



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

MODULE DIRECTORY

BA (Hons) Outdoor Adventure Education

LEVEL 6

School of Sport and Healthy Living

FACULTY OF MANAGEMENT AND HEALTH

2026-27

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the BA Outdoor Adventure Education programme in the academic year 2026-2027.

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 School/Faculty. 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 Faculty 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 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 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.	☒

Module Code	BMSS6001	
Module Title	Coaching Pedagogy	
Classification	Reading List entry	Electronic*
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. Scotsdale 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.	☐
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.	☒

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 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	☐

Module Code	BMSS6007	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
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.	☒
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. <i>et al.</i> 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	☐

Cod y Modwl	BMSS6007C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
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</i> , 8 th edition London: Routledge.	☒
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. <i>et al.</i> 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</i>	☐

Module Code	BMOE6003	
Module Title	Landscape and Sustainable Recreation	
Classification	Reading List entry	Electronic*
	<i>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.	☒

Module Code	BMOE6005	
Module Title	Perspectives on Outdoor Education	
Classification	Reading List entry	Electronic*
Essential	Parry, J. and Allison, P. (2019) Experiential Learning and Outdoor Education: Traditions of 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.	☐