

MODULE DIRECTORY

BA (Hons) Outdoor Adventure Education

Certificate of Higher Education Outdoor Learning

LEVELS 4 and 5

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 4 and Level 5 within the BA Outdoor Adventure Education and CertHE Outdoor Adventure Education programmes 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 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 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 4

Module Code	BMSH4200 / BMSH4200A
Title	Academic Skills (Sport, Health and Outdoor Education)
Date	09/10/2024
Level	4
Credits	10
Pre-Requisites	N/A
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop students' skills for independent study and life-long learning, which will form the foundation for successful completion of their programme of study 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.
- 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	22	22%
Independent learning	78	78%
Placement learning	0	0
TOTAL	100	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 1500 words	100%

Assessment Summary

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

This module is associated with The Society of Sports Therapists accreditation and therefore has pass all assessment components and an 80% attendance requirement (*for BSc Sport & Exercise Therapy students only*).

This module meets some of the core competencies required by the Association for Nutrition as part of the accreditation of the Nutrition, Physical Activity and Health programme.

INDICATIVE READING LIST

Module Code	BMSH4200 / BMSH4200A	
Module Title	Academic Skills (Sport, Health and Outdoor Education)	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Essential	Library Info Skills Sessions	☐
Essential	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☐
Further	Cottrell, S. (2023). <i>Critical thinking skills: effective analysis, argument and reflection</i> (Fourth edition.). Bloomsbury.	☒
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> 2nd edn. London: SAGE.	☐

Côd y Modwl	BMSH4200C / BMSH4200AC
Teitl	Sgiliau Academaidd (Chwaraeon, Iechyd ac Addysg Awyr Agored)
Dyddiad	09/10/2024
Lefel	4
Credydau	10
Rhagofynion	Dim
Archwiliad DBS	Efallai bydd yn ofynnol ☐ Ddim yn ofynnol ☒

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

- dangos y sgiliau sylfaenol sydd eu hangen i fod yn ddysgwr annibynnol cydnerth ac iach.
- arfer egwyddorion ystwythder dysgu;
- defnyddio technoleg addas i gefnogi a gwella eu profiad dysgu yn y maes disgyblaeth.

CYNNWYS DANGOSOL

- Rheoli amser, darllen, ysgrifennu, cyfeirnodu a llên-ladrad, chwilio am ffynonellau gwybodaeth a'u gwerthuso, gweithio ar-lein.
- Meddwl beirniadol: materion yn ymwneud â gwybodaeth, cred ac amheuaeth.
- Ysgrifennu beirniadol: Synthesis, aralleirio a chreu dadl seiliedig ar wybodaeth, gan osgoi llên-ladrad.
- Adfyfrio a hunanadfyfrio.
- Hunaniaeth ac ymdeimlad o le; gan gynnwys gwerthoedd, diwylliant ac ymwybyddiaeth ryngddiwylliannol, treftadaeth a chynhwysiant ac amlieithrwydd.
- Sgiliau ar gyfer ystod o ddulliau asesu, gan gynnwys blogiau, flogiau, fideos, cyflwyniadau, perfformiadau, poster, arholiadau a gwaith cwrs ysgrifenedig.
- Sgiliau ac agweddau sy'n ategu gwydnwch, iechyd, llesiant ac ystwythder dysgu; rôl yr ysbryd, meddwl, emosiynau a'r corff.
- Llythrennedd digidol: defnyddio technoleg briodol; cadw'n ddiogel ar-lein, seiberddiogelwch, hunaniaeth ddigidol.
- Gwaith 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	22	22%
Dysgu'n annibynnol	78	78%
Dysgu drwy leoliadau	0	0
CYFANSWM	100	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyfwerth â 1500 o eiriau	100%

Crynodeb o'r Asesiad

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

Mae'r modwl hwn yn gysylltiedig ag achrediad y Gymdeithas Therapyddion Chwaraeon ac felly mae'n rhaid pasio pob elfen asesu a bod yn bresennol 80% o'r amser (*ar gyfer myfyrwyr BSc Chwaraeon a Therapi Ymarfer Corff yn unig*).

Mae'r modwl hwn yn bodloni rhai o'r medrau craidd mae'r Gymdeithas Maetheg yn gofyn amdanynt yn rhan o achrediad y rhaglen Maetheg, Gweithgarwch Corfforol ac Iechyd.

RHESTR DDARLLEN DDANGOSOL

Côd y Modwl	BMSH4200C / BMSH4200AC	
Teitl y Modwl	Sgiliau Academaidd (Chwaraeon, Iechyd ac Addysg Awyr Agored)	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5ed arg. Llundain: Macmillan International Higher Education.	☒
Hanfodo	Sesiynau Sgiliau Gwybodaeth y Llyfrgell	☐
Hanfodo	Pears, R. a Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11eg arg. Llundain: Macmillan International Higher Education.	☐
Pellach	Cottrell, S. (2023). <i>Critical thinking skills: effective analysis, argument and reflection</i> (Pedwerydd argraffiad). Bloomsbury.	☒
Pellach	Hopkins, D. a Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . Llundain: Sage.	☐
Pellach	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2il arg. Llundain: SAGE.	☐

Module Code	BMSH4100
Title	Adventure and Ecology
Date	09/10/2024
Level	4
Credits	10
Pre-Requisites	N/A
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop an awareness of human impact on ecosystems as a consequence of participating in outdoor adventurous activities.

LEARNING OUTCOMES

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

- demonstrate an awareness of environmentally friendly practices relevant to outdoor adventurous activities;
- demonstrate understanding of legislation relating to access to the countryside in the UK;
- arrange and complete voluntary work on a conservation related project.

INDICATIVE CONTENT

- 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.
- History of access and conservation in the countryside.
- Exploration of ethics and values in conservation in different religions and cultures.
- Content development for social media.
- Fieldtrip to conservation project.
- Volunteer project.
- Introduction to ecological principles and processes.
- Identifying key species native to specific adventure venues.
- The concept of ecological dynamics and how it relates to other aspects of adventure education, e.g., constraints led approach to coaching, isomorphic framing, systemic accident analysis, etc.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Conservation project proposal	300 words	20%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Vlog of conservation project	3 minutes	80%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	20%
Practical	80%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSH4100	
Module Title	Adventure and Ecology	
Classification	Reading List entry	Electronic*
Essential	Beames, S, MacKie, C. and Atencio, M. (2018) <i>Adventure and Society</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	Mortlock, C. (1984). <i>The Adventure Alternative</i> , Cumbria Cicerone Press.	☐
Essential	Tinney, G. (2023). <i>Nature, Ecology and Early Years Education</i> . Sophia Centre Press.	☒

Module Code	BMSH4100	
Module Title	Adventure and Ecology	
Classification	Reading List entry	Electronic*
Further	Ewert, A. W. and Sibthorp, J. (2014). <i>Outdoor Adventure Education, Foundations, Theory and Research</i> , Leeds: Human Kinetics.	☐
Further	Naess, A. (1989) <i>Ecology, Community and Lifestyle</i> , Cambridge: Cambridge University Press.	☐
Further	Wattchow, B. and Brown, M. (2011) <i>A Pedagogy of Place: outdoor education for a changing world</i> . Clayton, Vic: Monash University.	☒

Module Code	BMSH4101
Title	Adventure Sport Training
Date	09/10/2024
Level	4
Credits	10
Pre-Requisites	N/A
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop an appreciation of the fitness and nutritional demands of adventurous activities.

