

# Programme Specification

<b>Programme Title and Name of Award</b>	Post-Graduate Diploma Outdoor and Experiential Learning		
<b>Academic Level</b>	7	<b>Total Credits</b>	120
<b>Professional Body Accreditation / Qualification</b>	Not applicable		
<b>Date of Professional Body Accreditation</b>	Not applicable	<b>Accreditation Period</b>	Not applicable
<b>UCAS Code</b>	N/A		
<b>JACS Code</b>	N/A		
<b>HECoS Code</b>	101319 Exercise for health	34%	
	100459 Education studies	33%	
	100893 Recreation & leisure studies	33%	
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="http://www.cumbria.ac.uk/study/courses/postgraduate/outdoor-and-experiential-learning-ma/">http://www.cumbria.ac.uk/study/courses/postgraduate/outdoor-and-experiential-learning-ma/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Science, Natural Resources and Outdoor Studies		
<b>Programme delivered in conjunction with</b>	Not applicable		
<b>Principal Mode of Delivery</b>	Blended learning		
<b>Pattern of Delivery</b>	Full Time, Part Time, Block, Blended learning.		
<b>Delivery Site(s)</b>	Ambleside		

<b>Programme Length</b>	Full Time – 1 year Part Time – 2 years - 4 years
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. PGCert Outdoor and Experiential Learning PGCert Outdoor and Experiential Learning (Bushcraft) PGCert Outdoor and Experiential Learning (Health and Wellbeing)
<b>Period of Approval</b>	August 2020 to July 2026
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:  <a href="http://www.cumbria.ac.uk/study/courses/postgraduate/outdoor-and-experiential-learning-ma/">http://www.cumbria.ac.uk/study/courses/postgraduate/outdoor-and-experiential-learning-ma/</a></p>	

### Cumbria Graduate Attributes

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

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

### Programme Features

We are living in precarious times. The prescribed stories we construct need scrutiny and revision if we are to find healthier narratives to live by. The PgDip in Outdoor and Experiential Learning Pathways have been developed in order to explore and reflect a broad range of social and

environmental themes that underpin a contemporary, transdisciplinary and transcultural approach to outdoor and experiential learning.

There are 3 pathways to choose from in order to complete the PgDip qualification: Outdoor & Experiential Learning; Outdoor & Experiential Learning (Bushcraft); Outdoor & Experiential Learning (Health & Wellbeing).

The **Outdoor & Experiential Learning pathway** engages with current debates around environmental empathy, displacement, social equality, adventurous journeying, embodiment, outdoor recreation, nature-culture philosophies, colonialism, globalization and management of people in organisations, sustainability and alternative forms of education, for example. You will examine the construction and development of various outdoor narratives and attempt to produce your own stories in order to develop new knowledge in contemporary society. The material entanglements of social and environmental relations will be unravelled by utilising a range of exploratory techniques that challenge the dominant status quo. Please note there is a residential aspect to this pathway that may require a small camping fee.

The **Bushcraft pathway** deeply engages the learner with both practical and theoretical concerns within the emerging academic field of Bushcraft. This field speaks to wider implications for educational, therapeutic, commercial and recreational ideas. Theoretically, it is located at the intersections of transdisciplinary fields of outdoor studies, environmental anthropology, ethnography and ethnobiology (human-environment relationships), while seeking to explore its relationship with 'Traditional' and 'Indigenous' ecological knowledge and practices. Please note there is a residential aspect to this pathway that may require a small camping fee.

The **Health and Wellbeing pathway** offers a reflective exploration of the student's own therapeutic relationship with 'the outdoors' as well as personal and planetary wellbeing and ill-health. Utilising experimental walks and residential settings, alternative narratives of human-environment relations will be developed whilst exploring historical, traditional and contemporary perspectives of nature-based psychotherapies and therapeutic landscapes.

Teaching will predominantly take place through 5-day block modules located in and around the stunning Ambleside campus in the heart of the Lake District national park, often involving visits to various locations of artistic, literary and environmental interest.

