SECTION 1: Basic Information

1.1	**Awarding Institution:**	Plymouth Marjon University
1.2	**Teaching Institution:**	Plymouth Marjon University
1.3	**Locus of Delivery:**	Plymouth Marjon University
1.4	**Final Award Title:**	BA (Hons)
1.5	**FHEQ Level:**	4, 5 and 6
1.6	**Programme Title:**	Outdoor Learning in Early Years and Primary Education
1.7	**Mode and Duration of Study:**	Full Time – 3 years Part Time - 6 years
1.8	**School:**	Institute of Education
1.9	**HECoS Code:**	100459
1.10	**Collaborative Provision Arrangement:**	N/A
1.11	**UCAS Code(s):**	PYOL
1.12	**Admission Criteria:**	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. DBS enhanced clearance required
1.13	**Accrediting Professional Body/ PSRB:**	N/A
1.14	**QAA Subject Benchmarking Group(s):**	Education Studies (2015) Earth Sciences, Environmental Sciences and Environmental Studies (2014) Events, Hospitality, Leisure, Sport and Tourism (2016)
1.15	**Other External Points of Reference:**	• _Framework for Higher Education Qualifications (FHEQ)_; • _UK Professional Standards Framework_ • Health and Safety Executive; • Adventure Activities Licensing Service; • National Governing Bodies;
1.16	**Language of Study (_for learning, teaching and assessment_):**	English

1.17	Work-Based Learning Arrangements:	PRUD03 Experiential Placement Module
		EPOH02 Outdoor Learning and School Placement
1.18	Foundation Degree Progression Routes:	FdA Early Years
		FdA Learning & Teaching
1.19	Arrangements for Distance Learning:	None
1.20	Original Date of Production:	June 2019
1.21	Date of Commencement:	September 2020
1.22	Review Date:	September 2026

2. Programme Outline

This programme is designed to engage students in a high-quality educational experience. Graduates of Outdoor Learning in Early Years and Primary Education will develop their social intelligence and the skills to enable them to be reflexive and adapt to rapidly changing working environments. Our provision with its educational focus, applied active learning, and outdoor experiential pedagogic strand, enables students to experience and live the Marjon core values directly. The programme will produce graduates with the ability to reflect and further develop their interpersonal, intrapersonal and technical skills as they face future challenges allowing students to achieve their full potential at graduate, post-graduate levels and within the workplace. They will become confident, reflective members of society able to make an impact in their future lives and careers.

Our community of students, academics and stakeholders will draw on an active experiential pedagogy, discipline-based research informed teaching and practice-based experience. The curriculum will be enriched by local, regional and international partnerships providing opportunities for the development of novel and adaptive thinking, trans-disciplinarily and cross-cultural competencies. Throughout the study period students can apply and develop their academic knowledge and understanding to their outdoor learning educational work practice with children and young people, families, communities and as part of wider professional networks. Students will, through this programme, develop knowledge, understanding and skills required to practise effectively and engage others. 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 outdoor learning, both the subject and the process of studying outdoors is investigated using experiential fieldwork.

Course tutors are experienced, qualified and passionate professionals. This course attracts students who love learning by thinking and doing, and people who have a great attitude to learning, trying new things and spending time learning and teaching in 'classrooms' both indoors and outdoors. Previous outdoor learning experience is not essential; having a positive attitude for experiential outdoor fieldwork is highly desirable. No technical equipment is required as this is provided.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of education and outdoor learning and are particularly addressed within the modules EPOC02, EPOD02 and PRUH01. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we aim to reduce our impact on the environment, using local outdoor learning environments, e-submission, e-books and further integration of technology. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

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; a modern embodiment of our founding colleges and our Marjon values. The programme focuses on the educational worth of play, outdoor and nature contexts and activities for environmental understanding as well as personal and social development. It utilises constructs around "risk-benefit" the analysis and management that is seen in outdoor learning and out of classroom settings.

