

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	BA (Hons)
<b>1.5 FHEQ Level:</b>	4, 5, & 6
<b>1.6 Programme Title:</b>	Outdoor Adventure Education
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 Years Part Time – 6 Years
<b>1.8 School:</b>	Education
<b>1.9 HECoS Code:</b>	100459
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 UCAS Code(s):</b>	X391
<b>1.12 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.13 Accrediting Professional Body/PSRB:</b>	N/A
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Earth Sciences, Environmental Sciences and Environmental Studies (2022) Education Studies (2019) Events, Hospitality, Leisure, Sport and Tourism (2019) Geography (2022)
<b>1.15 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ). Health and Safety Executive Institute for Outdoor Learning Approved HE Courses National Governing Bodies of adventurous activities UK Professional Standards Framework UK Quality Code for Higher Education (2018)
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	OAED06, OAEH04
<b>1.18 Foundation Degree Progression Routes:</b>	N/A
<b>1.19 Arrangements for Distance Learning:</b>	N/A

<b>1.20 Original Date of Production:</b>	February 2022
<b>1.21 Date of Commencement:</b>	September 2023
<b>1.22 Review Date:</b>	By August 2029

## **2. Programme Outline**

This programme enables students to take key educational theories and concepts and apply them to contemporary issues, applied outdoor contexts, and working with people. The programme provides a broad introduction to this subject/process [outdoor adventure education] – and combines what may have historically been called outdoor pursuits, outdoor education, outdoor studies, adventure education and more recently outdoor learning. The programme has a values base at its core. These values see education as both a vocation and a means of social reform, a subject, and a process, that produces graduates who have a social conscience and are willing to work in the service of others. The programme focuses on the educational worth of outdoor and nature contexts and adventurous activities for environmental understanding as well as personal and social development (rather than skill acquisition, coaching or environmental science – although these contribute to the flavour of the programme). It utilises constructs around “risk-benefit” (Play England, 2008) – its analysis and management that is characterised by traditional outdoor pursuits such as canoeing, climbing, sailing, mountaineering as utilised in adventurous self-contained expeditions and residential experiences (as found for example throughout the Duke of Edinburgh Award Scheme). Leadership, both formal and informal, is embedded throughout the programme in theory and in practice. Students are supported in understanding leadership, its impact and value and how they position themselves as leaders. Our students are the leaders of the future, and the staff team supports the students in interrogating leadership values, principles, and practice, to create change, to work for social and environmental justice and to commit towards a more sustainable future.

### **2.1 Integrating Sustainability into the Curriculum**

Sustainability, both formal and informal, is embedded throughout the programme. Sustainability includes understanding the arguments for social justice, sharing resources more equitably and for improving the quality of our lives in terms of access to health care, education, justice, work, leisure, and democracy (Magee et al., 2013). Sustainability is a fundamental value for outdoor educators and runs as a thread through all modules. In this re-validation, it is given an explicit focus in one module, OAED05 Sustainable Adventure Tourism. The programme team lead by example, enabling students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. Students are supported in understanding sustainability, its impact and value and how they view their own sustainable professional practice. Students are encouraged to critically engage with the topics in the programme, to understand and develop their own professional practice, knowledge, and skills, and to disturb automatic thinking, value statements, and taken for granted assumptions. This critical engagement has an important role in changing the world to support a sustainable future.

## **3. Distinctive Features**

The BA (Hons) Outdoor Adventure Education degree programme is recognised by the Institute for Outdoor Learning (IOL) as an approved provider of Higher Education. The benefit to students is that employers who engage with IOL professional accreditation processes will recognise the quality of the degree programme and this should be reflected in the calibre of the Marjon graduate. This is one of a small number of programmes in England and Wales to gain this recognition.

Research, Personal Development & Employability, and Leadership run through the degree. Additionally, and arguably most importantly is our Experiential Pedagogy. This is a key theme of the programme experienced by students, our signature experiential pedagogy which is used extensively throughout module teaching. Modules are taught and facilitated primarily on outdoor fieldwork in nature/natural settings. Our location allows us easy access to green spaces on campus and within Plymouth as well as the wild moorland environment of Dartmoor National Park Areas of Outstanding Natural Beauty [AONBs] of the south Devon coast and award-winning beaches and estuaries of Devon and Cornwall.