LEARNING OUTCOMES

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

- plan and participate in a programme of physical conditioning appropriate to their own needs as participants in adventurous activities;
- demonstrate understanding of the nutritional demands of adventurous activities and how they can best be met within the limitations of operating in outdoor environments.

INDICATIVE CONTENT

- Fundamental systems of the human body and adventure sports.
- Training fundamentals.
- Analysis of the various physical demands of selected adventurous activities.
- Practical participation in adventure sports.
- Fitness assessment and testing.
- Creating progressive and engaging training programmes.
- Nutrition for health and performance in adventure sport.
- Planning and preparing food for adventurous activities.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH4101	
Module Title	Adventure Sport Training	
Classification	Reading List entry	Electronic*
Essential	Bayles, M.P. and Swank, A.M. (eds) (2018) <i>ACSM's exercise testing and prescription</i> . First edition. Philadelphia: Wolters Kluwer.	☒
Essential	Draper, N., & Hodgson, C. (2008). <i>Adventure sport physiology</i> . John Wiley & Sons.	☐
Essential	Hargens, T.A. et al. (2022) <i>ACSM's resources for the personal trainer</i> . Philadelphia: Wolters Kluwer.	☒
Further	House, S., & Johnston, S. (2014). <i>Training for the new alpinism: a manual for the climber as athlete</i> (1st ed.). Patagonia Books	☒
Further	Haff, G. and Triplett, N.T. (eds) (2016) <i>Essentials of strength training and conditioning</i> . Fourth edition. Champaign, IL: Human Kinetics.	☐
Further	Ratamess, N. A. (2022). <i>ACSM's foundations of strength training and conditioning</i> (2nd ed.). Wolters Kluwer.	☒
Further	<i>Strength and conditioning journal</i> . (1999). Colorado Springs, CO: National Strength and Conditioning Association.	☒

Module Code	BMSH4102
Title	Facilitating Learning in the Outdoors
Date	09/10/2024
Level	4
Credits	20
Pre-Requisites	N/A
DBS Check	May be required ☒ Not required ☐

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:

- demonstrate understanding of the role of outdoor learning and adventurous activities in the development of children's physical literacy;
- develop an appreciation for how to ensure good levels of skill acquisition within young children;
- 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).

INDICATIVE CONTENT

- The contribution of outdoor and adventurous activities to the development of physical literacy.
- The use of models-based practice as a delivery approach.
- Skill acquisition concepts (e.g., feedback, structure of practice).
- The theory and practical application of environmental affordances.
- Exploration of the Curriculum in Wales.
- 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.
- Begin to develop an awareness of inclusion strategies by exploring Space, Task, Equipment, People (STEP).

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 (<i>which will be designed to limit use of generative AI</i>)	1500 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation: Reflection based on Practical Teaching Experience	10 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH4102	
Module Title	Facilitating Learning in the Outdoors	
Classification	Reading List entry	Electronic*
Essential	Curriculum for Wales	☒
Essential	Heron, J. (2008) <i>The complete facilitator's handbook</i> . London: Kogan Page.	☐
Essential	Spittle, M. (2021) <i>Motor learning and skill acquisition: Applications for physical education and sport</i> (2 nd Ed.). UK: London: Red Globe Press.	☐

Module Code	BMSH4102	
Module Title	Facilitating Learning in the Outdoors	
Classification	Reading List entry	Electronic*
Essential	Mosston, M. and Ashworth, S. (2008) <i>Teaching Physical Education</i> (First Online Edition). US: Pearson Education.	☒
Further	Association for Physical Education (2016) <i>Safe Practice in School Physical Education and Physical Activity</i> . UK: Coachwise Limited.	☐
Further	Metzler, M, W. (2011) <i>Instructional models in physical education</i> . 3rd edn. Scotsdale Arizona: Holcomb Hathway.	☒
Further	Whitehead, M. (2010) <i>Physical literacy throughout the lifecourse</i> . Oxon: Routledge.	☒

Côd y Modwl	BMSH4102C
Teitl	Hwyluso Dysgu yn yr Awyr Agored
Dyddiad	09/10/2024
Lefel	4
Credydau	20
Rhagofynion	Dim
Archwiliad DBS	Efallai bydd yn ofynnol ☒ Ddim yn ofynnol ☐

AMCAN(ION)

- Archwilio ystod o arddulliau addysgu a hwyluso, a'u cymhwyso i ddarparu profiad o weithgareddau antur dros gyfnod byr.

DEILLIANNAU DYSGU

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

- dangos dealltwriaeth o rôl dysgu awyr agored a gweithgareddau antur a'r awyr agored yn natblygiad llythrennedd corfforol plant;
- datblygu gwerthfawrogiad o sut i sicrhau lefelau da o gaffael sgiliau mewn plant ifanc;
- adnabod, disgrifio a gwerthuso prif nodweddion ystod o arddulliau addysgu a hwyluso;
- dylunio a darparu sesiwn gweithgarwch antur dros gyfnod byr

CYNNWYS DANGOSOL

- Cyfraniad gweithgareddau awyr agored ac antur at ddatblygiad llythrennedd corfforol.
- Y defnydd o arfer seiliedig ar fodelau fel dull darparu.
- Cysyniadau caffael sgiliau (e.e. adborth, strwythur arfer).
- Theori a chymhwysiad ymarferol posibiliadau amgylcheddol.
- Archwilio'r Cwricwlwm yng Nghymru.
- Bydd sbectrwm arddulliau addysgu Mosston & Ashworth (2008) a thri model hwyluso Heron (1999) yn cael eu defnyddio i amlinellu'r ystod o arddulliau addysgu a hwyluso sydd ar gael, ynghyd â nodweddion allweddol pob un.
- Bydd sesiynau ymarferol yn cynnwys modelu ystod o arddulliau addysgu/hwyluso, ac wedyn adolygiad sy'n canolbwyntio ar gryfderau a chyfyngiadau pob arddull.
- Trafodir materion cynllunio, trefnu a diogelwch sy'n gysylltiedig â darparu gweithgareddau antur.
- Cyflwyniad i ystod o adnoddau i gefnogi'r gwaith o ddarparu gweithgareddau antur mewn ysgolion.
- Bydd sesiynau ymarferol yn cynnwys strategaethau ar gyfer rheoli ymddygiad a threfnu gweithgareddau grŵp.
- Dechrau datblygu ymwybyddiaeth o strategaethau cynhwysiant trwy archwilio Lle, Tasg, Offer, Pobl (STEP).

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	177%
Dysgu drwy leoliadau	0	0
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad ysgrifenedig (<i>a fydd wedi'i gynllunio i gyfyngu ar y defnydd o AI cynhyrchiol</i>)	1500 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyniad: Adfyfyrdod wedi'i seilio ar Brofiad Addysgu Ymarferol	10 munud	50%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Côd y Modwl	BMSH4102C	
Teitl y Modwl	Hwyluso Dysgu yn yr Awyr Agored	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cwricwlwm i Gymru	☒
Hanfodol	Heron, J. (2008) <i>The complete facilitator's handbook</i> . Llundain: Kogan Page.	☐
Hanfodol	Spittle, M. (2021) Motor learning and skill acquisition: Applications for physical education and sport (2 nd Arg. DU: Llundain: Red Globe Press.	☐
Pellach	Mosston, M. a Ashworth, S. (2008) <i>Teaching Physical Education</i> (Argraffiad Ar-lein Cyntaf). Unol Daleithiau: Pearson Education.	☒
Pellach	Association for Physical Education (2016) <i>Safe Practice in School Physical Education and Physical Activity</i> . DU: Coachwise Limited.	☐
Pellach	Metzler, M, W. (2011) <i>Instructional models in physical education</i> . 3ydd arg. Scotsdale Arizona: Holcomb Hathway.	☒
Pellach	Whitehead, M. (2010) <i>Physical literacy throughout the lifecourse</i> . Oxon: Routledge.	☒

Module Code	BMSH4103
Title	Foundation Adventure Skills
Date	09/10/2024
Level	4
Credits	20
Pre-Requisites	N/A
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop an understanding of experiential learning theory and how it can be used to develop foundation skills for safe personal practice of adventurous activities.

