

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Bachelor of Arts (Honours)
1.5	FHEQ Level:	4, 5 and 6
1.6	Programme Title:	Outdoor Adventure Education
1.7	Mode and Duration of Study:	Full time – 3 years Part time – 6 years
1.8	UCAS Code(s):	X391
1.9	Admission Criteria:	<p>In a range:</p> <p>A-level grades of CCD – CCC</p> <p>BTEC MMP-MMM</p> <p>or equivalent qualifications i.e. Access to HE.</p> <p>Applications with personal statements that contain details of <u>related</u> extra-curricular interests e.g. Duke of Edinburgh Award, Scout/Guide/Youth Leader, Level 1 [or higher] in <u>related</u> NGB Coaching Awards [canoeing, climbing, orienteering, sailing, mountain biking, navigation etc]are encouraged.</p> <p>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent</p> <p>GCSE [or equivalent] grade C or higher in English</p> <p>Disclosure and Barring Service checks will apply</p>
1.10	Accrediting Professional Body/	Not applicable

	PSRB:	
1.11	QAA Subject Benchmarking Group(s):	<u>Earth Sciences, Environmental Sciences and Environmental Studies (2014)</u> <u>Education Studies (2015)</u> <u>Hospitality, Leisure, Sport and Tourism (2008)</u>
1.12	Other External Points of Reference:	<ul style="list-style-type: none"> • Institute for Outdoor Learning ~ Approved HE Courses and Modules • Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework • Health and Safety Executive; • Adventure Activities Licensing Service; • National Governing Bodies;
1.13	Language of Study (for learning, teaching and assessment):	English (U.K.)
1.14	Work-Based Learning Arrangements:	Work based learning takes place within modules: OADD06; OAEH04
1.15	Foundation Degree Progression Routes:	FdA Applied Outdoor Adventure (Exeter College) FdSc Public Services with Outdoor Education (Bridgwater College) FdSc Adventure Leadership (South Devon College) FdSc Outdoor Education (Truro & Penwith College)
1.16	Arrangements for Distance Learning:	N/a
1.17	Original Date of Production:	March 2016
1.18	Date of Commencement:	September 2016
1.19	Review Date:	September 2022

2. Programme Outline

Accredited by the Institute for Outdoor Learning (IOL), this degree provides the opportunity to spend three years studying an interesting and exciting way of educating people, with active, practical learning, growing and developing in, on and through the outdoor environment. The university is flanked by the stunning scenery of Dartmoor National Park and the beautiful rivers, estuaries and coastline of Devon and Cornwall. Within these inspiring environments the theory and practice of adventure education and studying outdoors is investigated using experiential fieldwork.

Exciting adventure opportunities are ample, with students being offered the chance to study abroad with placements at Camp America, to go on expeditions on Dartmoor and Snowdonia, and to explore the Devon and Cornwall coastline, discovering the best surfing beaches along the way.

Course tutors are experienced and passionate professionals. This course attracts students who love thinking and doing, and people who have a great attitude to learning, trying new things and spending time outdoors having an adventure. Previous outdoor experience is useful but not essential; having a positive attitude for fieldwork is highly desirable. No technical equipment is required as this is provided. Throughout the course technical skills are developed in a variety of outdoor and adventurous activities including climbing, sailing, bushcraft, canoeing, mountain biking, kayaking and mountaineering. Work placements are included to help explore current approaches and best practice.

The programme builds knowledge and understanding of why and how outdoor education is used and the exciting potential that it offers. It provides opportunities to learn how to think, research, read and write as an independent-minded and deep-thinking graduate. Along the way essential employability skills are developed; co-operative team working, problem solving, effective communication, self-reliance, resilience and much more.

2.1 Integrating Sustainability into the Curriculum

The programme team aim to lead by example, as well as seeing sustainability as an integral part

of the foundations of the subject. This enables students to participate in activities for a sustainable future and, in line with the philosophical underpinning of the subject, the experiential pedagogy of the programme, critique and further develop this knowledge.

Outdoor education is at the very least a choice about the places and spaces of education (no matter how diverse are those choices), and this is also a contemporary feature of the sustainability and environmental education research literature. Ross et al (2014: 191)¹

Specifically in modules throughout the degree [e.g. OADC90, OADD02, OADD01, OADH03] there is an emphasis on encouraging students to ask critical questions of themselves, others and the wider regional, national and global community. This allows them to explore and clarify their values as well as promote sustainable futures for all.

