



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

BA (Hons) Outdoor Adventure Education

**Diploma of Higher Education Outdoor
Adventure Education**

**Certificate of Higher Education Outdoor
Adventure Education**

LEVELS 4 - 6

**ACADEMIC DISCIPLINE: Sport and Healthy
Living**

**INSTITUTE OF MANAGEMENT AND
HEALTH**

2024-2025

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INTRODUCTION

This Module Directory includes all the modules for Levels 4-6 with the BA Outdoor Adventure Education programme in the academic year 2024-2025.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Level 4

Module Code	BMOE4006
Title	Adventure: A Risk Worth Taking?
Date	16/07/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to recognise hazards, assess risks and take steps to control those risks.
- To identify the potential benefits to be gained from adventurous outdoor activities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and evaluate common hazards and the associated risks potentially encountered in a range of adventurous outdoor activities, such as Coasteering, Mountain Biking and Climbing;
- Understand the remit and scope of various national governing body awards in a range of activities; Be aware of key legislation and how it is practically enacted within the outdoor education sector, e.g., Adventurous Activities Licencing;
- Evaluate the potential benefits of engaging with challenging and adventurous outdoor activities;
- Acknowledge the extent that risk might be effectively mitigated against and the inherent risks in participating in a range of outdoor activities.

INDICATIVE CONTENT

- Important case studies will provide the context for an examination of the legal process surrounding benchmark criminal and civil investigations in outdoor education.
- The role of National Governing Bodies, the Adventure Activities Licensing Scheme, Institute for Outdoor Learning and other organisations will be discussed as providers and regulators of safety in outdoor activities
- Practical risk assessment scenarios in different outdoor activity environments will provide opportunities to develop the ability to identify and assess risks and the evaluation of different types of risk assessments
- The use of fieldwork journals as the basis for recording and learning from experience will be discussed
- Key terminology will be explored and appropriate technical terms relevant to the activities and the risk assessment process will be reinforced throughout the module
- The concept of “risk education” will be explored with an emphasis on the transferability of effective risk management skills between different activities and different environments
- There will be a range of discussions focussing on issues such as: subjective and objective risk, emotional and physical risk, likelihood and severity of consequence, immediate and cumulative risk
- Quantitative and qualitative risk assessments will be compared and evaluated
- Site specific, activity specific, dynamic and generic risk assessments will be explored and evaluated

- Practical sessions will offer opportunities to develop personal skills that can be used to counter risk
- Students will become familiar with the selection, maintenance and inspection of a range of equipment that might provide personal protection and other safety equipment
- Means of communication both within the activity group and in the event of summoning help will be examined

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	100	50%
Independent learning	100	50%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 Minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BM0E4006	
Module Title	Adventure: A Risk Worth Taking?	
Classification	Reading List entry	Electronic*
Essential	.Dickson, T. J. and Gray, T. L., (2012) <i>Risk Management In The Outdoors, A Whole-Of-Organisation Approach For Education, Sport And Recreation</i> . Port Melbourne: Cambridge University Press.	☐
Essential	Attarian, A., (2012) <i>Risk Management in Outdoor Adventure Programs</i> Leeds: Human Kinetics	☐
Essential	Barton, B., (2007) <i>Safety, Risk & Adventure In Outdoor Activities</i> . London: Sage Publications Ltd.	☒
Essential	Beames, S; MacKie, C; Atencio, M (2018) <i>Adventure and Society</i> . Springer.	☒
Essential	Hodgson, C. and Bailie, M., (2011) 'Risk Management, Philosophy And Practice' in M. Berry and C. Hodgson (Eds) <i>Adventure Education, An Introduction</i> . Oxon: Routledge.	☐
Essential	Gill, T. (2007) <i>No fear: growing up in a risk adverse society</i> , London: Calouste Gulbenkian Foundation	☐
Further	Hodgson, C. and Bailie, M., (2011) 'Risk Management, Philosophy And Practice' in M. Berry and C. Hodgson (Eds) <i>Adventure Education, An Introduction</i> . Oxon: Routledge.	☐
Further	Gill, T., (2010) <i>Nothing Ventured: Balancing Risks and Benefits in the Outdoors</i> , English Outdoor Council, (online: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf)	☐
Further	Mortlock, C. (1984) <i>The Adventure Alternative</i> . Cumbria: Cicerone Press	☐
Further	McNamee, M (Ed). (2007) <i>Philosophy, Risk and Adventure Sports</i> , London: Routledge.	☐
Further	British Canoe Union (2010). <i>Coaching Handbook</i> , London: BCU Pub.	☐
Further	Ferrero, F. (2006). <i>White Water Safety and Rescue</i> , Bangor: Pesda Press	☐
Further	Peter, L. (2011) <i>Rock Climbing: essential skills and techniques</i> Mountain Leader Training UK	☐

Module Code	BMSS4009
Title	Contemporary Challenges: Making a Difference
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities and society, from a local, national and global perspective.
- To develop creative problem-solvers through the application of knowledge to real-world problems.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and evaluate historical and contemporary issues and their impact on today's global society.
- Apply appropriate collaborative working practices to manage conflict and support effective decision making.
- Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.

INDICATIVE CONTENT

- Visions of the Future including digital transformation 4.0.
- How history, legislation and policy shape the world we live.
- Contemporary global issues, e.g. responsible stewardship, diversity, inclusion, ethics, culture and intercultural awareness.
- 'Wicked problems': the challenge of difficult or impossible problems where the affecting variables are not known or quantifiable.
- Design Thinking to investigate, define, propose and evaluate problem solutions.
- Recognising and overcoming cognitive bias.
- Decision making frameworks and techniques.
- Recognising individual differences and the role of emotional intelligence in the management of conflict.
- The role of diplomacy, persuasion and negotiation in effective collaboration.
- The significance of interdisciplinary thinking in finding effective solutions to problems.
- The role of ethics in identifying solutions.
- Collective decision-making.
- The power of raising awareness

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-Portfolio	Equivalent to 2,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting material	Each individual in the group to contribute 2 minutes to the presentation and each individual to contribute 1000 words to the supporting materials (max 6 in a group)	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSS4009	
Module Title	Contemporary Challenges: Making a Difference	
Classification	Reading List entry	Electronic *
Essential	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐
Essential	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐
Essential	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Further	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Cod y Modwl	BMSS4009C
Teitl	Heriau Cyfoes: Gwneud Gwahaniaeth
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu ymwybyddiaeth a gwerthfawrogiad myfyrwyr o heriau cyfoes perthnasol i'r ddisgyblaeth sy'n wynebu unigolion, sefydliadau, cymunedau a'r gymdeithas, o bersbectif lleol, cenedlaethol a byd-eang.
- Datblygu datrysyr problemau creadigol trwy gymhwyso gwybodaeth i broblemau byd go iawn.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Adnabod a gwerthuso materion hanesyddol a chyfoes a'u heffaith ar y gymdeithas fyd-eang heddiw.
- Cymhwyso arferion gweithio cydweithredol priodol i reoli gwrthdaro a chefnogi gwneud penderfyniadau effeithiol.
- Gweithredu technegau Meddylfryd Dylunio i ymchwilio i broblemau er mwyn creu a gwerthuso datrysiadau.

CYNNWYS DANGOSOL

- Gweledigaethau o'r Dyfodol yn cynnwys trawsffurfio digidol 4.0.
- Sut mae hanes, deddfwriaeth a pholisï'n rhoi ffurf i'r byd yr ydym yn byw ynddo.
- Materion byd-eang cyfoes, e.e. stiwardiaeth gyfrifol, amrywiaeth, cynhwysiant, moeseg, diwylliant ac ymwybyddiaeth ryngddiwylliannol.
- 'Problemau dyrys': her problemau anodd neu amhosibl lle nad yw'r newidynnau sy'n cael effaith yn hysbys nac yn fesuradwy.
- Meddylfryd Dylunio i ymchwilio, diffinio, cynnig a gwerthuso datrysiadau i broblemau.
- Adnabod a goresgyn rhagfarn wybyddol.
- Fframweithiau a thechnegau gwneud penderfyniadau.
- Adnabod gwahaniaethau unigol a rôl deallusrwydd emosiynol wrth reoli gwrthdaro.
- Rôl diplomyddiaeth, perswadio a chyd-drafod mewn cydweithio effeithiol.
- Arwyddocâd meddwl rhyngddisgyblaethol wrth ddod o hyd i ddatrysiadau effeithiol i broblemau.
- Rôl moeseg wrth adnabod datrysiadau.
- Gwneud penderfyniadau ar y cyd.
- Pŵer codi ymwybyddiaeth.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau	0	0%
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyferwerth â 2,000 o eiriau	50%

Elfen Asesu 2

(Ticiwch un)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyniad Grŵp gyda deunyddiau ategol	Pob unigolyn yn y grŵp i gyfrannu 2 funud i'r cyflwyniad a phob unigolyn i gyfrannu 1000 o eiriau i'r deunyddiau ategol (uchafswm o 6 mewn grŵp)	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSS4009C	
Teitl y Modwl	Heriau Cyfoes: Gwneud Gwahaniaeth	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐
Hanfodol	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐
Hanfodol	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Pellach	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Module Code	BMOE4005
Title	Ecology of Adventure
Date	16/07/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To employ experiential learning theory as a means to develop an awareness of the relationship between adventurous activities and the environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Refer to a model of experiential learning as an effective means of developing and improving knowledge and understanding of both personal safety and environmental issues in adventurous activities
- Understand the basic principles of ecosystems and how participating in adventurous activities might impact on them and vice versa
- Demonstrate an awareness of their own physiological needs and prepare appropriately for a range of outdoor adventurous activities in a variety of environments and prevailing conditions;
- Demonstrate an awareness of environmentally friendly practices relevant to outdoor adventurous activities.

