

Programme Title and Name of Award	BA (Hons) Outdoor Leadership		
Professional Qualifications / Accreditation	Seeking Institute of Outdoor Learning (HE Accreditation) (tbc)		
Academic Level	Level 4, 5 & 6	Total Credits	360
UCAS Code	NX23A	JACS Code	X900
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the applicant information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/outdoor-leadership/</p>		
Teaching Institution	University of Cumbria		
Owning Department	Science Natural Resources and Outdoor Studies		
Programme delivered in conjunction with	BA (Hons) Outdoor Leadership, FdA Outdoor Education, BA (Hons) Outdoor Education		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	Full Time/Part Time		
Delivery Site(s)	Ambleside		
Programme Length	Full time: 3 years Part-time 5 years Maximum registration period 7 years.		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, your Diploma Supplement will not include a Higher Education Achievement Report (HEAR).		

Exit Awards

You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.

Ordinary Degree in Outdoor Leadership (300 credits)

Diploma of Higher Education in Outdoor Leadership (240 credits)

Certificate of Higher Education in Outdoor Studies (120 credits)

Programme Features

The programme has distinctive practical modules in each year that will develop the fundamental skills, knowledge and behaviours needed to work as outdoor leaders in practice. Although these modules are often shared with other outdoor studies cohorts, they do contain specific outdoor leadership content (for example expedition leadership, leadership and motivation) and contexts. These modules are foundational in the student's ability to manage and work with risk, and will develop and improve personal outdoor activity competence that will support them on their NGB pathways. The professional development program is something we are very proud of and students can select from a variety of NGB award courses (training and assessments) and 'build' a specific personalised professional development pathway to complement their degree.

The programme has a pedagogical orientation towards an interdisciplinary approach to knowledge at Level 4 with the context being central to how teaching and learning activities are organised, this also applies to assessment. For example, outdoor leadership topics around legislation and safety management are contextualised into the areas of the field that they can be found in such as rock environments, and High Ropes courses in woodlands.

The key values are that we feel obliged and passionate about are how we help students develop a sound and critical understanding of the complexities and empirical research in the field whilst at the same time being able to understand what is considered professional practice and how they can develop to be able to perform at a high level. This is achieved through challenging academic leadership modules such as HSOO5003 Critical Leadership Theory and the Outdoors which will encourage students to engage with the critical theory in our field, a burgeoning feature of contemporary writing and theorising in outdoor studies. In addition to this academic focus at level 5 there are practice orientated modules such as HSOO5007 Commerciality, You and the Outdoor Sector and HSOO5002 Skill Acquisition which both seek to foster a deep awareness of the professional practice of outdoor leadership that employers have asked for. These drivers continue at level six where modules develop students awareness of new and emerging fields such as outdoor therapy; the current expressions and theorising of, and around, outdoor and environmental education (a stable employment option in our field), and the dissertation.

At level 5 we are seeking to offer great breadth in terms of leadership content through modules informed and inspired by geography, forest recreation, health and wellbeing, commerciality to name a few. The intention of this is to provide educational support for students to engage with emergent and developing aspects of the field of outdoor leadership. The breadth of the content offered at level 5 focuses sharply at level 6 with continuation offered in Therapeutic Experiences in the Outdoors, and a level 6 geography inspired module, Ice and Snow. The focus at level 6 demands of students higher levels of performance in all key aspects of skill coaching (HSOO6004), leadership (HSOO6001, HSOO6002) and the academic dissertation to name a few.