Teaching and learning include the use of day and residential fieldwork experiences across all levels of the programme. The interdisciplinary and holistic nature of the programme in educational terms, combined with extended periods of contact when teaching, allows for a close relationship between subject content, learning process, nature, students, and staff to flourish.

Since there is not one clear homogenous graduate outcome for this degree, students are able to tailor this programme to best meet their career aspirations. The flexibility and choice of modules in year 2, as an example, really assist this process. For example, a student focussed on pursuing a career in primary education, or working with that specific age group, can choose a placement that sees them working in these contexts. That student may then opt out of OAED05 Leadership in the mountains. The Honours Project also provides all students with the opportunity to choose an area of interest – for work context, age groups, special populations, for example expedition leadership, special needs, neurodiversity, adventure tourism and recreation holiday companies.

Students also benefit from specialised support in their independent learning, including: an extensive network of regional, national and international contacts providing a raft of experience gaining opportunities; experienced passionate staff who are recognised locally, nationally and internationally as leaders in the subject of adventure education and outdoor learning; access to a large range of technical equipment for consolidating their experiences; excellent on-campus facilities such as the climbing wall, swimming pool for dedicated kayak practice and an outdoor adventure centre (OAC) base with an experienced technician who supports outdoor learning across the university.

#### **4. Programme Aims**

The programme is designed and taught in a manner that reflects contemporary thinking, the latest research, and models best practice in adventure education and outdoor learning. The aims of the programme are to:

1. Foster students' interest, passion and understanding of; the theory, practice and philosophy of education, specifically outdoor adventure education; working with people in these contexts.
2. Develop students' critical thinking, intellectual reasoning, curiosity, understanding of academic research, appreciation of critical theory, academic writing and presenting, as well as practical precision in the application of knowledge in diverse contexts.
3. Enable students' understanding of social justice including diversity and inclusion, within varied cultural and social contexts, that allows all to explore and fulfil their potential in the cognitive, affective, and psychomotor domains.
4. Develop stimulating, challenging, nurturing, inclusive and equitable learning environments in which learners feel safe, secure, supported, and motivated to learn.

5. Prepare students for graduate employment, or postgraduate study, by equipping them with a diverse range of graduate attributes and understandings for professional practice, including Marjon values of ambition, humanity, curiosity, and independence.
6. Enable students to develop a detailed understanding of the role and application of research methods, methodology and theoretical positions.
7. Support students to demonstrate technical proficiency in a diverse range of outdoor activities and recognise the critical discussions about the value and relevance of National Governing Body awards.
8. Enable students to appreciate the power of connection to the more-than-human world to help address issues of sustainability, and well-being.

## **5. Programme Learning Outcomes**

### **Knowledge & understanding:**

By the end of the programme should be able to demonstrate:

1. A critical understanding of the fundamentals of a range of educational, theoretical, and philosophical perspectives, and apply these across a range of topics and contexts.
2. A critical understanding of contemporary knowledge and practices in outdoor adventure education and apply these across a range of topics and disciplines.
3. A critical awareness of ethical issues in outdoor adventure education and an ability to confidently discuss these in detail in relation to personal beliefs and values.

### **Intellectual skills:**

By the end of the programme students should be able to demonstrate:

4. A synthesis of outdoor educational theory and its application to working with people.
5. Critical, reflective, analytical, and creative thinking in the application of relevant knowledge, information, and research in outdoor adventure education.
6. An ability to review and critically evaluate their own and published work.
7. The ability to critically challenge established views and develop their own criteria and judgement on topics and issues relating to the theory and practice of outdoor adventure education.

### **Practical skills:**

By the end of the programme students should be able to demonstrate:

8. The ability to plan, design and execute fieldwork – day, overnight expeditions, and residentials - using appropriate techniques and procedures.
9. The ability to undertake fieldwork with due regard to ethical standards, safety and risk management, and professional codes of conduct and the concept of “best practice”.
10. The ability to plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.
11. Academic and scholarly writing with the ability to judiciously use research and academic literature to solve problems and answer questions and cite evidence appropriately.

### **Transferable / key skills:**

By the end of the programme students should be able to demonstrate:

12. The ability to utilise a range of modalities, to communicate ideas confidently and coherently.
13. Perceptive interpersonal skills, drawing on educational knowledge and experience, to reflexively work in teams, and in positions of leadership.

