester:** 2
Type of classes: lecture, practical classes/exercises	**Number of hours per semester:** Full-time studies:**10/10** Part-time studies: **6/6**	**ECTS**: 2

COURSE GUIDE

Applicable in the academic year 2025/2026

STUDENT WORKLOAD

Type of activity	**Average number of hours required to complete the activities**	
	Full-time studies	**Part-time studies**
Total number of hours with direct participation of the instructor	23	14
Hours conducted in class	20	12
Including those using distance learning methods and technologies	-	-
Consultations	2	1
Examinations and assessments during the exam session	1	1
Independent student work	27	36
Total workload	**∑50**	

COURSE OBJECTIVES

C1 To familiarise students with the principles of inclusive recreation, with particular emphasis on the organisation and delivery of activities for people with disabilities and other specific needs.

C2 To develop both practical and theoretical competences in implementing the principles of inclusivity within the field of recreation.

PREREQUISITES

1. Basic knowledge of tourism and recreation, as well as an understanding of key concepts and trends in physical culture and leisure.
2. Teamwork skills.
3. Fundamental knowledge of sociology.
4. Basic understanding of human physiology.

LEARNING OUTCOMES

KNOWLEDGE (W)
EU 1 The student possesses in-depth knowledge of the definition and key domains of inclusive recreation. EU 2 The student is familiar with the typology of disabilities, understands their impact on participation in various forms of recreation, and recognises the potential of physical activity for social integration and improving the quality of life of people with disabilities. EU 3

The student demonstrates knowledge of barriers to participation in recreational activities, ways to overcome them, and the principles of adapting infrastructure and recreational forms to the needs of persons with disabilities.
SKILLS (U)
EU 4 The student is able to assess the accessibility of recreational facilities and services for people with disabilities. EU 5 The student is capable of navigating legal frameworks and policies concerning recreation for persons with disabilities.
COMPETENCES (K)
EU 6 The student understands the importance of inclusion within the field of recreation. EU 7 The student demonstrates empathy and sensitivity when planning recreational activities, taking into account the specific needs of individuals at risk of exclusion, including persons with disabilities.

COURSE CONTENT

Type of class – LECTURES Detailed description of thematic blocks		**Number of hours**	
		Full-time studies	**Part-time studies**
L (1-5)	1. Definition and scope of inclusive recreation 2. Types of disabilities and their impact on participation. The issue of exclusion 3. The role of physical activity in social integration and improving the quality of life of people with disabilities 4. Barriers to participation and ways to overcome them 5. Adaptation of infrastructure and recreational forms 6. Legal frameworks and policies concerning recreation for persons with disabilities	**10**	**6**
Total		**10**	**6**

Type of class – PRACTICAL CLASSES / EXERCISES Detailed description of thematic blocks		**Number of hours**	
		Full-time studies	**Full-time studies**
PC/E (1-5)	1. Analysis of the accessibility of recreational facilities 2. Designing recreational activities for people with diverse needs 3. Types of adaptive equipment 4. Case studies and discussion of practical challenges	**10**	**6**
Total		**10**	**6**

TEACHING TOOLS

1. Lecture: multimedia-supported lecture presentation.
2. Practical classes / exercises: discussion, individual and group work, case studies, and solving practical tasks

ASSESSMENT METHODS AND TECHNIQUES (F – Formative, P – Summative)

F1 – Assessment of the knowledge of course content presented during lectures
F2 – Assessment of the ability to interpret observed phenomena
F3 – Assessment of knowledge concerning information sources related to various types of exclusion resulting from disabilities
F4 – Assessment of class activity and participation in discussions
F5. – Evaluation of a group project – **course credit**

P1. – Written test – **final examination**

COURSE COMPLETION REQUIREMENTS

A positive assessment of class participation, group project performance, and the written test.

BIBLIOGRAPHY

BASIC LITERATURE

1. Jażdżewska I., Stępień B. (2024). *Rekreacja osób z niepełnosprawnościami*. Wydawnictwo Naukowe PWN.
2. Darcy S., Dickson T.J. (2020). *Inclusive LeisurePractice*. Routledge.
3. D. J. Olszewski-Strzyżowski, Access to tourism for excluded social groups - exploration of the phenomenon based on selected examples. Studies of the Industrial Geography Commission of the Polish Geographical Society, Vol. 35 No. 3 (2021)

SUPPLEMENTARY LITERATURE

1. Imrie R., Kumar M. (2017). Disability and the City: International Perspectives. Routledge.
2. Hadzik A. (2011). *Turystyka i rekreacja uzdrowiskowa*. AWF Katowice.

INFORMATION ABOUT THE ACADEMIC TEACHERS

Course instructor (name, surname, e-mail address)

1. ……e-mail:……

2. ……e-mail:….

