

# Programme Specification

<b>Programme Title and Name of Award</b>	BA (Hons) Outdoor Education		
<b>Academic Level</b>	Levels 4-6	<b>Total Credits</b>	360
<b>Professional Body Accreditation / Qualification</b>	N/A		
<b>Date of Professional Body Accreditation</b>	Not applicable	<b>Accreditation Period</b>	Not applicable
<b>UCAS Code</b>	NX25		
<b>HECoS Code</b>	100459		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/outdoor-education-accelerated-/">https://www.cumbria.ac.uk/study/courses/undergraduate/outdoor-education-accelerated-/</a></p> <ul style="list-style-type: none"> <li>• Entry is not based on UCAS points alone and all candidates must demonstrate their suitability through interview and obtain enhanced DBS clearance according to established university procedure</li> <li>• It is not possible to transfer (APL) from a standard 3-year programme onto this programme</li> </ul>		
<b>Teaching Institution</b>	N/A		
<b>Owning Institute</b>	Science, Natural Resources and Outdoor Studies		
<b>Programme delivered in conjunction with</b>	N/A		
<b>Principal Mode of Delivery</b>	Face to Face		
<b>Pattern of Delivery</b>	Full Time 2 years accelerated		
	Total weeks of study:	72	

	Delivery pattern:	2 Years Accelerated
	Standard semester dates:	No
<b>Delivery Site(s)</b>	Ambleside	
<b>Programme Length</b>	2 years	
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>Certificate of Higher Education in Outdoor Education</p> <p>Diploma of Higher Education in Outdoor Education</p> <p>BA Outdoor Education</p>	
<b>Period of Approval</b>	August 2021 to July 2027	
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:</p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/outdoor-education-accelerated-/">https://www.cumbria.ac.uk/study/courses/undergraduate/outdoor-education-accelerated-/</a></p>		

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

For many, outdoor education is seen to be the description of what they do. Outdoor education is about educating but without the constraints of being indoors. Whilst this gives us freedom it also presents challenges on us in terms of how we structure, design and manage our learning experiences, making best use of the seasons and the local environment. As such the programme embraces innovative approaches to learning, teaching and assessment. Traditionally Higher Education programmes have come to a close in the spring term, when the sun comes out! The accelerated nature of the programme design allows you to make the most of these summer months whilst being supported by the academic staff.

Students will be encouraged to take responsibility for their own learning and development, evidenced through the close links developed with the Institute for Outdoor Learning (IOL) and the Registered Practitioner of the IOL scheme (RPIOL). In providing opportunity for the acquisition of practice-based knowledge through delivery of teaching sessions, part-time employment, two extended placements or through voluntary work students will acquire practical experience in outdoor education and be able to further develop the necessary professional and academic skills to make a positive critical and innovative contribution to the field of outdoor education.

Through providing significant opportunities of working with external groups the BA(Hons) Outdoor Education programme is designed to equip you with the key transferable skills that will enable you to transition to post graduate academic study and in future employment. The opportunity to undertake two organised periods of supervised work experience at Level 5 Consider Your Place(ment) and at Level 6 the Place(ment) research module further enhances transferrable skills and develops a network of employment contacts.

This is a unique outdoor programme in which students will have the opportunity to develop a broad range of outdoor and educational skills throughout the modules. These skills will be further developed through our extra-curricular UpSkill programme and the programmes two work placements. Students will apply skilled practice to explore, understand and critically assess many different environments (mountains, rivers, lakes, coasts, underground and Urban, for example). Students will build understanding, knowledge and critical awareness throughout the programme regarding adventurous paradigms, sustainable and ethical challenges. At its heart, this programme helps students learn from outdoor experiences: experientially, from discussion, by reflection, by investigation, by research and by experimentation. Students will develop competences to work with other people, facilitating a range of experiences, working in teams and providing social, educational and environmental leadership. The students' outdoor skills will enable them to gain perspectives and experiences that enable a diversity of ideas and philosophies.

It develops criticality around the concept of outdoor education, exploring key principles such as adventure, environmental sustainability and the role and responsibilities of the contemporary and future outdoor practitioner. Graduates will offer critical perspectives with respect to outdoor practice to reappraise contemporary outdoor education provision, to create ethical, environmentally sensitive yet adventurous outdoor practice.

