

MODULE DIRECTORY

LEVEL 7

MA Outdoor Education

Postgraduate Diploma Outdoor Education

Postgraduate Certificate Outdoor Education

ACADEMIC DISCIPLINE: Sport and Healthy Living

INSTITUTE OF MANAGEMENT AND HEALTH

2022-2023

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the MA Outdoor Education programme within the Institute of Management and Health in the academic year 2022-2023.

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

Module Code	BMOE7002
Title	Adventure, Technology and Ecology in Outdoor Education
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To explore the interplay of adventure, technology and ecology in outdoor education.

LEARNING OUTCOMES

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

- Critically reflect a range of different perspectives on adventure as an educational tool;
- Critically evaluate the place of modern technologies and nature in outdoor education;
- Critically reflect on the role for outdoor education to promote pro-environmental behaviour and ecological understanding.

INDICATIVE CONTENT

- The role of adventure will be considered from different cultural perspectives. Past and contemporary adventurers will be identified and their relevance to outdoor education considered.
- The concept of 'authentic adventure' will be discussed within the broader context of changing social attitudes to risk and technology.
- A 'solo' camping experience will be undertaken to link theory to practice and to identify alternative approaches to adventure. Implications for future programme delivery to maximise the learning potential of adventure as a pedagogical tool will be identified.
- The use and impact of modern technologies to enhance / detract from environmental learning in outdoor education will be examined.
- The promotion of pro-environmental behaviours and understanding of ecological principles in outdoor education practice will be considered in relation to global planetary crises including biodiversity loss, climate change, materialism and globalisation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72 (2 x weekends + online)	24%
Independent learning	228	76%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

Academic Interview (25 mins)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	30 mins	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE7002	
Module Title	Adventure, Technology and Ecology in Outdoor Education	
Classification	Reading List entry	Electronic*
Essential	Henderson, B. and Vikander, N. (2007) Nature First: Outdoor life the Friluftsliv way. Toronto: Natural Heritage Books.	☒
Essential	Beames, S. and Brown, M. (2016) Adventurous Learning – A pedagogy for a changing world. New York: Routledge.	☒
Essential	Beames, S., Mackie, C., and Atencio, M. (2019) Adventure and Society. London: Palgrave Macmillan.	☒

Module Code	BMOE7002	
Module Title	Adventure, Technology and Ecology in Outdoor Education	
Classification	Reading List entry	Electronic*
Further	Humphreys, A. (2014) Microadventures: Local discoveries for great escapes. London: William Collins Pub.	☒
Further	Mortlock, C. (2009) The Spirit of Adventure – Towards a better world. Kendall: Outdoor Intergrity Pub.	☐
Further	Louv, R. (2009) Last Child in the Woods: Saving our children from nature-deficit disorder. New York: Algonquin Books.	☐
Further	Van Matre, S. (1990) Earth Education: A New Beginning. Institute for Earth Education Pub. Greenville, West Virginia	☐
Further	Knapp, C. and Smith, T.E. (2005) Exploring the Power of Solo, Silence and Solitude. Boulder, CO: Assoc. of Experiential Education.	☐
Further	Becker, P. and Loynes, P. (2018) The Changing World of Outdoor Learning. Clayton, Victoria (Aus): Monash University Press.	☐
Further	Pike, E., And Beames, S. (2013) Outdoor Adventure and Social Theory. Oxon: Routledge.	☐
Further	Humberstone, B., Prince, H. and Henderson, K. A. (Eds.), (2016) Routledge International Handbook of Outdoor Studies. Abingdon, Oxon: Routledge	☐

Module Code	BMOE7003
Title	Health, Well-being and the Outdoors
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To explore the role of different outdoor settings to support health and well-being.

LEARNING OUTCOMES

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

- Critically evaluate a range of theories that attempt to explain the benefits of engaging with nature.
- Critically reflect on the benefits of physical activity and contact with nature on human health and well-being;
- Demonstrate a systematic, extensive and comparative knowledge and understanding of strategies aimed at enhancing health and well-being through participation in all types of outdoor experiences.

