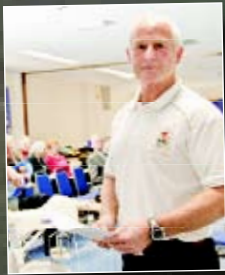


ACTIVE express

Issue 1 - 2010



Exercise matters

lecturer promotes exercise...
for all ages



Sports Camp

a wide range of sports and outdoor
activities for children living in the local area



Reflecting on Trinity

a former student looks back



The Road Less Followed

Two people, Two bikes, 3000 miles and
only 5 punctures



keep active!

Trinity University College has over a 160 years experience of offering physical education, sport and outdoor education related courses. More recently, these have expanded to include courses in health, exercise and nutrition. The School of Sport, Health & Outdoor Education currently offers the following programmes;

BA Outdoor Education, BA Physical Education, BA Health & Exercise and Sport Studies, BSc Health & Exercise, BSc Health, Nutrition & Lifestyle and MA Outdoor Education.

Programme development within the School has been very much led by Welsh Assembly and UK government policies linked to health, social cohesion and a concern for low levels of physical activity within the population. The use of the outstanding natural environment in Wales to improve health, social inclusion, sustainable tourism and the economy is embedded in both Outdoor Education degrees. Several academic staff within the School play key roles in the national Physical Education and School Sport (PESS) initiative in Wales and the School has a proven track record of students progressing into the teaching profession and into the emerging range of professions in the outdoors.

The School has invested heavily in the latest health and fitness assessment technology to support the undergraduate courses, 'A' level workshops and INSET, and a community health and fitness programme. In response to local and student demand the School recently broadened its degree portfolio to include nutrition as a main focus within the BSc Health, Nutrition and Lifestyle programme. The degree content reflects the major health concerns of the Western world, namely, physical activity and nutrition.

There is a similar ongoing programme of investment in outdoor education, with the recent purchase of a large number of mountain bikes adding to our large store of well-maintained top-of-the range equipment which enables us to take full advantage of the seas, moors and crags which surround us.

Vocational relevance is a strong theme underpinning all degrees and students are strongly encouraged to gain additional experience and qualifications to support their career aspirations. Work placement begins in the very first term and is developed further in the second year.

Trinity University College prides itself as being a "community University", and the School of Sport, Health & Outdoor Education plays a significant role in fulfilling that mission. In addition to its degree programmes, the School has a community swimming programme, Easter and Summer Sports Camp for 8-14 year olds and training courses for teachers, 'A' level students and the Dyfed/Powys police. The recent hosting of the European Conference for Outdoor Education gave the School a wider UK and European profile. At the individual level, students frequently comment on the warm sense of community within the school and the wider campus.

The establishment of the new Trinity St David University, and subsequent investment in infrastructure on the Carmarthen campus, will provide an opportunity for further development of the activities and mission of the School of Sport, Health & Outdoor Education.

So...keep active!

Ceredig Emanuel
Head of School



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Lecturer promotes exercise... for all ages

Peter Herbert is a fitness advisor well accustomed to working with the best of the best. And, today, at Trinity University College, Carmarthen, he finds himself surrounded by state-of-the-art equipment which can rival fitness centres at sporting temples throughout the UK.

"We really do have some of the most sophisticated testing equipment for athletes in the UK," beamed Peter, an ever-youthful sixty-something who has been involved in the business of fitness for more than 40 years. He is director of the Human Performance Laboratory and a lecturer in exercise physiology at Trinity.



His credentials firmly establish him as one of the leading lights in the field of sports fitness sciences. For example, Peter was fitness adviser to Llanelli RFC (1985- 2000) and the Wales Rugby Team between 1992-1994 and 2000-2002. During these periods, the Scarlets of Llanelli won numerous national league and cup finals, reaching the European Cup semi-finals twice and beating Australia, the then World Champions, in 1993.



Peter has worked with the armed services, including members of the elite forces and he has trained boxers who have won World and Commonwealth medals. He also practices what he preaches and for many years he was one of the top world-ranked sportsmen competing at Concept 2 indoor rowing. He is a man with a message – that exercise matters for everyone, no matter how old. Recently he gave that message to members of Carmarthen Rotary Club, who visited Trinity to view the work of the human performance laboratory. "My theme for the Rotarians was ageing and exercise and I think it is always important to stress the health benefits of exercise as you move through the different stages of life." The Rotarians were given a view of some of the sophisticated testing equipment in the lab.

"The sort of kit we have here at Trinity matches that used by the British Olympic Federation to monitor their elite competitors," Peter said. "It allows us to monitor performance in real time. You can see heart-rates, changes in lung capacity, carbon dioxide levels. It really is a breath-by-breath analysis. We have had some of the current Scarlets rugby squad put through their paces here, as well as other experienced local athletes."

"The equipment is obviously of great value to the students of sports here at Trinity. But we are also able to meet requests from other people to use the facilities. There is a charge, but we do try to accommodate people who are interested in getting a top-of-the-range statistical analysis of their fitness."

