

Title of Programme: Master of Science Outdoor Environmental Education, PgDip Outdoor Environmental Education, PgCert Outdoor Environmental Education,


Programme Code: **EDOEEM** (MSc Outdoor Environmental Education), **EDOEPPGD** (PgDip Outdoor Environmental Education), **EDOEPPGC** (PgCert Outdoor Environmental Education)

Programme Specification

This programme specification is relevant to students entering:
01 September 2022

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MSc Outdoor Environmental Education

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	de Havilland Campus
Programme accredited by	Not Applicable
Final Award (Qualification)	MSc, PgDip, PgCert.
All Final Award titles (Qualification and Subject)	MSc Outdoor Environmental Education; PgDip Outdoor Environmental Education, PgCert Outdoor Environmental Education
FHEQ level of award	7
Language of Delivery	English

A. Programme Rationale

The MSc, PgDip and PgCert Outdoor Environmental Education awards are designed to make a socially and ecologically just contribution of environmental education awareness in formal, informal, alternative and adult learning contexts.

At a time where there is significant public interest in human connection to natural environments, with government attention across formal and informal education sectors, and increased use of public spaces for outdoor learning experiences, the programme makes a much-needed socially responsible contribution nationally, and more specifically in the east and south of England, in outdoor environmental education. This provides the potential to make a positive contribution to transforming lives.

The programme prepares students for rich experiential fieldwork in various landscapes such as (but not limited to): farmland, peri-urban, waterscapes and cities, all of which serves to fill a significant gap in provision in the East and South-East of England in sectors ranging from early years through to life-long learning. This lays the groundwork for students' intellectual depth, breadth and adaptability to flourish during their time on the course. With national and international opportunities, policy and legislation increasing the significance of learners' and citizens' engagement with nature and the more-than-human-world, the programme aims to facilitate globally and locally aware multi-disciplinary, research-rich and experience-rich, opportunities for transformative and inclusive learning. Students are nurtured to make strong connections in practical and experiential activities with theoretical concepts. They are then enabled to apply this to scenario-based learning and teaching with peers and external stakeholders, to nurture their respect for learners and the more-than-human-world. Throughout the programme students are equipped with multiple ways of collecting evidence to evaluate their knowledge and understanding, enhancing their learning and research skills. They are prepared to confidently undertake self-managed projects, make social contributions and plan for a career in the varied and fulfilling work in outdoor and environmental education. Students are supported by rich experiences and opportunities to become employable and enterprising outdoor education professionals in an unsettled world. With many young people and adults unable to access much of the UK water- and land-scapes, the programme develops a strong sense of inclusive place-based and nature-connection education in a variety of non-traditional environments. We use local, city and agricultural environments (among many others) to model much needed excellent and innovative practice, in a sustainable and cost-effective way. This is designed to support underrepresented students to successfully achieve the outcomes, of their registered course.

Students will have the opportunity to gather additional professional qualifications, recognitions and experiences associated with outdoor environmental and experiential education, making them incredibly desirable in local, national and international employer markets. Furthermore, the programme offers students the opportunity to engage with local community stakeholders and partners to provide small-scale teaching and research activities, giving students 'real

world' teaching and research opportunities. The programme is designed with the intention of our students successfully completing their time on the course with more than a degree. Students are nurtured to continually reflect on their place in the world and in the learning of others and themselves; this is summarised by positioning the student as a learner-educator.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:

- Enable students to gain a systematic understanding of knowledge and a critical awareness of outdoor environmental education theory emergent in multiple learning environments
- Nurture students' abilities in original application of multidisciplinary knowledge and pedagogical practices to plan, provide and evaluate learning activities that will contribute to the mitigation of the climate crisis
- Provide opportunities to obtain additional practice-based qualifications which enhance, and are enhanced by, engagement with research-rich level 7 teaching and learning in outdoor environmental education
- Create opportunities to confidently synthesise and apply knowledge and understanding to develop innovative outdoor environmental education practices within established socio- ecological and cultural norms, policies, sites and systems of learning.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
<p><i>For the final award of PgCert, two of the first four outcomes will be achieved dependent on the mode of study chosen:</i></p> <p>A1. In-depth knowledge of experiential education pedagogic theories</p> <p>A2. Central concepts in nature-connection and place-based learning</p> <p><i>In addition, for the PgDip the following must be achieved:</i></p> <p>A3. Knowledge of socio-ecological justice issues in outdoor environmental pedagogic theory and practice</p> <p>A4. Relevant multi-disciplinary literature of central concepts and questions in OEE research, theory, legislation and practice</p> <p><i>In addition, for the MSc, the following must be achieved:</i></p>	<p>Learning and teaching provision takes many forms in the programme. Learning outcomes are primarily achieved through a combination of workshops, seminars, lectures (face-to-face and online, where blended learning approaches are taken) and most fundamentally through experiential fieldwork.</p> <p>The fieldwork and theory-practice workshops/seminars are a central feature of the programme, providing students with rich experiences to draw on throughout the entire programme, with module learning and teaching drawing on multiple programme fieldwork experiences; this increases the potential for students to make connections between modules.</p> <p>Where fieldwork may be challenging for learners and for the university to provide, case study examples and practice-based examples are provided to enrich knowledge and understanding. Scenario-based</p>	<p>All learning outcomes will be assessed through a combination of coursework assessments, in-class practical demonstrations, and, for the MSc course only, a supervised small-scale research project.</p> <p>There are opportunities for students to co-produce assignment briefs in line with inclusive and social justice learning and teaching.</p> <p>Assessments are designed with, and adapted from, contemporary and established research methods in education, nature-connection, environment and experiential education research.</p>