INDICATIVE CONTENT

- An introduction to the key principles of water safety and rescue
- Two-day first aid course with an emphasis on responding to scenarios based on adventurous activities: Hypothermia, bleeding, resuscitation, etc.; including the preparation of first aid kits and other emergency equipment appropriate to the outdoors.
- The physiological needs of the body will be discussed as the basis for developing students' knowledge of clothing systems, rest and diet.
- Practical participation in a range of outdoor activities in a variety of environments, such as: white water safety, working at height, navigation, hill walking, camping
- Consideration will be given to the range of environmental hazards that might impact on personal safety whilst learning in different outdoor environments. Particular emphasis on interpreting weather forecasts and how conditions might impact on participants undertaking adventurous activities in specific environments such as mountains, rivers and coasts
- Discussion of the relative merits of different codes of conduct and how they might be useful in limiting the impact of different outdoor activities in different environments
- The selection, use, maintenance and inspection of protective and other safety equipment, for example: throw lines, various helmets, climbing harnesses, buoyancy aids
- Reflective practice will be introduced as a means of further developing personal behaviours, attitudes and understanding
- Practical "emergency scenarios" will be used to explore appropriate responses in different situations

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	100	50%
Independent learning	100	50%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes each	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE4005	
Module Title	Ecology of Adventure	
Classification	Reading List entry	Electronic*
Essential	Beames, S; MacKie, C; Atencio, M (2018) <i>Adventure and Society</i> . Springer	☐
Essential	Berry, M. and Hodgson, C. (2011) <i>Adventure Education: An Introduction</i> , London: Routledge	☐
Essential	Ewert, A. W. and Sibthorp, J. (2014) <i>Outdoor Adventure Education, Foundations, Theory and Research</i> . Leeds: Human Kinetics.	☐
Essential	Kolb, D. (1984) <i>Experiential Learning: Experience as the source of learning and development</i> , London: Prentice-Hall	☐
Essential	Mortlock, C. (1984) <i>The Adventure Alternative</i> , Cumbria: Cicerone Press	☐

Module Code	BMOE4005	
Module Title	Ecology of Adventure	
Classification	Reading List entry	Electronic*
Further	Beames, S., Higgins, P. and Nicol, R. (2012) <i>Learning Outside The Classroom, Theory And Guidelines For Practice</i> . Oxon: Routledge.	☐
Further	Beard, C. and Wilson, J. (2004) <i>The Power of Experiential Learning</i> , London: Kogan Page	☐
Further	Ferrero, F. (2006) <i>White Water Safety and Rescue</i> , Bangor: Pesda Press	☐
Further	Wills, K. (2013) <i>Outdoor First Aid</i> Caernarfon: Pesda Press	☐

Module Code	BMOE4003
Title	Facilitating Adventurous Activities
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To explore a range of teaching and facilitation styles and apply them to the delivery of a short-duration adventurous activity experience.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- identify, describe and evaluate the key characteristics of a range of teaching and facilitation styles;
- design and deliver a short-duration adventurous activity session using appropriate teaching/facilitation style(s);
- understand the role of outdoor learning and adventurous activities in the development of children's physical literacy.

INDICATIVE CONTENT

- Mosston & Ashworth's (2008) spectrum of teaching styles and Heron's (1999) three modes of facilitation will be used to outline the range of teaching and facilitation styles that are available, along with the key characteristics of each.
- Practical sessions will involve the modelling of a range of teaching/facilitation styles, followed by a review focussing on the strengths and limitations of each style.
- Planning, organisation and safety issues linked to the delivery of adventurous activities will be discussed.
- An introduction to a range of resources to support the delivery of adventurous activities in schools.
- Practical sessions will include strategies for behaviour management and organisation of group activities.
- The contribution of outdoor and adventurous activities to the development of physical literacy.
- The use of models-based practice as a delivery approach.
- The theory and practical application of environmental affordances.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Teaching Assessment	30 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE4003	
Module Title	Facilitating Adventurous Activities	
Classification	Reading List entry	Electronic*
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a) <i>Physical Education in the National Curriculum for Wales</i> . Cardiff: DCELLS.	☒
Essential	Heron, J. (2008) <i>The complete facilitator's handbook</i> . London: Kogan Page.	☐
Essential	Mosston, M. and Ashworth, S. (2008). <i>Teaching Physical Education (First Online Edition)</i> . US: Pearson Education.	☒

Module Code	BMOE4003	
Module Title	Facilitating Adventurous Activities	
Classification	Reading List entry	Electronic*
Further	Association for Physical Education. (2016) <i>Safe Practice in School Physical Education and Physical Activity</i> . UK: Coachwise Limited.	☐
Further	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008b) <i>Skills framework for 3 to 19-year-olds in Wales</i> . Cardiff: DCELLS.	☒
Further	Gibson, J. (2015) The ecological approach to visual perception (Classic ed., Psychology Press classic editions).	☐
Further	Metzler, M, W. (2011) <i>Instructional models in physical education</i> . 3 rd edn. Scotsdale Arizona: Holcomb Hathway.	☐
Further	Whitehead, M. (2010) <i>Physical literacy throughout the lifecourse</i> . Oxon: Routledge.	☒

Module Code	BMOE4004
Title	The Great Outdoors
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To explore the emergence and popularity of outdoor education as an approach to learning and teaching.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate different cultural approaches to outdoor education;
- Identify the potential for outdoor education to promote environmentally sustainable behaviour;
- Identify different values for outdoor education and its potential to contribute to broader awareness of global issues;
- Locate outdoor education within a broader experiential theory of learning.

INDICATIVE CONTENT

- The influence and underpinning philosophical values of pioneer educational theorists such as Dewey, Kolb, Naess and Rogers will form the context for the consideration of the work of a range of influential practitioners including Hahn, Sharp, Baden-Powell, Nansen, Muir and Mortlock.
- Different cultural approaches to outdoor education will be scrutinised in order to identify common interests and unique differences. Attention will be given the UK approach and comparisons made with outdoor and environmental education in Australia, *Project Adventure* in the USA, *Friluftsliv* in Norway and *Bildung* in Germany.
- Outdoor education as a process of experiential learning will be discussed and consideration given to identified personal, social and environmental research outcomes.
- The relationship between outdoor education, adventure education and environmental education will be considered within the context of the National Curriculum in England and Wales. Points of tension over teaching approaches, pupil experiences, curriculum planning and assessment will be discussed and differences in regional and national curriculum guidance highlighted.
- The outdoors as a shared space and a finite resource will be explored and different values for it explored including educational, recreational, aesthetic, economic and health values.

- The emergence and potential of new perspectives on outdoor education such as 'Critical Outdoor Education', 'The Generative Paradigm', 'Earth Education' and 'Sense of Place' as well as the role of outdoor education in promoting sustainability, citizenship, democracy and global awareness will be discussed.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Electronic poster presentation	10 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE4004	
Module Title	The Great Outdoors	
Classification	Reading List entry	Electronic*
Essential	Beames, S; MacKie, C; Atencio, M (2018) <i>Adventure and Society</i> . Springer	☐
Essential	Berry, M. and Hodgson, C. (2011) <i>Adventure Education: An Introduction</i> , London: Routledge	☐
Essential	Ewert, A. W. and Sibthorp, J. (2014) <i>Outdoor Adventure Education, Foundations, Theory and Research</i> . Leeds: Human Kinetics.	☐

Module Code	BMOE4004	
Module Title	The Great Outdoors	
Classification	Reading List entry	Electronic*
Essential	Kolb, D. (1984) <i>Experiential Learning: Experience as the source of learning and development</i> , London: Prentice-Hall	☐
Essential	Mortlock, C. (1984) <i>The Adventure Alternative</i> , Cumbria: Cicerone Press	☐
Essential	Robertson, M., Lawrence, R. and Heath, G. (2013) <i>Experiencing the Outdoors – Enhancing Strategies for Wellbeing</i> . Rotterdam: Sense Pub.	☐
Essential	Veevers, N. and Allison, P. (2011) <i>Kurt Hahn: Inspirational, Visionary, Outdoor and Experiential Educator</i> . Rotterdam: Sense Publishers.	☐
Essential	Wattchow, B. and Brown, M. (2011) <i>A Pedagogy of Place: outdoor education for a changing world</i> . Clayton, Vic: Monash Univ Pub.	☒
Further	Beames, S. and Pike, C.J. (2013) <i>Outdoor Adventure and Social Theory</i> . London: Routledge.	☐
Further	Beard, C. and Wilson, J. (2004) <i>The Power of Experiential Learning</i> , London: Kogan Page	☐
Further	Jickling, B., Blenkinsop, S., Timmerman, N., & Sitka-Sage, M. D. D. (Eds.). (2018). <i>Wild pedagogies: Touchstones for re-negotiating education and the environment in the Anthropocene</i> . Springer.	☒
Further	Kolb, D.A. (1984) <i>Experiential Learning: Experience as the source of learning and development</i> , London: Prentice-Hall.	☐
Further	Louv, R. (2006) <i>Last Child in the Woods – saving our children from nature deficit disorder</i> . Algonquin Books, Chapel Hill, Nth Carolina.	☐
Further	Mortlock, C. (1987) <i>The Adventure Alternative</i> , Cumbria: Cicerone Press.	☐
Further	Mortlock, C. (2002) <i>Beyond Adventure</i> , Cumbria: Cicerone Press.	☐
Further	Mortlock, C. (2009) <i>The Spirit of Adventure</i> , Kendal: Outdoor Integrity Press.	☐
Further	Mortlock, C. (2011) <i>Pure Adventure</i> , Kendal: Outdoor Integrity Press.	☐
Further	Naess, A. (1989) <i>Ecology, Community and Lifestyle</i> , Cambridge: Cambridge University Press	☐
Further	Roberts, J. W. (2012) <i>Beyond Learning by Doing – theoretical currents in experiential education</i> . London: Routledge.	☐
Further	Smith, T. and Knapp, C. (2009) <i>Beyond Dewey and Hahn – Foundations for experiential education Vol 1</i> . Racoon Publishing Ltd.	☐
Further	Smith, T. and Knapp, C. (2009) <i>Beyond Dewey and Hahn – Foundations for experiential education Vol 2</i> . Racoon Publishing Ltd.	☐