There is a growing wealth of evidence which demonstrates the benefits for young people's learning and personal development outside the classroom. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn. Students will have the opportunity to develop their proficiencies through outdoor learning work with educational partners in the outdoors, targeted placements and residential work. A distinctive feature of professional practice is that it is held together by a commitment of shared values; participation, inclusion, empowerment, partnership and learning. Professional and business experience is a key element of what makes this programme distinct. Students' ability to apply academic theory to the work environment is crucial to their professional development.

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 equipment for consolidating their experiences; excellent on-campus facilities such as the woods, the orchard, the ponds, a climbing and bouldering wall, and an outdoor adventure centre base with an experienced technician who supports outdoor learning across the university.

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:

- 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.
- Develop students' interests, passion and understanding of the theory, practice and philosophy of education, specifically Early Years, Primary and Outdoor Learning; related educational policy; and working with people in these contexts.
- Enable students to develop a detailed understanding of the role and application of research methods, methodology and theoretical positions.
- 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.
- Develop stimulating, challenging, nurturing, and equitable learning environments in which learners feel secure, supported and motivated to learn.
- 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.

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of this programme students should be able to demonstrate:-
1. Detailed knowledge of education, with areas of specialisation in Outdoor Learning in Early Years and Primary Education;
2. A sound awareness of the provisional nature of knowledge, and how educational practices are subject to changing trends and priorities;
3. A comprehensive understanding of the role of outdoor learning as both formal and informal education, and of different models, approaches and methods of practice;
4. A robust awareness of personal responsibility, social justice and professional codes of conduct;
5. An appreciation of the centrality of values, ethics and critical reflective practice.

Intellectual skills:
By the end of this programme students should be able to demonstrate:-
6. The ability to critically analyse and evaluate policies and practice from a range of theoretical perspectives;
7. The ability to articulate and defend the criteria on which intellectual and professional judgements are made;
8. Confidence and flexibility in using their knowledge and understanding critically to locate and justify a personal position in relation to their role;
9. The ability to critically evaluate sources, evidence and material, reviewing their reliability, validity and significance through an ethical research framework.

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

10. The ability to operate in a wide range of complex and unpredictable contexts, with specialist practical skills in outdoor learning;
11. Robust and strategic engagement in education through outdoor learning;
12. The ability to manage self, staff and resources, including a commitment to continuing professional development in response to change;
13. The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours and be able to make informed judgements on complex ethical and professional issues.

Transferable / key skills:
By the end of this programme students should be able to demonstrate:-
14. The ability to communicate effectively in a variety of forms that are fit for purpose and context;
15. The ability and competence to work alongside others in a variety of collaborative arrangements, including partnership and group work, taking on different roles and understanding the qualities of leadership and followership appropriately;
16. The ability to improve own learning and performance, through critical self-reflection, including evaluation and analysis of academic or practical work, questioning of assumptions, and identifying areas for improvement from feedback;
17. The ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.

6. Learning and Teaching Methods

A range of learning and teaching approaches is utilised on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision. 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 provide insight into the nature and vagaries of a professional workplace. Further, the expectations and professional codes of conduct associated with early years, primary schools and outdoor practice in commercial, educational and voluntary settings are explored throughout the programme. The underpinning values and principles of the Learning and Teaching strategy are incorporated by the programme. The quality of Learning and Teaching is monitored and supported at module, subject and School level via several systems including; student module feedback, staff student liaison committee, the external examiner, staff appraisal, programme review, staff mentoring and peer observation.

Method	Description
Active Learning	Students are actively or experientially involved in the learning process, there are different levels of active learning, depending on student involvement.
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University,

	flexible and distributed learning including *VLEs*, self-directed study etc.
Directed Study & Reading	Time set aside by the teacher for learners to study a subject.
Discussion/Group Discussion	Activity where students participate in discussions with each other, visiting lecturers, seminar sessions etc. This may be a focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
Electronic Material	Utilisation of electronic media and electronic material, normally via the University's virtual learning environment (Learning Space) to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.
Fieldwork and Visits (Residential or non-residential)	Within a module that is ordinarily delivered on-campus, the student travels to a location off campus to engage in learning activities relevant to the learning outcomes of the module. A member of University staff remains responsible for the learning activities and all assessment of the module, but the student may engage in learning activities with other persons who are neither students nor staff of the University. This may be both non-residential or residential. The student may be required to pay an additional fee in addition to Annual Tuition Fees to cover the cost of such activities.
Group work /meetings	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussion.
Independent study	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and hand out based exercises.
Lecture	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Placement learning/ Work Based Learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a profession or trade in a live working environment, while being monitored and supported by a tutor.