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 personal safety in adventurous activities;
- demonstrate an understanding of how to adequately prepare themselves to participate in a range of adventurous activities in a variety of environments and prevailing conditions;
- demonstrate a basic understanding and ability to respond to first aid scenarios in adventurous activities.

INDICATIVE CONTENT

- Kolb's (1984) Experiential learning theory will be examined and employed throughout the module.
- Reflective practice will be emphasised as a fundamental means of developing personal behaviours, attitudes and understanding.
- An introduction to the key principles of water safety and rescue in line with current recognised practice in relevant governing body literature.
- 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.
- Personal clothing for outdoor activities: the basic characteristics of different fabrics and how they relate to comfort and performance in adventurous activities; explore the idea of clothing systems.
- Practical participation in a range of outdoor activities in a variety of environments, such as: whitewater safety, working at height, navigation, hill walking, mountain biking.

- Consideration will be given to the range of environmental hazards that might impact on personal safety whilst learning in different outdoor environments.
- Retrieving, interpreting, and reviewing weather forecast; developing an understanding of how recent and prevailing conditions might impact on participants undertaking adventurous activities in specific environments such as mountains, forests, rivers, and coasts.
- The selection, use, maintenance, and inspection of protective and other safety equipment, for example: throw lines, various helmets, climbing harnesses, personal flotation devices.
- Practical “emergency scenarios” will be used to explore appropriate responses in different situations and to further develop understanding of experiential learning.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	35%
Independent learning	130	65%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-journal of experiential learning	1500 words	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Observation of participation in a practical emergency scenario	5 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH4103	
Module Title	Foundation Adventure Skills	
Classification	Reading List entry	Electronic*
Essential	Berry, M. and Hodgson, C. (2011). <i>Adventure Education: An Introduction</i> , London: Routledge.	☒
Essential	Kolb, D. A. (2015). <i>Experiential Learning: experience as the source of learning and development</i> . Pearson Education.	☒
Essential	Mortlock, C. (1984). <i>The Adventure Alternative</i> , Cumbria Cicerone Press.	☐
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	Ewert, A. W. and Sibthorp, J. (2014). <i>Outdoor Adventure Education, Foundations, Theory and Research</i> , Leeds: Human Kinetics.	☐
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	BMSH4104
Title	Managing Risk in Adventure
Date	09/10/2024
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To enable students to identify hazards, assess risks and take steps to control those risks whilst recognising the potential benefits of an adventurous environment.

LEARNING OUTCOMES

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

- identify and evaluate common hazards, risks and associated methods for mitigation potentially encountered in a range of adventurous activities, such as Coasteering, Mountain Biking and Climbing;
- demonstrate understanding of the remit and scope of various national governing body awards in a range of professional adventure settings, including an awareness of key legislation and how it is practically enacted within the adventure sector, e.g., Adventurous Activities Licencing;
- evaluate the potential benefits of engaging with challenging and adventurous outdoor environments including the role of perceived and real risk;
- demonstrate understanding of the importance of effective decision making and the relationship between experience and judgement as applicable to a personal and professional context.

INDICATIVE CONTENT

- The role of National Governing Bodies and the Adventure Activities Licensing Scheme alongside broader health and safety legislation will be discussed in relation to impact on risk management in adventurous outdoor activities and environments.
- 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.
- Key terminology will be explored and appropriate technical terms relevant to the activities and the risk management process will be reinforced throughout the module.
- Different formats for presenting risk assessments will be compared and evaluated.
- Site specific, activity specific, dynamic and generic risk assessments will be explored and evaluated.

- The concept of “risk education” will be explored with an emphasis on the transferability of effective risk management skills between different activities and 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.
- Discussions on decision making in an adventure setting will be integrated throughout the practical sessions, focusing on the role of heuristics and associated traps.
- Practical sessions will offer opportunities to develop experience and 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 and participant protection.
- Means of effective communication both within the scope of the activity and in the event of summoning help will be explored.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	35%
Independent learning	130	65%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Interview	15 minutes	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment (<i>which will be designed to limit use of generative AI</i>)	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH4104	
Module Title	Managing Risk in Adventure	
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	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	Ferrero, F. (2006). <i>White Water Safety and Rescue</i> , Bangor: Pesda Press.	☐
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	Clinch, H., & Filimonau, V. (2017). Instructors' Perspectives on Risk Management within Adventure Tourism. <i>Tourism Planning & Development</i> , 14(2), 220–239. https://doi.org/10.1080/21568316.2016.1204360	☒
Further	Ewert, A. W., & Davidson, C. (Eds.). (2017). <i>Behavior and group management in outdoor adventure education : theory, research and practice</i> . Routledge, Taylor & Francis Group.	☒
Further	Gill, T. (2007) <i>No fear: growing up in a risk adverse society</i> , London: Calouste Gulbenkian Foundation.	☒
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	McNamee, M (Ed). (2007) <i>Philosophy, Risk and Adventure Sports</i> , London: Routledge.	☒
Further	Peter, L. (2011) <i>Rock Climbing: essential skills and techniques</i> Mountain Leader Training UK.	☒

Module Code	BMSH4105
Title	Psychological Approaches to Outdoor Adventure
Date	09/10/2024
Level	4
Credits	10
Pre-Requisites	N/A
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To analyse the psychological approaches that contribute to understanding of human-nature interactions during outdoor and adventurous activities.

LEARNING OUTCOMES

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

- demonstrate understanding of the diverse psychological approaches that lay the foundation for interpreting the benefits and impacts of outdoor and adventure education;
- analyse the influence of varied psychological perspectives on current approaches to programming in adventure and the outdoors.

INDICATIVE CONTENT

- Benefits of outdoor and adventure programming from a biological, embodied and neuroscientific perspective.
- Psychodynamic theories related to adventure and the outdoors: psychosocial, relational and hero's journey.
- Behavioural and cognitive approaches to adventure and outdoor education: cognition, motivation, attention and perception.
- Adventure and outdoor experiences from a humanistic perspective: contributions from positive psychology, Gestalt, positive psychology, flow theory and indigenous wisdom.
- Psychological foundations of facilitation skills: facilitating growth through adventure.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Creative reflexive journal	1500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH4105	
Module Title	Psychological Approaches to Outdoor Adventure	
Classification	Reading List entry	Electronic*
Essential	Bratman, G.N. et al. (2019) 'Nature and mental health: An ecosystem service perspective', <i>Science advances</i> , 5(7). Available at: https://doi.org/10.1126/sciadv.aax0903 .	☒
Essential	Carpenter, C. and Harper, N. (2016) 'Health and Wellbeing Benefits of Activities in the Outdoors', in Humberstone, B, Prince, H, & Henderson, KA (eds) (2016), <i>Routledge International Handbook of Outdoor Studies</i> , Taylor & Francis Group, Oxford.	☒
Essential	Suedfeld, P. (2023) 'Adventure Psychology: A Long Past, but a Short History', in Reid, P. and Brymer, E. (eds) (2023) <i>Adventure psychology : going knowingly into the unknown</i> . New York, NY: Routledge.	☒
Further	Berman, D.S. and Davis-Berman, J. (2005) "Positive Psychology and Outdoor Education," <i>The Journal of experiential education</i> , 28(1), pp. 17–24. Available at: https://doi.org/10.1177/105382590502800104 .	☒
Further	Hopkins, D. and Putnam, Roger. (1993) <i>Personal growth through adventure</i> . London: David Fulton.	☒
Further	Peeters, L. (2003) 'From Adventure to Therapy: Some necessary conditions to enhance the therapeutic outcomes of adventure programming', in Richards, K. & Smith, B. (eds.) <i>Therapy within Adventure, Proceedings of the Second International Therapy Conference</i> , (pp. 127-138), Augsburg, ZIEL. Available at: https://archive.org/details/therapywithinadv0000inte	☒