14. The ability to work autonomously and exhibit strong self-motivation and self-management skills.
15. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

## **6. Learning and Teaching Methods**

The programme team implements learning and teaching methods that have been thoroughly formulated, developed, critiqued, and refined since 2003. They employ an experiential pedagogy that emphasises the course's applied and vocational nature, as well as their outdoor practice. During fieldwork, theory and practise are carefully integrated to reinforce the interdependence of the two components.

The fieldwork embedded within the programmes provide multiple opportunities for authentic experiences in engaging learning environments. Our signature experiential pedagogy provides an ideal platform for holistic development of students cognitively, emotionally, and spiritually, and the focus of the programme is about self-awareness in relation to self, others [humans] and the more-than-human world.

Personal career development, employability, and working creatively in a learning community feature as subject and educational processes throughout the degree. The programme employs a variety of learning and teaching methods, including traditional indoor sessions such as active seminars, lectures, and tutorials, as well as outdoor experiential fieldwork. Interactive workshops, guest lectures, skill acquisition practicals, and student-led instructing and coaching sessions are also provided for students. The degree places a strong emphasis on developing their professionalism as a graduate as well as in their outdoor practice. The programme includes modules that allow for independent learning and directed study. Students can also participate in fieldwork visits and work placements, which provide them with insight into the nature and complexities of a professional workplace. A good example of this is placement opportunities for OAEH04. Equality of access to international activities and experiences is ensured, aiming to allow all students to develop their networks and social capital, develop their identity in a global community, and positively engage with the world and to help make it a more just and sustainable place.

Teaching on the programme is research informed. The staff are internationally recognised as leaders in the field as academics of adventure education and outdoor learning. There are successful collaborations with colleagues from Canada, Iceland, and Norway, which supports academic excellence. The focus is on research collaboration, knowledge exchange, consultancy, and the creation of both physical and digital international opportunities which enrich individual, community and in-country development.

Furthermore, the programme examines the expectations and professional codes of conduct associated with outdoor practice in commercial, educational, and voluntary settings. At the subject and school levels, the quality of learning and teaching is formally monitored and supported by a variety of systems, including student module feedback, a programme voice panel, an external examiner, staff appraisal, staff mentoring, and peer observation. Informally students are encouraged to engage in dialogue with staff and the programme team meet regularly to discuss all aspects of teaching/learning.

<b>Method</b>	<b>Description</b>
Fieldwork	Theory and practice of outdoor adventure education taught holistically in real settings and contexts.
Independent Study	Independent learning is an important aspect of developing knowledge and understanding by exploring ideas, reading, and thinking critically. Study is supported through a range of resources; e-resources, digital resources, and texts, climbing wall and swimming pool, and builds upon the work undertaken in scheduled contact time.
Lectures	A timetabled session where a subject specialist will introduce and discuss subject content and identify further areas of wider learning either through the VLE, e- resources or library. Lecture content will be appropriate for the subject and level of module and may provide a contextual background to tutorial work or fieldwork sessions, be led by a practitioner, or be research-led.
Placement Based Learning	This takes place during placements which involve a range of learning opportunities for student development. Students apply and consolidate their learning, bringing together academic theory, workplace practice to develop skills and competences needed to meet their aims and objectives for undertaking their chosen placement.
Seminars	Limited size group which focuses on an in-depth discussion of a particular topic. Seminars are interactive and usually require some preparation in advance. These may be indoors or outdoors.
Tutorials	These are scheduled individual or small group sessions or workshops with a tutor. Tutorials provide an opportunity for discussion, explanation, monitoring, and academic development. These are interactive and can be via video call as well as in person.

## 6.1 Learning Enhancement

There are multiple ways in which student learning is enhanced. The experiential pedagogy and extended fieldwork allow time for informal learning opportunities, as well as the timetabled sessions, and the ability to discuss many aspects of teaching, learning and assessment. The rapport developed with students makes for tutorials that are focused and productive.

Additionally, students have access to extensive resources for applied practical independent study within the Outdoor Adventure Centre, climbing wall and swimming pool. Students have access to staff that hold higher level qualifications in adventurous activities that allows for an enriched curriculum. The electronic resources in the library, including extensive outdoor, adventure and education journals and e-books, support the theoretical underpinning of the degree. The range of support from the University's Student Support professional services is extensive. Of note for this programme is the learning support provided during fieldwork activities that allows students with learning needs to maximise their potential.