INDICATIVE CONTENT

- Definition of key terms including: Health, Well-being; Physical Activity; Exercise; Fitness;
- Epidemiological research into physical activity/inactivity and sedentary behaviour will be explored in order to understand the associated health benefits/issues, and their impact on society and the National Health Service;
- The current increase in mental health and well-being issues associated with modernity and disengagement with the natural world will be studied. Statistics relating to the impact/cost on the Health Service, will be investigated, along with contemporary theoretical concepts such as Nature Deficit Disorder (Louv).
- A review of the evidence for the efficacy of Green and Blue Exercise as a means of combining the benefits of both physical activity and connection with nature, to combat many contemporary health/well-being issues.
- Environmental psychology theories linked to the benefits of engaging with nature will be explored, including: Biophilia (Wilson); Restoration Theory (Kaplan); Psycho-evolutionary Stress Reduction Theory (Ulrich) and Transient Hypofrontality Hypothesis (Dietrich and Sparling).
- Current Public Policy will be explored in Wales/UK along with looking at examples of good practice from overseas.

- Examples of community-based projects that attempt to improve health/well-being through the use of outdoor recreation and outdoor-led activities in the UK and overseas will be examined.
- Some of the practical issues concerned with implementing/measuring the effectiveness of interventions will be explored such as ethical concerns, measurement instruments, issues of validity/reliability, project/research design.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72 (2 x weekends + online)	24%
Independent learning	228	76%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation with group discussion	30 mins (10 minutes presentation and 20 minutes group discussion)	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE7003	
Module Title	Health & Well-being and The Outdoors	
Classification	Reading List entry	Electronic*
Essential	Louv, R. (2013). <i>Last child in the woods: Saving our children from nature deficit disorder</i> . New York: Atlantic Books Ltd.	☐
Essential	Dickinson, E. The Misdiagnosis: Rethinking “Nature-deficit Disorder” Environmental Communication, http://dx.doi.org/10.1080/17524032.2013.802704	☒
Essential	Barton, J., Bragg, R., Wood, C. and Pretty, J. (2016). <i>Green Exercise: Linking nature, health and well-being</i> . London: Routledge.	☒
Essential	Donnelly, A. and Macintyre, T. (2019) <i>Physical Activity in Natural settings: Green and Blue Exercise</i> . London: Routledge.	☒
Further	Draper, N. and Stratton, G. (2019). <i>Physical Activity: A multi-disciplinary introduction</i> . London: Routledge.	☒
Further	Hemery, G., Hurst, J., Petrokofsky, G., (2019). Bringing children closer to nature: report of a survey on Forest School and outdoor learning in England. Sylva Foundation:	☐
Further	Hansen, S. and Jones, A. (2015) Is there evidence that walking groups have health benefits? A systematic review and meta-analysis. British Jnl. of Sports Medicine. http://dx.doi.org/10.1136/bjsports-2014-094157 .	☒
Further	Bird, W. (2004) <i>Can Green Space and Biodiversity Increase Levels of Physical Activity?</i> London: Faculty of Public Health of Royal Colleges of Physicians.	☐
Further	Fields in Trust (2018) <i>Revaluing Parks and green spaces – measuring their economic and well-being value to individuals</i> . London.	☐

Module Code	BMOE7010
Title	Master's International Study
Date	08/12/2021
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- Critically analyse, interpret and evaluate complex concepts, theories and alternative approaches to their subject area as evidenced abroad;
- Critically evaluate cultural differences informing their subject area;
- Reflect critically on the value of studying abroad to their personal and professional development;
- Present on an agreed aspect of their study abroad experience (on return).

INDICATIVE CONTENT

This International Independent Study module is the formal Student Learning Agreement within this Programme of Study for students wishing to Study Abroad on one of the university approved exchange programmes.

Students undertaking this module will have completed the formal Study Abroad regulations as identified in the Academic Quality Handbook which include approval by the Academic Director and engagement with External Examiners.

Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the programme manager and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate university Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

- **Pre-Study Abroad Phase**

A Learning Agreement will be created by the appropriate programme manager and the International Office to include:

- the specific details of the courses 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, language courses 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 :
 - (a) specific suitable titles for additional areas of study;
 - (b) the intended learning outcomes of the areas of study;
 - (c) the process by which learning outcomes are to be achieved;
 - (d) the proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved;
 - (e) the proposed assessment criteria linked to the learning outcomes.

In consultation with the tutor the student will negotiate:

- (f) a programme of reading and/or research;
- (g) arrangements for interaction with the tutor during the Study Abroad;
- (h) a date for the final submission of work.

- **Study Abroad Phase**

During the Study Abroad phase, students 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.