<p>A5. Knowledge and understanding of socio-ecologically just theoretical and participatory research paradigms and methodologies, with an appreciation of ethical issues entailed in research design</p> <p>A6. Outdoor environmental education leadership and business models and their relationship with formal, alternative and adult education sectors.</p>	<p>learning in workshops is likely to support students' reasoning and understanding dispositions.</p> <p>The teaching team actively seek-out students' prior knowledge and understanding to aid in the differentiation of teaching and learning activities to ensure an inclusive, engaged and partnership-led learning and teaching culture.</p> <p>The teaching and support teams are committed to the holistic nurturing of student skill, mastery and motivation to want to know and inquire deeply into the field of Outdoor Environmental Education.</p> <p>Learners are supported through critical pedagogy-, enquiry- and co-production-informed pedagogies to nurture understanding of multi-disciplinary practice, underpinned by rich theoretical and practical knowledge.</p> <p>Learning is further developed through creative forms of assessment aligned to research methods in outdoor education research. Problem-, inquiry- and simulation-based formative assessments aid teaching team's continual adjustments in teaching provision and will be used to create opportunities for learners to identify strengths and areas of development. This will be nurtured through dialogic and text-based feedback.</p> <p>The programme is purposefully designed for the integration of practical fieldwork with example- and activity-rich teaching and learning. Aided by dialogical pedagogies, students will engage as community members in in-class and online discussions to enhance their knowledge and understanding of subject matter and its relationship to themselves as learner-educators.</p>	
Intellectual skills:	Teaching/learning methods & strategies	Assessment
<i>For the final award of PgCert, two of the first four outcomes will be achieved dependent on the mode of</i>	Learning and teaching provision takes many forms in the programme. Learning outcomes are primarily achieved through a	Intellectual skills are assessed through a combination of coursework assessments, in-class

<p>study chosen:</p> <p>B1. Critically appreciate outdoor experiential education theories and practice in the context of the self as a future learner-educator</p> <p>B2. Demonstrate critical, multidisciplinary understanding of nature connection and place-based learning theory and practices</p> <p>In addition, for the PgDip the following must be achieved:</p> <p>B3. Identify and relate socio-ecological justice issues to outdoor environmental education practices</p> <p>B4. Synthesise, analyse and critically evaluate theories central to outdoor environmental education research, pedagogies and legislation</p> <p>In addition, for the MSc, the following must be achieved</p> <p>B5. Demonstrate reflexivity in socio-ecological just research methodologies, methods and ethical issues in the design and management of a small-scale research project</p> <p>B6. Show ability to identify and consider innovative approaches to future development in outdoor environmental education practices</p>	<p>combination of workshops, seminars, lectures (face-to-face and online, where blended learning approaches are taken) and most fundamentally through experiential fieldwork. They offer opportunities to observe modelling of skills and ways of understanding.</p> <p>The fieldwork and theory-practice workshops/seminars are a central feature of the programme, providing students with rich experiences to draw on throughout, with module learning and teaching drawing on multiple programme fieldwork experiences; this increases the potential for students to make connections between modules.</p> <p>Where fieldwork may be challenging for learners and for the university to provide, case study examples and practice-based examples are provided to enrich knowledge and understanding. Scenario-based learning in workshops is likely to support students' reasoning and understanding dispositions.</p> <p>The teaching team actively seek-students' prior knowledge and understanding to aid in the differentiation of teaching and learning activities to ensure an inclusive, engaged and partnership-led learning and teaching culture.</p> <p>The teaching and support teams are committed to the holistic nurturing of student skill, mastery and motivation to want to know and inquire deeply into the field of Outdoor Environmental Education.</p> <p>Learners are supported through critical pedagogy-, enquiry- and co-production-informed pedagogies to nurture understanding of multi-disciplinary practice, underpinned by rich theoretical and practical knowledge.</p> <p>Along with fieldwork, case-study, microteaching and multi-media presentations, students also engage with regular formal and</p>	<p>practical demonstrations, micro-teaching and, for the MSc award only, a supervised small-scale research project, which particularly nurtures and assesses synthesis, analysis and reflexivity skills.</p>
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	information formative assessment and critical reflection activities as individuals and in peer-learning.	
Practical skills:	Teaching/learning methods & strategies	Assessment
<p>For the final award of PgCert, two of the first four outcomes will be achieved dependent on the mode of study chosen:</p> <p>C1. Reflect on performance of fieldwork activities in relation to self as a learner-educator</p> <p>C2. Critically evaluate pedagogic theories in practice contexts and scenarios</p> <p>In addition, for the PgDip the following must be achieved:</p> <p>C3. Critically discuss the complexities of multi-disciplinary approaches to outdoor environmental education practices</p> <p>C4. Plan and demonstrate ability in leading small-scale outdoor environmental learning and teaching activities</p> <p>C5. Critically evaluate socio-ecologically just research methodologies, methods and ethical considerations</p> <p>In addition, for the MSc, the following must be achieved:</p> <p>C6. Demonstrate ability to design, undertake and evaluate a small-scale research project in outdoor environmental education including appropriate use of health and safety and ethical protocols</p> <p>C7. Reflect on contemporary business and leadership models in OEE and relate them to self as a learner-educator.</p>	<p>Practical skills are primarily achieved through a combination of workshops, seminars, experiential fieldwork, and post-session activities. Opportunities are created for students to experience key features of pedagogies and theories in practice. They have opportunities to try, succeed and fail (without negatively impacting on grades) which leads to the cultivation of evaluation, critical, reflective and reflexive skills.</p> <p>The fieldwork and theory-practice workshops/seminars are a central feature of the programme, providing students with rich experiences to draw on throughout, where students will observe the learning and teaching of their peers and tutors and bring their thinking together in the planning, undertaking and evaluation of outdoor environmental learning.</p> <p>Where fieldwork may be challenging for learners and for the university to provide, case study examples and practice-based examples are provided to enrich knowledge and understanding.</p>	<p>Practical skills are assessed through a combination of coursework assessments, in-class practical demonstrations, micro-teaching and, for the MSc award only, a supervised small-scale research project, which particularly nurtures and assesses synthesis, analysis and reflexivity skills.</p>
Transferable skills:	Teaching/learning methods & strategies	Assessment
<p>For the final award of PgCert, three of the first five outcomes will be achieved dependent on the mode of study chosen:</p> <p>D1. Ability to use technologies confidently in</p>	<p>Transferable skills are developed through fieldwork, creative assessments, written assessments, oral presentations, micro-teaching, activity planning, co-production of assessments,</p>	<p>Transferable skills are assessed through a combination of coursework assessments, in-class practical demonstrations, micro-teaching and, for the MSc award only, a</p>