3. Distinctive Features

The BA (Hons) Outdoor Adventure Education degree programme is accredited by the Institute for Outdoor Learning as an approved provider of Higher Education². 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 only four programmes in England and Wales to gain this accreditation. An experiential pedagogy³ is used extensively throughout the teaching of modules. These are taught or facilitated primarily on outdoor fieldwork in nature/natural settings. Our location allows us easy access to green spaces on campus and within Plymouth⁴ as well as the wild moorland environment of Dartmoor National Park⁵, Areas of Outstanding Natural Beauty [AONBs] of the south Devon coast⁶ and award winning beaches⁷ and estuaries of Devon and Cornwall.

Teaching and learning includes 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.

The programme provides a broad introduction to this subject/process – 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)⁸ – 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 <http://www.dofe.org/>).

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; 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.

¹ Ross, H., Christie, B., Nicol, R. & Higgins, P. (2014) Space, place and sustainability and the role of outdoor education, *Journal of Adventure Education and Outdoor Learning*, 14:3, 191-197, DOI: 10.1080/14729679.2014.960684

² <https://www.outdoor-learning.org/>

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See the Association for Experiential Education for more details <http://www.aee.org/what-is-ee>

⁴ Over one third of Plymouth is Green Space – see <http://www.plymouth.gov.uk/greenspaces>

⁵ See <http://www.dartmoor.gov.uk/>

⁶ See <http://www.southdevonaonb.org.uk/>

⁷ See http://www.thebeachguide.co.uk/best-beaches/blue_flag.htm

⁸ Play England (2008) *Managing risk in play provision*. Nottingham: DCSF Publications. <http://www.freeplaynetwork.org.uk/pubs/risk.pdf>

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4. Programme Aims

The programme is designed and delivered 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. Develop students'; critical thinking, intellectual reasoning and curiosity, understanding of peer reviewed academic research papers, appreciation of critical theory, academic writing and presenting, and practical precision in the application of knowledge in diverse contexts.
2. Develop students' interest, passion and understanding of; the theory, practice and philosophy of education, specifically outdoor learning and adventure education; related educational policy; and working with people in these contexts.
3. Develop students' understanding of diversity within varied cultural and social backgrounds that allows all to explore and fulfil their potential in the cognitive, affective and psychomotor domains.
4. Develop stimulating, challenging, nurturing, and equitable learning environments in which learners feel secure, supported and motivated to learn.
5. Prepare students for employment or postgraduate study by equipping them with a diverse range of graduate skills and understanding for professional practice, including those of Digital Innovation, Global Citizenship and Employability.
6. Enable students to develop a detailed understanding of the role and application of research methods, methodology and theoretical positions.

7. Enable students to demonstrate technical proficiency and recognise the critical discussions about the value of National Governing Body Awards.
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5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A critical in-depth understanding of philosophical foundations, theoretical approaches, policy, practices and contexts.
2. A critical understanding of applying knowledge and understanding in their own practice across the range of activities and contexts.

Intellectual skills:

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

3. Appropriate application of research and critical theories, paradigms, principles and concepts.
4. A critical evaluation of evidence.
5. The development of a reasoned argument.
6. A variety of methods for the collection, analysis and understanding of information.
7. The ability to combine, interpret and synthesise different types of evidence.
8. The ability to recognise the moral and ethical issues of research into practice and the need for professional codes of conduct.
9. An application of knowledge and understanding to problems in familiar and unfamiliar contexts.

Practical skills:

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

10. The ability to plan, conduct and report on investigations, including the use of secondary data.
11. The ability to plan, design and execute fieldwork using appropriate techniques and procedures.
12. The ability to undertake fieldwork with due regard to ethical standards, safety and risk management and the concept of “best practice”.

13. The ability to plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.
14. The ability to recognise and respond to moral, ethical and safety issues which directly relate to outdoor practice including relevant legislation and professional codes of conduct.
15. Academic writing including the ability to reference work in an appropriate manner.

Transferable / key skills:

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

16. Confident communication skills by communicating appropriately to a variety of audiences in different modalities.
17. Using technology effectively responding to a variety of information sources.
18. Effective interpersonal skills and problem solving as an individual and in a group.
19. Responsibility for their own learning, both the performance and their continued development.
 - 19.1. The adaptable and flexible skills necessary for self-managed, autonomous, independent and lifelong learning.
 - 19.2. Identify targets for personal, academic and professional development using self-appraisal and critically reflection on professional practice.