- **Return phase**

Students must ensure that a full record of all work, including copies of all formal assessments undertaken during the Study Abroad, is kept and brought back to the university following the Study Abroad. These must be re-presented to the programme manager and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	144	24%
Independent learning	456	76%
Placement learning	0	0%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	23 mins	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE7010	
Module Title	Master's International Study	
Classification	Reading List entry	Electronic
Essential	Pachmeyer, A. and Andereck, K. (2019) Enlightened travellers? Cultural attitude, competencies and Study Abroad. Cognizant, LLC. Tourism Culture and Communication 19 (3), 165-183.	☒
Essential	Dursen, K. et al. (2019) Building resilience through strengths-based learning during graduate Study Abroad: An exploratory study. Jnl. of Experiential Education 42 (3) 297-311.	☒
Essential	Calderwood, E. (2011) Study Abroad. Harvard Review, 40, 210-218.	☒
Essential	Full details of the International Study placement to be agreed and signed off by UWTSD Programme Manager in consultation with the receiving organisation and the student.	☒

Module Code	BMOE7009
Title	Master's Internship in Health, Outdoor Education and Physical Literacy
Date	08/12/2021
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To develop professional practice through an Internship with an appropriate Health, Outdoor Education, Physical Literacy focused organisation.

LEARNING OUTCOMES

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

- Critically analyse workplace experiences and reflect on personal development during the course of their Internship;
- Critically reflect on the theoretical and practical principles relevant to workplace settings;
- Apply robust procedures to undertake a research project including project design, ethical considerations, methodological choice, data generation / analysis, critical reflection on findings and conclusions.

INDICATIVE CONTENT

- The MA Internship is offered as an optional module for students (from an international background or less experienced UK students) seeking to expand their professional experience. Students approved to study the MA Internship will need to attend key methodology lectures delivered in the module Research Methods in Health, Outdoor Education and Physical Literacy in addition to this module. The module is offered in agreement with the Programme Director and within the UWTSD guidelines for Internship and Placement. It has three components:
- **Pre-placement phase**
In accordance with UWTSD guidelines a Placement Provider Agreement (PL1a) will be completed providing details of the placement, workplace supervisor, university supervisor and the student. In addition, a Placement Provider Health and Safety Questionnaire (PL1b), Student Placement Agreement (PL1c), Risk Profiling Guidance (PL1d) and Induction Checklist (PL1f) will be completed to best prepare all parties for Internship and to clarify responsibilities expectations and procedures.

In addition to the logistical arrangements noted above consideration will be given to:

- The aims and objectives of the internship;
- The identification of a specific Internship Project;

- Attendance at key lectures (covered as part Research Methods in Health, Outdoor Education and Physical Literacy) related to undertaking a small scale research project.
- **Placement phase**
The placement phase will constitute the realisation of the internship agreement and will last for a minimum of 150 hours. Students will be expected to submit a reflective journal of their activities and learning combined with informed observation and reflection on experience, in order to identify key learning issues/moments in relation to agreed personal and professional goals, as well as emergent learning. The reflective journal will have three parts: Part 1 - an Introduction to the Internship; Part 2 - six x 400 word blogs focused on ethical issues (blog 1) and issues arising (blogs 2-6); Part 3 – a critical evaluation of the Internship within the context of the educational objectives previously negotiated. The student's line-manager will complete a Post Placement Review and Feedback form (PL1g) as formative assessment feedback at the end of the Internship to be shared with the student. The supervising tutor will, where possible, visit the student on at least one occasion to discuss progress and appraise the standard of the student's work. The supervising tutor will also maintain contact on a regular basis with the student's line-manager at the workplace.
- **Post-placement phase**
The student will be required to make a *presentation* which critically appraises their internship study project. The main focus of the *presentation* will be an evaluation of the choice of methodology for the research project that is set within an overview of the Internship placement (project rationale, context, focus, analysis of data and conclusions etc).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72 (2 x weekends + online)	24%
Independent learning	78	26%
Placement learning	150	50%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Journal	3750 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	23 mins	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE7009	
Module Title	Master's Internship in Health, Outdoor Education and Physical Literacy	
Classification	Reading List entry	Electronic
Essential	Lei, S. and Yin, D. (2019). Evaluating benefits and drawbacks of Internship. College Student Jnl. 53 (2), 181-190.	☒
Essential	Latcham, J. (2013) The Internship. Questex, LLC Nov 11-17, Home media magazine, 35 (45) p. 12.	☒
Essential	Schon, D. (2009) The Reflective Practitioner. Surrey: Basic Books.	☒
Essential	Moon, J. (2000) Reflection in Learning and Professional Development: theory and practice. London: Kogan Page.	
Further	Moon, J. (2006) Learning Journals; A handbook for reflective practice and professional development. New York, NY: Routledge,	☒
Further	Gray, D.E. Hay, E. Cundell, S. and O'Neill, J. (2004) Learning through the workplace: a guide to work based learning. London: Nelson Thornes.	☐
Further	Berg, K. E. (2008) Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation. London: Lippincott Williams & Wilkins	☐

Module Code	BMOE7001
Title	Philosophical and Cultural Perspectives on Outdoor Education
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To explore a range of philosophical and cultural frameworks that underpin different approaches to Outdoor Education.