Peter's work in spreading the gospel about the Trinity lab goes way beyond talks to local service clubs like Rotary. "It is crucially important for us to involve A Level students with an interest in physical education," he said. "Nowadays, the study of physical education has developed in quite a theoretical way. But, when we get A Level students here, we can show them the reality of how things work. For example there is a V02 Max formula which applies to someone's aerobic capacity. Here, A level students can see that formula being applied in real-time. The students can also collect statistical data which they can then analyse later back in the classroom."

"We have had students from about nine different schools here already and the feedback we have received from the students has been tremendous. This is, of course, a wonderful facility and a huge benefit to Trinity, but it is also great to see it helping the wider community, not just the university."

Peter said the work at the lab was also important in providing teachers of physical education with a refresher on their work. "We have had most of the physical education instructors from Pembrokeshire here and I know word is spreading very fast among the teaching community in South West Wales".

Anyone interested in the work of the human performance laboratory at Trinity, can contact Peter on 01267 676767.

Students gain valuable experiences with children.

In September 2008 the New Wales Curriculum was implemented in schools, bringing with it considerable changes to children's educational experiences.

The Foundation Phase for children aged 3 – 7 is now a play-based curriculum which is highly child-centred, and has a much greater emphasis on the outdoors as vehicle for children's learning.

For older pupils in key stage 2 and 3 this recognition of the importance of the outdoors continues, and as a result, there are considerable changes to the Physical Education curriculum. Outdoor and adventurous activities are no longer optional for children aged 7-14, and now take their place alongside traditional activities. What this means in practice is that Welsh School children will all be experiencing activities such as problem solving and team building, bouldering on traversing walls, shelter building and camp craft, orienteering and journeying skills.

This is extremely good news for those of us who believe that such activities enable the development of what might be termed meta-competencies; such things as the ability to positively interact with others in problem solving and conflict resolution, to approach problems thoughtfully, to exercise the imagination – and build connections between imagination and activity.

These changes in the curriculum have also raised hopes of seeing increased rates of motivation and participation in Physical Education, and may go some way to achieving the aims of the Welsh Assembly Government's Climbing Higher agenda.

In order to ensure that B.A. students in Physical Education and Outdoor Education are able to develop their understanding and expertise in these areas, lecturer Nalda Wainwright has developed a number of modules which enable students to build an in-depth understanding of these new curriculum areas.

These put the students in a position of strength when seeking employment in schools, as this is an area in which many teachers lack expertise. For those students with a future in Outdoor Centres, detailed knowledge of the curriculum - together with the experience of working with children that is built into the modules - will enable them to have a better working relationship with the schools that will be using these centres.

As well as helping our own students to understand the new curriculum, we deliver Welsh Assembly/Outdoor Education Advisors' panel -produced material to schools and outdoor centres with the objective of supporting the curriculum changes across West Wales and beyond. We have three tutors qualified to deliver this training to schools and centres, and currently run regular training days for local primary and secondary teachers.

Once again, our own students also benefit - as part of the third year module 'Curriculum Adventure' they also receive this training, developing their confidence and using the resources with the first year students. Third-year students also have experience in schools, and in October 2009 went into a Primary School to help deliver orienteering activities with Foundation Phase pupils.

It's not just third-years that interact with schools – our first year students work with year 6 pupils from a local school over a 4-week block of adventurous activities.

For many students these experiences with children can be defining moments in their careers, catalysing some to decide to enter the teaching profession... whilst others may realise that teaching is not for them!



Solo – Freedom to Learn

Spending time alone in the natural environment is not something that many young (or for that matter, older) adults do or have ever done. This is not surprising, given the urbanised mode of living that has come to dominate British and much of European society in the last two hundred years, although perhaps the latter day paranoia around 'stranger danger' has further paralysed young peoples' opportunities to go off and explore the places and localities that surround them.

Despite these perceived risks, a growing number of young adults choose to study outdoor education at degree level, often intending to enter the outdoor profession as a career. What is a little surprising perhaps, is that very few of these same outdoor-focused young adults have ever spent time alone in the natural environment.



We believe that this deprivation from the benefits of nature and solitude needs to be rectified, and so offer our second-year undergraduates a series of three and two day solo camping experiences as part of the Trinity BA degree in outdoor education.

The dominant discourse on solo experience (and much else in outdoor learning) is that student learning is heavily influenced by setting focussed objectives and reviewing around these – in effect shaping and channelling the learning. Our solos are different. They are facilitated via a 'let the mountains speak for themselves' approach. There are no specific learning outcomes identified and no pre-post solo brief/debrief undertaken.

Accepted educational wisdom says that this approach leads to impoverished and randomised learning.

Interestingly, research by our head of outdoor education Dr. Andy Williams (see Proceedings of the 8th European Seminar of the European Institute for Outdoor Adventure Education and Experiential Learning, Carmarthen, 2008) suggests the opposite - that not only do less-facilitated approaches compare favourably with more structured facilitation, but that they also allow for emergent, individual, and unexpected learning to take place – learning that is neither recognised or valued within more structured approaches.