<p>learning, teaching and community relationships with a variety of stakeholders</p> <p>D2. Ability to listen carefully to the views of others, with an awareness of literature and concepts to make sense of own and other experiences</p> <p>D3. Demonstrate inclusive practice in education and more-than-human contexts</p> <p><i>In addition, for the PgDip the following must be achieved:</i></p> <p>D4. Formulate innovative developments through identifying key concepts and issues in a range of contexts</p> <p>D5. Work independently and in partnership with various stakeholders to achieve goals set by self, teams and stakeholders</p> <p><i>In addition, for the MSc, the following must be achieved:</i></p> <p>D6. Demonstrate confidence with multidisciplinary research methods and presentation of researching findings.</p> <p>D7. Manage projects, environments and resources sustainably and wisely.</p>	<p>and in-person and online discussion groups. Learners are encouraged to keep a record of their skills and achievements throughout the programme.</p>	<p>supervised small-scale research project.</p>
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D. Programme Structures, Features, Levels, Modules, and Credits

The final award of:

- **MSc Outdoor Environmental Education** is offered in full-time (one year: three semesters) and part-time (two years: 6 semester) modes.
 - Students undertake 180 level seven credits, which is divided across six modules, with an additional zero-credit module to support students in their induction and orientation to The University and level seven study in outdoor environmental education. See flowcharts 1 and 2.
- **PgDip Outdoor Environmental Education** is offered full-time (one year: two semesters) and part-time (two years: four semesters).
 - Students undertake 120 level seven credits, which is divided across four modules, with an additional zero-credit module to support students in their induction and orientation to The University, and level seven study in outdoor environmental education. See flowcharts 3 and 4
- **PgCert Outdoor Environmental Education** is offered full-time (half year: one semester) and part-time (one year: two semesters).
 - Students undertake 60 level seven credits, which is divided across two modules, with an additional zero-credit module to support students in their induction and orientation to The University, and level seven study in outdoor environmental education. See flowchart 5 and 6.
- The **interim award, but not the final award**, of **Postgraduate Certificate (60 credits)** or **Postgraduate Diploma (120 credits)** of **Outdoor Environmental Education** can be achieved by any credit-bearing module on

the programme. Any zero credit modules cannot contribute to the calculation of these awards.