The BA (Hons) Outdoor Education concentrates on the educational, in its broadest sense, applications of outdoor practice. With focus on the increasing concerns regarding health and well-being (obesity and mental health) within the general population, recreation for life, climate change and natural connections, thus making the outdoor education programme more responsive to needs, locally and beyond.

Consultation with the outdoor sector has acknowledged the need to provide graduates with the ability to support schools in offering high quality, progressive outdoor learning experiences for all young people of the coming generation and offer support to the current 'Outdoor Citizen campaign' through working in partnership with the Institute for Outdoor Learning (IOL).

Three key external drivers that have influenced the design of the programme are the recommendations from the UK (2020) Step Change report into mentally healthy universities, the 2018 Guild HE report into Wellbeing in Higher Education and A Green Future: Our 25 Year Plan to Improve the Environment Chapter 3 - Connecting people with the environment to improve health and wellbeing. An important message from both the reports is the need for whole university plans that cultivate environments supportive of positive mental health and wellbeing. The principle of a holistic approach to learning with supportive learning communities at the heart is a core pedagogical aspect of this programme. Examples of how this has been embedded within the programme include.

Our induction week is designed to develop cohort cohesion, and peer groups and will introduce you to the broad programme team and other students studying within the Institute and across levels. This philosophy of valuing open and honest dialogue contributes to developing a supportive learning community in which each student should feel valued. The role of the Personal Tutor is key to this, and to time effective sign posting to additional support if and when it is needed. Assessment tasks and deadlines - We have developed a staggered assessment schedule and will use formative assessment to help manage your workload.

The programme is committed to supporting and developing Equality, Diversity and Inclusion (EDI). As well as meeting our legal obligations we seek to adopt good practice in providing an environment where all our students feel welcome and can fulfil their potential. Staff members have been a part of the delivery team of a series of Institute for Outdoor Learning Equality, Diversity and Inclusion (EDI) webinars and links to the presentations and supporting information can be found [here](#). The degree has been written taking heed to the UN Sustainable Development Goals and it is the aspiration of the course to reduce the carbon and ecological footprint of adventurous practice whilst considering the ethical implications. For example, the use of minibuses will be questioned and not just taken as a given. The opportunities for you to examine how Outdoor Education can explore aspects of Education for Sustainability is also a central theme.

Creativity is addressed through modules where it is reflected through the development of opportunities to create original approaches to practice. You will be given the opportunity to develop leadership skills through several core modules including Leading Educational Groups Outdoors and Consider Your place(ment). In addition, you will be encouraged to develop creative responses to your experiences as part of ongoing reflection and assessment tasks.

An Outdoor Education degree is a steppingstone to a variety of life-long and rewarding career options including teaching, outdoor education, outdoor learning tutor, outdoor activity instruction, social enterprise/own business, environmental consulting, development training, mental health services, armed forces and uniformed services. You may also undertake postgraduate study such as a PGCE to become a teacher or a Masters degree student.

## **Programme Learning Outcomes**

By the end of this Programme learners will be able to:

1. Demonstrate the skills and knowledge needed to be a competent, professional outdoor practitioner across a range of activities and contexts
2. Demonstrate their value of personal and professional development through an ability to reflect upon practice
3. Demonstrate the skills, competencies and knowledge of working with people in diverse and challenging contexts

4. Provide safe activities and effective learning in the outdoors for the benefit of individuals, communities, society and the economy.
5. Adapt to the pressures and opportunities in contemporary society
6. Recognise the priorities, opportunities and challenges facing the outdoor sector and wider society (equality, diversity, inclusion. environment, sustainability, health and wellbeing, digital literacy)
7. Provide creative and innovative solutions to problem solving
8. Enter employment or post graduate study having developed a range of technical outdoor skills, graduate skills, all applied through the completion of extended professional work-based practices

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of study.

At Level 5: you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations.

At Level 6: you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and workplace experience in the light of recent scholarship and current statutory regulations.

### **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 120 credits of study (CertHE) you will be able to demonstrate:**

- K1. The history, development and intentions of different approaches to outdoor education
- K2. A developing understanding of outdoor education through digital literacy, technical competency, intrapersonal and interpersonal skills.
- K3. An understanding of the educational potential of outdoor expeditions.
- K4. Knowledge of equality, diversity and inclusion in an outdoor education context.
- K5. An understanding of past and present environmental challenges

#### **After 240 credits of study (DipHE) you will be able to demonstrate:**

- K6. An understanding of the responsibility and influence of an outdoor educator.
- K7. Research skills relevant to the outdoor education sector.
- K8. Place-responsive approaches to outdoor education.
- K9. Understanding of the educational potential of residential experiences.
- K10. The importance of reflective practice.