The courses comprise of six 20xcredit modules (5x20credit compulsory modules, plus 1x20credit optional module) for the awards of PgDip Outdoor & Experiential Learning, PgDip Outdoor & Experiential Learning (Bushcraft), PgDip Outdoor & Experiential Learning (Health & Wellbeing).

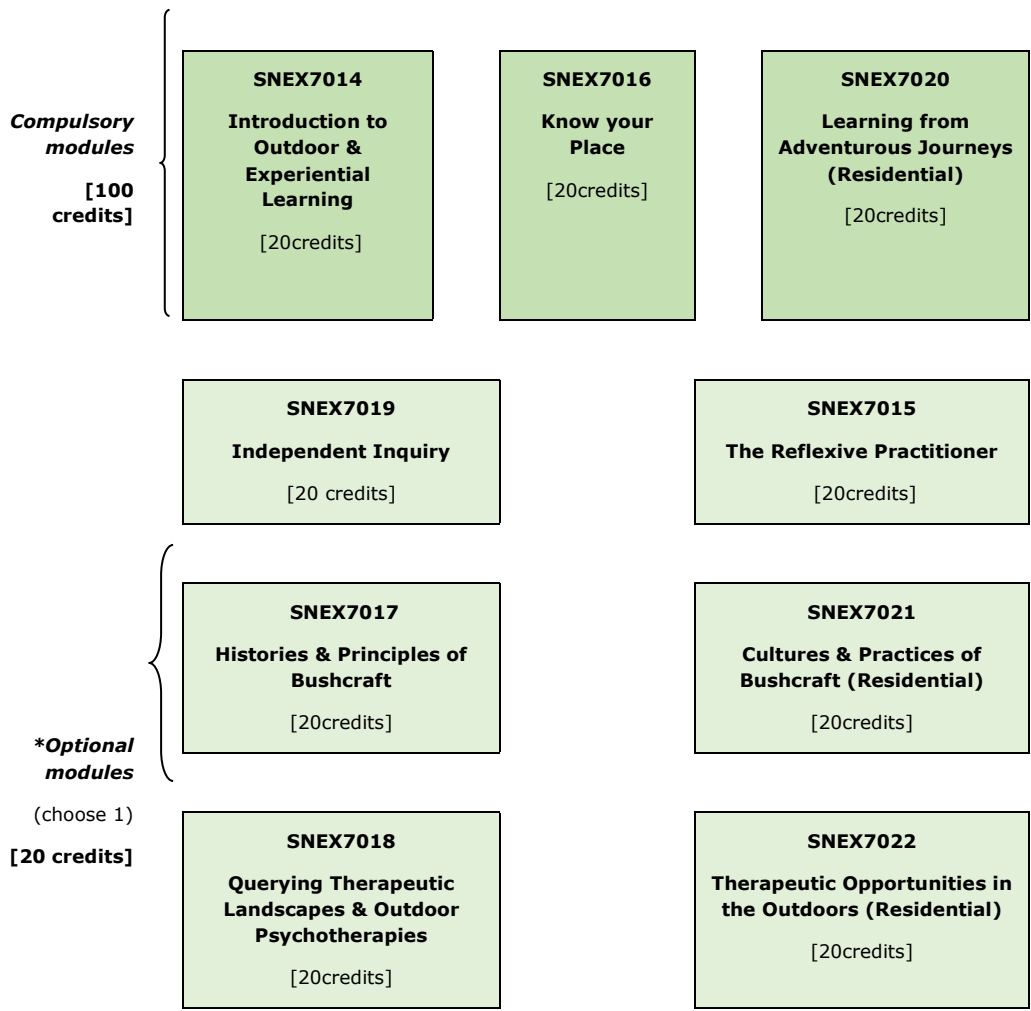
The optional module offers you a range of four taught modules from one of the other pathways, each aligning with key strategic topics within the department's research centre, as well as residential modules which offer an excellent opportunity for you to gain newly acquired theoretical skills in action. This flexibility addresses the personal and professional needs of individuals.