Aims of the Programme

The overall aims of the Programme are to:

1. Create a critical awareness of the concept of leadership and how leadership is influenced in different outdoor environments with different populations
2. Provide students with political, historical, philosophical, psychological, educational, physiological, and environmental knowledge to underpin their performance as outdoor leaders.
3. Enable students to effectively critique the outdoor industry and to respond to current challenges faced by it
4. Provide an opportunity to gain wide-ranging technical and practical outdoor skills, knowledge and experiences that will equip them to work as professionals in the outdoor leadership industry.
5. Analyse and evaluate the role of risk management and legislative policy in the outdoor industry.
6. Deliver a range of compulsory and optional modules allowing for an element of choice that will prepare students for employment and/or advanced study.
7. Encourage students to become independent learners and to be responsible and accountable for their own decision and where appropriate those of others.
8. Enable students to manage time and resources effectively by drawing on planning, organisational, project management and leadership skills.
9. Develop students' study and research skills to enable them to become analytical, reflective, evaluative and critical thinkers.

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: (Year 1 undergraduate), 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 work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Year 2 undergraduate), 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 work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Year 3 undergraduate), 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 work place 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:

- K1 Critically evaluate and analyse the significance of perceived and actual risk in the context of outdoor leadership
- K2 Effectively apply knowledge of the use of relevant outdoor practical equipment and activities in a safe and efficient manner
- K3 Identify and critically analyse the multidisciplinary framework and historical structure of outdoor leadership, adventure education and adventure activities
- K4 Identify and analyse the psychological and physiological demands that are present in the participation in, and coaching others in outdoor leadership and adventure education
- K5 Develop students ability's to understand how different environments and context influence personal and social development, a 'sense of care' for the environment and educational outcomes.
- K6 Critically evaluate and apply the use of appropriate historical and contemporary outdoor leadership skills involved in effective outdoor individual and group management across a broad variety of topics such as adventure therapy, expedition leadership, and personal and social development for example.

K7 Plan, design and execute a sustained piece of independent intellectual work which involves critically assessing and evaluating evidence, interpreting data and developing a sustained reasoned argument

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

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

- S1 Develop students' independence and personal accountability so that they may be able to plan, organise and manage their time and workload effectively
- S2 Critically evaluate and apply the use of appropriate communication, teamwork, leadership and other personal development skills
- S3 Critically apply varied outdoor leadership skills in decision-making roles and problem solving
- S4 Critically analyse the preparation and management of formal and informal risk assessments along with legislative policy that affects practice in the outdoor industry
- S5 Develop skills in presenting information to audiences and within online and digital contexts
- S6 Effectively analyse the management of relevant outdoor leadership practical techniques in a safe and efficient 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 has not produced subject benchmark statements specifically for this programme. However, the programme falls within the scope of the recently revised broad ranging QAA Benchmark Statements for:

- Earth Sciences, Environmental Sciences and Environmental Studies (ES3).
- Biosciences
- Geography
- Health Tourism and Sport

Please see: <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.pdf>

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

The University's Learning, Teaching and Assessment Strategy (2014-2017) has informed much of how learning will be supported across the degree. There is the intensive campus programme delivery (supported with online learning) in technical and theoretical topics, which are supported alongside the development of practice based skills (including technical competencies) with some combined assessments and the use of digital environments.

We believe the student is at the centre of the learning process and have used many strategies and approaches to support students in their learning journey through the degree. Some examples include: the use of formative assessments – assessments which are done 'along the way' in a module that count towards the word count and help to facilitate learning of specific aspects before the final summative assessment; the use of technology and innovative learning approaches such as production of an relational representation using technology in HSOO4004 Wood; and using journaling of students personal education journey in the research module to help students understand how they personally learn well and how they make that learning useful to their assignment and ultimately their dissertation. Digital technologies are harnessed in the assessments of modules with students being encouraged to use presentation software packages such as Powerpoint/PREZI, as well as other Microsoft Office products.

We have also continued to embrace the 'traditional' outdoor education/leadership learning and teaching approaches which include: the use of experiential approaches and pedagogy that require formal and informal reflection through written and oral tasks. The context for learning and teaching, across all modules, is approached very directly in this program with level 4 teaching and learning being organised via context keenly (space and place). This continues to a lesser extent at level 5 and 6. In terms of assessment, students will be set tasks in a variety of assessment formats that will include essays, reports, presentations, digital and VLE assessments, practical (experiential and outdoors – context specific).