Module Code	BMSH4106
Title	The Great Outdoors
Date	09/10/2024
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To explore the evolution of outdoor adventure education as an approach to learning, across a number of social, cultural and environmental contexts.

LEARNING OUTCOMES

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

- locate outdoor adventure education within a broader experiential theory of learning;
- evaluate different approaches to outdoor adventure education across the professional sector;
- identify the potential for outdoor adventure education to promote environmentally sustainable behaviour;
- identify different values for outdoor adventure education and its potential to contribute to broader social, cultural and political issues.

INDICATIVE CONTENT

- The influence and underpinning philosophical values of pioneer educational theorists such as Dewey, Kolb, Naess will form the context for the consideration of the work of a range of influential practitioners including Hahn, Baden-Powell, Muir and Mortlock.
- Different cultural approaches to outdoor adventure education will be discussed in order to identify common interests and unique differences. Attention will be given specifically to the UK approach in comparison with Norway and the concept of *Friluftsliv*.
- Outdoor adventure 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. Outdoor learning within an educational setting will be explored from a number of perspectives including personal, social and cognitive development.
- The outdoors as a shared space and a finite resource will be explored and different values discussed around its use. These may include values associated with education, recreation, aesthetic, economic and health outcomes.
- The emergence and potential of new perspectives on outdoor adventure education will be discussed including the introduction of research based in sociology, psychology and the relationship between outdoor adventure education and modern technology.

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 (<i>which will be designed to limit use of generative AI</i>)	1500 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 Mins	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH4106	
Module Title	The Great Outdoors	
Classification	Reading List entry	Electronic*
Essential	Allison, Pete. (2019). <i>Experiential Learning and Outdoor Education Traditions of Practice and Philosophical Perspectives</i> . (S. J. (S. J. Parry, Ed.). Routledge.	☒
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	BMSH4106	
Module Title	The Great Outdoors	
Classification	Reading List entry	Electronic*
Essential	Kolb, D.A. (2015). <i>Experiential Learning: Experience As the Source of Learning and Development</i> (Second edition.). Pearson Education.	☒
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. (Colin M.), Beard, C. (Colin M.), & Wilson, J. P. (John P. (2006). <i>Experiential learning: a best practice handbook for educators and trainers</i> (2nd ed.). 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	Louv, Richard. (2013). <i>Last Child in the Woods Saving our Children from Nature-Deficit Disorder</i> . Atlantic Books Ltd.	☒
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.	☐

Module Code	BMSH4107
Title	Theoretical Issues in Outdoor Pursuits
Date	09/10/2024
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	BMSH4107	
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	BMSH4107	
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	BMSH5100
Title	Adventure Leadership and Coaching
Date	09/10/2024
Level	5
Credits	20
Pre-Requisites	BMSH4103 Foundation Adventure Skills and BMSH4104 Managing Risk in Adventure or equivalent
DBS Check	May be required ☒ Not required ☐

AIM:

- To enable students to develop their practical skills in line with sector standards, underpinned by an understanding of the principles and theories behind effective outdoor leadership and coaching in an adventurous setting.

LEARNING OUTCOMES

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

- critically reflect on a range of leadership and coaching styles and theories appropriate to a variety of adventurous outdoor activities and environments;
- analyse the inter-relationship between outdoor leadership theory, coaching theory and other psychology-based theories such as motivation and intelligence;
- critically explore the role of the leader with a particular focus on decision making in a dynamic environment and analyse the relationship between leadership style, participant safety and quality of experience, with a particular focus on transformational leadership theory;
- reflect on their own coaching and leadership experience and abilities in relation to the theory, and build on these through a range of practical experiences in the field contributing towards their personal CPD objectives.

INDICATIVE CONTENT

- Practice leadership and coaching in a range of adventure settings, analysing the appropriateness of a variety leadership and coaching styles 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.
- Identify key skills associated with effective leadership and reflect on these to form a personal skills audit which can then be applied to future praxis. A significant focus should be on the skills required to be an effective decision maker in a dynamic adventurous environment.
- Develop a deeper understanding of the similarities and differences between leadership and coaching, and how they might interact to form an effective adventure experience which is both safe and transformational for the participant.
- Reflect, through both led and self-led sessions, on a wide range of activities and venues, on your own and others leadership abilities and how the theory might inform your practice.
- Critically reflect on the application of theory to practice in the context of your individual professional aspirations and identify where improvements can be achieved in the form of continued professional development.

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
Written assignment (<i>which will be designed to limit use of generative AI</i>)	2000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Infographic Presentation	15 Mins	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH5100	
Module Title	Adventure Leadership and Coaching	
Classification	Reading List entry	Electronic*
Essential	Berry, M. (2015). <i>Adventure sports coaching</i> . Routledge	☐
Essential	Eastabrook, C., & Collins, L. (2020). Why do individuals seek out adventure sport coaching? <i>Journal of Adventure Education and Outdoor Learning</i> , 20(3), 245–258. https://doi.org/10.1080/14729679.2019.1660192	☒
Essential	Gray, T., & Bymer, E. (2006). Effective leadership : transformational or transactional? <i>Australian Journal of Outdoor Education</i> , 10(2), 13–19. https://doi.org/10.1007/BF03400835	☒
Essential	Hayashi, A., & Ewert, A. (2006). Outdoor Leaders' Emotional Intelligence and Transformational Leadership. <i>The Journal of Experiential Education</i> , 28(3), 222–242. https://doi.org/10.1177/105382590602800305	☒