COURSE IMPLEMENTATION MATRIX

Learning outcome for the course	Reference to programme learning outcomes	Course objectives	Course content	Teaching tools	Assessment methods
EU1	K_W03, K_W04, K_W05, K_W11, K_W12	C1	L	1	F3, F5, P1
EU2	K_W03, K_W04, K_W05, K_W11, K_W12	C1, C2	L, PC/E	1 ,2	F3, F5, P1
EU3	K_W03, K_W04, K_W05, K_W11, K_W12	C1	L	1	F3, F5, P1
EU4	K_U01, K_U02, K_U03, K_U04, K_U10, K_U11	C1, C2	L, PC/E	1 ,2	F1-F5, P1
EU5	K_U01, K_U02, K_U03, K_U05, K_U10, K_U11, K_K06	C1, C2	L, PC/E	1 ,2	F1-F5, P1
EU6	K_K02, K_K03	C1, C2	L, PC/E	1 ,2	F1-F5
EU7	K_K02, K_K03	C1, C2	L, PC/E	1 ,2	F1-F5

STUDENT ASSESSMENT CRITERIA

LEARNING OUTCOME 1 (W)	
For grade 2	1. The student does not demonstrate advanced knowledge of the definition and scope of inclusive recreation.
For grade 3	1. The student demonstrates basic advanced knowledge of the definition and scope of inclusive recreation.
For grade 4	1. The student demonstrates solid and comprehensive knowledge of the definition and scope of inclusive recreation.

For grade 5	1. The student demonstrates thorough and in-depth knowledge of the definition and scope of inclusive recreation.
LEARNING OUTCOME 2 (W)	
For grade 2	2. The student does not know the typologies of disability, their impact on participation in various forms of recreation, or the potential for social integration and improved quality of life resulting from physical activity.
For grade 3	2. The student has a basic understanding of disability typologies, their impact on participation, and the potential for social integration and improved quality of life through physical activity.
For grade 4	2. The student has a good understanding of disability typologies, their impact on participation, and the potential for social integration and improved quality of life through physical activity.
For grade 5	2. The student has a very good understanding of disability typologies, their impact on participation, and the potential for social integration and improved quality of life through physical activity.
LEARNING OUTCOME 3 (W)	
For grade 2	3. The student does not demonstrate knowledge of participation barriers, strategies for overcoming them, or the adaptation of infrastructure and recreational forms to the needs of people with disabilities.
For grade 3	3. The student demonstrates a basic understanding of participation barriers, strategies for overcoming them, and adaptation of infrastructure and recreational forms to the needs of people with disabilities.
For grade 4	3. The student demonstrates good knowledge of participation barriers, strategies for overcoming them, and adaptation of infrastructure and recreational forms to the needs of people with disabilities.
For grade 5	3. The student demonstrates comprehensive and in-depth knowledge of participation barriers, strategies for overcoming them, and adaptation of infrastructure and recreational forms to the needs of people with disabilities.
LEARNING OUTCOME 4 (U)	
For grade 2	4. The student is unable to assess the accessibility of recreational facilities and services for people with disabilities.
For grade 3	4. The student can adequately assess the accessibility of recreational facilities and services for people with disabilities.
For grade 4	4. The student can accurately assess the accessibility of recreational facilities and services for people with disabilities.
For grade 5	4. The student can effectively and critically assess the accessibility of recreational facilities and services for people with disabilities.
LEARNING OUTCOME 5 (U)	
For grade 2	5. The student cannot navigate legal regulations and policies regarding recreation for people with disabilities.
For grade 3	5. The student can to a satisfactory degree navigate legal regulations and policies regarding recreation for people with disabilities.
For grade 4	5. The student can efficiently navigate legal regulations and policies regarding recreation for people with disabilities.
For grade 5	5. The student can confidently and independently navigate legal regulations and policies regarding recreation for people with disabilities.
LEARNING OUTCOME 6 (K)	
For grade 2	6. The student does not understand the importance of inclusion in recreation.

For grade 3	6. The student has a basic understanding of the importance of inclusion in recreation.
For grade 4	6. The student has a good understanding of the importance of inclusion in recreation.
For grade 5	6. The student demonstrates a deep and comprehensive understanding of the importance of inclusion in recreation.
LEARNING OUTCOME 7 (K)	
For grade 2	7. The student is unable to adopt an empathetic attitude when planning recreation or addressing the specific needs of individuals at risk of exclusion (e.g. due to disability).
For grade 3	7. The student can adopt an empathetic attitude when planning recreation and addressing the needs of individuals at risk of exclusion.
For grade 4	7. The student consistently demonstrates an empathetic attitude when planning recreation and addressing the needs of individuals at risk of exclusion.
For grade 5	7. The student demonstrates a high level of empathy and understanding when planning recreation and addressing the needs of individuals at risk of exclusion, showing full awareness of inclusive principles.

METHOD OF LEARNING OUTCOME VERIFICATION

Assessment of:	**Percentage distribution of assessment:**
Knowledge (W)	**35%** of total course grade
Skills (U)	**40%** of total course grade
Social competences (K)	**25%** of total course grade

GRADING SCALE:

Insufficient (2.0)	Below 50% of the maximum score for the intended learning outcomes.
Satisfactory (3.0)	From 50% to 60% of the maximum score for the intended learning outcomes.
Satisfactory plus (3.5)	From 60% to 70% of the maximum score for the intended learning outcomes.
Good (4.0)	Above 70% to 80% of the maximum score for the intended learning outcomes.
Good plus (4,5)	Above 80% to 90% of the maximum score for the intended learning outcomes.
Very good (5,0)	Above 90% to 100% of the maximum score for the intended learning outcomes.

Person responsible for the course description sheet

APPROVAL OF THE COURSE DESCRIPTION SHEET FOR IMPLEMENTATION

……
(place, date) (course coordinator) (dean)