

Module specification

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| Module Code | SPC501 |
| Module Title | Delivering Outdoor Pursuits |
| Level | 5 |
| Credit value | 20 |
| Faculty | FSLS |
| HECoS Code | 100095 |
| Cost Code | GASP |
| Pre-requisite module | N/A |

Programmes in which module to be offered

| Programme title | Core/Optional/Standalone |
|----------------------------------|--------------------------|
| FdSc Sports Coaching and Fitness | Core |

Breakdown of module hours

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|---|----------------|
| Learning and teaching hours | 6hrs |
| Placement tutor support hours | 0 hrs |
| Supervised learning hours e.g. practical classes, workshops | 24 hrs |
| Project supervision hours | 0 hrs |
| Active learning and teaching hours total | 30 hrs |
| Placement hours | 0 hrs |
| Guided independent study hours | 170 hrs |
| Module duration (Total hours) | 200 hrs |

Module aims

- Provide students with opportunities to develop delivery skills in a range of outdoor pursuits.
- Provide students with the opportunity to observe, participate and deliver in a range of outdoor pursuits.
- Develop an appreciation of how theory can be applied to specific activities.
- Develop self - knowledge and personal skills in practical situations.

Module Learning Outcomes

At the end of this module, students will be able to:

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|---|--|
| 1 | Demonstrate theoretical understanding of the activities undertaken |
| 2 | Assess leadership practices adopted within outdoor pursuit experiences |
| 3 | Evaluate the contribution of coaching science in understanding outdoor pursuits. |
| 4 | Critically reflect on personal skills in outdoor pursuits. |

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Portfolio - Students will create a portfolio (approx. 4,000 words) illustrating their understanding and knowledge of outdoor pursuits. The portfolio will include reflective accounts of participation or observation within selected environments and draw on theoretical underpinnings used in other disciplines such as coaching, fitness and conditioning, performance analysis.

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|--------------------|---------------------|---------------|---------------------------------------|
| 1 | 1 - 4 | Portfolio | 4000 words | 100 | N/A |

Derogations

N/A

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the universities Active Learning Framework (ALF). Practical activity and experiential learning are supported with introductory theoretical sessions, in-person lectures and seminars, online video conferencing (synchronous content) and student directed online resources (asynchronous content).

Students will be engaged in active participation / observation from field-based involvement.

Formative assessment will be incorporated within this module to support the students learning journey, providing a framework and direction for the summative assessments.

Welsh Elements

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. If students wish to converse in Welsh, they will be assigned a Welsh speaking personal tutor. Students will be sign posted to relevant opportunities via the VLE and MS Teams page.

Indicative Syllabus Outline

- An introduction to the skills of a range of outdoor pursuits
- A practical introduction to the issues of adventure activity fieldwork: equipment; safety and dynamic risk assessment and management
- Experiential learning theory
- Models of reflection and reflective practice
- Coaching Sciences and outdoor pursuits
- An introduction to the contribution outdoor pursuits make to a holistic wellbeing
- Introduction to National Governing Bodies and role in outdoor adventure education for employability in UK

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Dickson, T., & Gray, T. (2012). *Risk management in the outdoors: A whole organisation approach for education, sport and recreation*. Port Melbourne.

Other indicative reading:

Burns, S. (2015). *The resiliency skills handbook*. Loggerhead publishing.

Ewert, A. W., & Sibthorp, J. (2014). *Outdoor adventure education: Foundations, theory and research*. Human Kinetics.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

McMorris, T. (2014). *Acquisition and performance of sports skills* (2nd ed.). John Wiley & Sons.

McNeill, C. (2010). *Orienteering: Skills, techniques, training*. Crowood Press

Mortlock, C. (2009). *The Spirit of adventure. Towards a better world: Lessons learned from a life of challenge and discovery*. Outdoor Integrity.

White, J. (2013). *The indoor climbing manual*. Bloomsbury Sport.

Administrative Information

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| For office use only | |
| Initial approval date | 30/05/2022 |
| With effect from date | 01/09/2022 |
| Date and details of revision | 18/07/2025 module updated with sports validation for Sept 2025 |
| Version number | 2 |