In order to create a supportive and strong learning community between all the students and the students and staff we run a full & varied induction week program. This uses a three day residential & non-residential sessions to bond the cohort through icebreaker & team building activities; along with introducing the lecture/theory based elements of the course. At the core of this experience are the Personal Tutors (PTs), students spend a full day with their tutor. The staff team also organise a number of social events, trips & enhancement modules and NGB courses.

Student Support

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 tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or

continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

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 tab in the bottom right hand corner. 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 (2nd and 3rd 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.

PASS

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Induction

The first week of the programme is run as a Welcome Week and is designed 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; introduction to the Personal Tutor system. There are also visits to introduce the new students to our off-campus watersports facilities, and an overnight residential experience within the Lake District National Park.

Professional Development Programme (PDP)

We have an excellent, internationally renowned course team and extremely well qualified practical instructors. As well as holding impressive academic qualifications, your course staff includes those with the Mountain Instructor Certificate, Cave Instructor Certificate, BCU Coach Level 5 and ski teaching qualifications. A number of staff members also hold course directors status with Mountain Training UK such that the Mountain Leader and Single Pitch climbing awards can be offered. They give excellent quality coaching and provide additional advice to students on working in the outdoors, completing National Governing Body Awards, and local part time or summer employment opportunities. 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. 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.

These opportunities to engage with the NGB awards at the University of Cumbria are *additional* to the degree experience, failure to do so will *not* affect your degree status or ability to achieve a degree. They are essential for employment beyond the course, in certain aspects of the field, and we offer them in this capacity, to help you into employment and as an additional part of the educational

experience. They are priced very competitively and are open courses which will involve members of the public beyond the University.

Being at the hub of the Lake District we can offer many great opportunities for learning and experience through our extensive network of contacts. The greatest concentration of our providers is found in Cumbria. Employers, voluntary agencies, expeditions, schools etc all provide numerous possibilities through the students life at the University. We clearly promote these and encourage the students to participate in work experience/volunteering (and the NGB awards) and to create their own *specific* experience and professional development pathway.

Teaching accommodation and equipment

The Ambleside campus is an ideal location to study outdoor education. Situated in the heart of the Lake District National Park, it offers easy access to a wide range of crags, lakes, caves and rivers. It also has good motorway access to mountainous areas further afield in Scotland, Snowdonia, North Wales coast and the Peak District. The university offers a wealth of resources in equipment and staffing expertise. We have excellent resources to help students learn and develop in outdoor education; from fleets of canoes and kayaks to climbing and caving equipment and a bouldering wall.

Tutorials

The Personal Tutor (PT) role is seen as being crucial to student retention, success and satisfaction. We know from experience that students, who communicate with their personal tutor, tend to enjoy their studies more and feel more supported. In view of this every student is allocated a personal tutor. They will be allocated a personal tutor when they start their programme. The personal tutor will be a member of the teaching team and will have a good working knowledge of the student's programme. Their name and contact details will be made available to students, via the Blackboard VLE at the start of the academic year. The role of the personal tutor encompasses:

- o academic monitoring and advice
- o support for personal development planning
- o non-academic guidance and personal support
- o communication with other programme staff concerning the student experience of the programme

Students are entitled to a minimum of three meetings a year involving at least 1 hour of contact in total. These meetings may take place in groups, provided that individual students may also request an individual tutorial time. Particularly in the first year of the programme students will, in reality, have much more contact with their personal tutor than the basic entitlement.