Module Code	BMSH5100	
Module Title	Adventure Leadership and Coaching	
Classification	Reading List entry	Electronic*
Essential	Martin, B., Breunig, M., Wagstaff, M., & Goldenberg, M. (2017). <i>Outdoor leadership : theory and practice</i> (Second edition.). Human Kinetics.	☐
Essential	Ogilvie, Ken. (2005). <i>Leading and managing groups in the outdoors</i> (New, revised edition.). Institute for Outdoor Learning.	☐
Essential	Priest, S. and Gass, M. (2005) <i>Effective Leadership in Adventure Programming</i> , Champagne, Ill: Human Kinetics.	☐
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	Cottrell, S. (2005) <i>Critical Thinking Skills</i> . Hampshire: Palgrave Macmillan.	☒
Further	Dabke, D. (2016). Impact of Leader's Emotional Intelligence and Transformational Behavior on Perceived Leadership Effectiveness: A Multiple Source View. <i>Business Perspectives and Research</i> , 4(1), 27–40. https://doi.org/10.1177/2278533715605433	☒
Further	Ewert, A. W. and Sibthorp, J. (2014) <i>Outdoor Adventure Education, Foundations, Theory and Research</i> . Leeds: Human Kinetics.	☐
Further	Northouse, P. G. (2022). <i>Leadership : theory and practice</i> (9th edition). SAGE.	☒
Further	Long, S (2014) <i>Hillwalking</i> ; Vertebrate Graphics.	☐
Further	Morocza, N., Frankham, J., Boddy, L. M., Mahon, E., & Stott, T. A. (2019). Hillwalking and walk leading motivations, perceived benefits and the role of natural environment. <i>European Journal of Public Health</i> , 29(Supplement_4). https://doi.org/10.1093/eurpub/ckz186.255	☒
Further	Mortlock, C. (2009) <i>The Spirit of Adventure</i> , Cumbria: Cicerone Press.	☐
Further	Nelson, Lee., Groom, Ryan., & Potrac, P. (2016). <i>Learning in sports coaching : theory and application</i> . Routledge.	☒
Further	Wang, C. K. J., Ang, R. P., Teo-Koh, S. M., & Kahlid, A. (2004). Motivational predictors of young adolescents' participation in an outdoor adventure course: A self-determination theory approach. <i>Journal of Adventure Education and Outdoor Learning</i> , 4(1), 57–65. https://doi.org/10.1080/14729670485200421	☒

Module Code	BMSH5101
Title	Discovering Outdoor Lifestyles
Date	09/10/2024
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To critically explore the affordances of the outdoor environment to promote physical and mental health and critical awareness of lifestyle behaviours which enhance physical, psychological, and emotional resilience.

LEARNING OUTCOMES

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

- critically analyse the effectiveness of various outdoor activities and environments in positively impacting on mental and physical health;
- demonstrate a critical understanding of the challenges of and to these environments in supporting health and wellbeing agendas, including social/green prescribing, issues around accessibility, equality, biodiversity, and cultural identity;
- critically explore the role of broader lifestyle behaviours in relation to physical, psychological, and emotional health, to include aspects of nutrition, stress management and the impact of technology;
- interpret data gathered from practical sessions to critically reflect on the use of natural environments to enhance the physical and mental health of individuals as well as promote a broader sense of wellbeing.

INDICATIVE CONTENT

- Develop a deeper understanding of 'mental health' and mental health conditions, associated lifestyle related risk factors and potential strategies for promoting positive mental health.
- Demonstrate a critical understanding of the physical and psychological changes that occur when participating in activities outside including hormonal changes (endorphins and adrenalin); reduction in stress hormones and associated impacts, increased attention capability (ART) and increased intrinsic motivation (SDT).
- Critically review the evidence linking physical activity, natural and social connections, sensory stimulation, and escapism with positive and / or negative impacts on health and wellbeing.
- Critically review theoretical concepts such as Biophilia, attention restoration, self-determination, and stress reduction in relation to health and wellbeing, including negative impacts associated with a lack of connection with nature such as Nature Deficit Disorder.
- Critically 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 water sports.
- Consider the emergence of eco-therapy and nature therapy as approaches to promote wellbeing, with a critical perspective on how this aligns with professional roles.

- Critically review selected organisations and schemes promoting wellbeing activities in nature and critically reflect on their relevance to future career aspirations and associated sector.
- Demonstrate a critical understanding of the strengths and limitations of the use of a range of measures, to provide students with quantitative data from which conclusions can be drawn on the health and wellbeing benefits of various activities and environments.

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
Written assignment (<i>which will be designed to limit use of generative AI</i>)	2000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Digital presentation (Vlog or similar)	5 mins	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH5101	
Module Title	Discovering Outdoor Lifestyles	
Classification	Reading List entry	Electronic*
Essential	Allen, R. (2021). <i>Grounded: How Connection with Nature Can Improve Our Mental and Physical Wellbeing</i> . United Kingdom: Welbeck Publishing.	☐
Essential	Barton, J. (Ed.). (2016). <i>Green exercise: linking nature, health and well-being</i> . Routledge.	☒

Module Code	BMSH5101	
Module Title	Discovering Outdoor Lifestyles	
Classification	Reading List entry	Electronic*
Essential	Beyond Blue to Green: The benefits of contact with nature for mental health and well-being. (2010). <i>Australasian Parks & Leisure</i> , 13(3), 10–12.	☒
Essential	Cook, D. B., & Ekkekakis, P. (Eds.). (2013). <i>Routledge handbook of physical activity and mental health</i> . Routledge. https://doi.org/10.4324/9780203132678	☒
Essential	Donnelly, A. A., & MacIntyre, T. E. (Eds.). (2019). <i>Physical activity in natural settings: green and blue exercise</i> . Routledge.	☐
Essential	Lam, L. C. W., & Riba, M. B. (Eds.). (2016). <i>Physical exercise interventions for mental health</i> . Cambridge University Press.	☒
Essential	Louv, Richard. (2013). <i>Last Child in the Woods [electronic resource]: Saving our Children from Nature-Deficit Disorder</i> . Atlantic Books Ltd.	☒
Further	Hardman, A. E. (2009). <i>Physical activity and health: the evidence explained</i> (D. J. Stensel, A. E. Hardman, & J. M. R. Gill, Eds.; Third edition.). Routledge.	☒
Further	John, M., & Walker, P. R. (Eds.). (2012). <i>From public health to wellbeing: the new driver for policy and action</i> . Palgrave Macmillan.	☒
Further	Louv, R. (n.d.). <i>The nature principle: human restoration and the end of nature-deficit disorder</i> . Algonquin.	☒
Further	Pretty, J. (Ed.). (2005). <i>A countryside for health and wellbeing: the physical and mental health benefits of green exercise</i> . Countryside Recreation Network.	☒
Further	Rogerson, M., Wood, C., Pretty, J., Schoenmakers, P., Bloomfield, D., & Barton, J. (2020). Regular Doses of Nature: The Efficacy of Green Exercise Interventions for Mental Wellbeing. <i>International Journal of Environmental Research and Public Health</i> , 17(5), 1526-. https://doi.org/10.3390/ijerph17051526	☒

Module Code	BMSH5102
Title	Expedition Skills
Date	09/10/2024
Level	5
Credits	20
Pre-Requisites	Level 4 modules: BMSH4103 Foundation Adventure Skills and BMSH4104 Managing Risk in Adventure or equivalent
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To enable students to plan and evaluate a multiday expedition with a clear purpose.

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 the stated expedition purpose;
- demonstrate a deeper understanding of sustainability as a concept and show critical awareness of how expeditions might be used to address issues of sustainability;
- review outcomes from the expedition process and clearly present findings in a logical format supported by academic research.

INDICATIVE CONTENT

- Identifying a purpose for the expedition that might be considered creative, challenging or otherwise worthwhile within a sustainability context.
- Planning expedition routes and logistics.
- Pitching an expedition proposal using appropriate media.
- Develop means of recording of data and/ or other expedition outcomes.
- Evaluating the expedition experience through a purposeful means of critical analysis.
- Critically reflecting on the value of the expedition against its proposed purpose.
- Contextualise the expedition outcomes within the field of Outdoor Adventure Education research and the body of literature around sustainable practice.
- Practical participation in a range of expeditions in a variety of environments, such as: bike packing, hill walking, canoeing, or kayaking.
- Higher level planning skills using a range of resources to assist in identifying and mitigating against a range of hazards that might be encountered on an expedition.
- To further develop leadership and navigation skills within a practical context.