#### **After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:**

- K11. A critical approach to outdoor education theory and practice
- K12. Detailed knowledge of international approaches to outdoor education.
- K13. A critical understanding of contemporary and future societal and environmental challenges.
- K14. an understanding of the research process through completion of a research project

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

Programme Outcomes need to be identified for any exit awards associated with the programme. Also ensure these outcomes are numbered so they can be mapped to the Curriculum Map. For example:

#### **After 120 credits of study (CertHE) you will be able to demonstrate:**

- S1.** Responsibility for own learning and continuing personal and professional development

**S2.** Competence and effectiveness in communication and presentation skills

**S3.** The ability to work effectively both within a team and independently, following safe working practices

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**S4.** The skills needed through facilitation to foster productive group dynamics

**S5.** A range of creative techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising across a range of contexts

**S6.** The application of skills and knowledge acquired through work-based learning

**After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:**

**S7.** Instructional skills required to teach participants the technical skills required to move and work in a variety of environments

**S8.** Technical skills across a range of adventurous activities as both an individual and as a leader

**S9.** An engaged intellectual curiosity and the ability to observe and critically reflect on the world around you

**S10.** A reflexive approach to learning, in which you logically and critically evaluate ideas, concepts, methods and interpretations in a coherent, articulate manner

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

#### **QAA Subject Benchmark Statement: Education studies (2019)**

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81\\_5](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5)

#### **QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2019)**

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881\\_11](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11)

#### **Institute for Outdoor Learning Professional Standards (2020)**

<https://www.outdoor-learning.org/IOL-Professional-Standards>

#### **Registered practitioner in the outdoors award criteria (2020)**

<https://www.outdoor-learning.org/Portals/0/IOL%20Documents/Accreditation/RPIOL/New%20Documentation%20Aug%202020/IOL%20RPIOL%20Criteria%20-%20V3%20August%202020.pdf?ver=2020-08-17-123253-160>

#### **Institute for Outdoor Learning Higher Education Courses accreditation standards (2020)**

<https://www.outdoor-learning.org/Events/IOL-Accredited-HE-and-FE-Courses>

#### **DEFRA 25 environment plan (2018)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/693158/25-year-environment-plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693158/25-year-environment-plan.pdf)

## **UN sustainable development goals**

### **Internal reference points include:**

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes
- Department of Science, Natural Resources and Outdoor Studies Business Plan

## **Graduate Prospects**

An Outdoor Education degree is a steppingstone to a variety of life-long and rewarding career options including teaching, outdoor education, outdoor learning tutor, outdoor activity instruction, social enterprise/own business, environmental consulting, development training, mental health services, armed forces and uniformed services. You may also undertake postgraduate study such as a PGCE to become a teacher or a Masters degree student.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The teaching, learning and assessment strategy of the BA(Hons) Outdoor Education programme is designed to be student-centred and flexible whilst being challenging and stimulating, and has been designed in line with the University's Learning, Teaching and Assessment Strategy 2017-22. It supports different learners' needs at different stages of development so ensuring equality to access to learning. We use a wide range of teaching styles and contexts as well as assessment techniques to give you the opportunity to develop an expansive skill set of value to today's contemporary workplace.

### **Learning and Teaching**

A variety of approaches are taken to enable a diversity of student needs and to access a multitude of information, ideas, concepts and critical thinking. The context for learning is the environment and as such is multidisciplinary. Learning will be experiential and emergent in some instances. There will be lectures to set the scene and convey key ideas and concepts. Small group seminars will allow students to further explore and extend their ideas. Students will have access to tutorials to help them develop their specific needs and ideas. Students will meet employers, practitioners, policy makers, employees, volunteers, other students and learn from their ideas and experiences. Students will share their ideas with others informally and formally. There are opportunities to develop skills outside the curriculum by accessing the Professional Development Programme (Upskill). This is a key



area for students to gain skills training, National Governing Body awards and unique experiences that are valued by employers. Some of these are provided free, others have associated costs.

At each academic level you will undertake a module with students from other outdoor programmes, which will help to enrich your learning experience and widen your social network.

