

Programme Title and Name of Award	BSc (Hons) Outdoor Adventure and Environment		
Professional Qualifications / Accreditation	N/A		
Academic Level	4, 5, 6	Total Credits	360
UCAS Code	X300A	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-adventure-and-environment/</p>		
Teaching Institution	UoC		
Owning Department	SNROS		
Programme delivered in conjunction with	BA Outdoor Leadership, FdA Outdoor Education, BA Outdoor Education (Top up)		
Principal Mode of Delivery	Face to Face, Blended learning, Work-Based Learning		
Pattern of Delivery	Full Time & Block		
Delivery Site(s)	Ambleside		
Programme Length	3 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	<p>Certificate of Higher Education in Outdoor Studies (end of level 4)</p> <p>Diploma of Higher Education in Outdoor Adventure and Environment (end of level 5)</p>		

Programme Features

Overall this programme is an adventure; it immerses students in outdoor experiences as a vehicle to develop knowledge, outdoor skills, meta skills (eg communication), values (what is important) and critical perspectives on outdoor adventure. It explores people, places and environments to develop curiosity, ideas and a lifelong passion for learning. Who knows what we will find out?

A central idea of this degree course is that the environment is not just the back drop for adventure but it is pivotal to adventure. Students are encouraged to develop and engage critically with knowledge that this is both about and for the environment. Students will critically evaluate the sustainability of their actions (and other peoples too), to seek solutions fostering just, equitable and sustainable futures. In the context of this degree, environment has a broad meaning; it can be built, outdoor, indoor, ecological, social, historical, geographical as well as perceived, individual and emotional.

This degree invites its students to commence a life-long learning journey. Its' students take risks to own their learning, setting the rhythm, trajectory and embracing change. Skills, knowledge and theory are developed as part of the learning process not separate. They are learnt in the environment as part of the adventure. The second year module "Outdoor Living / learning and adventure" epitomises this aspiration. Students develop their skills from first principles. Using materials collected from the environment they develop their own equipment, learn how it feels and apply skill to journey or live in the outdoors. Students are introduced to ways of learning skills and the environmental knowledge that comes with that process. Knowledge is embodied by the outdoor experiences but criticality informed by research and practice.

Learners will trespass through the fields of anatomy, anthropology, culture, ecology, geography, history, philosophy, physiology, psychology and sociology. That is not to disrespect these disciplines but to reconstruct an interwoven critical understanding of the links between them where one discipline informs another and the whole is greater than the sum of its parts. It challenges its participants to share their learning and practice with others. It is rich with innovation, creativity and criticism. The students who traverse the course will be unique prospectors, finding, creating and becoming the future.

The programme has several work based experiences including; hands on conservation work (eg Beinn Eighe NNR, HSO06008), visiting employers (Calvert Trust, HSO04005), external visits (Cumbria Wildlife Trust, HSO05010), debates with stakeholders (Richard Leafe, NPA) etc. Some of these opportunities have the potential for students to follow up with these employers in voluntary positions, gain experience or employment. Our students are introduced to the opportunities and contacts we have built up over the years running this course.

The European Mountains module HSO05011 is a unique experience that creates time for students to travel through Europe, have their own adventures and choose what to explore. They arrive at a location (currently Picos de Europa, Northern Spain). There the module allows both the exploration of Alpine and Mediterranean environments. These environments diversify the student experience but more than that they give students a critical insight into another culture. Students spend two weeks in the mountains and they decide what they are going to study. This module is cited as the peak learning experience for graduates on our NSS.

Throughout the course there are several residential experiences. These allow students to immerse themselves into a place, learn contextual knowledge, gain depth and a critical understanding. There are important skills learnt in the preparation, communication, living together and running such experiences. The residential is a powerful experience and it is important that graduates who become outdoor practitioners develop capabilities to design, facilitate and evaluate their effectiveness.

The key aspirations for students of this programme are to; develop empathy, a critical understanding of the environment, be adventurous, knowledgeable, skilful, share experiences with others, understand what they value, is being valued and valued by others, act out sustainable behaviours for the environment, others and themselves.