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	5 minutes	25%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5 elements	75%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSH5102	
Module Title	Expedition Skills	
Classification	Reading List entry	Electronic*
Essential	Beames, S. (2009) <i>Understanding Educational Expeditions</i> , Edinburgh: Sense Publishing.	☒
Essential	Beames, S; MacKie, C. and Atencio, M (2018) <i>Adventure and Society</i> . Springer.	☒
Essential	Mortlock, C. (1984). <i>The Adventure Alternative</i> , Cumbria Cicerone Press.	☐
Essential	Wattchow, B. and Brown, M. (2011). <i>A Pedagogy of Place: Outdoor Education for a Changing World</i> , Melbourne: Monash University Publishing.	☒
Further	Beames, S., Higgins, P. and Nicol, R. (2012). <i>Learning Outside the Classroom, Theory and Guidelines for Practice</i> . Oxon: Routledge.	☐
Further	Berry, M. and Hodgson, C. (2011). <i>Adventure Education: An Introduction</i> , London: Routledge.	☒
Further	Ewert, A. W. and Sibthorp, J. (2014). <i>Outdoor Adventure Education, Foundations, Theory and Research</i> , Leeds: Human Kinetics.	☐

Module Code	BMSH5206
Title	Health and Wellbeing in Education
Date	09/04/2026
Level	5
Credits	20
Pre-Requisites	N/A
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop knowledge and understanding of health and wellbeing in education, considering the learning and whole school approaches to promote healthy active lifestyles.

LEARNING OUTCOMES

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

- demonstrate critical understanding of the contribution of a whole school approach to young people's health and wellbeing;
- explore the Welsh Curriculum's approach to Health and Wellbeing Area of Learning and Experience, considering the role of thematic learning;
- select and apply appropriate learning activities to address a range of health and wellbeing related education learning outcomes.

INDICATIVE CONTENT

- Holistic view of health encompassing physical, mental and social wellbeing.
- Government legislation policy and documents relating to health and lifestyle issues within and around schools e.g. Wellbeing of Future Generations Act; Curriculum for Wales; Welsh Network for Healthy Schools Scheme.
- Models of health and wellbeing, including salutogenesis and a strengths based perspective of health and wellbeing.
- Culture and society issues impacting health and wellbeing of children and young people.

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
Portfolio (<i>which will be designed to limit use of generative AI</i>)	3 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH5206	
Module Title	Health and Wellbeing in Education	
Classification	Reading List entry	Electronic*
Essential	Capel, S. and Blair, R. (2019). <i>Debates in physical education</i> , Milton Park, Abingdon, Oxon: Routledge.	☒
Essential	Curriculum for Wales. Welsh Government. https://hwb.gov.wales/curriculum-for-wales	☒
Essential	Howard, C., Burton, M., Levermore, D. and Barrell, R. (2017). <i>Children's mental health & emotional well-being in primary schools: A whole school approach</i> , London: Sage.	☐
Further	Jayman, M. O. (2021). <i>Supporting New Digital Natives: Children's Mental Health and Wellbeing in a Hi-Tech Age</i> (1st ed.). Policy Press.	☐
Further	Quarmby, T., Sandford, R., Green, R., Hooper, O., & Avery, J. (2022). Developing evidence-informed principles for trauma-aware pedagogies in physical education. <i>Physical Education and Sport Pedagogy</i> , 27(4), 440–454.	☐

Module Code	BMSH5201
Title	International Mobility Opportunity
Date	13/02/2024
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 critical understanding of the subject;
- demonstrate critical reflection on the transformative impact of studying abroad, exploring how the international experience has influenced personal growth, cultural awareness, and the development of transferable skills;
- 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		
Independent learning	600	100
Placement learning		
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	
Coursework	100%
Practical	
TOTAL	100%

Côd y Modwl	BMSH5201C
Teitl	Cyfle Symudedd Rhyngwladol
Dyddiad	13/02/2024
Lefel	5
Credydau	60
Rhagofynion	3. Cais llwyddiannus i'r Rhaglen Symudedd Rhyngwladol 4. Cyfartaledd lefel 4 o 60 neu fwy
Archwiliad DBS	Efallai bydd yn ofynnol ☒ Ddim yn ofynnol ☐

AMCAN(ION)

- Cynnig cyfle i fyfyrwyr ddilyn ystod briodol o brofiadau dysgu wrth astudio dramor.

DEILLIANNAU DYSGU

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

- dangos y gallu i gwblhau nifer priodol o unedau astudio ar y lefel briodol mewn sefydliad sy'n lletya cymeradwy y tu allan i'r DU;
- cymharu a gwerthuso'r ymagweddau at bwnc y myfyriwr rhwng y sefydliad cartref a'r sefydliad sy'n derbyn;
- dangos adfyfrio beirniadol ar effaith astudio dramor ar eu gwybodaeth, arfer a dealltwriaeth feirniadol o'r pwnc;
- dangos adfyfrio beirniadol ar effaith drawsnewidiol astudio dramor, gan archwilio sut mae'r profiad rhyngwladol wedi dylanwadu ar dwf personol, ymwybyddiaeth ddiwylliannol, a datblygiad sgiliau trosglwyddadwy;
- cyfathrebu'n effeithiol ag amrywiaeth o gynulleidfaoedd.

CYNNWYS DANGOSOL

Bydd cynnwys penodol y modwl hwn yn cael ei bersonoli ar gyfer pob myfyriwr.

Caiff Cytundeb Dysgu ei greu gan gynrychiolydd priodol y Ddisgyblaeth a'r tîm Symudedd Rhyngwladol a fydd yn cynnwys (fel y bo'n briodol):

- manyion penodol y cyrsiau yn y sefydliad sy'n derbyn y myfyriwr y mae'r myfyriwr yn cytuno eu mynychu a chwblhau aseiniadau ar eu cyfer wrth astudio dramor;
- manyion unrhyw dasgau ymarferol gorfodol ychwanegol i'w cwblhau yn ystod y cyfnod Astudio Dramor (e.e. aelodaeth cymdeithasau, clybiau, timau ayb priodol);
- Byddai'r tasgau asesu ychwanegol cytûn hyn fel arfer yn cynnwys trafodaeth am y canlynol:
 - asesiadau addas penodol ar gyfer meysydd astudio ychwanegol;
 - y deilliannau dysgu arfaethedig mewn perthynas â'r meysydd astudio;
 - y broses ar gyfer cyflawni'r deilliannau dysgu;
 - y tasgau asesu arfaethedig, sydd wedi'u cynllunio i ddarparu tystiolaeth bod y deilliannau dysgu wedi'u cyflawni;
 - y meini prawf asesu arfaethedig sy'n gysylltiedig â'r deilliannau dysgu.
- Mewn ymgynghoriad â chynrychiolydd y Ddisgyblaeth, bydd y myfyriwr yn trafod y canlynol:
 - rhaglen ddarllen a/neu ymchwil;
 - trefniadau ar gyfer rhyngweithio gyda'r tiwtor yn ystod yr Astudiaeth Dramor;
 - dyddiad ar gyfer cyflwyno'r gwaith yn derfynol sy'n caniatáu dilyniant priodol i'r lefel astudio nesaf.

Yn ystod y cyfnod Astudio Dramor, bydd y myfyriwr yn ymgymryd â phob agwedd ar y Cytundeb Dysgu y cytunwyd arno. Yn ogystal, bydd y myfyriwr yn cadw mewn cysylltiad rheolaidd â staff perthnasol y Brifysgol i fonitro cynnydd, gan gynnwys tiwtor a enwyd neu gynrychiolydd y Ddisgyblaeth.