This is refreshing research – the idea of the value of serendipitous learning has been current in the outdoor learning world (partly thorough the efforts of Andy Williams and Bill Krouwel) for a number of years - but Andy's research of "solo" experiences shows that it's more than just an idea – here is evidence that emergent learning is potentially far more valuable than methods in which experience is manipulated by the facilitator.

Further research is required in this area – and some is being planned...

...Watch this space for developments...

True to Type

Sometimes our job titles struggle to describe what we actually do. Bill Krouwel, for example, is a lecturer in outdoor and experiential education at Trinity. So why is he delivering training to potential medical consultants at Keele University?

"To discover why, you may have to reconsider what you think outdoor education is actually about" said Bill, who is an experienced management consultant and an author of several academic texts. "To many, the very title conjures up pictures of sweating youths being 'beasted' up hills by brutal instructors. Thankfully, the truth is a little gentler" he continued, "At its best, through a balanced process of activity and reflection, outdoor learning helps people to understand and develop their personal potential. The experience-reflect learning cycle is supported by a variety of educational tools. One of these is the use of psychometric questionnaires designed to enable people to know themselves better".

A popular and well-established psychometric test is the Myers-Briggs Type indicator (MBTI) which helps people to understand the process by which they and others are energised, process information, reach decisions, and organise their daily lives. Bill's Myers-Briggs experience dates back to the 1980s, so he was delighted to receive an enquiry from Keele University to lead sessions on their Clinical Management and Leadership programme – a course aimed at enabling experienced medical staff to acquire the skills necessary for consultancy and other senior posts in the NHS. Bill ran a successful "pilot" in October, and is now part of the team.

He is also adding value through incorporating experiential activities into his part of the programme.





Reflecting on Trinity...

...a former student looks back

My initial reasoning behind doing a degree was simply because I had to, in order to achieve my long-term aim of teaching. So, like many others, A-Levels led to university. At 18 I chose my particular course because I like sport and I was sure I wanted to teach - so Sport Studies with Education seemed the obvious choice.

While the practical side of coaching was a strong aspect of the course, throughout my three years at Trinity I learnt there was much more to teaching than dividing a group into two teams and letting them battle it out with hockey sticks. A vast variety of modules - all of which related to each other and could benefit each other in one way or another - meant that I was able to improve my practical teaching skills by broadening my theoretical knowledge. The course really taught me how to think, and how to put thinking into practice.

Although the Sport Studies and Education courses were separate and spread over two different schools, they combined to form what was the perfect degree for me. I still wonder, four years later, why I opted for this particular route, as opposed to Initial Teacher Training, or a Physical Education Degree. I still don't know why - but I do know that a year and a half after graduating from Trinity with a First Class Honours degree, I love where it has led me, and what I am doing now.



A long way from Trinity

After college, I decided to take a year out to travel before progressing onto a P.G.C.E in Primary Education. So, with degree in tow, I went on to complete a TEFL course to fund my travelling. Due to the nature of my degree course and my previous teaching experience, I was immediately offered a 12 month teaching contract with a school in Taiwan. However, I decided to come to Australia, on a 12 month 'working holiday visa'; and for me, this has been a real eye-opener. Since being in Australia, I have been offered two alternative graduate positions; the first a Lesson Co-ordinator for a private swimming school, and the second a full time childcare/home tutoring position for a family in Queensland. This shows the variety of options available to someone who has studied a course of this nature.

So, a year and a half after graduation, and 14 months after arriving in Australia, I am now considering applying for permanent residency and commencing my career over here. And whether I take up a teaching position, a coaching role, or even something completely unrelated, I know that my time at Trinity, everything the course taught me and the guidance I received from the staff there, has put me on the road to success.

Letter from a Trinity Graduate

Just wanted to drop you a quick email to tell you that Trinity's OED course has really done a lot of good for me! All the trips and lectures that you and Bill and many others took us out on have been so valuable. Its hard to remember all the experiences I have had through Trinity but its all helped me to be the person I am today.

Since leaving Trinity I completed my trainee instructor year at Nant BH. This was a fantastic experience and even now they are still employing me as a freelancer. Over the year I got in lots of training, got my ML and passed my minibus amongst other things. They even took me away to Italy with their school ski trip programme. It was such a good year and one that I wouldn't have been so successful in had I not completed my degree.

Since leaving Nant I have started Tim Jepson's PGCE course doing Outdoor Activities and Religious Education. I have completed my first teaching practice teaching the RE side in Denbigh High School. The classroom seems so far away from being in the outdoors everyday yet its amazing how many skills I have learnt in the outdoors that can be transferred into the classroom. I start back at Denbigh in February to complete 6 more weeks there and then move to do my outdoor side of the PGCE and Plas Gwynant outdoor centre.