LEARNING OUTCOMES

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

- Locate outdoor education practice within the broader socio-cultural framework that informs it;
- Evaluate outdoor education as a site of cultural struggle;
- Critically reflect upon new and challenging forms of outdoor education within emerging socio-cultural developments.

INDICATIVE CONTENT

- Alternative paradigms for outdoor education will be considered in order to highlight the thinking and values that underpin current practice. Particular consideration will be given to experiential learning theory as the basis for outdoor education and transformative learning.
- Different cultural forms of outdoor education such as Friluftsliv, Deep Ecology, Pedagogy of Place, Critical Outdoor Education and Project Adventure will be explored within the broader theory of experiential learning. Attention will be paid to the civilisation/wilderness dichotomy to contrast westernised approaches to outdoor education and indigenous peoples' views of nature.
- The role and value of outdoor education / outdoor learning within formal and informal educational contexts in the UK will be discussed. Consideration will be given to the impact of recent curriculum initiatives such as the Foundation Phase Curriculum in Wales and the statutory provision of adventurous activities in the subject area of Physical Education. The provision of outdoor learning in informal contexts such as the youth service, community and voluntary provision will be considered.
- Research evidence on the impacts of outdoor pedagogy will be considered and a critical review of its contribution to affective, cognitive and psychomotor learning undertaken. The relationship between outdoor education, environmental learning and Affordance Theory (Gibson) will be reviewed and implications for future practice considered.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72 (2 x weekends + online)	24%
Independent learning	228	76%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE7001	
Module Title	Philosophical and Cultural 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.	☒
Essential	Becker, P. and Loynes, P. (2018) The Changing World of Outdoor Learning. Clayton, Victoria (Aus): Monash University Press.	☒
Essential	Pike, E., And Beames, S. (2013) Outdoor Adventure and Social Theory. Oxon: Routledge.	☒
Essential	Watchow, B. and Brown, M. (2011) A Pedagogy of Place – outdoor education for a changing world. Victoria, Aus: Monash Univ. Pub.	☒

Module Code	BMOE7001	
Module Title	Philosophical and Cultural perspectives on Outdoor Education	
Classification	Reading List entry	Electronic*
Essential	Roberts, J. W. (2012) Beyond Learning By Doing. New York: Routledge.	☒
Further	Becker, P. and Loynes, P. (2018) The Changing World of Outdoor Learning. Clayton, Victoria (Aus): Monash University Press.	☒
Further	Quay, J. and Seaman, J. (2013) John Dewey and Education Outdoors. Rotterdam: Sense Pub.	☒
Further	Humberstone, B., Prince, H. and Henderson, K. A. (Eds.), (2016) Routledge International Handbook of Outdoor Studies. Abingdon, Oxon: Routledge	☐
Further	Beames, S. and Brown, M. (2016) Adventurous Learning – A pedagogy for a changing world. New York: Routledge.	☒
Further	Humberstone, B., Brown, H., and Richards, K. (2003) Whose journeys? The Outdoors and Adventure as Social and Cultural Phenomena. Cumbria: Institute for Outdoor Learning Press.	☐
Further	Beames, S., Mackie, C., and Atencio, M. (2019) Adventure and Society. London: Palgrave Macmillan	☒

Module Code	BMOE7008
Title	Research Methods in Health, Outdoor Education and Physical Literacy
Date	08/12/2021
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To enable practitioners to use a range of research methods to critically reflect upon and develop professional practice to support active and healthy lifestyles.

LEARNING OUTCOMES

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

- Critically evaluate a range of research methodologies appropriate for active and healthy lifestyles research, paradigm alignment and identified research questions;
- Apply robust methodological procedures to undertake a small-scale research project including analysis of data, critical reflection on findings and ethical guidelines;
- Critically reflect on all aspects of the research process.