Professional and Statutory Regulatory Bodies
No Accreditation

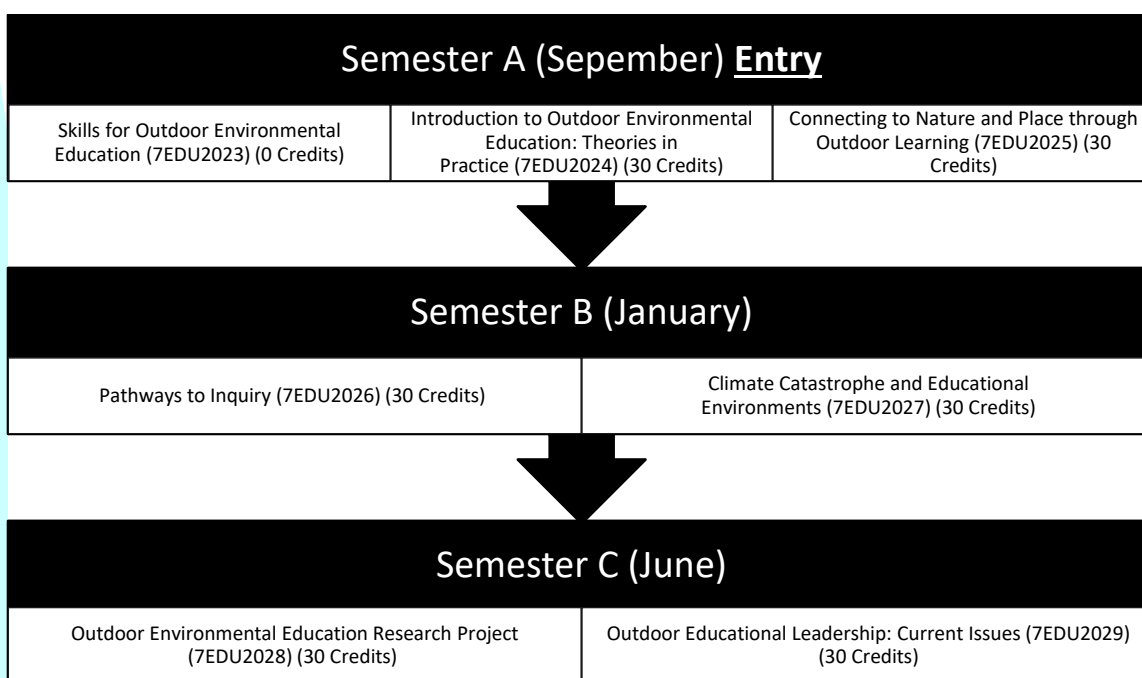
Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