A key characteristic of a Diploma postgraduate is their ability to demonstrate knowledge at the forefront of their professional practice. Graduates should strive to demonstrate originality in their application of knowledge in the field of outdoor and experiential learning. All modules engage you in critical discussion around research, both in terms of methodology and subject. There are also specific research skills included within the compulsory Independent Inquiry module, which can lead to an independent inquiry designed to support an existing research plan.

### **Structure diagram for PgDip Outdoor and Experiential Learning (Full time Pathway)**

Students on a full-time Pathway will typically study over a 12-month period.

Induction
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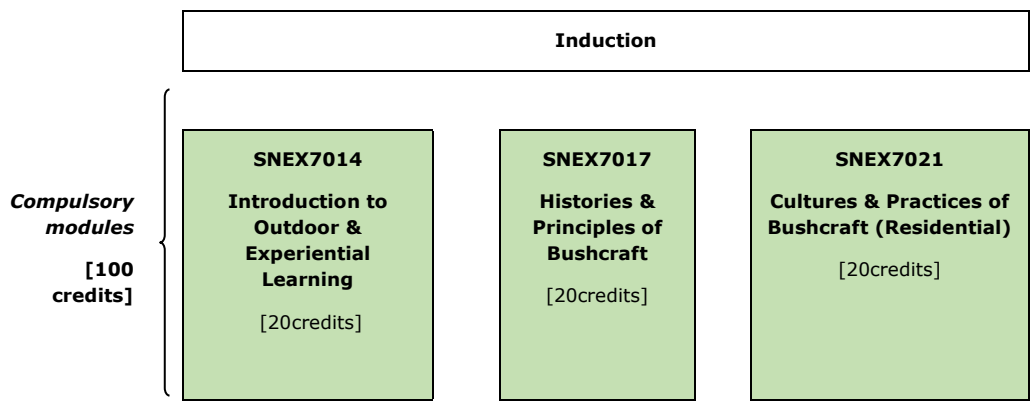
*\*The availability of optional modules listed above will be dependent on student numbers to ensure a viable student cohort.*

