

Programme Title and Name of Award	BA (Honours) Outdoor Education		
Professional Qualifications / Accreditation	N/A		
Academic Level	6	Total Credits	120
UCAS Code	X391	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>The following additional requirements apply for entry to this programme:</p> <p>Students are required to complete DBS checks in order to satisfy the requirements of external stakeholders when organising project work.</p>		
Teaching Institution	University of Cumbria		
Owning Department	Science, Natural Resources and Outdoor Studies		
Programme delivered in conjunction with	BA (Honours) Outdoor Leadership BSc (Honours) Outdoor Adventure and Environment		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	Full Time, Part Time		
Delivery Site(s)	Ambleside		
Programme Length	One year full time, two years part time Maximum registration period 4 years		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR)		
Exit Awards	You may be awarded the following Exit Award if you fail to achieve the requirements of the full programme.		

Programme Features

The programme builds on the theoretical and practice base established within a Foundation Degree to develop informed, critical viewpoints of contemporary issues in outdoor education. Debates such as the relative benefit of adventure, place-based or environmental activities in promoting personal and social development will be explored in depth. The need to generate authentic learning experiences in order to promote meaningful outdoor education will be examined along with how such experiences can be designed and facilitated. Traditional views on the potential for outdoor learning to influence thinking at a personal and societal level, will be examined in the light of current research and writing.

A variety of pedagogical approaches will be used, involving opportunities to experiment with and critique different learning paradigms. An experiential focus will encourage students to develop and build on practice from previous years' study while an increased emphasis on independent research will support more robust critical thinking. The importance of reflection in both personal and professional development that is strongly supported within the outdoor sector will be explored fully in central modules including HSOO6012, Outdoor Experiential Education: Theory and Practice and HSOO6013, Outdoor Education Contexts.

The dissertation module will provide a central strand for extended study in an area of particular interest to the student. The skills required to engage fully with research at this level will be covered early in the year during the qualifying module HSOO9001. This will provide a bridge from the more vocational or practical focus of Foundation Degrees to the theoretical understanding required of an honours degree. Further support in this substantial area of study will be given through taught sessions in research skills and one to one supervision with a member of the academic team whose own research supports the subject area.

Students are encouraged to engage more fully with their own interests within the subject area through optional modules that explore current research in the relevant area. An experiential paradigm that encourages direct immersion in a topic to inform critical viewpoints will ensure an active approach to teaching and learning. Projects will include live work, with both other students and, where possible, with external clients.

Concepts of coaching within outdoor education and opportunities to experiment with different approaches will be covered in HSOO6004 Participant Coaching in Outdoor Adventure Activities, while HSOO6001 Leadership in Complex Skill Environments offers the scope to broaden understanding of activity or adventure in remote areas.

The extensive involvement of the Ambleside team in our Trans European post-graduate programme, along with Erasmus funded visits by Australasian and international academics allow an exceptionally well informed base for the study of HSOO6006 International Applications of Outdoor Education. Other substantial research interests within the staff team inform modules such as HSOO6015 Therapeutic Applications, where students explore the implications for deliberate intervention in health and wellbeing programmes through using outdoor experiences.

The breadth of current experience amongst the staff team will both inform modules and allow students access to individuals with substantial involvement at the cutting edge of outdoor education. Lecturers are closely involved with aspects of the subject from the practical training and assessment of outdoor leaders or coaches, through the management of key international academic publishing in the subject to doctoral and post-doctoral research in relevant fields.

The location of the programme at Ambleside, in the heart of the Lake District, allows students easy

access to the mountains, lakes, rivers and forests of this world renowned National Park, with opportunities to develop skills in adventure activities. The variety of outdoor education providers in the area and the relationships that the university maintains with these allow students access to organisations that are at the forefront of development in outdoor learning. Contact with such innovators can both help students gain fuller understanding of relevant concepts and build confidence in employable skills.

Students will gain relevant experience towards the Registered Practitioner status of the Institute for Outdoor Learning and other National Governing Bodies, such as Mountain Training and British Canoeing.

Aims of the Programme

The overall aims of the Programme are to:

1. Develop a critical awareness of outdoor education utilising a multi-disciplinary approach;
2. Critically evaluate and apply key concepts underpinning the outdoor education industry, utilising both theoretical and practical activity in an experiential context;
3. Critically evaluate the impact and effectiveness of current professional practice;
4. Evaluate critically the importance of risk and the relevance of risk / benefit analysis in outdoor adventure activities;
5. Enhance students' group facilitation skills in order to contribute further to their vocational and academic opportunities;
6. Promote an ethos of continuing professional development and reflective practice;
7. Encourage students to become independent learners and to be responsible for their own decisions or, where appropriate, accountable for those of others;
8. Develop students' study and research skills to enable them to become analytical, reflective, evaluative and critical thinkers;
9. Reflect the Subject Benchmark Statements for Hospitality, Leisure, Sport and Tourism and/or Education Studies.

