

Each student chooses one out of 3 modules, 15 credits/module. The modules to choose from include:

- Health and physical activity
- Sports services
- Competitive and elite sports

S/he specializes in the topic from the perspective of adapted physical activity.

Health and physical activity (15 cr)

theme	(grade) 1	(grade) 3	(grade) 5	credits
identity	The student is able to work in a health-promoting manner.	The student recognizes the values and attitudes that affect his/her work.	The student is able to work according to the ethical principles of recreational and health sports.	3
service chains	The student is able to act as a part of a service chain of recreational and health sports.	The student is able to act as a part of a service chain of recreational and health sports and is able to adjust it according to different situations.	The student is able to act as a part of a service chain of recreational and health sports and is also able to operate in a multi-professional team.	3
customer-based services	The student is able to plan and put into practice different health-promoting projects and services with a customer-based approach.	The student is able to plan, put into practice and evaluate different health-promoting projects and services with a customer-based approach.	The student is able to plan, put into practice and evaluate different health-promoting projects and services with a customer-oriented approach and is able to make some development proposals based on assessment.	5
know-how in operational environments	The student is able to work independently and to justify his/her approach.	The student is able to work independently in a multi-professional environment, justifying his/her approach.	The student is able to work independently and to network in a multi-professional environment, justifying his/her approach.	4

Sports services (15 cr)

theme	(grade) 1	(grade) 3	(grade) 5	credits
customer-based services	The student is able to under guidance plan and put into practice customer-based sports services for different target groups.	The student is able to plan and put into practice customer- based sports services for different target groups.	The student has the courage to deviate from the mainstream, with an aim of developing services from a novel perspective.	4
legislation	The student is able to take into account the current legislation in planning and putting into practice sports services. (pass – fail)			1
ecology	The student is able to plan and put into practice sport services in an ecologically sustainable manner. (pass - fail)			2
productification	The student is able to under guidance plan and put into practice a customer-based process of product development or a sports event.	The student is able to plan and put into practice a customer- based process of product development or a sports event.	The student has the courage to deviate from the mainstream, developing a sports product or event from a novel perspective.	4
product development	The student is able to under guidance consider the possibilities provided by different environments in planning, putting into practice and developing sports products and events.	The student is able to consider the possibilities provided by different environments in planning, putting into practice and developing sports products and events.	The student has the courage to deviate from the mainstream, with an aim of developing sports products and events from a novel perspective.	4

Competitive and elite sports (15 cr)

theme	(grade) 1	(grade) 3	(grade) 5	credits
training of an athlete	The student is able to plan and conduct goal-directed practices and implementation plans, viewing the athlete as an individual (life situation, talent, experience) and meeting the demands of the sport and the principles of sports coaching.	The student is able to assess practices and implementation plans.	The student is able to develop goal-directed and individualized practices and implementation plans.	3
	The student is able to plan and conduct holistic coaching of an athlete and a team, considering the objectives, age, social network, studies/work and other factors (time allocation, health) affecting the life situation of athletes.	The student is able to evaluate the holistic coaching process of athletes and teams.	The student is able to develop the holistic coaching process of an athlete and to perfect the ways of acting.	3
know-how in operational environment	The student is able to describe factors connected to the engagement and motivation of the stakeholders and to motivate stakeholders to act in different tasks in the organization.	The student is able to evaluate the actions and functions of the stakeholders and is able to act in constructive co-operation with various stakeholders (athletes, coaches, experts, head of the organization, parents).	According to the set objectives, the student is able to develop ways of actions of an organization in a changing operational environment, jointly with various stakeholders (athletes, coaches, experts, head of the organization, parents).	4
education	The student is able to consider different types of learners when planning and implementing education.	The student is able to evaluate the prerequisites of different types of learners when planning and implementing education.	The student is able to develop teaching methods taking into account different types of learners.	2
	The student is able to employ the available resources (time, facilities, equipment) when planning and implementing the educational event.	The student is able to assess different learning environments as a support for learning.	The student is able to predict, adapt and develop learning environments to support learning. New approaches are developed and tried out by means of a customer- based approach.	3