### **Summative and Formative Assessment**

There are a variety of assessment modes. These are to develop your academic and employability skills. Key areas such as literacy, numeracy, communication, presentation, critical thinking, problem solving, and solutions are developed as part of the assessment package. The assessment briefs are designed to encourage and support you to make choices and individualise the context, knowledge and skills they need to develop. Assessment modes are introduced at level 4 and are built on in level 5 and 6 to allow you develop these competencies. Assessment is an opportunity to demonstrate your learning, creativity and critical perspectives. Your assessment load will be spread throughout the year to avoid "bunching" of submission deadlines. The students' journey through the assessments will be facilitated and appraised by their personal tutor.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

The first week the programme operates as a Welcome Week and as an introduction to the programme and to the University. Its focus is very much about the University systems and resources available to make the studies more enjoyable and more successful for students. The sessions are informative and cover a range of topics including getting to know each other, using the library, expectations and introduction to the Personal Tutor system. There are also visits to introduce the new students to our off-campus facilities at Brathay Hall.

Early in the programme there is typically a programme specific residential – an example of a possible location is the Borrowdale valley, where we would explore the life of Millican Dalton, the "Professor of Adventure", whilst living in his cave and spending time on the River Derwent. This short residential will not only provide you the opportunity to immerse yourself in an important part of the history of outdoor education and assist in placing yourself with in the Lake District landscape, but also help develop a strong bond with both your lecturing staff and fellow students.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Students are entitled to a minimum of three meetings a year involving at least 1 hour of contact in total. In reality, due to the experiential and vocational nature of outdoor education you will have

much more contact with your personal tutor than the basic entitlement through spending time together residentially.

### **Personal Development Planning**

Continuing Professional Development (CPD) is an on-going commitment to broadening or further developing competence in outdoor learning. For instructors, teachers, managers and leaders in the outdoors, competence in a particular role comes from the ability to combine learning, skills, experience and knowledge and operate safely. During the programme you will regularly engage in reflective practice and opportunities to develop competencies will be available through our UpSkill and PDP programme. The programme will encourage you to apply your learning to broaden or develop your practice.

Our links with many outdoor centres and associated businesses enable students to make use of a wide range of paid and voluntary work that can enhance career progression. We continue to offer a variety of practical outdoor activity trips and courses as additional optional experiences through a professional development programme (UpSkill). An active involvement in this complementary programme and an undertaking of the Career Ahead Award will greatly expand the content of your professional development portfolio and enhance future employment opportunities. The programme aligns itself with the IOL Accreditation Awards which recognise the values, understanding and leadership approach of reflective practitioners in outdoor education.

### **Library Services and Academic Skills**

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: [skills@cumbria.ac.uk](mailto:skills@cumbria.ac.uk)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Headstart](#) Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition

into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

[Head Start Plus](#) Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

[Preparing for Postgraduate Study](#) This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

## **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

## **Student Support Services**

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;

- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.

**Chaplaincy:** Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

**Disability and Specific Learning Needs:** The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

**Health and wellbeing:** Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

**UoC Active:** Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

**International Student Support:** Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: [intss@cumbria.ac.uk](mailto:intss@cumbria.ac.uk)

**Money Advice:** The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	HSO04101	Outdoor education in the UK (Origins)	20	Compulsory	K1 K4, S1, S2, S3
4	HSO04102	The Outdoor Professional	20	Compulsory	K2 K4 S1, S2, S3
4	HSO04103	Outdoor Education 1 (Expeditions)	20	Compulsory	K3, S1, S2, S3
4	HSO04104	Introduction to Cultural and Social Contexts	20	Compulsory	K4, S1, S2, S3
4	HSO04105	Understanding the Environment	20	Compulsory	K5, S1, S2, S3
4	SNOL4103	Exploring Lake District Landscapes	20	Compulsory	K1, K5, S1, S2, S3
<b>Level 5</b>					
5	HSO05101	Leading Educational Groups Outdoors	20	Compulsory	K6, K8, K10
5	HSO05102	Consider Your Place(ment)	20	Compulsory	K6, K8, K10
5	HSO05103	Outdoor Education 2 (Creative Responses)	20	Compulsory	S4, S6
5	HSO05104	Research Skills	20	Compulsory	K7, S5
5	HSO05105	Learning Away	20	Compulsory	S4, K9
5	SNOL5103	Health, Wellbeing, and Environmental Health	20	Compulsory	K6, K10, S4
<b>Level 6</b>					
6	HSO06101	Place(ment) Research	40	Compulsory	K14, S7, S8, S10