Ar ôl dychwelyd i'r DU, rhaid i'r myfyriwr sicrhau bod cofnod llawn o'r holl waith, gan gynnwys copiâu o bob asesiad ffurfiol a wnaed yn y sefydliad sy'n derbyn y myfyriwr yn ystod y cyfnod Astudio Dramor, wedi'i gadw a'i roi i'r Brifysgol ar ôl yr Astudiaeth Dramor. Rhaid cyflwyno'r rhain i'r Cyfarwyddwr Academaidd, neu gynrychiolydd a enwyd yn y Ddisgyblaeth.

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		
Dysgu'n annibynnol	600	100
Dysgu drwy leoliadau		
CYFANSWM	600	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	Yn unol â'r cytundeb dysgu unigol, gan ystyried yr unedau astudio a gyflawnwyd yn llwyddiannus dramor, a gan gynnwys o leiaf dwy elfen o waith ychwanegol.	100%

Crynodeb o'r Asesiad

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

Module Code	BMSH5204
Title	Outdoor Learning to Support Health and Wellbeing
Date	09/10/2024
Level	5
Credits	20
Pre-Requisites	N/A
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop knowledge and understanding of how the outdoors can support the health and wellbeing of young people in education.

LEARNING OUTCOMES

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

- explore the Welsh Curriculum's approach to Health and Wellbeing Area of Learning and Experience and evaluate various educational theorists' contribution to some of the underlying principles and philosophy of the curriculum;
- critically consider how the outdoors and adventure can support the holistic development of young people in schools;
- demonstrate the ability to design and deliver an appropriate learning experience by utilising the outdoor environment to address aspects of health and wellbeing related educational learning outcomes.

INDICATIVE CONTENT

- Critically analyse the role of the impact of the outdoors in supporting the development of children's physical literacy and wellbeing;
- Relevant Welsh policies and documents relating to health, wellbeing and the outdoors in schools (e.g. Wellbeing of Future Generations Act 2015; Curriculum for Wales, 2022);
- Learning theorists and educational practices that have informed the Health and Wellbeing Area of Learning of Experience (Curriculum for Wales, 2022);
- 12 pedagogical principles when teaching children;
- An overview of child development from early childhood sensory motor development to 16year olds;
- Whole school approaches for outdoor and adventure;
- Role of the outdoors and adventurous activities on the development of children's physical literacy (physical, mental and social wellbeing);
- Practical strategies to ensure inclusive physical activity experiences that promote holistic learning for all young people;
- Observation of best practice of utilising outdoor environments to support teaching and learning;
- Plan and prepare a teaching episode for the outdoors to include appropriate teaching and learning strategies for supporting effective learning for a small group of children (between 4 – 16yrs);
- Opportunities to link curricular learning with natural and urban environments as well as the potential offered by extra-curricular bodies.

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 (<i>which will be designed to limit use of generative AI</i>)	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSH5204	
Module Title	Outdoor Learning to Support Health and Wellbeing	
Classification	Reading List entry	Electronic*
Essential	Dowling F., Fitzgerald H. and Flintoff A. (2012) <i>Equity and difference in physical education, youth sport and health</i> . London: Routledge.	☐
Essential	Gallahue D., Ozmun J., and Goodway J. (2012) <i>Understanding motor development: Infants, children, adolescents, Adults</i> . Boston: McGraw Hill.	☐
Essential	Howard, C., Burton, M., Levermore, D. and Barrell, R. (2017) <i>Children's mental health & emotional well-being in primary schools: A whole school approach</i> . London: Sage.	☐
Essential	Louv, R. (2005) <i>Last child in the woods: Saving our children from nature deficit disorder</i> . London: Atlantic.	☐
Essential	Williams, A. and Wainwright, N. (2014) <i>A new pedagogical model for adventure in the curriculum: Part 1 – advocating for the model</i> . Journal of Physical Education and Sport Pedagogy. Vol 21(5) pp481-500.	☒
Essential	Williams, A. and Wainwright, N. (2014) <i>A new pedagogical model for adventure in the curriculum: Part 2 – outlining the model</i> . Journal of Physical Education and Sport Pedagogy. Vol 21(6) pp 589-602.	☒

Module Code	BMSH5204	
Module Title	Outdoor Learning to Support Health and Wellbeing	
Classification	Reading List entry	Electronic*
Essential	Williams, A. and Wainwright, N. (2019) <i>Rethinking Adventurous Activities in Physical Education: Models-Based Approaches</i> . Journal of Adventure Education and Outdoor Learning https://doi.org/10.1080/14729679.2019.1634599	☒
Further	Archer C. and Siraj I. (2015) <i>Encouraging physical development through movement-play</i> . London: Sage.	☐
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	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.	☒
Further	Gill, T. (2007) <i>No fear: Growing up in a risk averse society</i> . London: Calouste Gulbenkian Foundation.	☐
Further	Griggs, G. and Petrie, K. (eds). (2018) <i>Routledge handbook of primary physical education</i> . London: Routledge.	☒
Further	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.	☐
Further	Keenan T., Evans S. and Crowley K. (2016) <i>An introduction to child development</i> . 3rd edition. London: Sage.	☐
Further	Palaiologou, I. (2008) <i>Childhood observation</i> . Exeter: Learning Matters.	☐
Further	Vickerman P. (2007) <i>Teaching physical education to children with special educational needs</i> . London: Routledge.	☐
Further	Wilson, R. (2012) <i>Nature and young children: Encouraging creative play and learning in natural environments</i> (second edition). Oxon: Routledge.	☐

Module Code	BMSH5205
Title	Professional Development in Sport and Health
Date	09/10/2024
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

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;
- build a personal profile and promote a professional identity.

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 profile and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence and portfolio (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- 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.
- Safe systems of work including management of personal safety and hazards.
- Professional responsibilities to self and others including duty of care, role boundaries/scope of practice, professional image.
- Legislation and organisational procedures.
- Professional regulatory and governing bodies (e.g., Association for Nutrition, Association for Physical Education, Mountain Training, British Association for Sports and Exercise Sciences, Chartered Institute for the Management of Sport and Physical Activity).

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
Portfolio	6 elements, equivalent to 4000 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 subject area.

Module Code	BMSH5205	
Module Title	Professional Development in Sport and Health	
Classification	Reading List entry	Electronic*
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Dweck, C. (2017). <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Griffith, B.A. (2014). <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Lock, D. (2018). <i>Project management</i> . Routledge.	☒
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
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.	☒
Further	Dawson, P. and Andriopoulos, C. (2017). <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒

Module Code	BMSH5205	
Module Title	Professional Development in Sport and Health	
Classification	Reading List entry	Electronic*
Further	Phillips, S. (2014). <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England: Kogan Page.	☒
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	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.	☒

Côd y Modwl	BMSH5205C
Teitl	Datblygiad Proffesiynol mewn Chwaraeon ac Iechyd
Dyddiad	09/10/2024
Lefel	5
Credydau	20
Rhagofynion	Dim
Archwiliad DBS	Efallai bydd yn ofynnol ☒ Ddim yn ofynnol ☐

AMCAN(ION)

- Datblygu'r sgiliau a'r cymwyseddau sydd eu hangen ar gyfer gwytnwch gyrfaoel a datblygiad proffesiynol yng nghyd-destun gwaith y dyfodol.