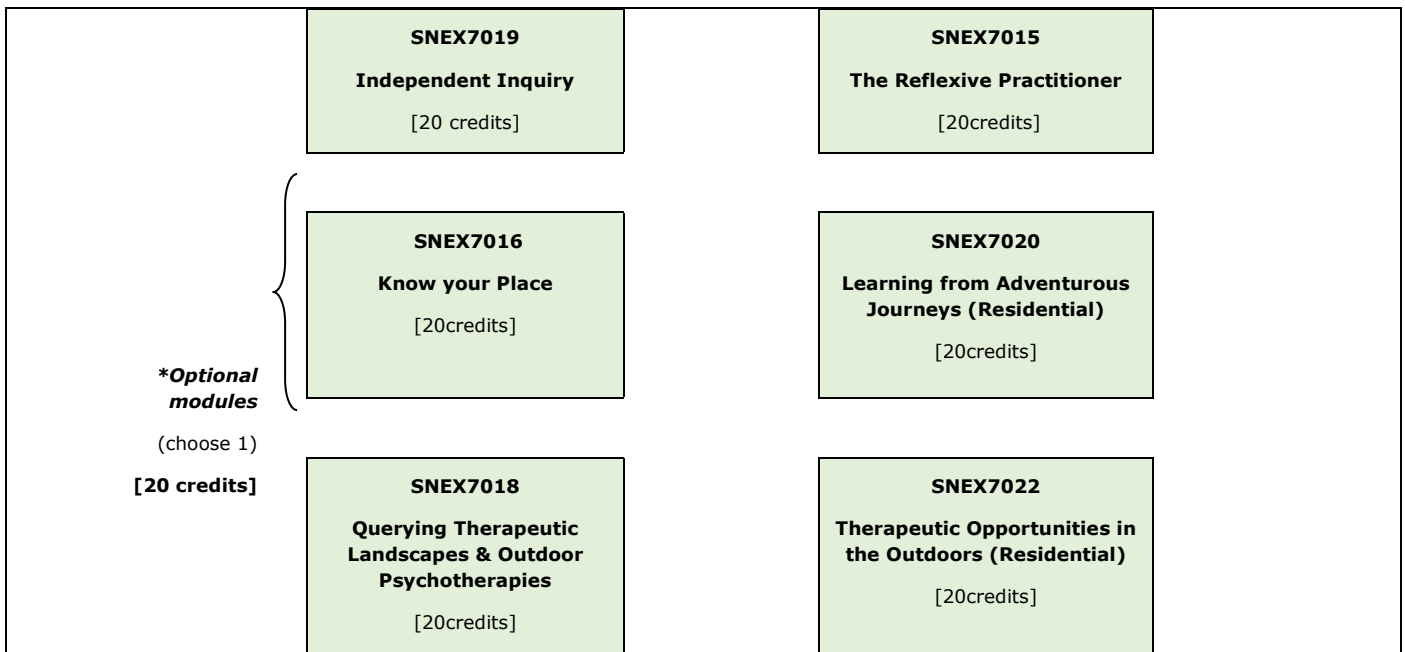
### Exit from the Programme

Students who achieve 120 credits in their academic modules will achieve the Post-Graduate Diploma in Outdoor and Experiential Learning award.

Students leaving the programme having successfully completed 60 credits will be awarded a Post-Graduate Certificate in Outdoor and Experiential Learning award.

### Structure diagram for PgDip Outdoor and Experiential Learning (Bushcraft) (Full time Pathway)





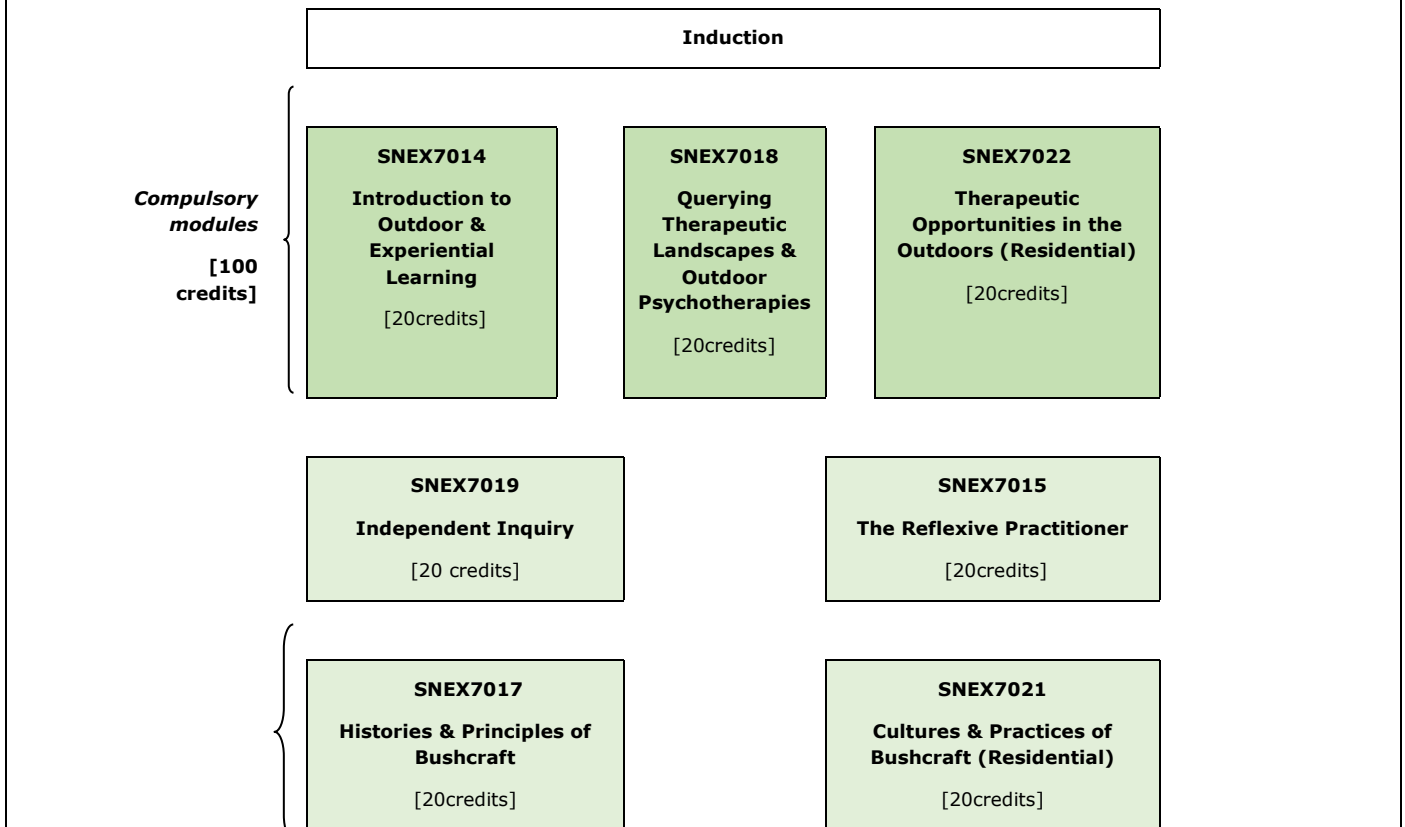
*\*The availability of optional modules listed above will be dependent on student numbers to ensure a viable student cohort.*