## 6.2 e-Learning

The relationship with e-learning differs in every module, although the VLE is foundational in each. The programme modules enable students to develop e-learning and digital literacy skills throughout the programme within the teaching and learning environment and in assessment preparation. e-Learning activities support and enhance the taught sessions. A range of technology and software is employed in the theory and practice of outdoor adventure education. This can range from tutorials available on YouTube (e.g., kayak rolling, dinghy sailing) to the interrogation of the Plymouth Council digital archive or the use of Geographical Information Systems (GIS) and GPS technology to plan and undertake expeditions in adventurous environments. The VLE hosts a variety of curated learning resources – including TED talks, video clips and links (Pathe News, BBC Documentaries, YouTube Channels) as well as websites, journal article links and the lecture and seminar teaching notes.

## 7. Modes of Assessment

The programme's assessment strategy is one of inclusive and authentic assessments. The assessments are intended to be holistic and interconnected, within the module and through programme progression, and help students to develop skills that will be useful in employment settings while also demonstrating key academic skills, knowledge, and understanding. The foundation of the programme approach to inclusion is the variety of assessments; the assessment diet is broad to allow students to demonstrate their strengths in a variety of formats, and many modules offer a variety of questions and format options to enable students to succeed. The use of portfolio assessments allows students to complete assessments at a paced work-speed throughout the modules; module leaders typically indicate when the portfolio task should be completed within the module, with one final submission point allowing for student choice in workload planning.

The assessment during the modules of this degree programme aligns with the Plymouth Marjon University Assessment Policy. Assessment plays a significant role in the learning experience of students. It determines their progression through this programme and enables them to identify, monitor and improve their learning. Staff are diligent about providing appropriate detailed feedback to enable students and help them improve their performance and optimise their learning experience. Additionally, assessment helps staff to evaluate the effectiveness of their teaching and their students' learning. Assessments are explicit and transparent and are made available from the start of the semester on the VLE. The programme 'diet of assessment' sees variety, a strength commented on by recent external examiners of the programme.

Method	Description
Essay	A written response to a question based on synthesis and analysis. A result of Independent Study culminating in a sustained piece of academic writing.
Honours Project	An in depth and sustained study of 10,000 words or equivalent alternative project following a topic of student choice negotiated with the supervisor.
Peer Review	A critical score of an individual's contribution to a group event (expedition, performance, presentation etc.; blind scored and moderated).

Personal Development Plan	The process of creating an action plan based on awareness, values, reflection, goal setting and planning for personal development within the context of a career, education, relationship and for self-improvement
Personal Practical Performance	Practical performance and participation measured against set criteria using recognised guidelines or national governing body awards.
Portfolio	A collection of work usually combining a range of assessment e.g. [but not exclusively] student task sheets, teaching resources, reflective logbooks, application of digital technologies, essays, blogs, reports, presentations, as yet unknown modes of assessment, and creative pieces. This allows for flexibility, responsiveness, adaptability, and evolution in assessment.
Presentation/Poster Presentation	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. For example, the medium may take the form of a poster. Interrogation of the presenter by audience and assessors is normally expected.
Report	An evaluative or critically reflective piece, written or orally presented, that identifies key issues, challenges, and 'learning' that is relevant to the student's experiences. This may be as the result of fieldwork, a placement, event, or other experience.
Research Proposal	A simply a structured, formal document or poster that explains what is planned (the research topic), why it's worth researching (the rationale), and the plan of how the research will be conducted (the practical approach). The purpose of the research proposal is to convince the research supervisor that your research is suitable (for the requirements of the degree program) and manageable (given the time and resource constraints faced).

## 8. Exemptions to University Regulations

Non-anonymised marking for all modules with practical fieldwork skill assessments, personal presentations, and written coursework where personal reflection upon experience is discussed and analysed.

## 9. Work-Based Learning/Placement Learning

The knowledge, skills and values the students will develop through participation and success in the programme will enable them to be 'work ready'. Many of the modules encourage students to apply their knowledge to working with people in outdoor adventure contexts. As well as the key attributes of "graduateness" being embedded within the successful participation in fieldwork,

they are examined and discussed in OAEH03.