The PGCE course went out today to do a winter skills day in the hill and it reminded me of our trip to Norway. It made me think of all you guys back at Trinity. We probably never said it enough when we were there but I just wanted to email you to thank you for all the effort you put in with our course. For me definitely it has made me the person I am today and also the teacher I want to be in the future.

Please pass on my regards to Bill and Graham when you see them, Amy.

The Road Less Followed?

Two people, Two bikes, 3000 miles and only 5 punctures

Our Masters' students often go to impressive lengths to achieve their qualifications. None more so than Matt Healey, part-time M.A. student and full-time outdoor training centre manager. Instead of taking the familiar – and perfectly acceptable - route of examining some aspect of his professional practice, Matt decided on something completely different...

Choosing an academic focus on the concepts of adventure, sporting subcultures and the role of technology within adventure, Matt, took his courage (and his trusty Suzuki DRZ 400) in his hands and focussed his dissertation round a two-wheel-drive attempt to cross the Erg Chegaga desert in Southern Morocco.

This region is found around the the axis of the borders of Mali, Algeria and Morocco, and has featured in movies such as as "The Mummy", "The Mummy Returns" and the classic David Lean production of Lawrence of Arabia.

The Erg Chegaga and its close cousin, the Erg Chebbi, present the most northern of the classic African desert environments. Although the Ergs have the large dunes and miles of uninterrupted sand ("Erg" translates as "sand-sea") that most of us would interpret as "the desert" they actually lie at the far side (as far as Matt was concerned) of over 1000 miles of less stereotypical desert, remote highway and un-surfaced piste. Much of the route involved spending time in very sensitive militarised areas, as the border of Algeria and Morocco is currently closed and the remoteness of these routes makes Europeans unlikely travellers in a region heavily patrolled by armed police and characterised by mile upon mile of very little (travellers use the acronym "MAMBA" – a free coffee in Y Cwad goes to the first reader to correctly identify the full meaning of this term...) .

Matt and his travel companion found themselves bivouacking under a massive star-filled desert sky, and frequently experienced the eerie desert-traveller feeling of being watched, even though they were in one of the emptiest parts of the world. This was just one of the many paradoxes they experienced on their adventurous and self-supported journey.

The trip was inspired by the Round the World Journey of "Mondo Enduro" from the 1980s and the travels of Ted Simon in his book "Jupiter's Travels" from the 1970s.

Among Matt's own discoveries were the joys of travelling by small capacity low tech motorcycles in wild places - but Matt reports that the Moroccan quest for the Tourist Euro and attendant commoditisation and commercialisation of these unique wilderness places marred the experience.

Matt is currently immersed in writing his dissertation, and we believe that it will give some insight into a little understood sporting subculture of the Adventure Motorcyclist – a very different breed, it seems, than your everyday biker...



Health, Nutrition and Lifestyle - A 21st Century Degree

The first year of the new BSc. (Hons.) Health, Nutrition and Lifestyle (HNL) degree is now well under way with a first cohort of 14 full time and two part time students. They're already busy organising and attending work placements as part of their professional development and practice module. They have been very proactive in arranging placements with nutritionists, dieticians and other professionals in a range of environments such as schools, hospitals, health promotion and GP referral schemes.

During the placement they will gain insights into the role of nutritionist and establish (should they wish to) how they could work towards nutrition as a career. Course leader Alison Connaughton remarked that 'It's very important that students not only start to think about the kind of careers that they would like upon graduating, but also that they are able to understand what additional skills, qualifications and experiences would put them at an advantage over other applicants.'

Students on the course are also working together to identify nutrition-related occupations from which they would like to hear guest speakers. This will help students to further establish what employment opportunities are available and develop links with the local community. All students on the course will work towards becoming associate members of the nutrition society (<http://www.nutritionistsociety.org/>) upon graduation although it's interesting to note that many HNL students don't limit their interests solely to nutrition.

Several students have already expressed interest in the vocational courses offered by the school. These - such as the first aid at work, exercise instruction, personal training and exercise referral - will widen employment opportunities. Students have commented very positively that timetabling the lectures over two full days a week enables them to access both education and work. We believe that this will place students at a distinct advantage when they graduate, through having made potential employment links at this early stage.

All in all, a great launch for a new degree...



Steve Lewis



Nicola Taylor

Lifelong Learning

The idea that learning is a lifelong process has been repeated to the extent that it's become something of a cliché. Nevertheless, there's much evidence that a continued interest in one's own personal growth can pay dividends in terms of career development.

This is particularly true for a number of students on Trinity's M.A. course in outdoor education in which a number of recent graduates and final stage students have been able to leverage their learning to move into new phases in their working lives.

The most striking of these changes has been for recent Masters' graduate Steve Lewis. After a long career in direct delivery of outdoor learning for such organisations as Outward Bound, and with a number of years as an independent outdoor practitioner, Steve took an MA course at Trinity, graduating in 2009. Within a few short months, he had also gained a post as Senior Lecturer in Outdoor Learning with Derby University.