Programme Curriculum Map ¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status ³	Map to Programme Outcomes ⁴
4	HSOO4001	Water	20	Compulsory	K1,2,4,5 S4,6
4	HSOO4002	Rock	20	Compulsory	K1,2,4,5 S4,6
4	HSOO4003	Mountain	20	Compulsory	K1,2,3,4,5 S4,6
4	HSOO4004	Wood	20	Compulsory	K3,5,6,7 S1,2
4	HSOO4005	Urban	20	Compulsory	K3,5,6,7 S1,2

¹ This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

² Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

³ **Core Modules** must be taken and must be successfully passed.

Compulsory Modules must be taken although it may possible to carry as a fail (if the award permits).

Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).

Qualificatory Units. These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

⁴ This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module's summative assessment)

Programme Curriculum Map¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
4	HSOO4008	The Self and Others	20	Compulsory	K1,2,5,6,7 S4,5,6
5	HSOO5001	Exploring Research Outdoors	20	Compulsory	K3,4,5,6,7 S,1,5,6
5	HSOO5002	Skill Acquisition	20	Compulsory	K1,2,4,7 S,1,2,3,4,6
5	HSOO5003	Critical Leadership Theory and the Outdoors	20	Compulsory	K3,5,6,7 S,1,4,5,6
5	HSOO5004	Performance in Challenging/European Environments	20	Compulsory	K1,2,3,4,5,6,7 S,1,2,3,4,5,6
5	HSOO5007	Commerciality, You, and the Outdoor Sector	20	Optional (students choose 2 of 4 optional modules)	K6,7 S,1,4,5
5	HSOO5012	Traditional and Innovative Approaches in the Outdoors	20	Optional (students choose 2 of 4 optional modules)	K3,5,6,7 S3,5,6
5	HSOF5006	Recreation in Woodlands	20	Optional (students choose 2 of 4 optional modules)	K3,5,6,7 S,1,2,3

Programme Curriculum Map¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
5	HS005005	Health and Well Being	20	Optional (students choose 2 of 4 optional modules)	K3,5,6,7 S3,5,6
5	HS005018	Physical Geography for Outdoor Educators	20	Optional (students choose 2 of 4 optional modules)	K,3,5,7 S,1,5
6	HS006001	Leadership in Complex Skill Environments	20	Compulsory	K1,3,4 S3,5,6
6	HS006002	Leadership in Context	20	Compulsory	K1,2,3,4,5,6,7 S 3,4,5,6
6	HS006003	Dissertation	40	Compulsory	K 3,6,7 S,1,2,5
6	HS006011	Outdoor and Environmental Education	20	Optional (students choose 2 of 5 optional modules)	K1,2,3,5,7 S,1,2,3,4,5,6
6	HS006004	Participant Coaching in Outdoor Activities	20	Optional (students choose 2 of 4 optional modules)	K1,2,3,4,5,6,7 S,1,2,3,6

Programme Curriculum Map¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
6	HSOO6005	Ice and Snow (Cold Environments)	20	Optional (students choose 2 of 5 optional modules)	K1,2,4,5,7 S,1,2,3,6
6	HSOO6015	Therapeutic Experiences in the Outdoors	20	Optional (students choose 2 of 5 optional modules)	K1,3,4,5,6,7 S,1,2,3,4,5,6
Notes					
<p>Students at level 5 can choose 2 options from the level 5 optional modules on the curriculum map, and students at level 6 can choose two options from the optional modules from the curriculum map.</p> <p>Module pass mark: 40% (Undergraduate)</p> <p>Please see the Academic Regulations http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf Section G for guidance on progression and the carrying of fails.</p>					

Programme Delivery Structure					
Module Code	Module Title	Delivery Pattern		Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester			
HSOO4001	Water	Autumn		2000 word report – 50% 15 Min Oral Presentation – 50%	October
HSOO4002	Rock	Autumn		1500 word Written Assignment – 60% Practical Assessment (Skills) – 40%	November
HSOO4003	Mountain	Autumn		Numeracy Test/Navigation Test 1000 word equivalent – 40% 2000 word Report – 60%	December
HSOO4004	Wood	Spring		1500 word Written Assignment – 50% Set Exercise, 'A representation of woodland relations' in ICT or creative forms 50%	February
HSOO4005	Urban	Spring		1500 word Project – 50% Personal Portfolio (reflective 'logbook') – 50%	March
HSOO4008	The Self and Others	Year		Report 2500wds 60% Oral assessment/presentation 40%	Dec & April
Students exiting at this point with 120 credits would receive a CertHE in Outdoor Studies					