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 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 knowledge and understanding of the following:

- K1.** The practice of outdoor education in a number of contexts;
- K2.** The environments in which outdoor practice takes place;
- K3.** The multi-disciplinary framework of outdoor education;
- K4.** The design of challenging but safe outdoor experiential programmes for themselves and others;
- K5.** Strategies for managing risk and risk / benefit analysis in the context of outdoor activities;
- K6.** Professional and vocational issues of outdoor practice;
- K7.** Relevant ethical issues such as 'sustainability' and 'duty of care';
- K8.** Literature and academic theories relevant to outdoor education at graduate level;
- K9.** Methods of research, analysis, independent study and presentation appropriate to graduate study.

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

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

- S1.** Record, evaluate and handle information with discrimination in order to synthesise conclusions and construct an argument supported by authoritative sources;
- S2.** Identify, describe and solve problems;
- S3.** Engage with complex issues, identifying themes or trends with an understanding of context;
- S4.** Critically appraise the philosophical principles and professional practices upon which outdoor education is based;
- S5.** Independently utilise research, analytical and reflective skills.

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:

Subject Benchmark Statements for Education Studies (2008);

Subject Benchmark Statements for Hospitality, Leisure, Sport and Tourism (2008);

Benchmark Statements for the Accredited Practitioner status of the Institute for Outdoor Learning.

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

A variety of teaching and learning methods are employed throughout the programme to ensure the acquisition and development of appropriate concepts, knowledge and skills. They reflect the diversity of professional outdoor education delivery methods. These include traditional methods such as practical coaching, lectures and seminars as well as more experiential methods such as problem-based learning and debates. Throughout the degree students will be expected to be actively involved in their learning and will be given activities that encourage 'deep' rather than 'surface' learning.

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. In addition to this, students are encouraged to use digital technologies (Blogs, Podcasts etc) in some Portfolio assessments such as in HSO06013 Outdoor Education Contexts where students are asked to create an outdoor learning experience for others.

Learning and Teaching methods include:

- Lectures
- Seminars
- Presentation and Discussion
- Problem based learning (PBL)
- Fieldwork
- Practical Sessions
- Expeditions and residential experiences
- ICT workshops.
- Projects, including the Research Project
- Role-play and group work
- Self-Directed Study Tutorials
- Review sessions
- Blackboard (VLE)
- Flexible and Distributed Learning (FDL).

Student Support

The induction programme for the Outdoor Education group includes a residential element where they take responsibility for an activity programme for new level 4 students. The programme includes camping, or staying in basic accommodation away from the campus and a progressive series of outdoor activities, including ice breaker and problem solving exercises for the level 4 students, assisted by level 6 students facilitating different learning experiences.

The induction programme is often seen as a highlight of the course by new students and enables the

staff and students to begin the course with practical outdoor learning experiences that emphasise the styles of learning found within outdoor education. This helps to create an energised learning community able to draw on their own experiences to critique current practice in outdoor learning.

Where students are unable to attend all or part of the induction through, for example, child-care commitments or other good reason, they will be able to compensate for this through support within early course meetings and the initial stages of the Outdoor Experiential Education module.

All students are allocated a Personal Tutor at the beginning of their course. The role of the Personal Tutor is to give pastoral support and to monitor academic, professional and personal progress. Tutorials are held at regular intervals, usually twice per semester, and full details will be provided within the Programme Handbook. At the end of your study these tutors will provide you with the opportunity for an exit interview, where your career directions and possibilities can be talked through and suggestions made.

A range of facilities is available for all students to develop their academic learning and employability skills. For those with learning difficulties and/or disabilities, a range of virtual and physical developmental workshops, drop-in sessions, and individual sessions are available as appropriate through Library and Student Services (Liss), plus assistive technology. In order to ensure that all students have reasonable access to all the learning opportunities on offer and ensure fair assessment, adjustments may be made to the curriculum, teaching styles and assessment practices.

Where students are hindered from participating in outdoor practical sessions through a disability, full support will be given to either include the students through use of additional staff or modified equipment where reasonably possible, or to make adjustment in the learning opportunities and assessment to accommodate the student's needs.

Support for students in gaining relevant national governing body awards, such as the Mountain Leader Award or British Canoeing Paddlesports Coach, will be offered through the Professional Development Programme, details of which can be found on the programme Blackboard site.

In addition, the University has a range of support mechanisms for students, e.g.: The University Chaplaincy, Campus and Hospitality Services, Occupational Health, Student Development and Advisory Service, and the Students' Union. University support and facilities can be accessed easily and quickly via our [help is at hand](#) search.

The majority of students on this programme are full-time, but it is entirely possible to complete the programme as a part-time student. Full use of the personal tutor system and liaison with the course leader will allow part-time students to progress effectively.