Aims of the Programme

The overall aims of the Programme are:

1. To develop skilled outdoor practitioners who inspire, communicate effectively, think critically and action solutions.
2. To critically assess the contemporary idea of outdoor adventure and critically evaluate future practice.
3. To critically evaluate current outdoor practice and philosophies and create and embrace change where appropriate.
4. To expose and critically evaluate the relational links between political, cultural and ecological processes. To critically assess the outdoor sectors social and political impacts on people actioning change where appropriate.
5. To critically evaluate how the environment is intertwined with human interactions, emotions and values. To critically assess current practice in relation to the environment and action sustainable change.
6. To develop and evaluate critically approaches to sharing outdoor practice and outdoor education. To prepare students for further study at post graduate level for those wishing to enter educational pathways.

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:

- K1.** reflection and criticality reviewing personal, philosophical and experiential perspectives related to the outdoors.
- K2.** a critical appraisal of concepts, contexts and paradigms of outdoor adventure and practice.
- K3.** environmental knowledge that augments the understanding and enhancement of outdoor experiences.
- K4.** a synthesis of theory and practice in relation to outdoor learning.
- K5.** the synthesis of multidisciplinary knowledge with respect to outdoor environments, places and people leading to sustainable and just actions.
- K6.** a critically informed personal philosophy towards themselves, others and environment

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

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

- The programme provides opportunities for you to develop and demonstrate an ability to;**
- S1.** communicate effectively in complex contexts and outdoor situations.
 - S2.** employ sound judgement, evaluate risk and provide safe solutions in outdoor contexts.
 - S3.** facilitate their own learning and of others in complex situations
 - S4.** transfer and apply of technical, tactical, physical and psychological skills.

S5. be innovative, creative and reflexive with respect to practice.

S6 embrace change and be proactive.

S7 listen and have empathy, honesty and humility

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

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

Teaching and Learning

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 Program (PDP).

Assessment

There are a variety of assessment modes. These are to develop the students' 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 written so the student can make choices and individualise the context, knowledge and skills they need to develop. The students' journey through the assessments will be facilitated and appraised by their personal tutor.

Extracurricular

There are many opportunities to gain work based experience, voluntary positions, PDP, career ahead / employability skills. These can augment the students development, learning and assessment capabilities.

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 facilities at Low Wood, and an overnight residential experience within the Lake District National Park.

Peer Assisted Study Sessions (PASS) are an integral part of the programme and will occur throughout the duration of your studies. PASS supports the student experience both academically and socially, providing an opportunity for peer interaction and fostering a greater sense of community. PASS is aimed at benefiting all students, regardless of academic competency.

PASS provides a safe environment for students to discuss ideas, share problems and resolve questions in a setting that supplements the core curriculum. Trained higher year students (PASS Leaders) work in pairs to facilitate regular study groups usually comprising 6-12 lower year students (attendees). Sessions generally take place in weekly, one hour timetabled slots at a time available to all students, although sessions are not compulsory.

The sessions are intended to promote collaborative learning through exploratory discussion and provide an opportunity for Leaders to share their experiences. Discussions are based around issues of

transition into university life, academic study and understanding of subject/programme course materials. PASS Leaders are not engaged in the delivery or teaching of course material, instead, they facilitate opportunities for lower year students to discuss and resolve issues themselves. Leaders encourage students to compare notes, clarify what they read and hear, analyse, criticise, question and seek verification of ideas. They direct students towards identifying more effective learning and study strategies and can be instrumental in organising skills development sessions from central services.

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 providerships 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.

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.