HSO05001	Exploring Research Outdoors	Year	Presentation 1500 word equivalent – 40% 2500 word Project work – 60%	December & Late February
HSO05002	Skill Acquisition	Year	Portfolio 2500 word equivalent – 70% Practical Skills Assessment 3 hours – 30%	December & March
HSO05003	Critical Leadership Theory and the Outdoors	Year	2000 words Annotated Bibliography – 40% 2000 words Report – 60%	November and late February
HSO05004	Performance in Challenging/European Environments	Extended Spring semester	4000 words Personal Project work (eg physical performance)– 100%	May
HSO05005	Health and Wellbeing	Spring	Report (negotiated reflective report) – 100%	March
HSOF5006	Recreation in Woodlands	Autumn	2000 word Essay – 60% Presentation/Oral 20 minutes – 40%	March
HSO05007	Commerciality, You, and the Outdoor Sector	Spring	2000 word Written Assignment – 50% 2000 word Report on a Case Study Business – 50%	November / December
HSO05012	Traditional and Innovative Approaches in the Outdoor	Autumn	2000 word Written Assignment – 50% 2000 word set exercise (program design task) – 50%	November / February
HSO05018	Physical Geography for Outdoor Educators	Spring	Set Exercise (mini projects and field notebooks) – 100%	March/ April

Students exiting at this point with 240 credits would receive a DipHE in Outdoor Leadership

HSOO6001	Leadership in Complex Skill Environments	Year	3000 word Portfolio relating to personal skill development- 100%	March/ April
HSOO6002	Leadership in Context	Autumn	2000 word Set Exercise (produce a personal leadership model with commentary) – 50% 2000 word Project Work – 50%	January / Late April
HSOO6003	Dissertation	Year	Ass 1- 500 word Proposal (Pass/Fail) Ass 2 – 1000words presentation – 20% Ass 3 – 8000-10000 word Dissertation – 80%	End of November
HSOO6004	Participating Coaching in Outdoor Activities	Year	2000 word Written Assignment – 50% Practical Skills Assessment 1 hour – 50%	January / March
HSOO6005	Ice and Snow (Cold Environments)	Year	3000 words Set Exercise (Map Interpretation) – 60% Oral/Presentation 10 Minutes – 40%	November / March
HSOO6011	Outdoor and Environmental Education	Spring	500 word Written Assignment – 10% 3500 word Written Assignment – 90%	February / April
HSOO6015	Therapeutic Experiences in the Outdoors	Autumn	Oral Presentation 1500 word equivalent – 40% 2500 word Project – 60%	October & December

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

Module reviews, Annual Evaluatory Reviews (AERs), Peer Review, External Examiner Reports, Personal Development and Review Plans (PPDRs)
National Student Survey, Penultimate Year Survey

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from:

Students, graduates, employers, WBL venues, other stakeholders, etc.

Departmental Quality Committees (DQCs), Faculty Academic Quality and Standards Committee (FAQSC), Academic Quality and Standards Committee (AQSC)
Staff/Student Forums (SSFs), Work Placement Audit, Peer Review, Programme/Module Evaluation
Group tutorials and PT meetings
Stakeholder engagement meetings

Date of Programme Specification Production:

September 2014

Date Programme Specification was last updated:

July 2016

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

<http://www.cumbria.ac.uk/Courses/Subjects/ForestryOutdoor/Undergraduate/OutdoorLeadership.aspx>