Participants have full access to all University Library and Student Services (LISS) facilities; careers and employability, financial help, counselling, health and wellbeing, support for disabled students and those with specific learning requirements and taught sessions to develop a high level of information fluency, digital skills and academic skills.

Participants will have embedded skills interventions from LiSS as part of their induction experience and beyond. Typically the interventions have taken the form of workshops but equivalent online input could be chosen through liaison. Embedded induction input will cover IT network passwords, basic intro to Blackboard and webmail, library services and electronic resources (e-books, e-journals, image collections etc). Later input will cover more advanced (including level 7) information fluency and critical reading and writing skills.

LISS will provide quantitative and qualitative feedback to the faculty on the impact of the skills support offered to participants on an annual basis.

Participants can access individual support from LiSS via email guidance and by face to face advice throughout their student journey. Further LiSS Learning and skills development workshops may be requested by tutors or directly by participants. These sessions focus on a range of skills including;

using smartboards, planning for dissertations and introducing the requirements of academic research and writing at Masters level.

In addition, participants will have access to online tutorials and the skills@cumbria support area on Blackboard and on the LiSS website: <http://www.cumbria.ac.uk/SkillsatCumbria/>.

Module leaders will collaborate with LiSS learning advisers to ensure reading lists are current and that e-books and electronic journal titles have been considered. Reading lists will be made available to LiSS learning advisers who will transform them into interactive electronic lists using the Talislist tool. The finished lists will be made available on an open access basis (for prospective participants) from the LiSS website (and other appropriate platforms). Students can access a wide range of great electronic content using our [Quest discovery system](#).

Programme Curriculum Map ¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status ³	Map to Programme Outcomes ⁴
6	HS006012	Outdoor Experiential Education: Theory and Practice	20	Compulsory	K1, K2, K3, K4, K5, K6, K8, K9 S1, S2, S3, S4, S5
6	HS006013	Outdoor Education Contexts	20	Compulsory	K1, K2, K3, K4, K5, K6, K7, K8, K9 S1, S2, S3, S4, S5
6	HS009001	Bridging the Gap: Research Skills	0	Qualificatory	K6, K7, K8, K9 S1, S2, S3, S4, S5
6	HS006003	Dissertation	40	Compulsory	K6, K7, K8, K9 S1, S2, S3, S4, S5

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 be 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 Title²	Credits	Module Status³	Map to Programme Outcomes⁴
6	HS006004	Participant Coaching in Outdoor Activities	20	Optional	K1, K2, K4, K5, K6, K7, K8, K9 S1, S2, S3, S4, S5
6	HS006006	International Applications of Outdoor Education	20	Optional	K1, K2, K3, K5, K7, K8 S1, S2, S3, S4, S5
6	HS006001	Leadership in Complex Skill Environments	20	Optional	K1, K2, K3, K4, K7, K8 S1, S2, S3, S4, S5
6	HS006015	Therapeutic Experiences in the Outdoors	20	Optional	K1, K2, K3, K4, K5, K7, K8, K9 S1, S2, S3, S4, S5

Notes

Module pass mark: 40% (Undergraduate)

Please see the Academic Regulations <http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf> Section G for guidance on progression and the carrying of fails.

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester		
HS006012	Outdoor Experiential Education: Theory and Practice	All year	Portfolio 60% Report 40%	Early sem 2 Late sem 2
HS006013	Outdoor Education Contexts	All year	Written assignment 60% Project 40%	Late sem 1 Mid sem 2
HS006003	Dissertation	All year	Presentation 20% Written assignment 80% Set Exercise P/F Qualificatory	End of sem 1 End of sem 2
HS009001	Bridging the Gap: Research Skills	Autumn semester	Written assignment 100%	Early sem 1
Students will choose two options from the following				
HS006004	Participant Coaching in Outdoor Activities	Autumn semester	Written assignment 50% Practical assessment 50%	Mid sem 1 Late sem 1
HS006006	International Applications of Outdoor Education	Autumn semester	Written assignment 60% Report 40%	Mid sem 1 End of sem 1
HS006001	Leadership in Complex Skill Environments	All year	Portfolio – 100%	Mid sem 2

HS006015	Therapeutic Experiences in the Outdoors	Autumn semester	Oral presentation 40% Project 60%	End of sem 1
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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	Formative assessment Module reviews Annual Evaluatory Reviews (AERs) Peer review External Examiner reports Staff Student Forums National Student Survey Departmental Quality Committees (DQCs)
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 Staff Student Forums National Student Survey (NSS) Penultimate Year Survey (PYS) Programme evaluation Module evaluation Group tutorials Personal Tutor Meetings Stakeholder engagement meetings

Date of Programme Specification Production:	29/09/14
Date Programme Specification was last updated:	31.3.15
For further information about this programme, refer to the programme page on the University website http://www.cumbria.ac.uk/Courses/Subjects/ForestryOutdoor/Undergraduate/OutdoorEducationTopup.aspx	