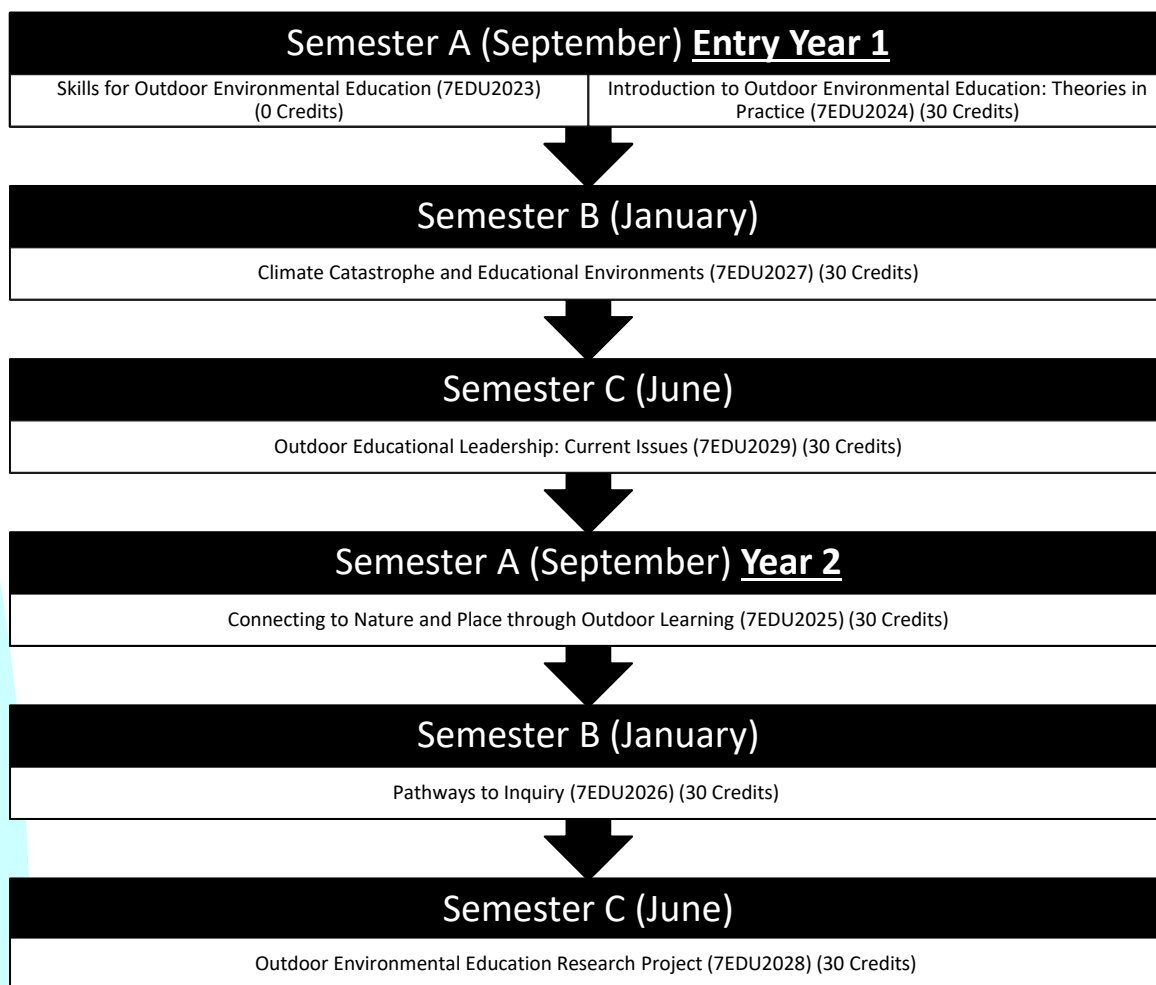
Table 1a Outline Programme Structure

The learning outcomes are achieved through completion of six (6) thirty (30) credit modules, which make up the **MSc Outdoor Environmental Education** programme. All modules are compulsory for this programme.

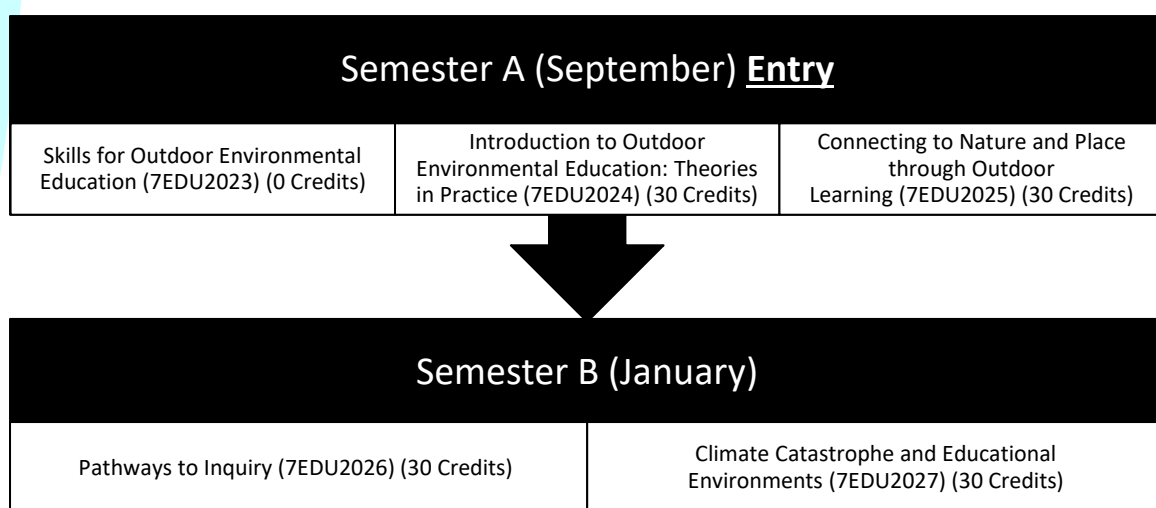
Flowchart 1: Full-time MSc Outdoor Environmental Education Programme (1 Year/ 3 Semesters)