6. Learning and Teaching Methods

The Learning, Teaching and Student Experience strategy as operationalised by the Outdoor Adventure Education programme team has been well formulated, developed and refined over the last 15 years⁹. It utilises an experiential pedagogy and emphasises the applied and vocational nature of the course and outdoor practice. Theory and practice are carefully integrated during fieldwork to reinforce the inter-relationship and inter-dependence between the two components.

The programme adopts a range of Learning and Teaching methods which includes traditional indoor sessions: active seminars, lectures and tutorials and outdoor experiential fieldwork.

⁹ See Leather M & Porter S (2006) An Outdoor Evolution: Changing Names, Changing Contexts, Constant Values in B. Humberstone and H. Brown (eds.) Shaping the outdoor profession through

higher education: creative diversity in outdoor studies courses in higher education in the UK.

Penrith: Institute for Outdoor Learning.

Students will also experience interactive workshops, guest lectures, skill acquisition practicals, and student-led instructing and coaching sessions.

A key emphasis of the degree is to develop their professionalism as a graduate as well as in their outdoor practice. The programme contains modules that provide opportunities for independent learning and directed study. Additionally, students have the opportunity for fieldwork visits and work placements that give them insight into the nature and vagaries of a professional workplace. Further, the expectations and professional codes of conduct associated with outdoor practice in commercial, educational and voluntary settings are explored throughout the programme.

The underpinning values and principles of the Learning, Teaching and Student Experience strategy are incorporated by the programme. The quality of Learning and Teaching is monitored and supported at subject and Faculty level via a number of systems including; student module feedback, staff student liaison committee, the external examiner, staff appraisal, staff mentoring and peer observation.

Learning and Teaching is informed by current research, nationally and internationally, including the research interests and publications of staff. Teaching staff on the programme are Fellows or Senior Fellows of the Higher Education Academy (FHEA) or are actively working towards accreditation. Staff are active members and practitioners of other relevant organisations such as the Institute for Outdoor Learning, European Institute for Outdoor Adventure Education and Experiential Learning, the Association of Mountaineering Instructors, the International Association of European Mountain Leaders, the British Mountaineering Council, the Royal Yachting Association, the British Canoe Union and the British Orienteering Federation.

Glossary of Learning and Teaching Modes

Fieldwork	Theory and practice of outdoor adventure education taught holistically in real settings and contexts. Examples include [not exhaustive] Marjon campus, Dartmoor, Plymouth Sound, National Trust property such as Plymbridge Woods, Cann Woods, Sheeps Tor, The Dewerstone, Snowdonia, River Dart, River Avon, climbing walls, swimming pool, Morwelham Quay, Tamar Trails, school grounds, outdoor education centres.
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.
Laboratory Practical	Laboratory work is taught practical sessions within specialist spaces using dedicated machines/equipment.
Lecture	A lecture is 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.
Seminar	A seminar is a group of limited size 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 or telephone as well as face-to-face.

6.1 Learning Enhancement

There are multiple ways in which student learning is enhanced. The experiential pedagogy and extended fieldwork allows 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. Additionally, 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 particular 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

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) to the interrogation of the Plymouth records office database (Place Based Outdoor Education module) or the use of Geographical Information Systems (GIS) and GPS technology in order to plan and undertake expeditions in adventurous environments. The University VLE (LearningSpace hosted on Moodle) is used to provide a variety of learning resources – including TED¹⁰ talks, video clips and links (Pathe News, BBC Documentaries, YouTube Channels) as well as websites, journal article links as well as the lecture seminar notes.

7. Modes of Assessment

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.
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Honours Project	An in depth study of 10,000 words or equivalent alternative 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 Practical Performance	Practical performance measured against set criteria using recognised guidelines or national governing body awards.
Portfolio	A collection of work, either digitally or in hard copy, usually combining a range of assessment e.g. [but not exclusively] student task sheets, teaching resources, reflective logbooks, application of digital technologies, essays, reports, presentations, as yet unknown modes of assessment, and creative pieces. This allows for flexibility, responsiveness and adaptability in assessment.
Presentations – Individual and Group	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.

¹⁰ Technology, Entertainment and Design Conference talks <https://www.ted.com/talks>

8. Exemptions to University Regulations

Not applicable

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 the workplace and working with people [e.g. OADC01, OADD04, and OADH02], as well as the key attributes of "graduateness¹¹" being embedded within the successful participation in fieldwork. Alongside this, placement learning is available to the students specifically in assessed modules OADD06, OADH04, the placement modules at level 5 and 6. There is the opportunity to participate in the wider University employability scheme, through voluntary participation in schemes that match their course aims and objectives, e.g. the Camp America Elite programme.