INDICATIVE CONTENT

- Alternative paradigms for research around physical activity and health will be considered in order to highlight the thinking and values that underpin current practice.
- Research alignment will be explored in relation to identifying a research question and the underpinning ontological and epistemological viewpoints that inform methodological choice and research design.
- Critical evaluation of qualitative, quantitative and mixed-methods research methodologies will be undertaken in relation to the methods, instruments and techniques that can be used.
- The analysis of qualitative data and information including (but not limited to) the use of interview, observation, participant-observation and action-research methods.
- The analysis of quantitative data including (but not limited to) nominal, ordinal, interval and ratio data and the use of parametric and non-parametric techniques.
- Ethical considerations relevant to conducting research with a range of outdoor learners will be discussed and standards of good practice identified.

- Research evidence from a range of appropriate physical activity and health studies will be considered in terms of its rigour and trustworthiness.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72 (2 x weekends + online)	24%
Independent learning	228	76%
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

Research proposal and rationale for methodology linked to literature in the field.

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	1500 words	20%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Electronic Poster, detailing project findings	3000 words equivalent	40%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Project Report	3000 words	40%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMOE7008	
Module Title	Research Methods in Health, Outdoor Education and Physical Literacy	
Classification	Reading List entry	Electronic*
Essential	Thomas, J. R. et al (2015) Research Methods in Physical Activity. Champaign, ILL: Human Kinetics.	☐
Essential	Humberstone, B. and Prince, H. (Eds.) (2019) Research methods in Outdoor Studies. London: Routledge	☒
Essential	Berg, K. E. (2008) Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation. London: Lippincott Williams & Wilkins	☐
Essential	Cohen, L., Manion, L. and Morrison, K. (2011) Research Methods in Education. (7th ed). London: Routledge.	☒
Essential	Gray, D. E. (2014) Doing Research in the Real world. London: sage.	☒
Further	Creswell, J.W. (2008) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage.	☐
Further	Fallowfield, J. L. et al (2005) Using Statistics in Sport and exercise Research. Chichester: Lotus.	☐
Further	Costello, P. J. (2011) Effective Action Research: Developing reflective thinking and practice (2 nd Ed). London: Continuum.	☐
Further	McNamee, M. (2006) Research Ethics in Exercise, Health & Sport Sciences. London: Routledge.	☐
Further	Morgan, W. J. (Ed.) 2018 Ethics in Sport (3 rd edition) Champaign, ILL: Human Kinetics.	☐

Module Code	BMOE7007
Title	Master's Dissertation in Health, Outdoor Education and Physical Literacy
Date	08/12/2021
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide an opportunity for research and evaluation that engages with issues and debate relevant to a master's level programme.

LEARNING OUTCOMES

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

- Conduct a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and written presentation in a chosen field relevant to the degree scheme;
- Establish the present state of knowledge in a defined area and make a significant contribution to that knowledge.

INDICATIVE CONTENT

- Effective management of the research project and communication with the supervisor;
- Research Proposal – identifying a topic/question; research project aims, objectives, alignment and ethical concerns;
- Literature review and critical appraisal;
- Research design, methodology, methods, data generation and analysis;
- Discussion of findings and conclusions;
- Recognition of assumptions and limitations of study;
- Structure, style and presentation;
- Plagiarism.
- In negotiation with an appointed supervisor students will identify a research question and submit an outline Research Proposal and completed ethics form for their study. Once this has been submitted and after feedback from the supervisor the student will be in a position to fully engage with their dissertation research.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	25	5%
Independent learning	575	95%
Placement learning	0	0%
TOTAL	600	100%

Typically students receive 10 hours of individual supervision and 15 hours of group support.

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE7007	
Module Title	Master's Dissertation in Health, Outdoor Education and Physical Literacy	
Classification	Reading List entry	Electronic
Essential	Biggam, J. (2008) Succeeding with your Master's Dissertation – a step by step handbook. Berkshire: Open University Press. Hampshire: Palgrave Macmillan.	☐ ??
Essential	Cottrell, S. (2014) Palgrave Study Skills Guide Dissertation and Project Reports.	☐
Essential	Cottrell, S. (2011) Palgrave Study Skills Guide Critical Thinking Skills (2 nd ed). Hampshire: Palgrave Macmillan.	☐
Essential	Fisher, C. and Buglear, J. (2010) Research and Writing a Dissertation (3 rd ed). Harlow: Prentice Hall.	☒
Essential	Creswell, J.W. (2008) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage.	☐