Practical Learning	Students utilising their direct lived and practice-based experiences to make meaning and inform their own theories of practice via facilitation.
Seminar	A seminar is a group of limited size which focuses on an in-depth discussion of a topic. Seminars are interactive and usually require some preparation in advance. These may be indoors or outdoors
Tutorials & Supervision	Tutorials offer guidance, supervision and support and can be conducted via telephone, e mail or skype
Workshop	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.

6.1 Learning Enhancement

A distinctive feature of this programme is the experiential pedagogy. This involves the students 'doing' in addition to thinking. This combined theory with practice enables extended fieldwork, which in turn, 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 and students have access to staff that hold higher level qualifications in adventurous activities that allows for an enriched curriculum. Students can gain additional national governing body awards within the programme such as: Safeguarding, First Aid, Forest School Level 1and 2. The range of support from the University's Student Support professional services is extensive.

6.2 e-Learning

E-learning and digital literacy development will be a central component of the programme. Within modules there is an increasing use of e-learning and digital literacy, the extent of use will differ depending on the pedagogy of the module. The electronic resources in the library, including extensive outdoor, adventure and education journals and e-books, support the theoretical underpinning of the degree. All modules will, as minimum, provide information and links to literature and other resources on the University's learning space. Modules will utilise a blended learning approach via the VLE in which e-learning activities guide the students' independent learning that supports the educational transaction of the classroom. It will also allow the students opportunities to further enhance and apply their knowledge and practice.

7. Modes of Assessment

The purpose of assessment is to demonstrate to students and staff the achievement of individuals in specific areas of work according to the criteria developed in relation to the level of the programme. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. The programme is assessed in accordance with the University

Assessment Regulations and Procedures and moderation by an External Examiner enables a wider reference point of the standards attained.

A range of assessment methods is used on the programme in recognition of the impact assessment has on student learning and approaches to learning. The teaching team are committed to engaging with the emerging innovations in assessment, particularly in relation to recognising and valuing the variety of learning preferences within any given cohort and the importance of considering students' academic and professional learning needs. Consideration is given to the development of key skills which may be developed through assessment, for example presentation skills and collaborative working skills. There is a mixture of controlled (e.g. presentation) and open assessment (e.g. essays or assignments) at all levels.

Method	Description
Blog Page	An online journal or informational website displaying information in the reverse chronological order, with latest posts appearing first. A web-based platform, such as edublog, will be used so that a student or group of students share their views on an individual subject.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key debates in the subject. Essay titles may be given or depending on the module may be negotiated with the module leader.
Group debate	A forum for prepared informed discussion with an invited audience.
Learning Resource	A piece of creative work which might include the production of a teaching environment, assessment task or resource.
Placement File	A set of reflective observations kept whilst undertaking a placement. The file will demonstrate the contribution of the student to the workplace and will often require the employer (placement provider) to contribute.
Portfolio/ Research Portfolio	A collection of work, either digitally or in hard copy, usually combining a range of assessment. This may include student task sheets, such as identification of flora and fauna in EPOC01, teaching resources EPOH01, reflective logbooks on placement, 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.
Poster Presentation	A visual explanation of ideas for a specified audience. Examples are a conference poster/research poster.
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis.
Project	A piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose.
Reflective journal	A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within practice, debates, literature and theory.