Module Code	BMSS4008
Title	Learning in the Digital Era
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility
- Use suitable technology to support and enhance their learning experience within the discipline area

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity and inclusion and, multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility; the role of spirit, mind, emotions and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 2,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3 minute video which incorporates supporting materials	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSS4008	
Module Title	Learning in the Digital Era	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Essential	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒
Essential	Library Info Skills Sessions	☒
Further	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Further	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Cod y Modwl	BMSS4008C
Teitl	Dysgu yn yr Oes Ddigidol
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu sgiliau'r myfyrwyr ar gyfer astudio annibynnol a dysgu gydol oes, a fydd yn ffurfio'r sylfeini ar gyfer cwblhau eu rhaglen radd yn llwyddiannus a chefnogi cyfleoedd cyflogaeth yn y dyfodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos y sgiliau sylfaenol sydd eu hangen i fod yn ddysgwr annibynnol cydnerth ac iach.
- Ymarfer egwyddorion ystwythder dysgu
- Defnyddio technoleg addas i gefnogi a gwella eu profiad dysgu yn y maes disgyblaeth

CYNNWYS DANGOSOL

- Rheoli amser, darllen, ysgrifennu, cyfeirnod i llên-ladrad, chwilio am ffynonellau gwybodaeth a'u gwerthuso, gweithio ar-lein.
- Meddwl yn feirniadol: materion yn ymwneud â gwybodaeth, cred, ac amheuaeth.
- Ysgrifennu beirniadol: synthesis, aralleirio a chreu dadl wybodus, gan osgoi llên-ladrad.
- Myfyrio a hunanfyfrio.
- Hunaniaeth ac ymdeimlad o le; yn cynnwys gwerthoedd, diwylliant ac ymwybyddiaeth ryngddiwylliannol, treftadaeth, amrywiaeth a chynhwysiant, ac amlieithrwydd.
- Sgiliau ar gyfer amrywiaeth o ddulliau asesu, yn cynnwys blogiau, flogiau, fideo, cyflwyniadau, perfformiadau, posteri, arholiadau a gwaith cwrs ysgrifenedig.
- Sgiliau ac agweddau sy'n sail i gydnerthedd, iechyd, llesiant ac ystwythder dysgu; rôl ysbryd, meddwl, emosiynau a'r corff.
- Llythrennedd corfforol: Ystyriaethau ynghylch rôl gweithgarwch corfforol i gefnogi iechyd corfforol, meddylol, llesiant a chydnerthnedd.
- Llythrennedd digidol: defnyddio technoleg briodol; aros yn ddiogel ar-lein, seiberddiogelwch, hunaniaeth ddigidol.
- Gweithio mewn tîm.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau	0	0%
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyferwerth â 2,000 o eiriau	50%

Elfen Asesu 2

(Ticiwch un)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Fideo a Deunyddiau Ategol	Fideo unigol 3 munud sy'n ymgorffori deunyddiau ategol	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSS4008C	
Teitl y Modwl	Dysgu yn yr Oes Ddigidol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Sesiynau Sgiliau Gwybodaeth y Llyfrgell	☒
Pellach	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Pellach	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Module Code	BMOE4007
Title	Theoretical Issues in Outdoor Pursuits
Date	06/08/2023
Level	4
Credits	20
Pre-Requisites	None (NB: this module is only available to Hobart Williams Smith summer school students)

AIM(S)

- To develop students' appreciation and understanding of key theoretical themes involved in the reflective practice of outdoor activities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- describe and apply a model of experiential learning in relation to their own experiences of the practical programme;
- demonstrate an understanding of key concepts including Rhonke's (2000) 'Challenge by Choice' and Mortlock's (1984) 'Stages of Adventure';
- demonstrate an awareness of key issues relating to environmentally sustainable practice in outdoor pursuits;
- make suitable plans and prepare appropriately for a range of outdoor pursuits in different environments.

INDICATIVE CONTENT

- The influence and underpinning philosophical values of pioneer educational theorists such as Dewey and Kolb and outdoor educationalists such as Mortlock will form the context for consideration of personal experiences of outdoor pursuits.
- Important concepts linking outdoor education and experiential learning such as 'ownership of learning', 'adventure', 'self-actualisation' and 'reflective practice' will be identified.
- The contribution of outdoor education to personal, social and environmental learning will be explored within the framework of 'challenge by choice'.
- The emergence and potential of new perspectives on outdoor education such as 'Critical Outdoor Education', 'Leave No Trace' and 'A Sense of Place' will be discussed within a practical framework.
- A range outdoor pursuits sessions will be planned, lead and reviewed by students in conjunction with staff.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Vlog	3-minute video / vlog	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 word essay	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE4007	
Module Title	Theoretical Issues in Outdoor Pursuits	
Classification	Reading List entry	Electronic*
Essential	Berry, M. and Hodgson, C. (2011) <i>Adventure Education: An Introduction</i> , London: Routledge.	☐
Essential	Cottrell, S. (2005) <i>Critical Thinking Skills</i> , Hants: Palgrave Macmillan.	☐
Essential	Gill, T. (2010) <i>Nothing Ventured: Balancing Risks and Benefits in the Outdoors</i> , English Outdoor Council, (online: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf).	☐
Essential	Kolb, D. (1984) <i>Experiential Learning: Experience as the source of learning and development</i> , London: Prentice-Hall	☐
Essential	Mortlock, C. (1987) <i>The Adventure Alternative</i> , Cumbria: Cicerone Press.	☐

Module Code	BMOE4007	
Module Title	Theoretical Issues in Outdoor Pursuits	
Classification	Reading List entry	Electronic*
Further	Louv, R. (2005) <i>Last Child in the Woods – saving our children from nature deficit disorder</i> , North Carolina: Algonquin Books.	☐
Further	Wattchow, B. and Brown, M. (2011). <i>A Pedagogy of Place: Outdoor Education for a Changing World</i> , Melbourne: Monash University Publishing. Available online at: http://books.publishing.monash.edu/apps/bookworm/view/A+Pedagogy+of+Place/131/pp10000a.xhtml .	☐
Further	Barnes, P. and Sharp, B. (2004) <i>The RHP Companion to Outdoor Education</i> , London: Russel House Pub.	☐

Level 5

Module Code	BMSS5007
Title	Developing your Professional Profile (Placement)
Date	06/08/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	150	75%
Placement learning	20	10%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	Equivalent to 1200 words	30%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,800 words or equivalent	70%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSS5007	
Module Title	Developing your Professional Profile (Placement)	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Module Code	BMSS5007	
Module Title	Developing your Professional Profile (Placement)	
Classification	Reading List entry	Electronic*
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	BMSS5007C
Teitl	Datblygu eich Proffil Proffesiynol (Lleoliad gwaith)
Dyddiad	06/08/2023
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.
- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwyllynnol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwyllianol ac ieithyddol.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	30	15%
Dysgu annibynnol	150	75%
Dysgu drwy leoliadau	20	10%
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio ar-lein	1200 o eiriau neu gyfwerth	30%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,800 o eiriau neu gyfwerth	70%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0
Gwaith cwrs	100%
Ymarferol	0
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSS5007C	
Teitl y Modwl	Datblygu eich Proffil Proffesiynol (Lleoliad gwaith)	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar	☒

Cod y Modwl	BMSS5007C	
Teitl y Modwl	Datblygu eich Proffil Proffesiynol (Lleoliad gwaith)	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
	http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Pellach	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	BMOE5001
Title	Discovering Outdoor Lifestyles
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To explore the potential of outdoor environments to promote health and wellbeing

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- review the affordances of outdoor environments and activities to have a positive impact on mental and physical health;
- critically analyse the potential health and wellbeing benefits associated with taking people in to various outdoor environments;
- interpret data gathered from a range of psychological and/or physiological measurement instruments.