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 ⁱ					
Academic Level	Module Code	Module Title ⁱⁱ	Credits	Module Status ⁱⁱⁱ	Map to Programme Outcomes ^{iv}
4	HSOO4001	<p>Water</p> <p>The aims of this module are to enable students to explore relationships between environmental, cultural and personal space in water settings. Students will develop the relevant skills and understanding necessary to experience, explore and investigate different water settings. Students are challenged to blend practice to explore both place and skill development.</p>	20	Compulsory	Working towards K3, K4, K5, K6, S2, S4
4	HSOO4002	<p>Rock</p> <p>The aims of this module are to enable students to explore relationships between environmental, cultural and personal space in rock settings. How these relate to people's perceptions and behaviours will be examined using adventurous and creative approaches.</p>	20	Compulsory	Working towards K3, K4, K5, K6, S2, S4
4	HSOO4003	<p>Mountain</p> <p>Progressive development of mountain based skills such as ropework and knots, safe movement over a variety of terrain, navigation, campcraft, working safely in groups in the uplands, understanding and predicting the weather. Awareness of mountain based NGB awards. An exploration of the philosophy and historical origins of mountain adventure, geomorphological development of the landscape and competing land use pressures. Physiology and nutrition, leadership and outdoor activity coaching principles.</p>	20	Compulsory	Working towards K3, K4, K5, K6, S2, S4
4	HSOO4004	<p>Wood</p> <p>The aims of this module are to explore approaches to developing skills and knowledge in woodland setting, to</p>	20	Compulsory	Working towards K3, K4, K5, K6, S2, S4

Programme Curriculum Mapⁱ

Academic Level	Module Code	Module Title ⁱⁱ	Credits	Module Status ⁱⁱⁱ	Map to Programme Outcomes ^{iv}
		understand the cultural, historical and ecological significance of woodland.			
4	HSOO4005	<p>Urban</p> <p>The aims of this module are to enable students to explore relationships between environmental, cultural and personal space in urban settings. How these relate to people’s perceptions and behaviours will be examined using adventurous and creative approaches.</p>	20	Compulsory	Working towards K2, K4, K5, K6, S2, S3, S5
4	HSOO4007	<p>Earth Wind and Fire</p> <p>This module aims to develop students’ environmental field skills (both Ecological and Pedological) and knowledge in key elemental areas. Students will study the soil, habitats and ecosystems with the aim of looking at these in the global context of climate change. Students will study key species, habitats and processes that form and change the lake district landscape.</p>	20	Compulsory	Working towards K1, K2, K3, K4, K5, K6, S1, S2, S4, S5, S7
5	HSOO5001	<p>Exploring Research Outdoors</p> <p>This module explores how research is currently undertaken. Its context is largely the outdoor sector but utilises other disciplines to explore creative and novel approaches to research. It is a preparatory module for the third year dissertation module.</p>	20	Compulsory	Working towards K1, K4, K5, S1, S5

Programme Curriculum Map ⁱ					
Academic Level	Module Code	Module Title ⁱⁱ	Credits	Module Status ⁱⁱⁱ	Map to Programme Outcomes ^{iv}
5	HSO05009	<p>Outdoor Learning, living and Adventure</p> <p>The aim of this module is learn about how outdoor living develops outdoor skills, capabilities and environmental knowledge. These are co-emergent. Students learn in a variety of adventurous contexts.</p>	20	Compulsory	Working towards K1-6 S1-6
5	HSO05010	<p>Habitats and Ecosystems</p> <p>This module furthers knowledge and understanding of ecology within selected habitats. Students investigate the interactions within and between ecosystems and the impact of access and recreation. The wider anthropogenic affects and management will be discussed in respect to the sustainability of these ecosystems.</p>	20	Compulsory	Working towards K1 K3 K5 K6 S2 S3 S6
5	HSO05011	<p>European Mountains: Ecology culture and Travel</p> <p>The aim of this module is to provide students with the opportunity to apply and extend existing knowledge and skills within a European mountain context. Ultimately students will broaden their concept of visiting, being in, affecting and journeying overseas. The students will complete a small scale research project of their choice, a microcosm, in preparation for their final year research project.</p>	20	Compulsory	Working towards all
Level 5 options, students choose two modules					
5	HSO05020	Environmental Aesthetics	20	Optional	Working towards K1-6, S1