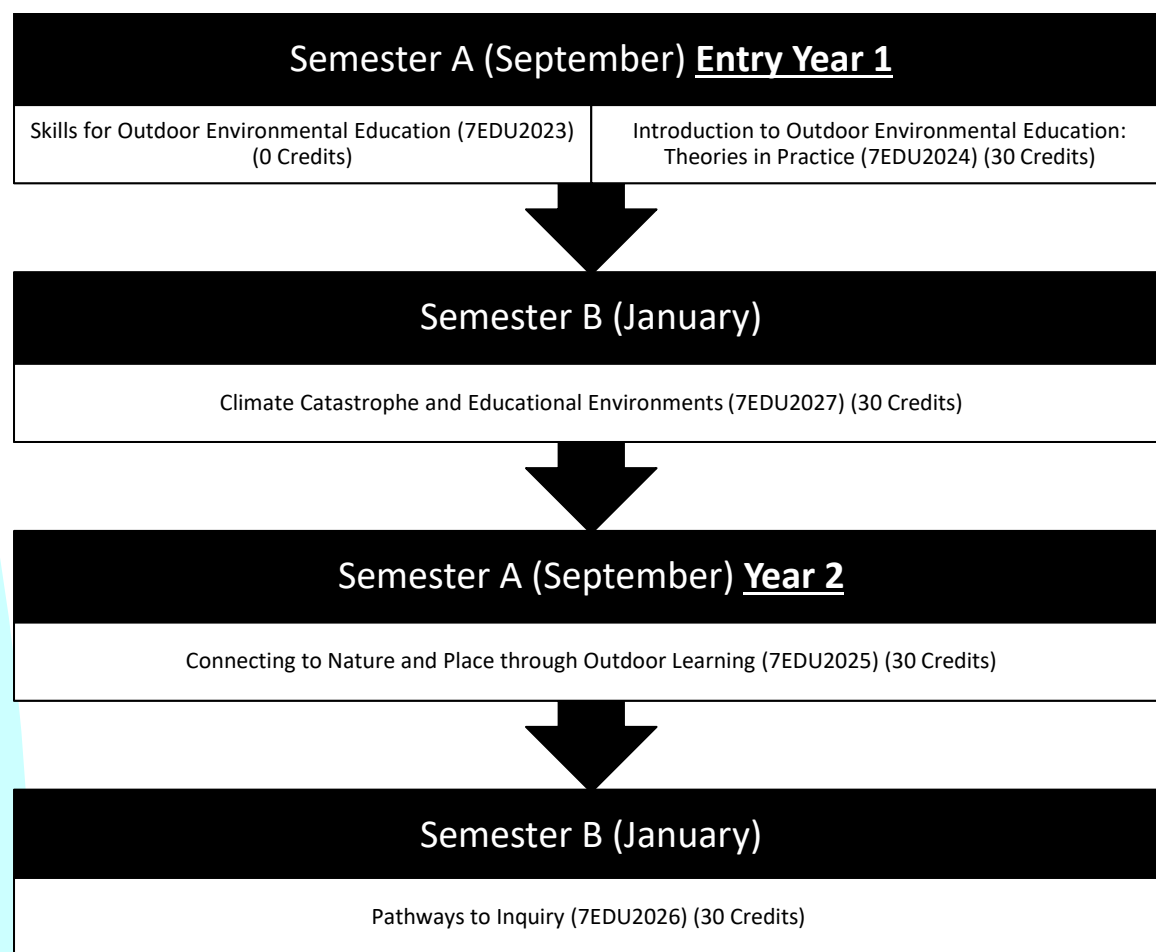
Flowchart 2: Part-time MSc Outdoor Environmental Education Programme (2 Years/6 Semesters)



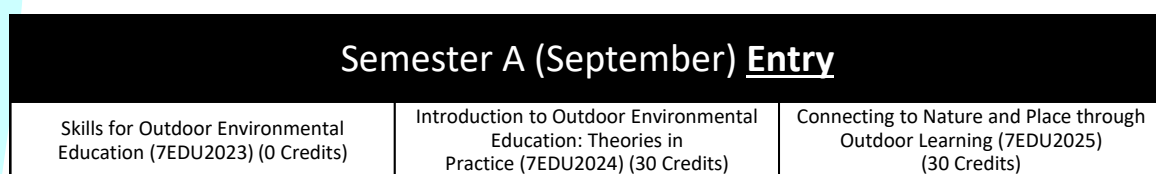
Flowchart 3: PgDip Outdoor Environmental Education Course (1 Year/ 2 Semesters)



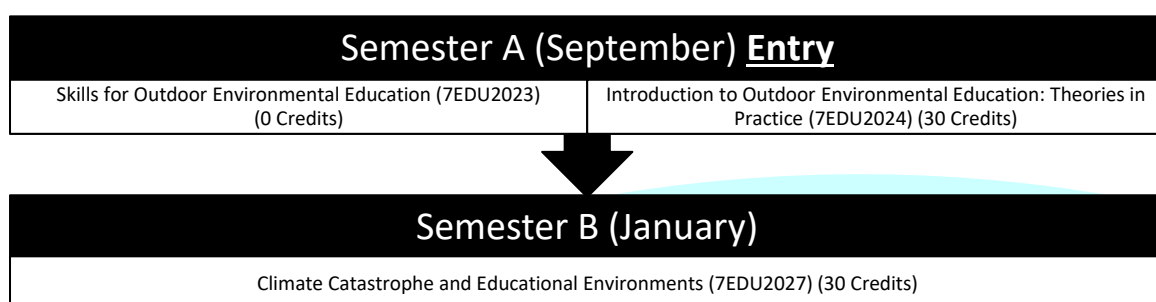
Flowchart 4: PgDip Outdoor Environmental Education Course (2 Year/ 4 Semesters)



Flowchart 5: PgCert Outdoor Environmental Education Course (1 Year/ 1 Semesters)



Flowchart 6: PgCert Outdoor Environmental Education Course (1 Year/ 2 Semesters)



Please note that a student taking the **part-time route for the PgCert final award**, their second module will normally be 7EDU2027 Climate Catastrophe and Educational Environments and not 7EDU2025 Connecting to Nature and Place Through Outdoor Learning. Both full-time and part-time routes achieve a subset of outcomes depending on

entry point and module studied.

MSc, PgDip and PgCert Entry point: As indicated in flowcharts 1-6, entry for all courses is normally September (Semester A).