INDICATIVE CONTENT

- Review the evidence linking physical activity, natural and social connections, sensory stimulation and escapism with positive and / or negative impacts on health and wellbeing.
- The physical and physiological changes that occur when participating in activities outside including: hormonal changes (endorphins and adrenalin); reduction of Seasonal Affective Disorder (SAD); weight loss; production of vitamin D and reduced likelihood of myopia.
- Concepts such as Biophilia, Restoration Theory, and connection to nature will be considered in relation to health and wellbeing, including negative impacts associated with a lack of connection with nature such as Nature Deficit Disorder.
- Evaluate the potential use of upland environments, rivers, forests, coastlines, and open country as suitable environments for health related activities such as walking, cycling, running, swimming and watersports.
- Evaluate existing and potential urban environments that have been regenerated to encourage healthy lifestyles.
- Consider the emergence of eco-therapy and nature therapy as approaches to promote wellbeing.
- Identify various organisations and schemes currently involved in promoting activities outside including: The National Trust, Natural Resources Wales, The Ramblers Association, Forest Schools, Blue-Green Gyms, British Trust for Conservation Volunteers, Natural Connections, Mentro Allan, Allotments, Walking for Health and Park Run.
- The use of a range of mental and physiological measurement instruments will be used to provide students with data to use in order to reflect upon the benefits of various activities.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE5001	
Module Title	Discovering Outdoor Lifestyles	
Classification	Reading List entry	Electronic*
Essential	Townsend, M. and Weerasuriya, R. (2010) <i>Beyond blue to green: The benefits of contact with nature for mental health and well-being</i> . Beyond Blue Limited: Melbourne, Australia.	☐
Essential	Louv, R. (2006) <i>Last child in the woods – saving our children from nature deficit disorder</i> . North Carolina: Chapel Hill.	☐
Essential	Barton, J, Hine, R, Pretty, J, Wood, C (2016). <i>Green exercise: Linking nature, health and well-being</i> . London: Routledge.	☒
Essential	Lam, L.C.W., Riba, M (2016) <i>Physical exercise interventions for mental health</i> . Cambridge University Press	☒

Module Code	BMOE5001	
Module Title	Discovering Outdoor Lifestyles	
Classification	Reading List entry	Electronic*
Essential	Donnelly, A.A., MacIntyre, T.E. (2019) <i>Physical activity in natural settings: green and blue exercise</i> . Routledge	☐
Further	Louv, R (2012) <i>The Nature Principal – Reconnecting with life in a virtual age</i> . North Carolina: Chapel Hill	☐
Further	Hardman, A.E. & Stensel, D.J. (2009) <i>Physical activity and health</i> . Abingdon: Routledge.	☐
Further	Countryside Recreation Network (2005) <i>A countryside for health and wellbeing: the physical and mental health benefits of green exercise</i> . Cardiff: C.R.N.	☐
Further	Gass, M.A., Gillis, H.L. & Russell, K.C. (2012) <i>Adventure therapy: theory, research and practice</i> . Abingdon: Routledge.	☐
Further	Walker, P & John, M. (2011) <i>From public health to wellbeing</i> . London: Palgrave Macmillan.	☐

Module Code	BMPE5005
Title	Foundations for High Quality Physical and Outdoor Learning.
Date	13/07/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To equip students with a thorough understanding of the principles of the Foundation Phase / Successful Futures, the role of the learning environment and the importance of outdoors and physical play.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate the contribution of constructivist theory and educational ideologies to early years education and the underlying principles and philosophy of the Foundation Phase and/or Successful Futures in Wales.
- Demonstrate a knowledge and critical understanding of the role of the outdoor classroom and the impact the environment can have on the development of children's sensory motor development and physical literacy as a vehicle for inclusive practice.
- Demonstrate a critical understanding of different types of learning needs and circumstances relating to a child's ability to respond in Physical Development lessons;
- identify and utilise a range of strategies to enable all young people, whatever their circumstances or ability, to take part in and enjoy meaningful Physical Development lessons which contributes to the development of physical literacy;

INDICATIVE CONTENT

- An overview of child development theories and practices that have influenced the Foundation Phase including the contributions of Dewey, Froebel, Montessori, Steiner, Vygotsky, Bruner, Gardner and Malaguzzi.
- An insight into international educational practices that have informed Foundation phase philosophy. E.g. Reggio Emilia and Hi-Scope and educational approaches in New Zealand and Finland.
- A study of the Foundation Phase within Successful Futures curriculum and the integrated nature of the seven areas of learning with a particular focus on the role of the outdoors and play as effective vehicles for learning.
- An overview of early childhood motor development and recognition of developmental norms to enable effective planning and organisation of appropriate opportunities for both teacher-led and child initiated learning indoors and outdoors.
- An introduction to the potential of the contribution of outdoor and adventurous activities to the development of physical literacy by analysing the effectiveness of range of

resources, classroom management and organisation and the outdoor classroom impacting children's ability to learn.

- The nature of 'inclusion' and identification of children with a range of learning needs in the Foundation Phase and the factors that impact their ability to gain access and to respond positively to physical activities.
- Gain some practical experience of a range of strategies and resources for the effective delivery of inclusive Physical Development within the Foundation Phase.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Reflection / Rationale	15 minutes equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework (Essay)	50%
Practical (Reflection)	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMPE5005	
Module Title	Foundations for High Quality Physical and Outdoor Learning.	
Classification	Reading List entry	Electronic*
Essential	Bilton, H. (ed) (2005) <i>Learning outdoors: Improving the quality of young children's play outdoors</i> . London: David Fulton Publishers.	☐
Essential	Garrik, R. (2004) <i>Outdoor play in the early years</i> , London: Continuum.	☐
Essential	Gallahue D., Ozmun J., and Goodway J. (2012) <i>Understanding motor development: Infants, children, adolescents, Adults</i> . Boston: McGraw Hill,	☐
Essential	Macintyre C. And McVitty K. (2004) <i>Movement and learning in the early years</i> , London: Sage.	☐
Essential	Hayes, S. and Stidder, G. (2003) <i>Equity and inclusion in physical education and sport: contemporary issues for teachers, trainees, and practitioners</i> . London: Routledge.	☐
Essential	Vickerman P. (2007) <i>Teaching physical education to children with special educational needs</i> . London: Routledge.	☐
Essential	Fitzgerald H. (ed). (2009) <i>Disability and youth sport</i> . London: Routledge.	☐
Essential	Donaldson, G. (2015) <i>Successful Futures</i> . Government Wales.	☒
Further	Brock A., Dodds S., Jarvis P. and Olusoga. (2005) <i>Perspectives on play, learning for life</i> . London: Pearson.	☐
Further	Wilson, R. (2012) <i>Nature and young children: Encouraging creative play and learning in natural environments</i> (second edition). Oxon: Routledge.	☐
Further	Keenan T., Evans S. and Crowley K. (2016) <i>An introduction to child development</i> . 3 rd edition. London: Sage	☐
Further	Waite, S. (2011) <i>Children learning outside the classroom from birth to eleven</i> . London: Sage.	☐
Further	Archer C. and Siraj I. (2015) <i>Encouraging physical development through movement-play</i> . London: Sage.	☒
Further	Palaiologou, I. (2008) <i>Childhood observation</i> . Exeter: Learning Matters.	☐
Further	Kirby, A. and Drew, S. (1997) <i>Guide to developmental co-ordination disorders</i> . London: David Fulton Publishers.	☐
Further	Capel S. and Whitehead M. (2013) <i>Debates in physical education</i> . London: Routledge.	☐
Further	Griggs, G. and Petrie, K. (eds). (2018) <i>Routledge handbook of primary physical education</i> . London: Routledge.	☒
Further	Griggs, G. (ed). (2012) <i>An introduction to primary physical education</i> . London: Routledge	☐
Further	O'Sullivan, M. and MacPhail, A. (2010) <i>Young people's voices in physical educational and youth sport</i> . London: Routledge.	☐

Module Code	BMPE5005	
Module Title	Foundations for High Quality Physical and Outdoor Learning.	
Classification	Reading List entry	Electronic*
Further	Dowling F., Fitzgerald H. and Flintoff A. (2012) <i>Equity and difference in physical education, youth sport and health</i> . London: Routledge.	☐
Further	Dagkas, S. and Armour, K. (2012) <i>Inclusion and exclusion through youth sport</i> . London: Routledge.	☐

Module Code	BMOE5008
Title	International Mobility Opportunity
Date	08/01/2024
Level	5
Credits	60
Pre-Requisites	1. Successful Application to International Mobility Programme 2. A Level 4 average of 60 or above
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate the ability to complete an appropriate number of study units at the appropriate level in an approved host institution outside the UK
- Compare and evaluate the approaches to the student's subject between home and host institutions
- Demonstrate critical reflection of the impact of studying abroad on their knowledge, practice and understanding of the subject
- Communicate effectively to a range of audiences

INDICATIVE CONTENT

The specific content of this module will be personalised for each student.

A Learning Agreement will be created by the appropriate Discipline representative and the International Mobility team to include (as appropriate):

- the specific details of the courses in the host institution which the student agrees to attend and complete assignments for whilst studying abroad;
- details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams etc.)
- details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of:
 - specific suitable assessments for additional areas of study;
 - the intended learning outcomes of the areas of study;
 - the process by which learning outcomes are to be achieved;
 - the proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved;
 - the proposed assessment criteria linked to the learning outcomes.
- In consultation with the Discipline representative the student will negotiate:
 - a programme of reading and/or research

- arrangements for interaction with the tutor during the Study Abroad;
- a date for the final submission of work that allows appropriate progression to the next level of study.

During the Study Abroad phase, the student will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the University to monitor progress, including a named tutor or Discipline representative.

Upon return to the UK, the student must ensure that a full record of all work, including copies of all formal assessments undertaken in the host institution during the Study Abroad, is kept and brought back to the University following the Study Abroad. These must be presented to the Academic Director, or named Discipline representative.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0
Independent learning	600	100
Placement learning	0	0
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	As per the individual learning agreement, taking into account the study units successfully abroad, and to include at least two components of additional work.	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

Module Code	BMOE5007
Title	Psychology of Personal Adventure
Date	31/03/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To combine practical experiences with theoretical knowledge to gain an understanding of selected psychological processes and their applied implications in Outdoor Adventure Education.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Compare and contrast contemporary theories, concepts, approaches and research within Sport & Exercise psychology to the role of adventure in Outdoor Adventure Education.
- Evaluate the psychological benefits and potential issues associated with taking part in outdoor adventurous activities from a performance and participation perspective;
- Demonstrate an appreciation of the diverse and dynamic psychological factors relevant to outdoor adventurous situations, both for group members and leaders.
- Evaluate the use of psychological strategies and their impact upon performance in Outdoor Adventure Education.