### Exit from the Programme

Students who achieve 120 credits in their academic modules will achieve the Post-Graduate Diploma in Outdoor and Experiential Learning (Bushcraft) award.

Students leaving the programme having successfully completed 60 credits will be awarded a Post-Graduate Certificate in Outdoor and Experiential Learning (Bushcraft) award.

### Structure diagram for PgDip Outdoor and Experiential Learning (Health & Wellbeing) (Full time Pathway)



**\*Optional  
modules**

(choose 1)

[20 credits]

**SNEX7016**

**Know your Place**

[20credits]

**SNEX7020**

**Learning from Adventurous  
Journeys (Residential)**

[20credits]

*\*The availability of optional modules listed above will be dependent on student numbers to ensure a viable student cohort.*

### **Exit from the Programme**

Students who achieve 120 credits in their academic modules will achieve the Post-Graduate Diploma in Outdoor and Experiential Learning (Health & Wellbeing) award.

Students leaving the programme having successfully completed 60 credits will be awarded a Post-Graduate Certificate in Outdoor and Experiential Learning (Health & Wellbeing) award.

### **Aims of the Programme**

The PgDip Outdoor and Experiential Learning Pathways enable students to negotiate a programme of study which provides a coherent progression route, recognising and valuing prior experience and learning.

The overall aims of the programme are to provide students with:

1. An integrated, critical and transcultural approach to outdoor learning, applying research and scholarship to current theory, practice and policy;
2. An opportunity to develop high level research skills and evidence based research in terms of Outdoor and Experiential Learning;
3. An in-depth knowledge and broad understanding of the contexts and perspectives of outdoor learning and professional applications;
4. A critical insight into theoretical frameworks underlying practice extended into new methodologies and contexts;
5. Skills of planning, facilitating and evaluating quality curricula with respect to structure, facilitation style, social and environmental equity, reflexivity, response-consideration and the realisation of whole person potential to enable students to become experts in their field.

### **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 7 (Usually Master's level), you will be able to demonstrate that you have the ability to:

- Display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

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

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

#### **After 60 credits of study (PGCert) you will be able to demonstrate:**

- K1.** A critical awareness, and in-depth knowledge and understanding of, current issues in outdoor and experiential learning, informed by research and practice
- K2.** The ability to apply and evaluate key concepts and theories in relation to professional sustainable practice
- K3.** A set of values that underpin the application of experiential learning

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

- K4.** A critically reflexive standpoint towards values and ethical issues underlying research and professional practice
- K5.** The ability to evaluate methods of enquiry applied to the field of outdoor and experiential learning
- K6.** Critical engagement with relevant literature and resource material

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

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

#### **After 60 credits of study (PGCert) you will be able to demonstrate:**

- S1.** Use of a range of information and communication technology
- S2.** Use of initiative and take responsibility
- S3.** The ability to communicate effectively with colleagues and other professionals and demonstrate the capacity to plan, to share goals, and work as a member of a team.
- S4.** Reflection on your individual value systems, development and practices