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Skills for Outdoor Environmental Education	7EDU2023	0	English	N/A	100	N/A	A
Introduction to Outdoor Environmental Education: Theories in Practice	7EDU2024	30	English	N/A	100	N/A	A
Connecting to Nature and Place through Outdoor Learning	7EDU2025	30	English	N/A	100	N/A	A
Pathways to Inquiry	7EDU2026	30	English	N/A	100	N/A	B
Climate Catastrophe and Education Environments	7EDU2027	30	English	N/A	100	N/A	B
Outdoor Environmental Education Research Project	7EDU2028	30	English	N/A	100	N/A	C
Outdoor Educational Leadership: Current Issues	7EDU2029	30	English	N/A	100	N/A	C

The final named award of MSc Outdoor Environmental Education requires 180 credits at Level 7.
The final names award of PgDip Outdoor Environmental Education requires 120 credits at Level 7
The final named award of PgCert Outdoor Environmental Education required 60 credits at Level 7

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Master of Science	Outdoor Environmental Education	180 credit points at level 7	3, 6 Semesters	All programme learning outcomes (see Table 2)
Postgraduate Diploma	Outdoor Environmental Education	120 credit points at level 7	2, 4 Semesters	A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5
Postgraduate Certificate	Outdoor Environmental Education	60 credits at level 7	1, 2 Semesters	A1, A2, B1, B2, C1, C2, D1, D2, D3

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Diploma	Outdoor Environmental Education	120 credit points at level 7	1-3 Semesters	A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5
Postgraduate Certificate	Outdoor Environmental Education	60 credit points at level 7	1-3 Semesters	A1, A2, B1, B2, C1, C2, D1, D2, D3

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14, Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, UPR AS11, UPR AS12 and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

None.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- An Admissions Tutor, to support all applicants from initial inquiries through to starting the course
- A Programme Leadership Team, who design, revise and disseminate information about the programme and opportunities available to students (including, but not limited to, tutorials, extra qualifications and events).
- Student representatives who have regular opportunities for dialogue with fellow students and staff, to ensure a rich learning and teaching experience
- A designated programme team and a student hub.
- Module leaders who are responsible for designing all elements of the learning that takes place on the module and contribute to programme-wide learning and enrichment activities.

Support

Students are supported by:

- A bespoke skills module and semester-long extended induction to the programme.
- Continued academic and pastoral support throughout the programme, via module leaders, Student Success and Engagement Team, Library and Computing Services and the programme leadership team and designated Personal Tutor
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support
- School Student Success and Engagement Team
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on StudyNet module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Medical Centre
- University Disability Advisors
- An Equality Office
- Careers Enterprise and Employment Services
- The Students' Union
- Organised opportunities to undertake further practice-based qualifications

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Information Unit within our virtual learning environment for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

MSc Outdoor Environmental Education

Normally:

- Evidence of a 2:2 (or equivalent) classification in any undergraduate degree or international equivalent qualification.
- Evidence of GCSE or equivalent English Grade 4/Grade C and above
- Applicants from non-English speaking countries must provide evidence of English language proficiency equivalent to overall IELTS Academic score 6.5 with 6.5 minimum in writing
- OR Credits achieved through other education or allied programmes of study

Alternative entry:

Non-graduates may be admitted who show potential to study at level 7. This is judged by the following:

- Evidence of GCSE or equivalent English Grade 4/Grade C and above
- Applicants from non-English speaking countries must provide evidence of English language proficiency equivalent to overall IELTS Academic score 6.5 with 6.5 minimum in writing
- A successful review of entry essay/video documenting previous experience, professional qualifications or interest in outdoor environmental education (no more than 1500 words/5minutes of video).
- Applicants may be requested to meet with the admissions team.

PgDip Outdoor Environmental Education

Normally:

- Evidence of a 2:2 (or equivalent) classification in any undergraduate degree or international equivalent qualification.
- Evidence of GCSE or equivalent English Grade 4/Grade C and above
- Applicants from non-English speaking countries must provide evidence of English language proficiency equivalent to overall IELTS Academic score 6.5 with 6.5 minimum in writing
- OR Credits achieved through other education or allied programmes of study

Alternative entry:

Non-graduates may be admitted who show potential to study at level 7. This is judged by the following:

- Evidence of GCSE or equivalent English Grade 4/Grade C and above
- Applicants from non-English speaking countries must provide evidence of English language proficiency equivalent to overall IELTS Academic score 6.5 with 6.5 minimum in writing
- A successful review of entry essay/video documenting previous experience, professional qualifications or interest in outdoor environmental education (no more than 1500 words/5minutes of video).
- Applicants may be requested to meet with the admissions team.

PgCert Outdoor Environmental Education

Normally:

- Evidence of GCSE or equivalent English Grade 4/Grade C and above
- Applicants from non-English speaking countries must provide evidence of English language proficiency equivalent to overall IELTS Academic score 6.5 with 6.5 minimum in writing
- A successful review of entry essay/video documenting previous experience, professional qualifications or interest in outdoor environmental education (no more than 1500 words/5minutes of video).
- Applicants may be requested to meet with the admissions team.