INDICATIVE CONTENT

- The psychological effects and potential impact of outdoor adventurous activities and the role of the leader in facilitating positive experiences.
- Examination of individual differences in relation to perception of risk and adventure, include coping with challenging situations.
- Evaluation of motivation theory (e.g. Self Determination Theory) in terms of participation in adventurous activities at recreational and competitive levels.
- Discussion of contemporary topics from psychology (e.g., anxiety, self-confidence) and psychological skill usage (i.e., imagery, goal setting, self-talk, relaxation, anxiety control, and self-confidence development) linked to performance.
- Evaluation of the role and impact of the leader on expectations, including the learning environment, social support and feedback;
- Examination of the implications of stress and anxiety from both an instructor's and participant's perspective. The anxiety performance relationship will be considered for various activities (e.g., climbing).
- Practical elements of the module will facilitate the understanding of the relationship between outdoor adventurous activities, psychological principles and personal reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	100	50%
Independent learning	100	50%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE5007	
Module Title	Psychology of Personal Adventure	
Classification	Reading List entry	Electronic*
Essential	Biddle, S.J.H., Mutrie, N., and Gorley, T. (2015) <i>Psychology of physical activity: determinants, well-being and interventions</i> . Oxon: Routledge.	☒
Essential	Donnelly, A. A. (ed.) and MacIntyre, T.E. (ed.) (2019) <i>Physical activity in natural settings: green and blue exercise</i> . Routledge.	☐
Essential	Lam, L.C.W., and Riba, M (2016) <i>Physical exercise interventions for mental health</i> . Cambridge University Press.	☐
Essential	Lox, C.L., Ginis, K. A., Gainforth, H.L., and Petruzzello, S.J. (2019) <i>The psychology of exercise: integrating theory and practice</i> 5 th Ed. Routledge.	☐

Module Code	BMOE5007	
Module Title	Psychology of Personal Adventure	
Classification	Reading List entry	Electronic*
Further	Buckworth, J., Dishman, R.K., O'Connor, P.J., & Tomporowski, P.D. (2013) <i>Exercise psychology</i> 10 th Ed. Champaign IL: Human Kinetics.	☒
Further	Ekkekakis, P. (ed.) (2013) <i>Routledge handbook of physical activity and mental health</i> . London: Routledge.	☒
Further	Cassidy, T. (1999) <i>Stress, cognition and health</i> . London: Routledge.	☐
Further	Coolican, H. (2014) <i>Research methods and statistics in psychology</i> . London: Psychology Press.	☐
Further	Dishman, R.K., and Cureton, K.J. (1999) <i>Physical activity for health and fitness</i> . Madison: Brown and Benchmark.	☒
Further	Ekkekakis, P. (ed.) (2013) <i>Routledge handbook of physical activity and mental health</i> . London: Routledge.	☒
Further	Horn, T.S. (2008) <i>Advances in sport psychology</i> . Champaign IL: Human Kinetics.	☒
Further	Hanrahan, S. and Andersen, M. (2015) <i>Doing exercise psychology</i> . Champaign IL: Human Kinetics.	☐
Further	Mellalieu, S.D., and Hanton, S. (ed's) (2008) <i>Advances in applied sport psychology: a review</i> . Abingdon, UK: Routeledge (ebook).	☒
Further	Roberts, G.C., and Treasure, D.C. (2011) <i>Advances in motivation in sport and exercise</i> 3 rd Ed. Champaign IL: Human Kinetics.	☒
Further	Weinberg, R. and Gould, D. (2018) <i>Foundations of sport & exercise psychology</i> 7 th Ed. Champaign IL: Human Kinetics.	☒

Module Code	BMST5005
Title	Research in Health, Exercise and Physical Education
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	BSc (Hons) Sport and Exercise Therapy programme only: students must pass all 120 core credits at level 4

AIM(S)

- To develop the skills required to conduct small research projects.
- To develop the ability to understand and critically evaluate research.
- Identify and implement strategies that enhance sustainability within research of a specific discipline.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate qualitative and quantitative research;
- develop and write a research proposal;
- conduct and present findings collected during small scale research project;
- consider research within the context of sustainability.

INDICATIVE CONTENT

- The nature of research paradigms including but not limited to; qualitative and quantitative approached.
- Sources and types of data, nominal, ordinal, interval and ratio.
- Hypothesis, research question, aims and objectives.
- Concepts/criteria for evaluating research, including; validity, reliability and reproducibility in data collection methods for qualitative and quantitative research.
- Parametric and non-parametric statistical analysis to include descriptive statistics, relationships and differences for a range of data in health, exercise and physical education; including Mann-Whitney U, Spearman rank order correlation, t-tests, one way and repeated measure ANOVA and single, multiple and partial correlations.
- The use of statistical analysis computer packages such as SPSS and EXCEL
- Qualitative data analysis and presentation will be considered to include interviews, participant observation and field journals.
- Methods of thematic analysis.
- Ethical consideration of conducting research with human participants including but not limited issues relating to; confidentiality, beneficence non-maleficence, informed consent.
- Research design and the formulation of a research proposals within the context of sustainable practice.
- Planning a research project.
- Conducting a research project.
- Managing people, including but not limited to the research team, subjects, clients and patients.
- Presentation of information in an appropriate manner for a report or journal article.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	20 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMST5005	
Module Title	Research in Health, Exercise and Physical Education	
Classification	Reading List entry	Electronic*
Essential	Andrews, D.L., & Mason, D.S. (2005) <i>Qualitative Methods in Sport Studies</i> , Oxford: Berg.	☐
Essential	Bell, J. (2005) <i>Doing Your Research Project</i> , Buckingham: Open University Press.	☐
Essential	Berg, K. E. (2008) <i>Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation</i> , London: Lippincott Williams & Wilkins.	☐
Essential	Brace, N., Kemp, R., & Snelgar, R. (2003) <i>SPSS for Psychologists: a Guide to Data Analysis Using SPSS for Windows</i> , Basingstoke: Palgrave Macmillan.	☐
Essential	McNamee, M. (2006) <i>Research Ethics in Exercise, Health & Sport Sciences</i> , London: Routledge.	☐

Module Code	BMST5005	
Module Title	Research in Health, Exercise and Physical Education	
Classification	Reading List entry	Electronic*
Essential	Stake, R. (1995) <i>The Art of Case Study Research</i> , London: Sage Publishers.	☐
Essential	Thomas, J.R., & Nelson, J.K. (2001) <i>Research Methods in Physical Activity</i> , London: Human Kinetics.	☐
Further	Arnold, B.A. (2005) <i>Research Methods in Athletic Training</i> , Philadelphia: Davis.	☐
Further	Bowling, A. (2009) <i>Research Methods in Health: Investigating Health and Health Services</i> , Maidenhead: Open University Press.	☐
Further	Bryman, A. (2008) <i>Social Research Methods</i> , Oxford: Oxford University Press.	☐
Further	Chen, L. Manion, L and Morrison, K. (2007) <i>Research Methods in Education</i> . London: Routledge.	☐
Further	Creswell, J.W. (2009) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> , London: SAGE.	☐
Further	Denzin, N. K., & Young, Y. S. (1998) <i>The Landscape of Qualitative Research</i> , London: Sage.	☐
Further	Drowatzky, J. (1966) <i>Ethical Decision Making in Physical Activity Research</i> , Champaign IL: Human Kinetics.	☐
Further	Field, A. <i>Discovering Statistics Using SPSS</i> , London: Sage Publications, 2005	☐
Further	Gratton, C., & Jones, I. (2010) <i>Research Methods for Sports Studies (2nd Edition)</i> , London: Routledge.	☐
Further	Gorard, S. (2001) <i>Quantitative Methods in Educational Research: The Role of Numbers Made Easy</i> , London: Continuum.	☐
Further	Hammersley, P., & Atkinson, P. (1995) <i>Ethnography</i> , London: Routledge.	☐
Further	Newby, P. (2010) <i>Research Methods for Education</i> , Harlow: Longman.	☐
Further	Silverman, D. (1993) <i>Interpreting Qualitative Data, - Methods for Analysing Talk, Text and Interaction</i> , London: Sage Pub.	☐
Further	Vincent W.J. (1999) <i>Statistics in Kinesiology</i> , London: Human Kinetics.	☐
Journals		☐
Websites		☐

Cod y Modwl	BMST5005C
Teitl	Ymchwil ym maes iechyd, Ymarfer Corff ac Addysg Gorfforol
Dyddiad	04/03/2020
Lefel	5
Credydau	20
Rhagofynion	Rhaglen BSc (Anrh) Therapi Chwaraeon ac Ymarfer Corff yn unig: rhaid i fyfyrwyr basio pob un o'r 120 credyd craidd ar lefel 4

AMCAN(ION)

- Datblygu'r sgiliau sydd eu hangen i gynnal prosiectau ymchwil bach.
- Datblygu'r gallu i ddeall a gwerthuso ymchwil yn feirniadol.
- Adnabod a gweithredu strategaethau sy'n cyfoethogi cynaliadwyedd o fewn ymchwil disgyblaeth penodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- gwerthuso'n feirniadol ymchwil ansoddol a meintiol;
- datblygu ac ysgrifennu cynnig ymchwil;
- cynnal a chyflwyno canfyddiadau a gasglwyd yn ystod prosiect ymchwil ar raddfa fach;
- ystyried ymchwil o fewn cyd-destun cynaliadwyedd.