Programme Curriculum Map ⁱ					
Academic Level	Module Code	Module Title ⁱⁱ	Credits	Module Status ⁱⁱⁱ	Map to Programme Outcomes ^{iv}
		The aim of this module is to enable students to explore relationships, both historical and contemporary, between perception, culture and the environment, and the factors that influence people's aesthetic responses to the outdoors.			S3 S5-7
5	HSO05005	Health and Well Being The aims of this module are to enable students to explore and examine relationships between ecological, social and personal health and well-being in varied environmental settings. The extent to which these relationships add to people's personal stories of health and well-being will be examined using critical, adventurous and creative approaches.	20	Optional	Working towards K3, K5-K7 S3, K5-K6
5	HSOF5006	Recreation in Woodland The aim of this module is to enable students to assess, design and produce recreational and interpretive facilities for woodland visitors.	20	Optional	Working towards K3, K5, K6, S1, S3, S5
5	HSO05012	Traditional and Innovative Approaches in the Outdoors This module aims to provide students with an understanding of traditional approaches to learning in outdoor studies and encourages novel and stimulating methods with regard to the delivery of outdoor programmes.	20	Optional	Working towards K1, K2, K4, K6, S1, S2, S3, S5
5	HSO05018	Physical Geography for Outdoor Educators The aim of this module is to provide students with a	20	Optional	Working towards K3, K4, K5, S1, S3, S5

Programme Curriculum Mapⁱ

Academic Level	Module Code	Module Title ⁱⁱ	Credits	Module Statusⁱⁱⁱ	Map to Programme Outcomes^{iv}
		grounding in the main physical processes responsible for the formation of the British landscape in preparation for working in the outdoor industry.			
6	HSOO6003	<p>Dissertation (with various options)</p> <p>This module will enable students to undertake an independent piece of in depth research into a topic of their choice, but related to their substantive area of degree study. This module provides an opportunity to develop research skills and gain valuable experience in project management.</p>	40	Compulsory	All (potentially)
6	HSOO6007	<p>Adventure and Environmental Ethics</p> <p>This module has two interrelated aims which survey a range of approaches to adventure and exploration to develop a critical understanding of the values, beliefs and attitudes that underpin them. Secondly it critically explores different environmental ethics, in relation to adventurous exploration, society in general and the students' own outdoor practice.</p>	20	Compulsory	K1 K2 K4 K5 K6 S1 S2 S3 S4 S5 S6 S7
6	HSOO6008	<p>Wilding and conservation</p> <p>The aim of this module is to critically assess contemporary issues within conservation and wilding. Students will critically evaluate of the application of ecological processes within the context of sustainability. Where possible the module will be</p>	20	Compulsory	K3 K5 K6 S1 S3 S5 S6

Programme Curriculum Mapⁱ

Academic Level	Module Code	Module Title ⁱⁱ	Credits	Module Status ⁱⁱⁱ	Map to Programme Outcomes ^{iv}
		delivered in context to allow specificity, pragmatism and depth.			
Level 6 options; choose two					
6	HSOO6004	<p>Participant Coaching</p> <p>The aim of this module is to build on previous learning in the theoretical and experiential understanding of learning outdoor activity skills. Students will develop the ability to facilitate other learners acquiring skill in specific outdoor activities. The module will explore the importance of learning and teaching skills in relationship to their application in a natural environment.</p>	20	Optional	K2, K4, K6, S1-5
6	HSOO6005	<p>Ice and Snow</p> <p>The aim of this module is to build knowledge of how snow and ice form landscapes. This has particular reference to glacial processes and their application to contemporary and past landscapes. Students will develop their knowledge of snow and ice environments through exploration of the snow pack.</p>	20	Optional	K3-5, S1-6
6	HSOO6006	<p>International Applications of Outdoor Education</p> <p>This module aims to critically review the provision of outdoor education programmes in different regions of the world from a multi-disciplinary perspective. The module will consider different cultural approaches to nature and people's engagement with the outdoors. It</p>	20	Optional	K1 K2 K4 K6 S1 S3 S5 S6

