

SPORT SCIENCE & MANAGEMENT
SS3333 LEISURE AND RECREATION MANAGEMENT

Academic Year	2025-26	Semester	2
Course Coordinator			
Course Code	SS3333		
Course Title	Leisure and Recreation Management		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

The course explores the concept of leisure and recreation from historical and social perspectives. You will undertake an independent study of your leisure and recreation environment and suggest strategies to meet the needs and demands of such activities effectively. More importantly, this course is designed for final-year students interested in advanced leisure and recreation management studies. This course exposes you to reading, interpreting, critiquing, and presenting data from relevant studies. Specifically, you will take opportunities to explore the evolution and development of management theories through a series of extensive reviews of literature with particular emphasis on the different contexts of leisure/recreation management such as service quality, intramural sport, outdoor education, tourism, older adults' leisure, SNS and leisure.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Explain the concept of leisure and recreation.
2. describe the basic principles of leisure behaviours and how leisure and recreation are viewed from different historical and social perspectives.
3. discuss the major issues in leisure and recreational management as applied to different leisure and recreational activities.
4. identify major leisure problems and issues facing individuals and society.
5. explain procedures and techniques for critiquing leisure/recreational journal articles.

Course Content

The following topics will be covered:

1. Leisure, Recreation, and Tourism
2. Leisure and Happiness

3. Leisure-related Constructs
4. Leisure Participation in Singapore
5. Leisure Education
6. Leisure and Weather
7. Leisure and Health
8. Leisure and Sport Tourism
9. Outdoor Recreation
10. Leisure, Aging, and Gender

NTU Competencies & Graduate Attributes

NTU Competencies

Character	
Competence	√
Cognitive agility	√

NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Building Inclusivity	Intermediate
2. Care for Environment	Intermediate
3. Care for Society	Intermediate
4. Global Perspective	Advanced
5. Information Literacy	Advanced

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Group Presentation	1-5	20%	Team	Appendix 1
2. Class Test	1-4	30%	Individual	
3. Individual Assignment	1-5	40%	Individual	Appendix 2
4. Participation	1-5	10%	Individual	Appendix 3
Total		100%		

Formative Feedback

Verbal feedback for learning will be provided during each class.

You will receive verbal feedback from the lecturer about your proposal and group presentation. Suggestions for improvement will be provided. You will also receive verbal feedback through in-class discussions.

Generic verbal and written feedback will be provided to you for the class test.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and

	theories and support understanding of key concepts
Online Learning	Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and laboratories.
Group Learning	Group learning activities are more student-centred and can actively engage you in their learning. You will work in teams and experience activities that require interdependency. In addition, you are expected to manage the normal difficulties of interactions and communications between each other.

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. Jackson, E., & Burton, T. (1999). Leisure Studies: Prospects for the Twenty-first Century. State College, PA: Venture Publishing.
2. Page, S. J., & Connell, J. (2010). Leisure: An introduction. London: Pearson.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the

missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction to Leisure and Recreation I	1	Chapter 1
2	Introduction to Leisure and Recreation II	1, 2,	Chapter 2, 7
3	Leisure-related Construct I	1 – 3	Chapter 10
4	Leisure-related Construct II	1 – 3	Chapter 1, 5
5	Leisure-related Construct III	1 – 3	Chapter 3, 18
6	Leisure Participation	2, 3	Chapter 14
7	Leisure Participation	1 - 5	
Recess Week			
8	Leisure Participation	1, 3, 4	Chapter 27
9	Leisure and Sport Tourism	1 - 4	Chapter 21
10	Leisure and Sport Tourism	1 - 4	Chapter 12
11	Leisure and Sport Tourism	1 - 4	Chapter 16
12	Group Presentation	1 - 5	
13	In-class Test	1 – 4	

Appendix 1: Assessment Criteria for Group Presentation (20% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 25)	Information provided clearly answers the question set out. Presentation is clear and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear and the flow generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of presentation is unclear at times.	Much of the information provided does not answer the question, and the flow is difficult to understand.	Little relevant information and unclear flow.
Understanding of material (40)	Demonstrates a very good understanding of the material. Able to answer questions in a poised and articulate manner with a high level of confidence.	Demonstrates a good understanding of the material. Able to answer most of the questions clearly and with confidence.	Demonstrates a basic understanding of the material. Able to answer some of the questions clearly but lacks confidence at times.	Demonstrates a weak understanding of the material. Has difficulty answering questions and lacks confidence.	Does not demonstrate any understanding of the material. Unable to answer questions.
Use of technology (10)	Uses relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
Communication and teamwork (25)	Communication is very clear and easy to understand. All members of the team make active contributions.	Communication is clear and easy to understand most of the time. Most members of the team make good contributions.	Communication is unclear at times. Varied contributions of different team members.	Communication is unclear and there and difficult to understand. Most contributions provided by a single team member.	Communication is unclear and not possible to understand. No team member makes an active contribution.

Appendix 2: Assessment Criteria for Individual Assignment (40% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Understanding of the theories (50)	Demonstrates a very good understanding of the theories.	Demonstrates a good understanding of the theories.	Demonstrates a basic understanding of the theories.	Demonstrates a weak understanding of the theories.	Does not demonstrate any understanding of the theories.
Application of the theories (40)	Able to provide excellent examples of the application of the theories.	Able to provide good examples of the application of the theories.	Able to provide some examples of the application of the theories.	Able to provide a limited number of examples of the application of the theories.	Unable to provide examples on the application of the theories.
Organisation and language (10)	The report is well-organised, and the arguments flow very well. There are very few mistakes in terms of grammar or formatting.	The report is well-organised, and the arguments flow well. There are a few mistakes in terms of grammar or formatting.	The report is organised. There are some mistakes in terms of grammar or formatting.	The report is relatively organised. There are several mistakes in terms of grammar or formatting but remain understandable.	The report is poorly organised. There are many mistakes in terms of grammar or formatting, and it is difficult to comprehend the report.

Appendix 3: Assessment Criteria for Participation (10% of Final Grade)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation (10)	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.