DEILLIANNAU DYSGU

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

- gwerthuso sgiliau cyflogadwyedd personol a'r modd y maent yn cyfateb i'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol;
- adeiladu proffil personol a hyrwyddo hunaniaeth proffesiynol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth at gyflogadwyedd gynaliadwy.
- Adeiladu eich proffil a hyrwyddo hunaniaeth broffesiynol drwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb a phortffolio personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ayb).
- Technegau chwilio am gyfleoedd cyflogaeth/hunan-gyflogaeth.
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, negodi a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a gwytnwch.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth rhyngddiwylliannol a stiwardiaeth cyfrifol: materion, heriau a gweithredoedd.
- Mynegiant diwylliannol ac ieithyddol.
- Systemau gwaith saff yn cynnwys rheoli diogelwch a pheryglon personol.
- Cyfrifoldebau proffesiynol i'w hunain ac eraill gan gynnwys dyletswydd gofal, ffiniau/cwmpas rolau arfer, delwedd proffesiynol.
- Deddfwriaeth a gweithdrefnau cyfundrefnol.
- Cyrff rheoleiddio a llywodraethu proffesiynol (e.e., Cymdeithas Maetheg, Cymdeithas Addysg Gorfforol, Hyfforddiant Mynydd, Cymdeithas Prydain ar gyfer y Gwyddorau Chwaraeon ac Ymarfer Corff, Sefydliad Siartredig ar gyfer Rheoli Chwaraeon a Gweithgarwch Corfforol).

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
Portffolio	6 elfen, cyfwerth â 4000 o eiriau	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Caiff hyn ei arwain gan faes pwnc y myfyriwr.

Côd y Modwl	BMSH5205C	
Teitl y Modwl	Datblygiad Proffesiynol mewn Chwaraeon ac Iechyd	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (Arg newydd). Llundain: Teach Yourself.	☐
Hanfodol	Dweck, C. (2017). <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 ^{ydd} arg., Routledge contemporary introductions to philosophy). Efrog Newydd: Routledge.	☐
Hanfodol	Griffith, B.A. (2014). <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge.	☒
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael yn: https://www.legislation.gov.uk/anaw/2015/2/contents/enact/ed/welsh	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3ydd arg.). Llundain ; Philadelphia: Kogan Page.	☒

Côd y Modwl	BMSH5205C	
Teitl y Modwl	Datblygiad Proffesiynol mewn Chwaraeon ac Iechyd	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Dawson, P. ac Andriopoulos, C. (2017). <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Pellach	Phillips, S. (2014). <i>The complete guide to professional networking : the secrets of online and offline success</i> . Llundain, Lloegr: Kogan Page.	☒
Pellach	Smale, B. a Fowlie, J. (2015). <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Arg.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
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.	☒

Module Code	BMSH5404
Title	Research in Sport, Health and Physical Education
Date	09/04/2026
Level	5
Credits	20
Pre-Requisites	N/A
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop the skills and ability to critically evaluate research and conduct small research projects 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 a small scale research project;
- reflect on the research process.

INDICATIVE CONTENT

- The nature of research paradigms including but not limited to qualitative and quantitative approaches.
- Sources and types of data, nominal, ordinal, interval and ratio.
- 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.
- Reflect on research process.

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
Research proposal	1200 words	30%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Research portfolio of work, and individual presentation	1200 words and 12 minutes presentation	70%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	30%
Practical	70%
TOTAL	100%

This module meets some of the core competencies required by the Association for Nutrition as part of the accreditation of the Nutrition, Physical Activity and Health programme.

INDICATIVE READING LIST

Module Code	BMSH5404	
Module Title	Research in Sport, Health 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	Armour, K. M., & MacDonald, D. (2012). <i>Research methods in physical education and youth sport</i> (1st ed.). Routledge. https://doi.org/10.4324/9780203807170	☒
Essential	Bell, J. (2005) <i>Doing Your Research Project</i> , Buckingham: Open University Press.	☐

Module Code	BMSH5404	
Module Title	Research in Sport, Health and Physical Education	
Classification	Reading List entry	Electronic*
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.	☐
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. (2005) <i>Discovering Statistics Using SPSS</i> , London: Sage Publications.	☐
Further	Gorard, S. (2001) <i>Quantitative Methods in Educational Research: The Role of Numbers Made Easy</i> , London: Continuum.	☐
Further	Gratton, C., & Jones, I. (2010) <i>Research Methods for Sports Studies</i> (2nd Edition), London: Routledge.	☐
Further	Smith, M. F. (2018) <i>Research methods in sport</i> (2nd edition.). SAGE.	☒

Côd y Modwl	BMSH5404C
Teitl	Ymchwil mewn Chwaraeon, Iechyd ac Addysg Gorfforol
Dyddiad	09/04/2026
Lefel	5
Credydau	20
Rhagofynion	Dim
Archwiliad DBS	Efallai bydd yn ofynnol ☒ Ddim yn ofynnol ☐

AMCAN(ION)

- Datblygu'r sgiliau a'r gallu i werthuso ymchwil yn feirniadol a chynnal prosiectau ymchwil bach mewn 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;
- adfyfrio ar y broses ymchwil.

CYNNWYS DANGOSOL

- Natur paradeimau ymchwil gan gynnwys ond heb gael eu cyfyngu i ddulliau ansoddol a meintiol.
- Ffynonellau a mathau o ddata, enwol, trefnol, cyfwng a chymhareb.
- 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.
- Defnyddio pecynnau cyfrifiadurol dadansoddi ystadegau fel SPSS ac EXCEL.
- Ystyrir 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 chydsyniad gwybodus.
- Cynllunio ymchwil a ffurfio cynigion ymchwil o fewn cyd-destun arfer cynaliadwy.
- Cynllunio prosiect ymchwil.
- Cynnal prosiect ymchwil.
- Adfyfrio ar y broses ymchwil.

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
Cynnig ymchwil	1200 o eiriau	30%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio ymchwil o waith, a chyflwyniad unigol	Cyflwyniad 1200 o eiriau a 12 munud	70%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0
Gwaith cwrs	30%
Ymarferol	70%
CYFANSWM	100%

Mae'r modwl hwn yn bodloni rhai o'r medrau craidd mae'r Gymdeithas Maetheg yn gofyn amdanynt yn rhan o achrediad y rhaglen Maetheg, Gweithgarwch Corfforol ac Iechyd.

RHESTR DDARLLEN DDANGOSOL

Côd y Modwl	BMSH5404C	
Teitl y Modwl	Ymchwil mewn Chwaraeon, Iechyd 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	Armour, K. M., & MacDonald, D. (2012). <i>Research methods in physical education and youth sport</i> (Arg. 1af). Routledge. https://doi.org/10.4324/9780203807170	☒
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.	☐

Côd y Modwl	BMSH5404C	
Teitl y Modwl	Ymchwil mewn Chwaraeon, Iechyd ac Addysg Gorfforol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
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.	☐
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: Oxford University Press.	☐
Pellach	Chen, L. Manion, L a 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. (2005) <i>Discovering Statistics Using SPSS</i> , Llundain: Sage Publications.	☐
Pellach	Gorard, S. (2001) <i>Quantitative Methods in Educational Research: The Role of Numbers Made Easy</i> , Llundain: Continuum.	☐
Pellach	Gratton, C., & Jones, I. (2010) <i>Research Methods for Sports Studies</i> (2ail Argraffiad), Llundain: Routledge.	☐
Pellach	Smith, M. F. (2018) <i>Research methods in sport</i> (2il argraffiad.). SAGE.	☒