Alongside this, placement learning is available to students specifically in assessed modules OAED06, OAEH04, the placement modules at level 5 and 6. There is the opportunity to participate in the wider PMU employability scheme, including the Futures Teams “Going Places” bursary, through voluntary participation in schemes that match their course aims and objectives, e.g., Camp America programme.

## 10. Programme Structure

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">OAEC01</a>	Introduction to Outdoor Adventure Education (Immersive module)	20	60% coursework 40% practical	Semester A	Compulsory	Condonable
<a href="#">OAEC02</a>	Personal Development through Adventure Education	20	60% coursework 40% practical	Semester A	Compulsory	Condonable
<a href="#">OAEC03</a>	Paddlesport and Experiential Outdoor Education	20	60% coursework 40% practical	Semester A	Compulsory	Condonable
<a href="#">OAEC04</a>	Outdoor Expeditions: Theory into Practice	20	100% coursework	Semester B	Compulsory	Condonable
<a href="#">OAEC05</a>	Becoming an Outdoor Professional	20	100% coursework	Semester B	Compulsory	Condonable
<a href="#">OAEC06</a>	The Foundations of Coaching and Leading Outdoors	20	60% coursework 40% practical	Semester B	Compulsory	Condonable

## Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">OAED02</a>	Environmental Awareness through Adventure Sport	20	80% coursework 20% practical	Semester A	Optional	Condonable
<a href="#">OAED03</a>	Managing and Leading Expeditions on the Water	20	80% coursework 20% practical	Semester A	Optional	Condonable
<a href="#">OAED07</a>	Nature Connection: Research in Outdoor Studies	20	100% coursework	Semester A	Compulsory	Non- Condonable
<a href="#">OAED01</a>	Pedagogy of Place in Outdoor Education	20	80% coursework 20% practical	Semester B	Optional	Condonable
<a href="#">OAED04</a>	Leadership and Expeditions in the Mountains	20	80% coursework 20% practical	Semester B	Optional	Condonable
<a href="#">OAED05</a>	Sustainable Adventure Tourism	20	40% coursework 60% Practical	Semester B	Optional	Condonable
<a href="#">OAED06</a>	Placement Learning	20	100% coursework	Semester W	Optional	Condonable

Key: Semester W = A or B

\*Students will take 60 credits in semester A and 60 credits in semester B

## Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">OAEH01</a>	The Advanced Outdoor Professional	20	100% coursework	Semester A	Compulsory	Condonable
<a href="#">OAEH03</a>	Creative Practices in the Outdoors	20	100% coursework	Semester B	Optional	Condonable
<a href="#">OAEH05</a>	Outdoor Food: Communities, Culture, and Practice	20	100% coursework	Semester B	Optional	Condonable
OAEH06	Small Business & Entrepreneurship	20	100% coursework	Semester B	Optional	Condonable

<a href="#">OAEH02</a>	Current Issues in Outdoor Adventure Education	20	50% coursework 50% practical	Semester X	Compulsory	Non-Condonable
<a href="#">OAEH04</a>	Placement Learning	20	100% coursework	Semester X	Compulsory	Condonable
<a href="#">OAEHP1</a>	Honours Project	40	100% coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

\*Students will choose 1 optional module

## Part Time

### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OAEC01	Introduction to Outdoor adventure education (Immersive module)	20	60% coursework 40% practical	Semester A	Compulsory	Condonable
OAEC02	Personal Development through Adventure Education	20	60% coursework 40% practical	Semester A	Compulsory	Condonable
OAEC05	Becoming an Outdoor Professional	20	100% coursework	Semester B	Compulsory	Condonable

### Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OAEC03	Paddlesport and Experiential Outdoor Education	20	60% coursework 40% practical	Semester A	Compulsory	Condonable
OAEC04	Outdoor Expeditions: Theory into Practice	20	100% coursework	Semester B	Compulsory	Condonable

OAEC06	The Foundations of Coaching and Leading Outdoors	20	60% coursework 40% practical	Semester B	Compulsory	Condonable
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### Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OAED02	Environmental Awareness through adventure sport	20	80% coursework 20% practical	Semester A	Optional	Condonable
OAED03	Managing and Leading Expeditions on the Water	20	80% coursework 20% practical	Semester A	Optional	Condonable
OAED01	Pedagogy of Place in Outdoor Education	20	80% coursework 20% practical	Semester B	Optional	Condonable

### Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OAED07	Nature Connection: Research in outdoor studies	20	80% coursework 20% practical	Semester A	Compulsory	Non- Condonable
OAED04	Leadership and expeditions in the Mountains	20	80% coursework 20% practical	Semester B	Optional	Condonable
OAED05	Sustainable Adventure Tourism	20	60% coursework 40% practical	Semester B	Optional	Condonable
OAED06	Placement Learning	20	100% coursework	Semester W	Optional	Condonable

### Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OAEH01	The Advanced Outdoor Professional	20	100% coursework	Semester A	Compulsory	Condonable
OAEH03	Creative Practices in the Outdoors	20	100% coursework	Semester B	Optional	Condonable
OAEH05	Outdoor Food: Communities, Culture, and Practice	20	100% coursework	Semester B	Optional	Condonable
OAEH06	Small Business & Entrepreneurship	20	100% coursework	Semester B	Optional	Condonable
OAEH04	Placement Learning	20	100% coursework	Semester X	Compulsory	Condonable

\*Students will choose 1 optional module

### Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OAEH02	Current Issues in Outdoor Adventure Education	20	50% coursework 50% practical	Semester X	Compulsory	Non- Condonable
OAEHP1	Honours Project	40	100% coursework	Semester X	Compulsory	Non- Condonable

Key: Semester X = A & B

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

#### Threads Level 4

Module Code	Module Title	Thread
OAEC01	Introduction to outdoor adventure education	1, 4, 5
OAEC02	Personal Development through Adventure Education	2, 4, 5
OAEC03	Paddlesport and Experiential Outdoor Education	1, 4, 5
OAEC04	Outdoor Expeditions: Theory into Practice	1, 3, 5
OAEC05	Becoming an Outdoor Professional	1, 2, 5
OAEC06	The Foundations of Coaching and Leading Outdoors	2, 3, 4

#### Threads Level 5

Module Code	Module Title	Thread
OAED02	Environmental Awareness through adventure sport	1, 2, 4, 5
OAED03	Managing and Leading Expeditions on the Water	2, 3, 5
OAED07	Nature Connection: Research in outdoor studies	1, 4, 5
OAED01	Pedagogy of Place in Outdoor Education	1, 4, 5
OAED04	Leadership and expeditions in the Mountains	1, 2, 3, 5
OAED05	Sustainable Adventure Tourism	1, 4, 5
OAED06	Placement Learning	2

#### Threads Level 6

Module Code	Module Title	Thread
OAEHP1	Honours Project	1 2
OAEH01	The Advanced Outdoor Professional	2, 3, 4, 5
OAEH03	Creative Practices in the Outdoors	1, 4, 5
OAEH05	Outdoor Food: Communities, Culture, and Practice	1, 4, 5
OAEH02	Current Issues in Outdoor Adventure Education	1, 2, 3, 5
OAEH04	Placement Learning	1, 2

**Key:**

- 1: Research
- 2: Personal Development & Employability
- 3: Leadership
- 4: Experiential Pedagogy
- 5: Sustainability

**11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)**

N/A

**12. Professional Advisory Group**

N/A

**13. Academic Progression Opportunities**

The programme places students in an excellent position for postgraduate study. Please note the programmes listed may have additional entry requirements and entry is not guaranteed.

The options include:

- PGCE Primary Teaching or Secondary Physical Education
- PG/MA Youth Work
- MA Social Policy
- MA Education
- MSc Psychology,
- MRes (Outdoor Education)
- MA/MSc courses in Outdoor and Experiential Education

**14. Employability and Career Progression Opportunities**

The broad nature of the degree sees students entering a wide variety of graduate employment. The programme's pedagogical approach enables students to develop their employability and digital skills within the modules and demonstrate these skills and attributes within their assessments. Graduates often take entry level jobs first but then can quickly progress to management and leadership roles because of holding the degree.