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 detailed proposal to design a small-scale primary research study. This may include ethical approval.
Structured assignment	A tutor specified format usually related to an extended piece of research and/or own reflective practice. Typically, structured assignments involve a number of different tasks to be completed.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

There is an element of work-based learning at Levels 4, 5 and 6. The total assessment value linked to work-based learning is 60 credits. This work gives students the minimum equivalent of 23.5 days education-based work experience with children and young people. Placements are vocationally based enabling students to get a 'hands-on' feel for a variety of employability options and allows them to discuss with current employers and employees the plusses and minuses of careers within outdoor learning and education.

Placements are managed in accordance with the University Placement Work-based and Placement Learning Policy. Placement learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally and occasionally nationally and internationally.

Level	Module Code	Credits	Placement hours	Equivalent Total days
4	PRUC02	20	20	4
5	PRU D03	20	35	5
6	EPO H02	20	100	14.25
	Total:	60	155	23.5

10. Programme Structure

Full-time

	Module Code[1]	Module Title	Credits	Assessment %age Course work	%age Exam	%age Practical	Semester/ Term^	C/O*	Non-condonable#
Level 4	PRUC03	Learning@Marjon	20	100			X	C	
	PRUC04	Creative and Inclusive Practice	20	100			X	C	
	PRUC01	Introduction to education studies	20	100			A	C	
	EPOC01	Introduction to outdoor experiential learning	20	100			A	C	
	PRUC02	Engaging with Practice	20	100			B	C	

[1] a definitive module descriptor is required for each module

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	Module Code	Module Title	Credits	%age Course work	%age Exam	%age Practical	Semester	C/O	Non-condonable
	EPOC02	Dartmoor for outdoor learning	20	100			B	C	
Level 5	EPOD02	Forest and beach schools	20	100			A	C	
	EPOD03	Inclusive outdoor learning	20	100			A	C	
	PRUD07	Pedagogical paradigms	20	100			A	O	
	CPRD52	Perspectives on Play and Learning	20	100			A	O	
	OADD07	Researching education, health & welfare	20	100			B	C	
	EPOD01	Residential education	20	100			B	C	
	PRUD03	Experiential placement	20	100			B	C	
Level 6	PRUHP1	Education project	40	100			X	C	
	EPOH02	Outdoor learning and school placement	20	100			A	C	
	PRUH01	Developing a personal philosophy of education	20	100			A	O	
	CPRH02	Critical Pedagogy and the Early Years Foundation Stage	20	100			A	O	
	EPOH01	Place based outdoor education	20	100			B	C	
	PRUH03	Leadership and quality in education	20	100			B	O	
	EPOH03	Outdoor food: Communities, cultures and practice	20	100			B	O	

Key:
A or B = Semester A or B
X = Module delivered across Semesters A and B
C = Compulsory; O = Optional
# A √ indicates that the module is non-condonable on this programme.

Part-time

	Module Code[1]	Module Title	Year	Credits	%age Course work	%age Exam	%age Practical	Semester	C/O*	Non-condonable#
Level 4	PRUC03	Learning@Marjon	1	20	100			X	C	
	EPOC01	Introduction to outdoor experiential learning	1	20	100			A	C	
	EPOC02	Dartmoor for outdoor learning	1	20	100			B	C	
	PRUC04	Creative and Inclusive Practice	2	20	100			X	C	
	PRUC01	Introduction to education studies	2	20	100			A	C	
	PRUC02	Engaging with Practice	2	20	100			B	C	
Level 5	EPOD02	Forest and beach schools	3	20	100			A	C	
	EPOD01	Residential education	3	20	100			B	C	
	CHOOSE ONE FROM									
	PRUD07	Pedagogical paradigms	3	20	100			A	O	

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	CPRD52	Perspectives on Play and Learning	3	20	100			A	O	
	PRUD05	Educational research	4	20	100			B	C	
	EPOD03	Inclusive outdoor learning	4	20	100			A	C	
	PRUD03	Experiential placement	4	20	100			B	C	
Level 6	EPOH02	Outdoor learning and school placement	5	20	100			A	C	
	EPOH01	Place based outdoor education	5	20	100			B	C	
	CHOOSE ONE FROM									
	PRUH01	Developing a personal philosophy of education	5	20	100			A	O	
	CPRH02	Critical Pedagogy and the Early Years Foundation Stage	5	20	100			A	O	
	PRUH03	Leadership and quality in education	5	20	100			B	O	
	EPOH03	Outdoor food: Communities, Cultures and practice	5	20	100			B	O	
	PRUHP1	Education project	6	40	100			X	C	
	EPOH02	Outdoor learning and school placement	6	20	100			A	C	