10. Programme Structure

The programme is designed to be progressive and developmental and reflects the broad nature of activities and possibilities for future employment in the outdoor learning and adventure education sector. The non-condonable modules in this programme, for example OADH03 and OADD04, reflect the employability focus of the degree and the professional approach to practice necessary in the outdoor sector as a University of St Mark & St John graduate.

¹¹ See NUS/CBI (2011) Working towards your future: Making the most of your time in higher education

	Module Code ¹²	Module Title	Credits	Assessment			Semester/ Term^	C/O*	Non-condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	OADC90	Engaging with Learning: Outdoor Adventure Education	20	100			X	C	
	OADC01	Foundations of coaching and instructing	20	70		30	X	C	
	OADC02	Applied physiology & psychology for outdoor adventure	20	100			A	C	
	OADC03	Introduction to experiential outdoor education	20	60		40	A	C	
	OADC04	Expeditions: Theory & practice	20	100			B	C	
	OADC05	Land based adventure sport	20	60		40	B	C	
Level 5	OADD01	Place based outdoor education	20	80		20	W	O	
	OADD02	Environmental awareness through adventure sport	20	80		20	A	O	
	OADD03	Managing expeditions on the water	20	100			A	O	
	PRUD05	Researching education, health & welfare	20	100			B	C	
	OADD04	Leadership in the mountains	20	100			B	O	
	OADD05	Forest school and	20	100			W	O	

		outdoor learning							
	OADD06	Placement Learning	20	100			W	O	
Level 6	OADHP1	Honours Project	40	100			X	C	v
	OADH01	Advanced outdoor practice	20	100			A	O	
	OADH02	Current Issues in outdoor practice	20	100			X	C	v
	OADH03	Creative practice for outdoor learning	20	100			B	O	
	OADH04	Placement learning	20	100			X	C	
	BMAH02	Entrepreneurship & small business management	20	100			B	O	

Note

Independent Study Modules are available at Level 5 and Level 6 (OADDIM and OADHIM).

Table Key:

^ For modules delivered by semester:

- A or B = Semester A or B
- X = modules delivered across Semesters A and B
- W = modules offered in either Semester A or B

* C = compulsory; O = optional

A v indicates that the module is non-condonable on this programme.

¹² a definitive module descriptor is provided for each module

Progression through the programme

Using the established outdoor educational themes (after Higgins & Loynes, 1997: 6)¹³ as a starting point for conceptualising outdoor adventure education

- **Professional practice**

- 1 - OADC90 - Academic, personal and professional development

- 2 - PRUD05 - Researching education, health & welfare

- 2 – OADD06 - Placement Learning

- 3 - OADH03 - Current Issues in outdoor practice

- 3 – OADH04 – Placement Learning

- 3 – OADHP1 – Honours Project

- **Outdoor activities**

- 1 – OADC01 - Foundations of coaching and instructing

- 1 – OADC05 - Land based adventure sport

- 2 – OADD02 - Environmental awareness through adventure sport

- 2 – OADD03 - Managing expeditions on the water

- 3 – OADH02 - Advanced outdoor practice

- **Environmental education**

- 1 – OADC03 - Introduction to experiential outdoor education

- 1 – OADC04 - Expeditions: Theory & practice

- 2 – OADD02 - Environmental awareness through adventure sport

- 3 – OADH04 - Creative practice for outdoor learning

- **Personal and social development**

- 1 - OADC90 - Academic, personal and professional development

- 1 – OADC02 - Applied physiology & psychology for outdoor adventure

- 1 – OADC03 - Introduction to experiential outdoor education

- 2 – OADD04 - Leadership in the mountains

- 2 – OADD05 - Forest school and outdoor learning

- 3 – OADH02 - Advanced outdoor practice

- 3 – OADH04 - Creative practice for outdoor learning

The outdoor adventure education programme draws on the concept that it can be constructed as both subject and process. The holistic nature of this subject/process sees these four themes present in each module; the progressions highlighted above suggest where the focus is and as a

¹³ *Higgins, P. & Loynes, C. (1997) On the Nature of Outdoor Education in Higgins, P., Loynes, C. & Crowther, N. (eds.). A Guide for

Outdoor Educators in Scotland. Adventure Education and Perth: Scottish National Heritage.

Way of mapping student progression. An experiential and social pedagogy allows for this holistic approach.

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

None available

12. Professional Advisory Group

There exists a professional advisory group from the outdoor learning sector, constituted of contacts that represent different sectors: education, charitable, freelance, commercial, local government, AALS¹⁴. These offer placement opportunities, career development, CPD courses and the potential for employment.