For current entry tariff point requirements, please refer to the relevant page for the course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

Programme Lead, Lewis Stockwell l.stockwell2@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MSc, PgDip, PgCert Outdoor Environmental Education

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																
		Knowledge & Understanding								Intellectual Skills								Practical Skills							Transferable Skills									
Module Title	Module Code	A1	A2	A3	A4	A5	A6				B1	B2	B3	B4	B5	B6				C1	C2	C3	C4	C5	C6	C7		D1	D2	D3	D4	D5	D6	D7
Skills for Outdoor Environmental Education	7EDU2023				X									X						X		X						X	X	X		X		X
Introduction to Outdoor Environmental Education: Theories in Practice	7EDU2024	X		X	X						X		X	X						X	X	X						X	X	X				
Connecting to Nature and Place through Outdoor Learning	7EDU2025	X	X	X	X						X	X	X	X		X				X	X	X	X			X		X	X	X	X	X		
Pathways to Inquiry	7EDU2026				X	X								X	X					X	X	X	X	X	X			X	X	X	X		X	X
Climate Catastrophe and Educational Environments	7EDU2027		X	X	X		X					X	X	X		X				X	X	X	X			X		X	X	X	X	X		
Outdoor Environmental Education Research Project	7EDU2028			X	X	X					X			X	X	X				X	X	X	X	X	X			X	X	X	X	X	X	X
Outdoor Educational Leadership: Current Issues	7EDU2029			X			X						X	X		X				X	X					X		X	X	X		X	X	

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

For the final award of PgCert, two of the first four outcomes will be achieved dependent on the mode of study chosen:

- A1. In-depth knowledge of experiential education pedagogic theories
- A2. Central concepts in nature-connection and place-based learning

In addition, for the PgDip the following must be achieved:

- A3. Knowledge of socio-ecological justice issues in outdoor environmental pedagogic theory and practice
- A4. Relevant multi-disciplinary literature of central concepts and questions in OEE research, theory, legislation and practice

In addition, for the MSc, the following must be achieved:

- A5. Knowledge and understanding of socio-ecologically just theoretical and participatory research paradigms and methodologies, with an appreciation of ethical issues entailed in research design
- A6. Outdoor environmental education leadership and business models and their relationship with formal, alternative and adult education sectors.

Intellectual Skills

For the final award of PgCert, two of the first four outcomes will be achieved dependent on the mode of study chosen:

- B1. Critically appreciate outdoor experiential education theories and practice in the context of the self as a future learner-educator
- B2. Demonstrate critical, multidisciplinary understanding of nature connection and place-based learning theory and practices

In addition, for the PgDip the following must be achieved:

- B3. Identify and relate socio-ecological justice issues to outdoor environmental education practices
- B4. Synthesise, analyse and critically evaluate theories central to outdoor environmental education research, pedagogies and legislation

Practical Skills

For the final award of PgCert, two of the first four outcomes will be achieved dependent on the mode of study chosen:

- C1. Reflect on performance of fieldwork activities in relation to self as a learner-educator
- C2. Critically evaluate pedagogic theories in practice contexts and scenarios

In addition, for the PgDip the following must be achieved:

- C3. Critically discuss the complexities of multi-disciplinary approaches to outdoor environmental education practices
- C4. Plan and demonstrate ability in leading small-scale outdoor environmental learning and teaching activities

- C5. Critically evaluate socio-ecologically just research methodologies, methods and ethical considerations

In addition, for the MSc, the following must be achieved:

- C6. Demonstrate ability to design, undertake and evaluate a small-scale research project in outdoor environmental education including appropriate use of health and safety and ethical protocols
- C7. Reflect on contemporary business and leadership models in OEE and relate them to self as a learner-educator.

Transferable Skills

For the final award of PgCert, three of the first five outcomes will be achieved dependent on the mode of study chosen:

- D1. Ability to use technologies confidently in learning, teaching and community relationships with a variety of stakeholders
- D2. Ability to listen carefully to the views of others, with an awareness of literature and concepts to make sense of own and other experiences
- D3. Demonstrate inclusive practice in education and more-than-human contexts

In addition, for the PgDip the following must be achieved:

In addition, for the MSc, the following must be achieved

- B5. Demonstrate reflexivity in socio-ecological just research methodologies, methods and ethical issues in the design and management of a small-scale research project
- B6. Show ability to identify and consider innovative approaches to future development in outdoor environmental education practices

D4. Formulate innovative developments through identifying key concepts and issues in a range of contexts

D5. Work independently and in partnership with various stakeholders to achieve goals set by self, teams and stakeholders

In addition, for the MSc, the following must be achieved

- D6. Demonstrate confidence with multidisciplinary research methods and presentation of researching findings.
- D7. Manage projects, environments and resources sustainably and wisely.

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	March 21
Date of production/ last revision of PS	March 21
Relevant to level/cohort	Level 7 entering September 2022
Administrative School	School of Education

Table 3 Course structure:

Course details		
Course code	Course description	HECOS
EDOEEEM	MSc Outdoor Environmental Education	100459
EDOEPPGD	PgDip Outdoor Environmental Education	100459
EDOEPPGC	PgCert Outdoor Environmental Education	100459