Key:
A or B = Semester A or B
X = Module delivered across Semesters A and B
C = Compulsory; O = Optional
# A √ indicates that the module is non-condonable on this programme.

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 ways and will be made explicit to students throughout the programme.

1. Academic study skills and research
2. Resilience, interpersonal and intrapersonal skills,
3. Experiential pedagogy and inclusion
4. Sustainability - care and equitable use of natural and cultural resources
5. Employability and professionalism
6. Digital engagement
7. Global engagement

	Module Code	Module Title	Thread
Level 4	EPOC01	Introduction to outdoor experiential learning	1,2,3,4
	PRUC04	Creative and Inclusive Practice	2,3,6
	PRUC01	Introduction to education studies	1,2,4,
	PRUC03	Learning@Marjon	1,2,5,6
	PRUC02	Engaging with Practice	2,3,5,6

	EPOC02	Dartmoor for outdoor learning	1,3,4
Level 5	EPOD02	Forest and beach schools	2,3,4,7
	EPOD03	Inclusive outdoor learning	2,3,6
	PRUD07	Pedagogical paradigms	1,6,7
	CPRD52	Perspectives on Play and Learning	2,3,4,6
	PRUD05	Educational research	1,5,6
	EPOD01	Residential education	1,2,3,4
	PRUD03	Experiential placement	1,2,3,5
Level 6	PRUHP1	Education project	1,6
	EPOH02	Outdoor learning and school placement	1,2,3,5
	PRUH01	Developing a personal philosophy of education	1,4,7
	CPRH02	Critical Pedagogy and the Early Years Foundation Stage	1,4,6
	EPOH01	Place based outdoor education	1,3,4
	PRUH03	Leadership and quality in education	1,5,6,7
	EPOH03	Outdoor food: Communities, cultures and practice	1,3,4,7

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 to apply for postgraduate study.

Students may apply to progress onto PGCE, SCITT or School Direct Routes to QTS. These programmes have additional requirements and acceptance is not guaranteed.

Students seeking an academic career can move onto a Masters Programme, for example:
- MA Education
- MRes Outdoor Learning
- MRes Forest School
- Masters in Business

14. Employability and Career Progression Opportunities
Successful completion of a BA (Hons) programme signals to employers advanced professional scholarship and practice experience. The pedagogical underpinning of this programme, the skills, knowledge and values that the students develop, enable them to find and gain professional employment in the service of others.

- Outdoor Education Centre tutor
- Field studies centre/education rangers
- Early Years Teacher after PGCE
- Primary Teacher after PGCE
- Education officers for Trusts, Museums, anything for Learning Outside the Classroom
- Forest School Leader
- Own business or CIC - providing Outdoor Learning to schools, pupils, youth organisations, holiday clubs etc

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:

- A 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 ongoing and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition, feedback at programme level will be achieved through programme and module evaluation surveys, as well as the Staff Student Liaison Committee [SSLC].

17. Other Stakeholder Feedback

The Adventure Education and Outdoor Learning team have discussed this proposal with students, informally and at Staff Student Liaison Committees; with the current External examiner, as well as in wider outdoor learning networks, such as British Education Research Association-Significant Interest Group -Nature Outdoor Learning and Play. The formal addition of an Outdoor Learning strand to Early Years and Primary Education reflects a societal shift in education outdoors and has received no negative comments from those consulted.

Employers value the work that we do with them and are keen to develop projects with us that allow all parties to work collaboratively. These collaborative projects give staff development opportunities for all parties, student experience and develop the 'third space' in terms of University/ employer working relationships.

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.

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