CYNNWYS DANGOSOL

- Natur paradeimau ymchwil gan gynnwys ond heb gael eu cyfyngu i; dulliau ansoddol a meintiol.
- Ffynonellau a mathau o ddata, enwol, trefnol, cyfwng a chymhareb.
- Rhagdybiaeth, cwestiwn ymchwil, nodau ac amcanion.
- Cysyniadau/meini prawf ar gyfer gwerthuso ymchwil, gan gynnwys; dilysrwydd, dibynadwyedd ac atgynrychioldeb dulliau casglu data ar gyfer ymchwil ansoddol a meintiol.
- Dadansoddi ystadegol parametrig ac amharametrig gan gynnwys ystadegau disgrifiadol, perthnasau a gwahaniaethau ar gyfer ystod o ddata ym maes iechyd, ymarfer corff ac addysg gorfforol; gan gynnwys Mann-Whitney U, cydberthyniad trefn sgôr Spearman, profion t, ANOVA un ffordd a mesur a ailadroddir a chydberthyniadau sengl, lluosog a rhannol.
- Y defnydd o becynnau cyfrifiadur i ddadansoddi ystadegau fel SPSS ac EXCEL
- Ystyried bod dadansoddi a chyflwyno data ansoddol yn cynnwys cyfweiliadau, arsylwi cyfranogion a dyddlyfrau maes.
- Dulliau dadansoddi thematig.
- Ystyried moeseg cynnal ymchwil gyda chyfranogion dynol gan gynnwys ond heb fod yn gyfyngedig i faterion sy'n ymwneud â; chyfrinachedd, gwneud daioni, osgoi gwneud niwed a chydysyniad gwybodus.
- Cynllunio ymchwil a ffurfio cynigion ymchwil o fewn cyd-destun arfer cynaliadwy.
- Cynllunio prosiect ymchwil.
- Cynnal prosiect ymchwil.
- Rheoli pobl, gan gynnwys ond heb fod yn gyfyngedig i'r tîm ymchwil, pynciau, cleientiaid a chleifion.
- Cyflwyno gwybodaeth mewn ffordd briodol ar gyfer adroddiad neu erthygl cyfnodolyn.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	45	23%
Dysgu'n annibynnol	155	77%
Dysgu drwy leoliadau	0	0%
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (Ticiwch un)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyniad	20 munud	50%

Elfen Asesu 2 (Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Adroddiad	2500 o eiriau	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMST5005C	
Teitl y Modwl	Ymchwil ym maes lechyd, Ymarfer Corff ac Addysg Gorfforol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Andrews, D.L., & Mason, D.S. (2005) <i>Qualitative Methods in Sport Studies</i> , Rhydychen: Berg.	☐
Hanfodol	Bell, J. (2005) <i>Doing Your Research Project</i> , Buckingham: Open University Press.	☐
Hanfodol	Berg, K. E. (2008) <i>Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation</i> , Llundain: Lippincott Williams & Wilkins.	☐
Hanfodol	Brace, N., Kemp, R., & Snelgar, R. (2003) <i>SPSS for Psychologists: a Guide to Data Analysis Using SPSS for Windows</i> , Basingstoke: Palgrave Macmillan.	☐
Hanfodol	McNamee, M. (2006) <i>Research Ethics in Exercise, Health & Sport Sciences</i> , Llundain: Routledge.	☐

Cod y Modwl	BMST5005C	
Teitl y Modwl	Ymchwil ym maes lechyd, Ymarfer Corff ac Addysg Gorfforol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Stake, R. (1995) <i>The Art of Case Study Research</i> , Llundain: Sage Publishers.	☐
Hanfodol	Thomas, J.R., & Nelson, J.K. (2001) <i>Research Methods in Physical Activity</i> , Llundain: Human Kinetics.	☐
Pellach	Arnold, B.A. (2005) <i>Research Methods in Athletic Training</i> , Philadelphia: Davis.	☐
Pellach	Bowling, A. (2009) <i>Research Methods in Health: Investigating Health and Health Services</i> , Maidenhead: Open University Press.	☐
Pellach	Bryman, A. (2008) <i>Social Research Methods</i> , Rhydychen: Open University Press.	☐
Pellach	Chen, L. Manion, L and Morrison, K. (2007) <i>Research Methods in Education</i> . Llundain: Routledge.	☐
Pellach	Creswell, J.W. (2009) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> , Llundain: SAGE.	☐
Pellach	Denzin, N. K., & Young, Y. S. (1998) <i>The Landscape of Qualitative Research</i> , Llundain: Sage.	☐
Pellach	Drowatzky, J. (1966) <i>Ethical Decision Making in Physical Activity Research</i> , Champaign IL: Human Kinetics.	☐
Pellach	Field, A. <i>Discovering Statistics Using SPSS</i> , Llundain: Sage Publications, 2005	☐
Pellach	Gratton, C., & Jones, I. (2010) <i>Research Methods for Sports Studies (2^{il} Argraffiad)</i> , Llundain: Routledge.	☐
Pellach	Gorard, S. (2001) <i>Quantitative Methods in Educational Research: The Role of Numbers Made Easy</i> , Llundain: Continuum.	☐
Pellach	Hammersley, P., & Atkinson, P. (1995) <i>Ethnography</i> , Llundain: Routledge.	☐
Pellach	Newby, P. (2010) <i>Research Methods for Education</i> , Harlow: Longman.	☐
Pellach	Silverman, D. (1993) <i>Interpreting Qualitative Data, - Methods for Analysing Talk, Text and Interaction</i> , Llundain: Sage Pub.	☐
Pellach	Vincent W.J. (1999) <i>Statistics in Kinesiology</i> , Llundain: Human Kinetics.	☐
Cyfnodolion		☐
Gwefannau		☐

Module Code	BMOE5006
Title	Sustainable Journeys
Date	15/07/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to plan a journey with a clear understanding of environmental impact and links to the wider sustainability agenda
- To explore the potential of outdoor expeditions to both develop an awareness of and impact upon issues around sustainability.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Plan a multi-day journey with a clear purpose commensurate with their own skills and abilities as an expedition leader.
- Critically reflect upon the planning process, the expedition activity and expedition outcome in relation to a specific purpose;
- Develop a deeper understanding of sustainability as a concept and critically discuss its relationship with outdoor adventure education;
- Review outcomes from the expedition process and present findings in a clear format supported by academic research;

INDICATIVE CONTENT

- Completion of the lowland leader award training syllabus (students with the necessary prerequisites may have the opportunity to formally complete this training as part of their CPD)
- Identifying a purpose for the expedition that might be considered creative, challenging or otherwise worthwhile within a sustainability context.
- Making expedition proposal presentations to different audiences
- Recording of data and other qualitative and or quantitative outcomes through the execution of an expedition with clear meaning and purpose.
- Evaluating the expedition experience through a purposeful and recorded means of critical analysis.
- Critically reflecting on the value of the expedition against it's proposed purpose involving the whole expedition team where possible.
- Contextualise the expedition outcomes within the field of Outdoor Adventure Education research and the body of literature around sustainable practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	100	50%
Independent learning	100	50%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE5006	
Module Title	Sustainable Journeys	
Classification	Reading List entry	Electronic*
Essential	Beames, S; MacKie, C; Atencio, M (2018) <i>Adventure and Society</i> . Springer.	☐
Essential	Beames, S. (2009) <i>Understanding Educational Expeditions</i> , Edinburgh: Sense Publishing	☐
Essential	Wattchow, B. and Brown, M. (2011). <i>A Pedagogy of Place: Outdoor Education for a Changing World</i> , Melbourne: Monash University Publishing	☒
Essential	Mortlock, C. (2009) <i>The Spirit of Adventure</i> , Cumbria: Cicerone Press	☒
Essential	Palmer, J. (1998) <i>Environmental Education in the 21st Century: theory, practice, progress and promise</i> . London: Routledge.	☐

Module Code	BMOE5006	
Module Title	Sustainable Journeys	
Classification	Reading List entry	Electronic*
Further	Veevers, N. and Allison, P. (2011) <i>Kurt Hahn: Inspirational, Visionary, Outdoor and Experiential Educator</i> . Rotterdam: Sense Publishers.	☐
Further	Berry, M. & Hodgson, C. (2011) <i>Adventure Education</i> , Routledge.	☐
Further	Oglivie, K. (2005) <i>Leading and Managing Groups in the Outdoors</i> (2nd edn), Plumptre, Cumbria: Institute of Outdoor Learning	☐
Further	Rickinson, M., Lundholm, C., & Hopwood, N. (2009). <i>Environmental Learning: Insights from Research into Students Experiences</i> : Springer Pub.	☐
Further	Cottrell, S. (2005) <i>Critical Thinking Skills</i> . Hampshire: Palgrave Macmillan.	☐

Module Code	BMOE5005
Title	Understanding Adventure Leadership
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to develop their understanding of the principles and theories behind effective outdoor leadership in an adventurous setting
- To develop leadership skills and competencies in line with National Governing Body awards and the sector standard.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically reflect on a range of leadership theories and models with a particular focus on Conditional Outdoor Leadership Theory
- Reflect on their own leadership experiences to develop a deeper understanding of the application of leadership theory within dynamic outdoor adventure education settings.
- Analyse the inter-relationship between outdoor leadership theory and other psychology based theories such as motivation and resilience.
- Critically and practically explore the role of the leader with a particular focus on hill and mountain environments in relation to the relevant NGB awards and CPD objectives.