Steve is no doubt delighted that he is to be joined there by Master' finalist Nicola Taylor - who will be taking up a similar position to Steve's. We're clearly doing something that appeals to Derby!

It's not just Derby that's benefiting from the Trinity Masters'. We're delighted that Julie Robinson - a Masters' student at about the halfway point in her studies - has taken a lecturing post with Coleg Gwent at Usk. For Julie, this is a move from primary teaching to further education - another career development for a Trinity Masters' student.

These - and many others - can see direct benefits from spending time at Trinity.

Raising Aspirations for Dad

Widening participation in higher education has become something of a cornerstone of British government policy in the last ten years. It's a worthy objective, too – education is still a gateway to a more fulfilling and useful life; a means to desirable social, financial and personal ends.

Higher Education Institutions have been encouraged to offer “taster” courses as a way to achieve the key strategy of engaging the educationally disaffected and persuading them of the value of further and higher education.

Dr. Andy Williams, head of outdoor education, tested the policy by investigating the impact of a nine day outdoor education-based ‘taster’ course upon members of one of the hardest-to-reach social groups – unemployed male parents. Traditionally, this group has been absent from higher education.

Andy gathered data for the study through the use of a variety of techniques including participant observation, informal discussions, individual and group interviews and open-ended questionnaires. Andy used these qualitative measures as they tend to be more revealing of the “why” of the situation than numbers-based research, which tends to be better at highlighting the “what” – the hard facts – of a situation.

The results established that, for this group, the barriers to higher education are so significant and long term that they cannot easily be overcome by the government’s preferred strategy of short term “taster” courses.

In the light of the research, Andy advocates a longer term, broader and more realistic view of the potential of ‘taster’ courses. Such a view moves beyond the bald statistics of increased HE representation.

the barriers to higher education are so significant and long term that they cannot easily be overcome

Instead, it highlights the importance of raised aspirations of participants in a wider and more socially – empowering range of areas.

These include matters related to:-

- community engagement
- self esteem, group identity
- widening friendship circles
- personal health
- sustainable recreational lifestyles
- basic skills

These outcomes are more meaningful and realistic for the individuals involved than – possibly premature - admission into Higher Education. They also lead to an increase in social capital, and have positive cost implications for the State in such areas as health and well-being.



one of the hardest- to-reach social groups: unemployed male parents

Trinity University Swimming Pool

For almost 40 years, hundreds of children, staff, students and members of the local community have used and benefited from a variety of aquatic activities at Trinity University pool. The pool came into existence in the early 1970s and, having surpassed its constructors' estimates of useful life by some thirty years, is currently undergoing a well-deserved refurbishment.

The Swimming Pool and our modern Sports Centre are tremendous assets for this, the newest University in Wales – and something of an “edge” too – surprisingly few higher education establishments have on-campus swimming facilities.

So what happens at the pool?

The pool is first and foremost a teaching resource.. The School of Sport Health and Outdoor Education are responsible for most of the timetabling, via Karin Thomas who manages the facility. That's not to say that other Schools and Departments don't book it – it's used by a number of them. As well as regular staff, two daytime shifts allow appropriately skilled and qualified students to work at the pool, gaining valuable experience and much-needed money towards their student life.

To date, the pool has been required to run two Aquatic Modules, train large numbers of students for the Swimming Teacher's Qualification and offer both Pool and Beach Lifesaving Awards for those students who are keen and interested. With a Single and Joint Honours Outdoor Education degree it is also required to help develop kayaking skills such as 'rolling' and other abilities essential for students to venture safely onto open water.

Swimming lessons are also offered on an individual basis. And it's not just students that learn with us - we are proud that successful learners amongst our present staff include college shop stalwart Helen Jones, our chaplain. Ainsley Griffiths and I.T. specialist Karl Williams. Children of staff also benefit from learning to swim – and are taught by qualified undergraduate students, thus sharing benefits around the college community.

In the evenings the pool is available and opened for such aquatic activities as water polo and kayaking. After refurbishment we aim to develop the game Octopush – which, if you're wondering, is a fancy name for underwater hockey!



A very successful – and income generating -project is the Community Swimming Programme. Two qualified Swimming teachers, Richard Eastwood and Christopher Keen, run swimming lessons on Wednesday, Thursday Friday evenings for children in the local community. This relieves the pressure on Carmarthen's Leisure Centre, reducing waiting lists. At times our own students are given the opportunity to help out during these sessions, once again having the opportunity to gain valuable teaching experience on-campus.

Future Plans

The refurbishment at the pool will make it possible to extend community use of the pool. Opportunities include:

Physiotherapy and Joint Care

School swimming lessons – for local schools, this would save travelling costs incurred going to the Leisure Centre, as well as providing a healthy and energy-saving travel option – and benefiting those of our own students working towards their swimming teachers' qualification, and those enrolled on the year 1 “Teaching Swimming Fundamentals” Module.