Module Code	BMOE7007	
Module Title	Master's Dissertation in Health, Outdoor Education and Physical Literacy	
Classification	Reading List entry	Electronic
Further	Drummond, K., and Murphy-Reyes, A. (2018) Nutrition research: concepts and applications. Burlington: Jones and Bartlett Publishing	☐
Further	Cresswell, J. (1998) Qualitative Inquiry and Research Design: Choosing Among Five Traditions. London: Sage Pub.	☐
Further	Mauthner, M.L. and Birch, M.L. (eds). <i>Ethics in Qualitative Research</i> . London: Sage, 2002.	☐
Further	Wright, D. Understanding Statistics: An Introduction for the Social Sciences. London: Sage Pub. 1996.	☐

Cod y Modwl	BMOE7007C
Teitl	Traethawd Hir Meistr mewn lechyd, Addysg Awyr Agored a Llythrennedd Corfforol
Dyddiad	08/12/2021
Lefel	7
Credydau	60
Rhagofynion	Dim

AMCAN(ION)

- Darparu cyfle ar gyfer ymchwil a gwerthuso sy'n mynd i'r afael ag anawsterau a thrafodaeth sy'n berthnasol i raglen ar lefel Meistr.

DEILLIANNAU DYSGU

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

- Cynnal prosiect ymchwil sylweddol sy'n adlewyrchu sgiliau priodol o ran cymathu, cyfosod, dadlau, cyfathrebu a chyflwyno ysgrifenedig, mewn dewis faes sy'n berthnasol i'r cynllun gradd;
- Pennu cyflwr presennol gwybodaeth mewn maes penodol a chyfrannu'n at y wybodaeth honno.

CYNNWYS DANGOSOL

- Rheolaeth effeithiol ar y prosiect ymchwil a chyfathrebu â'r goruchwyliwr;
- Cynnig Ymchwil – dynodi pwnc/cwestiwn; amcanion, nodau, cydweddiad a phryderon moesegol y prosiect ymchwil;
- Adolygu llenyddiaeth ac arfarnu beirniadol;
- Dylunio ymchwil, methodoleg, dulliau, cynhyrchu data a dadansoddi;
- Trafodaeth ynghylch canfyddiadau a chasgliadau;
- Dynodi tybiaethau a chyfyngiadau astudiaeth;
- Strwythur, arddull a chyflwyniad;
- Llên-ladrad.
- Drwy drafodaeth â goruchwyliwr a benodwyd, bydd myfyrwyr yn dynodi cwestiwn ymchwil amlinellol ac yn cyflwyno Cynnig Ymchwil a ffurflen foeseg wedi'i llenwi ar gyfer eu hastudiaeth. Pan fydd hwn wedi'i gyflwyno ac ar ôl adborth gan y goruchwyliwr bydd y myfyriwr mewn sefyllfa i ymgymryd yn llawn â'r ymchwil am ei draethawd hir.

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	25	5%
Dysgu'n annibynnol	575	95%
Dysgu drwy leoliadau	0	0%
CYFANSWM	600	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd Hir	15000 o eiriau	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMOE7007C	
Teitl y Modwl	Traethawd Hir Meistr mewn Iechyd, Addysg Awyr Agored a Llythrennedd Corfforol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig
Hanfodol	Biggam, J. (2008) Succeeding with your Master's Dissertation – a step by step handbook. Berkshire: Open University Press. Hampshire: Palgrave Macmillan.	☒
Hanfodol	Cottrell, S. (2014) Palgrave Study Skills Guide Dissertation and Project Reports.	☒
Hanfodol	Cottrell, S. (2011) Palgrave Study Skills Guide Critical Thinking Skills (2 nd ed). Hampshire: Palgrave Macmillan.	☒
Hanfodol	Fisher, C. and Buglear, J. (2010) Research and Writing a Dissertation (3 rd ed). Harlow: Prentice Hall.	☒
Hanfodol	Creswell, J.W. (2008) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage.	☒
Pellach	Drummond, K., and Murphy-Reyes, A. (2018) Nutrition research: concepts and applications. Burlington: Jones and Bartlett Publishing	☐
Pellach	Cresswell, J. (1998) Qualitative Inquiry and Research Design: Choosing Among Five Traditions. London: Sage Pub.	☐

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Teitl y Modwl	Traethawd Hir Meistr mewn Iechyd, Addysg Awyr Agored a Llythrennedd Corfforol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig
Pellach	Mauthner, M.L. and Birch, M.L. (eds). <i>Ethics in Qualitative Research</i> . London: Sage, 2002.	☐
Pellach	Wright, D. <i>Understanding Statistics: An Introduction for the Social Sciences</i> . London: Sage Pub. 1996.	☐