INDICATIVE CONTENT

- Completion of the lowland leader award training syllabus (students with the necessary prerequisites may have the opportunity to formally complete this training as part of their CPD)
- Practice leadership and explore using a number of different styles through a range of practical sessions primarily located in a hill/mountain environment.
- Record quality log book days that will contribute towards an appropriate level of hill/mountain leadership award in line with Mountain Training qualifications.
- Record and reflect on a range of practical experiences to examine a variety of leadership styles and their appropriateness to specific group and environmental conditions
- Develop a deeper understanding of and personal perspective on what constitutes effective outdoor leadership and relate this to the wider body of academic literature.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	100	50%
Independent learning	100	50%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	30%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3500 words	70%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE5005	
Module Title	Understanding Adventure Leadership	
Classification	Reading List entry	Electronic*
Essential	Martin, B. (2006). <i>Outdoor leadership : Theory and practice</i> . Champaign, Ill. Leeds: Human Kinetics	☐
Essential	Oglivie, K. (2005) <i>Leading and Managing Groups in the Outdoors</i> (2nd edn), Plumptre, Cumbria: Institute of Outdoor Learning	☐
Essential	Priest, S. and Gass, M. (2005) <i>Effective Leadership in Adventure Programming</i> , Champaign, Ill: Human Kinetics.	☒
Essential	Graham, J. (1997). <i>Outdoor leadership : Technique, common sense & self-confidence</i> . Seattle, Wash. ; Leicester: Mountaineers.	☒
Essential	Long, S (2014) <i>Hillwalking</i> ; Vertebrate Graphics.	☐
Further	Riggio, Murphy, Pirozzolo (2002) <i>Multiple Intelligences and Leadership</i> ; London: Lawrence Erlbaum Associates	

Module Code	BMOE5005	
Module Title	Understanding Adventure Leadership	
Classification	Reading List entry	Electronic*
Further	Mortlock, C. (2009) <i>The Spirit of Adventure</i> , Cumbria: Cicerone Press	☐
Further	Berry, M. & Hodgson, C. (2011) <i>Adventure Education</i> , Routledge.	☐
Further	Beames, S; MacKie, C; Atencio, M (2018) <i>Adventure and Society</i> . Springer.	☐
Further	Ewert, A. W. and Sibthorp, J. (2014) <i>Outdoor Adventure Education, Foundations, Theory and Research</i> . Leeds: Human Kinetics.	☐
Further	Cottrell, S. (2005) <i>Critical Thinking Skills</i> . Hampshire: Palgrave Macmillan.	☐

Level 6

Module Code	BMSS6001
Title	Coaching Pedagogy
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a deeper understanding of the theoretical principles surrounding sports coaching pedagogy.
- To apply relevant theoretical principles to practical sports coaching.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- apply observational skills to evaluate human performance in selected sporting contexts;
- apply appropriate pedagogical and sport psychology theory to the planning and delivery of a sports coaching session;
- critically appraise complex coaching principles and practices, using personal research and reflection.

INDICATIVE CONTENT

- The module will offer students opportunities to develop their understanding of coaching philosophy, sport psychology and pedagogy of sports coaching. This will be achieved by analysis of coaching objectives with specific reference to physical, psychological and social development.
- Students will examine the typology of teaching and coaching styles assessing applications and effectiveness in a variety of sporting contexts and situations.
- Observation and analysis of performance including the highlighting of critical features.
- The principles and theories of learning will be practically applied to teaching and coaching.
- Students will study the principles and techniques of goal setting as a tool for enhancing performance, with specific reference to analysing the technical, tactical, physical and psychological aspects of performance.
- The principles of feedback and reinforcement will be studied in the context of sports coaching.
- The principles of motivation will also be considered with specific reference to the concept of self-determined motivation and current research and thinking.

- Basing the organisation and manipulation of practice sessions on the classifications of skills being developed.
- Development of physical competence within different sports.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	25 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Coaching Session	30 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSS6001	
Module Title	Coaching Pedagogy	
Classification	Reading List entry	Electronic*
Essential	Gordon, D. (2008). <i>Coaching science</i> . Exeter: Learning Matters.	☐
Essential	Jones, R.L., Hughes, M. & Kingston, K. (2008). <i>An introduction to sports coaching: From science and theory to practice</i> . London: Routledge.	☐
Essential	Cassidy, T. G., Jones, R. L. & Potrac, P. (2009) <i>Understanding sports coaching: The cultural and</i>	☐

Module Code	BMSS6001	
Module Title	Coaching Pedagogy	
Classification	Reading List entry	Electronic*
	<i>pedagogical foundations of coaching practice.</i> London: Routledge.	
Essential	Nelson, L., Groom, R. & Potrac, P. (2016) <i>Learning in sports coaching: Theory and application.</i> London: Routledge.	☒
Further	Renshaw, I., Davids, K., Newcombe, D. and Roberts, W. (2019) <i>The constraints led approach: Principles for sports coaching and practice design.</i> London: Routledge.	☐
Further	Martens, R. (2012) <i>Successful coaching.</i> 4 th edn. Champaign IL: Human Kinetics.	☐
Further	Beachamp, M. R. & Eys, M. A. (Eds.) (2014) <i>Group dynamics in exercise and sport psychology.</i> 2 nd edn. Oxon: Routledge.	☒
Further	Metzler, M.W. (2011). <i>Instructional models in physical education.</i> 3 rd edn. Scottsdale Arizona: Holcomb Hathway.	☐
Further	Mosston, M. & Ashworth, S. (2001) <i>Teaching physical education.</i> London: Pearson.	☒
Further	Roberts, G. C. and Treasure, D. C. (Eds.) (2012) <i>Advances in motivation in sport and exercise.</i> 3 rd edn. Champaign IL: Human Kinetics.	☐
Further	Williams, A.M. & Hodges, N.J. (2004). <i>Skill acquisition in sport: Research, theory and practice.</i> London: Routledge.	☒

Module Code	BMOE6001
Title	Critical Incidents in Adventurous Activities
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically review and evaluate a range of critical incidents in adventurous activities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically reflect on the antecedents and prevailing conditions relevant to the cases being studied
- Suggest a range of pragmatic preventative and remedial measures relevant to the cases being studied;
- Demonstrate the ability to critically assess and respond positively to critical incident scenarios in a range of complex and/or unpredictable contexts

INDICATIVE CONTENT

- Defining and exploring key terms related to critical incidents in outdoor adventurous activities
- Critically reviewing case studies of significant critical incidents in adventurous activities and other relevant fields of practice, e.g., flood response, missing persons, etc.
- Isomorphic learning, to develop an awareness of common factors that appear to contribute to critical incidents in adventurous activities
- Critically reviewing the organisational systems, procedures and legislation relating to case studies of critical incidents in adventurous activities
- Critically evaluating the role and functionality of emergency services in adventurous activities
- Working effectively within a team and as a leader in the planning, execution and reviewing of responses to emergency scenarios
- Critically exploring a range of evacuation and rescue techniques and methods
- Critically reflecting on personal performance and understanding in relation to critical incidents in adventurous activities
- Advance emergency first aid including major bleeds and CPR
- Exploring emotional issues related to critical incidents, including post-traumatic stress

- Practical involvement in role play scenarios as both a responder and casualty in simulated critical incidents
- Developing competence and critical awareness in the choice and application of a range of relevant technical skills and equipment, e.g., searching, hoisting, towing, carrying etc.
- Adapting approaches and techniques to create effective improvised responses
- Field visits to a range relevant of sites and organisations

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE6001	
Module Title	Critical Incidents in Adventurous Activities	
Classification	Reading List entry	Electronic*
Essential	Attarian, A., (2012) <i>Risk Management in Outdoor Adventure Programs</i> Leeds: Human Kinetics	☐
Essential	Barton, B., (2007) <i>Safety, Risk & Adventure In Outdoor Activities</i> . London: Sage Publications Ltd.	☐
Essential	Beames, S; MacKie, C; Atencio, M (2018) <i>Adventure and Society</i> . Springer	☐
Essential	Brookes, A., (2018) <i>Preventing Fatal Incidents in School and Youth Group Camps and Excursions: Understanding the Unthinkable</i> . Springer.	☒
Essential	Dickson, T. J. and Gray, T. L., (2012) <i>Risk Management In The Outdoors, A Whole-Of-Organisation Approach For Education, Sport And Recreation</i> . Port Melbourne: Cambridge University Press.	☒
Essential	Gill, T., (2010) <i>Nothing Ventured: Balancing Risks and Benefits in the Outdoors</i> , English Outdoor Council, (online: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf)	☒
Essential	Hodgson, C. and Bailie, M., (2011) 'Risk Management, Philosophy And Practice' in M. Berry and C. Hodgson (Eds) <i>Adventure Education, An Introduction</i> . Oxon: Routledge.	☐
Further	Beames, S., Higgins, P. and Nicol, R. (2012) <i>Learning Outside The Classroom, Theory And Guidelines For Practice</i> . Oxon: Routledge.	☐
Further	Ewert, A. W. and Sibthorp, J. (2014) <i>Outdoor Adventure Education, Foundations, Theory and Research</i> . Leeds: Human Kinetics.	☐
Further	Gill, T. (2007) <i>No fear: growing up in a risk adverse society</i> , London: Calouste Gulbenkian Foundation	☒

Module Code	BMOE6002
Title	Curriculum Adventure
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To locate the concept of adventure within the curriculum learning experiences of 8 to 16 year olds.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the importance of adventure to individual learning, personal development, society and work;
- critically analyse a range of different teaching and learning strategies appropriate to adventurous learning;
- negotiate a range of learning opportunities to underpin adventure in the whole curriculum;
- critically analyse the role of adventure and the outdoors in the development of children's physical literacy.

INDICATIVE CONTENT

- The history and politics of adventure within the curriculum. How developments in curriculum impact on access to adventure. Consideration will be given to the availability of local and national facilities for outdoor learning.
- The contribution the outdoors and adventure makes to the development of physical literacy.
- The role of the hidden and extended curriculum will be considered alongside the taught curriculum in fulfilling statutory and non-statutory requirements.
- Opportunities to utilise the whole school and the local environment as a learning venue for curriculum adventure will be identified. In particular the importance of the 'outdoor classroom', day-trips and residential experiences will be discussed.
- Teaching and learning strategies for incorporating adventure at key stages 2, 3 and 4 will be discussed and examples of good practice identified. Consideration will be given to the opportunities to link curricular learning with natural and urban environments as well as the potential offered by extra-curricular bodies such as the Sail Training Association, Duke of Edinburgh Award and Learning Through Landscapes Trust.