The Youth Service, who already use the Sports Centre on a regular basis would like to introduce some aquatic activities into their programme, again to the educational benefit of our students..

So, the current investment works in three ways – it creates business opportunities for the university; it opens up the facility to a wider public (possibly including open sessions at agreed times), and remains a valuable student and staff teaching resource.

Karin Thomas

Trinity Sports Camps

Sports Camps at Trinity offer a wide range of sports and outdoor activities for children living in the local area. They give youngsters aged between 8-14 years an opportunity to benefit from the University's excellent sports facilities which include a Sports Hall, Fitness Suite, newly refurbished Swimming Pool as well as pleasant grassy areas outside the Centre where games can be played and children can picnic.

2010 marks the third year of our Easter and Summer Camps. The camp organisers find that as well as enrolling new children each year they continue to attract children from previous courses who have had a happy and positive experience.

With many parents having to work full time throughout school holiday periods the camp offers a different kind of childcare opportunity. Parents feel safe in the knowledge that their sons and daughters are making new friends and learning new skills through carefully organised and well-led sports activities.

Students from the School of Sport and Outdoor Education (many of whom will go on to become PE teachers or work in the sports industry) deliver the activities under the supervision of a university staff-member. This gives students valuable experience of working with children.

Activities include:

- Climbing
- Swimming
- Football
- Touch rugby
- Indoor hockey
- Kayaking
- Water polo
- Short tennis
- Table tennis
- Sub aqua activities
- Volley ball
- Netball
- Basket ball
- Frizbee
- 'It's a knockout'



Previous participants said:

'It was amazing.'

'The sports are beautiful and very fun! Everyone is friendly.'

'It was lots of fun and the staff were nice!'

'It was really fun - I had a great time, made loads of friends and I don't want to leave.'

'It was exhausting and very fun!'

And their parents added:

'Fantastic opportunity to get fit in a fun way.'

'A well organised week with a good selection of activities.'

'The children really enjoyed their week trying so many different sports.'

'An excellent week – a course for up to 16 year olds would be good also.'



Award
BSc (Hons)
BA (Joint Hons)

UCAS code
BC96

Joint routes
Sports Studies BC46

Course length

- **3 years full-time**
- **Part-time study available**

Entry requirements

You will be invited to visit the University to discuss the course. Entry is based on individual merit. Mature students with strong interest in the subject area are particularly welcome to apply. Students with HND in Sports Science may gain entry into year two.

Career opportunities

- **Private Health Clubs and Fitness Assessment units within Leisure Centres**
- **Personal trainers**
- **Sports Clubs**
- **Teaching (subject to PGCE qualification)**
- **Health Promotion**

Related courses

- **MA Outdoor Education**
- **MA Management**

challenge by choice...

About the course

The importance of maintaining a healthy lifestyle for the individual's well-being is examined in this degree programme.

You will learn how exercise and diet affect the body and impact on the individual's health, as well as what social and psychological factors encourage or constrain health-related behaviour.

You will also learn how to implement and maintain health promotion strategies as well as how to measure and assess an individual's health and fitness using the latest testing equipment.

Typical modules

- Anatomy & Physiology
- Conditioning Activities
- Diet & Nutrition
- Dissertation - research into a relevant subject that interests you
- Exercise & Medical Conditions
- Exercise Prescription & Adherence
- Fitness Assessment
- Health Promotion & Physical Activity
- Kinesiology

Features

- Health & Exercise Assessment Laboratory
- Links with Medical & Exercise Professionals
- Representation on the Carmarthenshire Health Alliance
- Work Placement module in the second year
- USA exchange programme available in the second year
- Strong vocational relevance
- Modular choice

Why study at Trinity

- Small, friendly campus with easy access to a wide variety of excellent outdoor recreation (climbing wall and pool) opportunities
- Close proximity to 3 National Parks, AONBs, Pembrokeshire Coastline, Cambrian Mountains and Brecon Beacons
- Excellent links with commercial and public organisations in the field of outdoor education
- Excellent facilities and equipment
- Highly experienced and qualified staff with good staff/student ratios
- Study opportunities in USA and Europe
- An accredited centre for the Duke of Edinburgh Award
- Postgraduate study opportunities (MA Outdoor Education)



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You will also learn how to implement and maintain health promotion strategies as well as how to measure and assess an individual's health and fitness using the latest testing equipment.