Graduates of the programme have progressed in many diverse ways that includes:

- Primary school teaching
- Secondary physical education teaching
- Youth work
- Outdoor learning tutor in school
- Outdoor education tutors based in a centre
- Activity centre instructors/managers
- Indoor Climbing Wall staff- instructors, floor walkers, managers
- Adventure recreation staff e.g., Go-ape, Center Parcs
- Adventure Tourism leaders e.g., Neilson Active Holidays, Marella Cruise Lines

- Surf schools
- Overseas Expedition leaders, e.g., World Challenge
- Ski resort representatives
- American summer camps
- Glacier guides – e.g., New Zealand
- Freelance outdoor education tutors/leaders
- Own outdoor business or social enterprise
- Military Officer Entry; Sandhurst, British Army; Dartmouth, Royal Navy; Lympstone, Royal Marines
- Uniformed Public Service: Police, Fire Service, Paramedic
- Retail Management
- DofE Trainer/Assessors
- Youth organisations e.g., Guide Association

The programme team works closely with the *PMU Futures* (careers, employability, and volunteering) team to provide sessions on preparing for placement, reflecting on experiences, building on skills, and planning, for example CV writing, job *cover letter* applications, post-graduate applications etc.

**Employability skills** may include:

- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and can reflect to improve future performance.
- Emotional intelligence – students can recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Creativity, originality, and initiative – students can perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Complex problem-solving – students can identify complex problems and review related information to develop and evaluate options and implement solutions in real-world settings.
- Analytical thinking and innovation – students can identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Critical thinking and analysis - students can actively conceptualise, analyse, and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Leadership and social influence - students can motivate others to act towards achieving a common goal
- Reasoning, problem-solving and ideation – students can consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – students can study a process or situation to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

## Digital Skills:

- Finding Digital Information and Data Management – students understand different data storage systems and file types (e.g., using network drives, cloud storage, and external storage devices). They can identify and use appropriate digital productivity tools to find information (e.g., Boolean logic in Google, Google Scholar, and advanced online searches with electronic databases, and Discovery). They learn to manage, organise, and analyse data or information (e.g., folder and file organisation, use of analytical tools within Spreadsheets).
- ICT Proficiency and Productivity – students can use devices (such as smartphones and laptops), and identify and use APPs, software and systems that are relevant and most suited to different tasks (e.g., text editing, presentations, mapping software, “nature APPs”)
- Digital Learning and Teaching – students can identify and use digital learning resources, APPs, and services (e.g., Marjon Canvas, Panopto Replay, podcasts, online tutorials). They can receive and reflect on digital feedback (e.g., Turnitin).
- Digital Collaboration, Participation, Communication – students can communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., Microsoft Teams, social media, file sharing applications, MyMarjon - SharePoint, and Canvas).
- Digital Problem Solving, Creation & Development – students can identify and use digital tools to solve problems and answer questions (e.g., Microsoft Office help, Digital Skills Help, Student Information Handbook, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio, and video, and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations).
- Digital Security, Well-being, and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They can look after their personal health, safety, relationships, and work-life balance in digital settings and are able to develop and project a positive digital footprint and digital identity across a range of platforms (e.g., Instagram, TikTok, LinkedIn, Twitter).

In addition to the generic graduate skills, the programme aims to enable its graduates to:

- Apply multiple perspectives to issues and problems, recognising a range of research methodologies and perspectives
- Integrate ideas and findings from multiple perspectives and recognise distinctive approaches to issues
- Identify and evaluate patterns in thinking and pedagogy
- Generate and explore appropriate research questions, drawing on theory and developing new knowledge
- Independently complete research projects utilising appropriate methods
- Draw on a range of research method skills from design to collection to analysis.
- Produce professional reports and other communications

- Employ evidence-based reasoning and examine practical, theoretical, and ethical issues
- Apply educational knowledge ethically and safely to real-world problems
- Critically evaluate educational theory and research

These graduate skills are developed throughout the core modules, through the teaching, learning and assessment practices as discussed above in sections 6 and 7.

## **15. Support for Students and for Student Learning**

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection, and prayer
- On-campus Nursery provision

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the programme voice panels. In addition, final year students are invited to participate in the National Student Survey (NSS).

## **17. Other Stakeholder Feedback**

Student feedback is overwhelmingly positive – with NSS high scores sustained over the last 6 years. Nonetheless, the qualitative data comments and the scores are used to provide the teaching team with areas to focus on each year.

The relationship with the external examiner provides supportive and challenging feedback that reflects our continued ongoing quest for reflection and improvement.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through university annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.