- The value and practicalities of curriculum adventure for pupils with Special Educational Needs will be considered alongside examples of good practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE6002	
Module Title	Curriculum Adventure	
Classification	Reading List entry	Electronic*
Essential	Louv, R. (2005) <i>Last child in the woods: Saving our children from nature deficit disorder</i> . London: Atlantic.	☐
Essential	Palmer, S. (2006) <i>Toxic childhood: How the modern world is damaging our children and what we can do about it?</i> London: Orion Books Ltd.	☐
Essential	Gill, T. (2007) <i>No fear: Growing up in a risk averse society</i> . London: Calouste Gulbenkian Foundation.	☐

Module Code	BMOE6002	
Module Title	Curriculum Adventure	
Classification	Reading List entry	Electronic*
Essential	Williams, A. and Wainwright, N. (2014) A new pedagogical model for adventure in the curriculum: Part 1 – advocating for the model. <i>Journal of Physical Education and Sport Pedagogy</i> . Vol 21(5) pp 481-500.	☒
Essential	Williams, A. and Wainwright, N. (2014) A new pedagogical model for adventure in the curriculum: Part 2 – outlining the model. <i>Journal of Physical Education and Sport Pedagogy</i> . Vol 21(6) pp 589-602.	☒
Essential	Williams, A. and Wainwright, N. (2019) Rethinking Adventurous Activities in Physical Education: Models-Based Approaches. <i>Journal of Adventure Education and Outdoor Learning</i> https://doi.org/10.1080/14729679.2019.1634599	☒
Further	Beames, S., Higgins, P., and Nicol, R. (2012) <i>Learning outside the classroom: Theory and guidelines for practice</i> . London: Routledge.	☐
Further	Capel, S. and Whitehead, M. (2013) <i>Debates in physical education</i> . Oxon: Routledge	☒
Further	Waite, S. (2011) <i>Children learning outside the classroom from birth to eleven</i> . London: Sage.	☐
Further	Edwards, L, C., Bryant, A.S., Keegan, R.J., Morgan, K. and Jones, A. (2016) 'Definitions, foundations and associations of physical literacy: a systematic review', <i>Sports Medicine</i> , 47(1), pp. 113-126.	☒

Module Code	BMSS6007
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	BMSS6007	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒

Module Code	BMSS6007	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Cod y Modwl	BMSS6007C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau	0	0%
CYFANSWM	400	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	100%
Ymarferol	0%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	BMSS6007C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability, 3rd edition</i> , Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒

Cod y Modwl	BMSS6007C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	BMOE6003
Title	Landscape and Sustainable Recreation
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop in students a systematic understanding of the concept of 'landscape' and its relationship to sustainable forms of recreation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate systematic understanding of and contribute to philosophical and practical debate concerning the concept of 'landscape';
- critically evaluate the role of society, history and personal experience in contributing to perceptions of landscape;
- critically analyse the relationship between landscape and recreation and suggest sustainable approaches to the interpretation and use of landscape for recreation.

INDICATIVE CONTENT

- The concept of 'nature' – the roles played by culture, religion and capitalism in shaping our understanding of nature and our place in relation to it.
- Definitions of 'landscape' – landscape as place, as power, as culture, as commodity, as heritage, as recreational resource.
- Romanticism and landscape – changing conception and evaluations of landscapes associated with the Romantic Movement and its implication for tourism, recreation and the aesthetics of landscape.
- Landscape perception theory - socio-cultural influences on landscape perception, the role of internal and external filters to landscape experience; the role of personal history and sense of place for landscape engagement.
- Sustainability and landscape – the application of principles of sustainable development to landscape interaction.
- Case studies of landscapes of recreation – experienced through fieldwork, reflection on personal experience and literature based study.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Fieldwork Journal	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE6003	
Module Title	Landscape and Sustainable Recreation	
Classification	Reading List entry	Electronic*
Essential	Aitchison, C. (2002) <i>Leisure and Tourism Landscapes</i> . Routledge: London,	☐
Essential	Beames, S., Mackie, C., and Atencio, M. (2019) <i>Adventure and Society</i> . London: Palgrave Macmillan.	☒
Essential	Daniels, S. <i>et al.</i> (eds.) (2011) <i>Envisioning Landscapes, Making Worlds: Geography and the Humanities</i> . Routledge: London	☐
Essential	Hussen, A. (2019). <i>Principles of environmental economics and sustainability: An integrated economic and ecological approach</i> . Abingdon, Oxon: Routledge	☐
Essential	Tuan, Yi-Fu (1974) <i>Topophilia: A Study of Environmental Perception, Attitudes and Values</i> , Prentice Hall, New Jersey	☐
Essential	Wylie, J. (2007) <i>Landscape</i> . Routledge: London	☐
Further	Barton, J., Bragg, R., Wood, C. and Pretty, J. (2016). <i>Green Exercise: Linking nature, health and well-being</i> . London: Routledge.	☒
Further	Becker, P. and Loynes, P. (2018) <i>The Changing World of Outdoor Learning</i> . Clayton, Victoria (Aus): Monash University Press.	☒
Further	Bull, M. (2005). <i>A question of respect: Conservation and countryside recreation: 2005 seminar proceedings of the Countryside Recreation Network</i> . Sheffield: Countryside Recreation Network.	☐
Further	Cosgrove, D. (2012) <i>Geography and Vision</i> . I.B. Tauris: London	☐
Further	Donnelly, A. and Macintyre, T. (2019) <i>Physical Activity in Natural Settings: Green and Blue Exercise</i> . London: Routledge.	☒
Further	Ingold, T. (2002) <i>The Perception of the Environment</i> . Routledge: London	☐
Further	Lillie, M. (2015). <i>Hunters, fishers and foragers in Wales towards a social narrative of Mesolithic lifeways</i> (Paperback ed.). Oxford: Oxbow Books.	☐
Further	Louv, R. (2009) <i>Last Child in the Woods: Saving our children from nature-deficit disorder</i> . New York: Algonquin Books.	☐
Further	Miles, D. (2016). <i>The tale of the axe: How the Neolithic revolution transformed Britain</i> . London: Thames & Hudson.	☐
Further	Prothero, J. (2013). <i>Wordsworth and Welsh Romanticism</i> . Newcastle upon Tyne: Cambridge Scholars Publishing	☐
Further	Watchow, B. and Brown, M. (2011) <i>A Pedagogy of Place – outdoor education for a changing world</i> . Victoria, Aus: Monash Univ. Pub.	☒

Module Code	BMOE6005
Title	Perspectives on Outdoor Education
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	NA

AIM(S)

- To locate the practice of outdoor education within a range of contemporary issues problematic to its current and future development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically appraise competing perspectives of outdoor education;
- Debate and make informed decisions on a breadth of issues relevant to the practice of outdoor education;
- Demonstrate effective group organisation skills for discussions.

INDICATIVE CONTENT

Students will be given the opportunity to research and discuss a range of contemporary issues relevant to outdoor education. Topics for discussion could include but are not limited to the following:

- The role of Outdoor Education /Outdoor Adventure Education/Outdoor Learning in a changing educational and societal climate with a focus on the use, approach and outcomes of outdoor experiences in formal and informal programmes.
- Outdoor adventure programmes and the challenge of youth at risk. Different approaches to the outdoors as a therapeutic intervention will be considered highlighting the difference between adventure therapy and therapeutic adventure and looking more broadly at the emergence of nature-focused therapeutic/health initiatives.
- Research in Outdoor Education will be considered to clarify different research approaches and methodologies and consider issues of research alignment, outcomes and funding.
- Important societal issues including gender parity, professionalism and the role and nature of risk will be studied in relation to changing societal and outdoor sector expectations.
- The interplay of technology, Critical Outdoor Education and sustainable practice will be discussed to highlight the role of outdoor education in preparing young people for the challenges of the modern world.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	44	22%
Independent learning	156	78%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	25 min interview (2500 word equivalent)	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE6005	
Module Title	Perspectives on Outdoor Education	
Classification	Reading List entry	Electronic*
Essential	Barton, J., Bragg, R., Wood, C. and Pretty, J. (2016). <i>Green Exercise: Linking nature, health and well-being</i> . London: Routledge.	☒
Essential	Beames, S., Mackie, C., and Atencio, M. (2019) <i>Adventure and Society</i> . London: Palgrave Macmillan.	☒
Essential	Henderson, B. and Vikander, N. (2007) <i>Nature First: Outdoor life the friluftsliv way</i> . Toronto: Natural Heritage Books.	☒
Essential	Parry, J. and Allison, P. (2019) <i>Experiential Learning and Outdoor Education: Traditions of</i>	☒

Module Code	BMOE6005	
Module Title	Perspectives on Outdoor Education	
Classification	Reading List entry	Electronic*
	practice and philosophical perspectives. London: Routledge.	
Further	Beames, S. and Brown, M. (2016) Adventurous Learning – A pedagogy for a changing world. New York: Routledge.	☒
Further	Jeffer, T. and Ord, J. (2017) Rethinking Outdoor, Experiential and Informal Education. London: Routledge.	☒
Further	Donnelly, A. and Macintyre, T. (2019) Physical Activity in Natural Settings: Green and Blue Exercise. London: Routledge.	☒
Further	Louv, R. (2009) Last Child in the Woods: Saving our children from nature-deficit disorder. New York: Algonquin Books.	☐
Further	Becker, P. and Loynes, P. (2018) The Changing World of Outdoor Learning. Clayton, Victoria (Aus): Monash University Press.	☒
Further	Watchow, B. and Brown, M. (2011) A Pedagogy of Place – outdoor education for a changing world. Victoria, Aus: Monash Univ. Pub.	☒
Further	Beames, S., Mackie, C., and Atencio, M. (2019) Adventure and Society. London: Palgrave Macmillan	☒
Further	Gass, M. (2012) Adventure Therapy. New York: Routledge.	☐