Typical modules

- Health & Lifestyles
- Complementary Therapies
- Science of Nutrition
- Nutrition for Health
- Sociology of Health
- Health and Disease
- Discovering Outdoor Lifestyles
- Work Placement
- Health & Exercise Psychology
- Exercise, Injuries & First Aid
- Health Promotion in Practice
- Assessing Health Related Fitness
- Dissertation/Project

Features

- Links with a Medical & Exercise Professionals
- Representation on the Carmarthenshire Health Alliance
- Work-based Learning module in the second year
- USA exchange programme available in the second year
- Strong vocational relevance
- Health & Exercise Assessment Laboratory
- Modular choice

Why study at Trinity

- Small, friendly campus with easy access to a wide variety of excellent outdoor recreation (climbing wall and pool) opportunities
- Close proximity to 3 National Parks, AONBs, Pembrokeshire Coastline, Cambrian Mountains and Brecon Beacons
- Excellent links with commercial and public organisations in the field of outdoor education
- Excellent facilities and equipment
- Highly experienced and qualified staff with good staff/student ratios
- Study opportunities in USA and Europe
- An accredited centre for the Duke of Edinburgh Award
- Postgraduate study opportunities (MA Outdoor Education)

Award

BSc (Hons)

UCAS code

LB54

Course length

- **3 years full-time**
- **Part-time study available**

Entry requirements

You will be invited to visit the University to discuss the course. Entry is based on individual merit. Mature students with strong interest in the subject area are particularly welcome to apply.

Career opportunities

The current political and societal interest in health and nutrition makes this an ideal course for those wishing to progress into careers such as:

- **Health Promotion**
- **GP Referral Scheme**
- **Healthy Schools Co-ordinator**
- **Community Health Officer**
- **Lifestyle Consultant**
- **PSE primary/secondary teacher**

Related courses

- **MA Outdoor Education**
- **MA Management**



Outdoor Education

Award

BA (Hons)

UCAS code

X390

Course length

- **3 years full-time**
- **Part-time study available**

Entry requirements

You will be invited to visit the University to discuss the course. Entry is based on individual merit. Students who possess a HND Outdoor Recreation or Sports Science (Outdoor Pursuits) may be able to enter the second year.

Career opportunities

- **Outdoor Instructor / Facilitator**
- **Outdoor Community Development Worker**
- **Outdoor Pursuits commercial operations**
- **Freelance Outdoor / Adventure Instructor**
- **Outdoor Adventure & Eco-Tourism**
- **Environmental & Conservation organisations**
- **Teaching (subject to PGCE)**
- **Local Authority Services - Outdoor Activity Officer**
- **Armed Forces & Police Services**
- **Postgraduate study/research, including MA**

Outdoor Education at Trinity

Related courses

- **MA Outdoor Education**
- **MA Management**



challenge by choice...

About the course

The study of Outdoor Education is both wide-ranging and multi-disciplinary. Core themes explored within the programme are the role and potential of the natural outdoor environment in developing alternative approaches and opportunities for learning related to the development of outdoor specific sports skills, sustainable environmental practise, positive personal attitudes and values and enhanced group skills. Outdoor Education has much to offer children and adults as a physically active, inclusive and natural form of learning that builds positive relationships between the individual, group and environment that can last a lifetime. It is seen as a continued growth area in formal and informal education, recreation, social inclusion and adventure/eco-tourism development. Likewise, it is recognised as a valuable method of developing a broad range of transferable skills relevant to all sectors of the workplace in the C21st.

Typical modules

- Outdoor Education Philosophy and approaches
- Facilitation theory and practise
- Outdoor Leadership Skills (mountain craft, rock-climbing, kayaking/canoeing, mountain biking, coasteering)
- The Natural Environment & Eco-systems
- From Desks to Dens (getting outside the classroom)
- Impacts of Outdoor Recreation
- Outdoor Education in the Community
- Professional Placement (30 days)
- Personal Development and Coaching
- Research Methods for evaluating outdoor learning
- Expedition Planning, Problem Solving and Evaluation
- Landscape & Recreation in Wales
- Sense of Place approaches to the Outdoor Environment
- Contemporary Issues in Outdoor Education
- Dissertation

Features

- Practical performance modules in Years 1 and 2
- Student expedition in year 2
- Balanced approach between skill development, facilitation of others, leadership and sustainable environmental practise
- Bursary financial support available and subsidised opportunity to complete a wide range of Governing Body awards
- 30 day professional placement to meet students particular career interests
- Foreign study exchange opportunity in Norway
- A challenging course for personal growth and development
- Experienced, motivated and high calibre academic & professional staff
- Practical and vocational focus on the course

Why study at Trinity

- Small, friendly campus with easy access to a wide variety of excellent outdoor recreation (climbing wall and pool) opportunities
- Close proximity to 3 National Parks, AONBs, Pembrokeshire Coastline, Cambrian Mountains and Brecon Beacons
- Excellent links with commercial and public organisations in the field of outdoor education
- Excellent facilities and equipment
- Highly experienced and qualified staff with good staff/student ratios
- Study opportunities in USA and Europe
- An accredited centre for the Duke of Edinburgh Award
- Postgraduate study opportunities (MA Outdoor Education)

challenge by choice...

About the course

This course is designed for those students who have identified Physical Education teaching (primary and secondary) or youth sport as a future career route. All of the practical areas of activity identified in the National Curriculum for Physical Education are included as core or optional modules. The current health focus of physical education is strongly represented in the overall content of the degree. Throughout the course students will develop a broad definition of Physical Education as a lifelong process and will be able to relate theory to practice in a practical setting. Work placement in a primary or secondary school is available in the second year, as is the opportunity for an exchange for a semester to a University in the USA during the second year.