6	HSOO6103	Outdoor Education 3 (Place-Based)	20	Compulsory	K11, S7, S8, S9, S10
6	HSOO6104	International Outdoor Education	20	Compulsory	K12, S9, S10
6	HSOO6105	Outdoor Education for the Future	20	Compulsory	K13

**Level 6 optional modules – choose one**

6	SNOL6104	Therapeutic Opportunities	20	Optional	K11, K13, S9, S10
6	SNOL6206	Commerce and Employment in the Outdoor Sector	20	Optional	K11, S9, S10

**Notes**

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme.

**\* Key to Module Statuses**

Compulsory Modules	Must be taken although it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

<b>Programme Delivery Structure: Full Time Accelerated</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>		<b>Method(s) of Assessment</b>	<b>Indicative week number of Assessment Deadline</b>
		<b>Sept – Dec</b>	<b>Jan – May</b> <b>June - Aug</b>		
HSOO4101	Outdoor Education in the Uk (Origins)	Sept-Dec		500wd Reflective Log (30%) 1000wd Written Assignment (70%)	Wk 14 Wk 12
HSOO4102	The Outdoor Professional	Sept – Dec		500wd Reflective Log (30%) 1500wd Personal development plan (70%)	Wk 10 Wk 16
HSOO4103	Outdoor Education 1 (Expeditions)	Sep - April		Reflective Log (30%) Digital Project (70%)	
HSOO4104	Introduction to Cultural and Social Contexts	Jan - April		Reflective Log (30%) Oral Presentation (70%)	
HSOO4105	Understanding the Environment	Jan - April		Reflective Log (30%) Written Assignment (70%)	
SNOL4103	Exploring Lake District Landscapes	Year Long		Written Assignment (60%) Oral Presentation (40%)	Wk 30 Wk 15



**Students exiting at this point with 120 credits would receive a CertHE**

HSO05101	Leading Educational Groups Outdoors	April - July	Oral Reflective Log (30%) Digital Project (70%)	
HSO05102	Consider your place (ment)	May - June	Oral Reflective Log (30%) Portfolio (70%)	
HSO05103	Outdoor Education 2 (Creative Responses)	April - July	Oral Reflective Log (30%) Essay (70%)	
HSO05104	Research Skills	Sept - Dec	Oral Reflective Log (30%) Project (70%)	
HSO05105	Learning Away	Sept - Dec	Oral Reflective Log (30%) Oral Presentation (70%)	
SNOL5103	Health, wellbeing, and environmental health	Sept - Dec	Report (100%)	

**Students exiting at this point with 240 credits would receive a DipHE Outdoor Education**

HSO06101	Place [ment] research	Feb - July (Placement May - July)	Oral Reflective Log (30%) Dissertation (70%)	
HSO06103	Outdoor Education 3 (Place-based)	June - July	Oral Reflective Log (30%) Portfolio (70%)	
HSO06104	International Outdoor Education	June - July	Oral Reflective Log (30%)	

			Oral Presentation (70%)	
HSO06105	Outdoor Education for the Future	Feb - April	Oral Reflective Log (30%) Digital Project (70%)	
SNOL6104	Therapeutic Opportunities	Jan - Apr	Report (60%) Oral presentation (40%)	
SNOL6206	Commerce and Employment in the Outdoor Sector	Jan - Apr	Oral presentation (50%) Written assignment (50%)	
<b>Students exiting at this point with 360 credits would receive a BA (Hons) Outdoor Education</b>				

## Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

## Methods for Evaluating and Improving the Quality and Standards of Learning

<p><b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> </ul>
<p><b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b></p>	<ul style="list-style-type: none"> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> </ul>

<p><b>Date of Programme Specification Production:</b></p>	<p>24<sup>th</sup> Nov 2020</p>
<p><b>Date Programme Specification was last updated:</b></p>	<p>April 2021</p>

**For further information about this programme, refer to the programme page on the University website**

**The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK**

<p><b>Is the placement requirement more than 50% of the programme?</b></p>	<p>No</p>
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<b>If yes, what % of the programme is the placement requirement?</b>	N/A
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	No