13. Academic Progression Opportunities

The programme places students in an excellent position for post graduate study. The options include: PGCE Primary Teaching or Secondary Physical Education; PG/MA Youth Work, and for those students with career experience the MA in Professional Studies (Outdoor Education). Additionally the MSc in Global Education is another university progression option. Other MA/MSc courses are available in the UK at Cumbria, Edinburgh, Worcester and University of Wales Trinity Saint David.

14. Employability and Career Progression Opportunities

The broad nature of the degree sees students entering a wide variety of employment. This includes:

- Outdoor learning tutor in school
- Primary teaching
- Secondary PE teaching
- Youth work
- Outdoor education tutors
- Activity centre instructors/managers
- Climbing Wall staff
- Adventure recreation staff e.g. Go-ape
- Surf schools
- Overseas Expedition leaders
- Ski resort representatives
- Glacier guides – New Zealand
- Freelance tutors
- Own outdoor business
- RAF, Royal Marines, Army, Navy
- Police, Fire Service, Paramedic
- Retail Manager
- DofE Trainer/Assessors
- Youth organisations e.g. Guide Association
- National Governing Bodies

15. Support for Students and for Student Learning

The programme team and University recognise the value of working holistically with a student, and the dominant pedagogy of the programme assists in this endeavour.

The student support team, alongside the programme team, provides a wide range of services with comprehensive and confidential advice including: Academic Information and Guidance; Disability & Inclusion Advice Service; Student Funding Advice; Health; Student Counselling & Well-being. Additional pastoral care and support is also available from the Chaplaincy team.

Each student is allocated a Personal Development Tutor who is a member of the programme academic staff as a main point of contact to help guide and assist students during their time at University.

¹⁴ The Adventure Activities Licensing Service - <http://www.hse.gov.uk/aala/aals.htm>

The University has an excellent support services: an outstanding Library team [much available electronically], Computer and Media Services – including 24 hour access rooms for students wanting to work on-campus on fast PCs, and an e-learning team (MELT) who assist staff and students in the ether including the excellent MARGen: Marjon Academic Referencing Generator¹⁵.

16. Student Feedback Mechanisms

Formal feedback opportunities are found in the following contexts:

- * Module Evaluation Forms
- * Staff Student Liaison Committee Meetings
- * Appointments with Personal Development Tutor
- * Appointments with the Programme Lead
- * Student Experience Council
- * Students Union

Additionally, students have many opportunities for informal feedback e.g. during fieldwork activities, as well as through social media, for example Facebook groups [closed and available to students and staff].

17. Other Stakeholder Feedback

Feedback comes from a variety of sources including: placement providers, CPD course organisers, visiting speakers/workshop facilitators and from the Professional Advisory Group. University graduates of Outdoor Adventure Education are often participant members of these stakeholder groups.

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 regulations and procedures as detailed in the Student Regulations Framework¹⁶.

Achievement and progression is managed at the Module Assessment Boards (MABs) as well as

the Progression and Award Boards (PABs). The programme is reviewed annually by the external examiner and this includes feedback from students.

¹⁵ See <http://www.marjon.ac.uk/margen/classic/>

¹⁶ SRF available here <http://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework-2017-18/>

Appendix 1 - Learning Outcomes Mapping Matrix template

Module	Knowledge & Understanding		Intellectual Skills							Practical Skills					Transferable/Key Skills				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
OADC01	√	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√	
OADC02	√	√	√	√	√	√	√	√	√			√		√	√	√	√		
OADC03	√	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√	
OADC04	√	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√	
OADC05	√	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√	
OADC90	√	√	√	√	√	√	√	√	√	√					√	√	√		√
PRUD05	√	√	√	√	√	√	√	√	√		√	√		√	√	√		√	
OADD06		√		√	√	√	√	√	√	√	√	√		√	√	√	√	√	√
OADDIM	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
OADD01	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√
OADD02	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√
OADD03	√	√	√	√	√	√			√	√	√	√		√	√	√	√	√	√

OADD04	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√
OADD05	√	√		√	√		√	√	√	√	√	√		√	√	√	√	√	√
BMAH02		√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
DOEH01	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
OADHP1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
OADHIM	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
OADH01	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
OADH02	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
OADH03	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Appendix 2:

CREDIT LEVEL 4 (Certificate)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	<ul style="list-style-type: none"> - factual and/or conceptual knowledge and understanding of key concepts and principles associated with their area(s) of study using appropriate terminology; - an awareness of ethical issues in current areas of study with an ability to discuss these in relation to personal beliefs and values.
Intellectual skills	<ul style="list-style-type: none"> - the ability to analyse using given classifications/ principles; - the ability to synthesise ideas and information in a predictable and standard format; - the ability to evaluate the reliability of data using defined techniques and/or tutor guidance; - the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of issues.
Practical skills	<ul style="list-style-type: none"> - the ability to operate in predictable, defined contexts using a range of specified (subject specific) techniques; - the ability to act with limited autonomy, under direction or supervision, within defined guidelines.
Transferable / key skills	<ul style="list-style-type: none"> - the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues); - the ability to work within an appropriate ethos, using and accessing a range of learning resources; - the ability to evaluate their own strengths and weaknesses within criteria largely set by others; - responsibility for their own learning with appropriate support; - the ability to communicate effectively in a variety of formats appropriate to the discipline(s) and report practical procedures in a clear and concise

	<p>manner;</p> <ul style="list-style-type: none"> - the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues of the discipline.
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CREDIT LEVEL 5 (Diploma)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	<ul style="list-style-type: none"> - detailed knowledge of major theories of the discipline(s) and awareness of a variety of ideas, contexts and frameworks; - an awareness of wider social and environmental implications of area(s) of study; - an ability to debate issues in relation to more general ethical perspectives.
Intellectual skills	<ul style="list-style-type: none"> - the ability to analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data/information; - the ability to reformat a range of ideas and information towards a given purpose; - the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected; - the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.
Practical skills	<ul style="list-style-type: none"> - the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques; - the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.

Transferable / key skills	<ul style="list-style-type: none"> - the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate; - the ability to manage learning using resources relevant to the discipline; - a professional working relationships with others; - the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; - the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies; - the ability to take responsibility for own learning, with minimum direction; - the ability to communicate effectively and in a variety of formats appropriate to the discipline(s), in a clear and concise manner; - the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.
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CREDIT LEVEL 6 (Honours)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	<ul style="list-style-type: none"> - comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth; - an awareness of the provisional nature of knowledge; - an awareness of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work.
Intellectual skills	<ul style="list-style-type: none"> - the ability to analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject; - the ability to transform abstract data and concepts towards a given purpose and design novel solutions, with minimum supervision; - the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance; - the ability to investigate contradictory information/identify reasons for

	<p>contradictions;</p> <ul style="list-style-type: none"> - confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.
Practical skills	<ul style="list-style-type: none"> - the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques; - the ability to act autonomously, with minimal direction or supervision, within agreed guidelines.
Transferable / key skills	<ul style="list-style-type: none"> - the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict; - the ability to manage own learning using full range of resources relevant to the discipline; - the ability to work professionally within the discipline; - confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action; - the ability to seek and make use of feedback; - the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance; - the ability to take responsibility for own work and be self-critical; - the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports; - confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution.

CREDIT LEVEL 7	Students awarded a qualification at this level will have demonstrated:
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(Masters)	
Knowledge and understanding	<ul style="list-style-type: none"> - depth and systematic understanding of knowledge in specialised/applied areas and across area; - the ability to work with theoretical/research based knowledge at the forefront of their academic discipline; - awareness of and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions; - a comprehensive understanding of techniques/ methodologies applicable to their own work (theory or research-based).
Intellectual skills	<ul style="list-style-type: none"> - the ability to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively and with critical awareness; - the ability to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice and with critical awareness; - a level of conceptual understanding that allows him/her critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches; - initiative and originality in problem solving; - the ability to act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations.
Practical skills	<ul style="list-style-type: none"> - the ability to operate in complex and unpredictable and/or specialised contexts with an overview of the issues governing good practice; - the ability to exercise initiative and personal responsibility in professional practice; - technical expertise, performed smoothly with precision and effectiveness; - the ability to adapt skills and design or develop new skills and/or procedures for new situations.

Transferable / key skills	<ul style="list-style-type: none"> - the ability to work effectively with a group as leader or member; - the ability to clarify tasks and make appropriate use of the capacities of group members; - the ability to negotiate and handle conflict with confidence; - the ability to use the full range of learning resources; - the ability to be reflective on own and others' functioning in order to improve practice; - competence in undertaking research tasks with minimum guidance; - the ability to be an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development; - the ability to engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently; - independent learning ability required for continuing professional study, making professional use of others where appropriate.
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