Typical modules

- PE, the Child and the Curriculum*
- Games in Education*
- Teaching Swimming Fundamentals
- Inclusion in PE and Youth Sport*
- Athletic Activities
- Racket Sports
- Dance in Education
- Outdoor and Adventurous Activities
- School Placement*
- Health in Education*
- Research Methods
- Skill Acquisition
- Assessment in Physical Education*
- Perspectives on Sport, Health and PE
- Education, Sport and PE*
- Coaching Pedagogy
- Dissertation*

* opportunity to study through the medium of Welsh also

Features

- Unique course in Wales
- Opportunities for gaining additional Governing Body awards
- Staff are actively involved with the national PE and School Sport (PESS) project
- Practical and vocational focus on the course
- Highly relevant degree for progression route to PGCE primary and secondary courses
- Opportunity to complete many modules through the medium of Welsh

Why study at Trinity

- Great sports facilities on campus
- Trinity has a strong sporting tradition
- Small, friendly campus with motivated and supportive staff
- Practical and vocational focus of the course
- University sports teams compete in the British Universities Championships in a wide range of sports including; rugby, netball, football, hockey, cricket, triathlon, cross country, judo and golf. There are also many other sports clubs and societies such as the Outdoor Pursuits club, Aerobics and Surf Club. Students of the School take a lead role in the organising and running of many of these clubs
- An accredited centre for the Duke of Edinburgh Award

Award

BA (Hons)

UCAS Code

CX69

Course length

- **3 years full-time**
- **Part-time study available**

Entry requirements

You will be invited to visit the University to discuss the course. Entry is based on individual merit.

Career opportunities

- **Teaching - Primary or Secondary (subject to PGCE)**
- **Sports Development and Youth Sport**
- **Community Youth Service**
- **Public Services & Forces**
- **Higher degree and research**

Related courses

- **MA Outdoor Education**
- **MA Education**
- **MA Management**



Sports Studies & Health and Exercise

Award

BA (Joint Hons)

UCAS code

BC46

Course length

- **3 years full-time**
- **Part-time study available**

Entry requirements

All suitable applicants will be invited to visit the University for an informal interview and given an opportunity to gain detailed information about the course. Entry is based on individual merit and an A level or National Diploma in Sports Science or PE is not a condition of entry. Mature students with strong interest in the subject areas are particularly welcome to apply. Students with a HND in Sports Science may gain entry into year two.

Career opportunities

- **Teaching - Primary or Secondary (subject to PGCE)**
- **Sports Development and Coaching**
- **Fitness Consultant**
- **Public Services & Forces**
- **Personal Trainer**
- **Health Promotion**
- **Higher degree and research**

Related courses

- **MA Outdoor Education**
- **MA Management**

challenge by choice...

About the course

The course has a strong vocational and academic content and will be of interest to the student who prefers to study a breadth of topics within the areas of sport and health. The Sport Studies part of the degree examines sport from socio-cultural, scientific and practical perspectives. You may choose between the coaching/sports development and socio-cultural pathways, or select modules of interest from both pathways. During your second year, you will be able to undertake a work placement as well as gain a number of coaching awards throughout the course.

The importance of maintaining a healthy lifestyle for the individual's well-being is also examined within the Health & Exercise programme. How exercise and diet affect the body and impact on the individual's health is also explored, as well as what social and psychological factors encourage or constrain health-related behaviour. You will also learn how to implement and maintain health promotion strategies and how to measure and assess an individual's health and fitness using the latest testing equipment.

Typical modules

- Diet & Nutrition
- Coaching Science
- Sport and Popular Culture
- Psychology of Health & Exercise
- Sociology of Sport
- Skill Acquisition
- Work Placement
- Fitness Assessment & Measurement
- Games in Education
- Exercise & Medical Conditions
- Athletic Activities
- Outdoor Adventurous Activities
- Aquatics Activities
- Conditioning and Training Methods
- Dissertation - research into a relevant subject that interests you

Features

- Practical performance modules in Years 1 and 2
- Health & Exercise Assessment Laboratory
- Free membership of Health Suite
- Additional coaching awards in a wide range of sports and exercise qualifications available
- Work placement module
- USA exchange available in Year 2 for selected students

Why study at Trinity

- Small, friendly campus with motivated and supportive staff
- Average teaching group numbers are less than 25
- Only degree of its kind in the region
- A new sports centre & health suite on campus
- Practical and vocational focus of the course
- An accredited centre for the Duke of Edinburgh Award
- Additional coaching and training awards are available to all students
- University sports teams compete in the British Universities championships in a wide range of sports including; rugby, netball, football, hockey, cricket, triathlon, cross country, judo and golf. There are also many other sports clubs and societies such as the Outdoor Pursuits club, Aerobics and Surf Club. Students from the School usually take a lead role in the organising and running of many of these clubs.