Programme Curriculum Mapⁱ					
Academic Level	Module Code	Module Title ⁱⁱ	Credits	Module Statusⁱⁱⁱ	Map to Programme Outcomes^{iv}
		will explore the political, social, economic and cultural differences that impact on outdoor learning and how these effect the understanding and delivery of outdoor education.			
6	HSOO6011	<p>Outdoor and Environmental Education</p> <p>To develop students understanding of key features and content of outdoor and environmental education and to develop critical understanding of outdoor and environmental education theorising and practice.</p>	20	Optional	K1-6, S1-3, S5-7
6	HSOO6015	<p>Therapeutic applications</p> <p>The outdoors provides a context in which to facilitate work with clients that is therapeutic in nature. Established and emerging practices in this dynamic area are examined. Students will apply a number of theories to review and critique current examples of therapeutic practice. A practical project will help students to apply their knowledge to the skills of designing, facilitating and evaluating practice with a client group.</p>	20	Optional	K1 K2 K4 K6, S1-3, S5-7
Notes					

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process. Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims. 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.

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 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 – 50% Practical Assessment (Skills) – 50%	November
HSOO4003	Mountain	Autumn	Numeracy Test/Navigation Test 1000 word equivalent – 50% 2000 word Report – 50%	December
HSOO4004	Wood	Spring	1500 word Written Assignment – 50% 1500 word Oral/Presentation – 50%	February
HSOO4005	Urban	Spring	1500 word Project – 50% 1500 word Oral/Presentation 50%	March
HSOO4007	Earth Wind and Fire	Year	2500 word Field based investigation / project 1500 equ Poster	April

Students exiting at this point with 120 credits would receive a CertHE Outdoor Studies				
HSO05001	Exploring Research Outdoors	Both	Oral Presentation / Project	December & Late February
HSO05009	Outdoor Learning and Adventure	Both	Portfolio	December & March
HSO05010	Habitats and Ecosystems	Both	Debate followed by written reflection & Project	November and late February
HSO05011	European Mountains: Ecology, Culture and Travel	Extended Spring semester	Presentation & Project	May
Level 5 optional Modules. Students choose TWO.				
HSO05005	Health and Well Being	Both	Report	February
HSOF5006	Recreation in Woodlands	Autumn	Interpretation Project	November / December
HSO05012	Traditional and Innovative approaches in the outdoors	Both	Project Program Design	November / February
HSO05018	Physical Geography for Outdoor Educators	Spring	Field and lab note book and independent study	March/ April
HSO05020	Environmental Aesthetics	Both	Portfolio	March
Students exiting at this point with 240 credits would receive a DipHE Outdoor Adventure and Environment				
HSO06003	Dissertation (with various options)	Spring	Various	March/ April
HSO06007	Adventure and Environmental Ethics	Both	Project and Presentation	January / Late April

HSOO6008	Wilding and conservation	Autumn	Leaflet and written assignment	End of November
Level 6 Optional Modules. Students choose TWO				
HSOO6004	Participant Coaching	Both	Written Assignment Practical Skills	December March
HSOO6005	Ice and Snow Environments	Both	Map interpretation Presentation	January / March
HSOO6006	International Applications of Outdoor Education	Autumn	Written Assignment Report	November / March
HSOO6011	Outdoor and Environmental Education	Both	Written Assignment Written Assignment	November / February
HSOO6015	Therapeutic applications	Autumn	Presentation Project	October & December

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<p>Informal discussions with students Student Module Evaluation Staff internal moderation Staff module evaluation Student staff course forums Departmental Student staff forums External Examiner NSS AER</p>
<p>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.</p>	<p>Alumni Employer Liaison Group IOL Conferences PGCE course applications / institutions</p>

<p>Date of Programme Specification Production:</p>	<p>September 2014</p>
<p>Date Programme Specification was last updated:</p>	<p>July 2016</p>
<p>For further information about this programme, refer to the programme page on the University website http://www.cumbria.ac.uk/study/courses/undergraduate/outdoor-adventure-and-environment/</p>	