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

- S5.** The ability to apply motivation and aptitude for intellectual enquiry, critical assessment, creative innovation and a commitment to lifelong learning
- S6.** Communicating effectively both orally and in writing, using a range of media

**S7.** The ability to be an independent and self-critical learner

**S8.** Making decisions in challenging situations

### **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:

Currently there are no MA/PgDip level subject relevant QAA benchmark statements to refer to. The following outcomes are in line with the QAA (2015) Master's degree characteristics document: [https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981\\_10](https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

### **Graduate Prospects**

Many students who undertake the PgDip are already employed and are looking to extend their expertise in a particular area to enhance their experience, their employment prospects or are looking for a change of career. Graduates have successfully gained employment as educators, outdoor practitioners, environmental consultants, development trainers, mental health practitioners or armed services personnel, for example.

Graduates may also use this academic experience to enhance existing roles by enriching their philosophical underpinnings or revisit old concepts and practices to see them in a new light. For example, previously our alumni have altered their teaching trajectories from a traditional curriculum focus to one more informed by outdoor and experiential philosophies or have moved away from clinical models of health and wellbeing towards more ecologically informed underpinnings.

We have consulted employers from outdoor professions (e.g. Outward Bound, DEFRA, the Woodland Trust) to update employability aspects of the course. The needs of stakeholders, which was surprisingly uniform, could be condensed into the generalised view that they wished to recruit:

"Autonomous professionals capable of working safely and sustainably in the moment and forming supportive relationships through which to affect change. "

In essence the emphases of the stakeholders were as follows:

The ability to form rapport over the need for high level outdoor skills;

A demonstrable commitment to the outdoors through extended self-initiated experience;

Critical thinking ability and creativity applied to context;

A societal and global focus rather than an individual personal focus;

An understanding of the effects of current issues such as austerity, mental health, obesity and climate change;

An approach to safety which is "in the moment" and broad.

The course embodies these needs to greatly increase graduate employment prospects.

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



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

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

LTA will be innovative and creative, tailored to the individual and for professional development and enhanced employability. A community of learners will be established and supported through learning technology and active and reflective engagement.

Formative assessment is integral to the programme through pre-course tasks and intra- module learning through applied practice.

### **Learning and Teaching**

A key belief underpinning the programme is that all students are individual learners, with individual needs. The LTA approach across this programme demonstrates a willingness of staff to work in partnership with each student to help develop their autonomy and independence as critical thinkers.

The programme will reflect the university's learning contexts in the enactment of our curriculum offer through:

- Campus-based and off campus learning experiences, enhanced through the use of technology and active and experiential learning contexts;
- Online, at-a-distance learning – utilising full range of UoC digital resources and supported communication through learning technology through bespoke FDL modules supported by Blackboard interactive learning and repository facilities. For example, we can offer Skype meetings for dissertation tutorials, engagement in wider discussions on Blackboard, the option of utilising Blogs and video's for some assessments and the use of Twitter and/or Facebook for relaying other, more general newsworthy information.

A variety of teaching and learning methods are employed throughout the course to ensure students acquire and develop appropriate concepts, knowledge, professional and personal skills. These include traditional methods such as lectures and seminars as well as more experiential methods such as problem based learning and debates.

Throughout the PgDip, students are expected and encouraged to be active and reflective in their learning and to apply current thinking to practice.

Learning & Teaching Methods include:

- Lectures
- Seminars, presentation & discussion (including using internet/intranet forums)
- Problem-based learning
- Projects
- Fieldwork, residentials & visits
- Outdoor & experiential learning
- Tutorials (in person or online)
- Flexible & distributed learning

Our learning and teaching strategy uses research informed teaching that draws on industry-based knowledge and expertise as well as contemporary literature from multidisciplinary content. Such is the nature of outdoor and experiential learning that facilitators of it usually pull in theoretical

material from a wide array of sources usually considered to be the sole domain of other subject areas and specialisms. For example, speculative fiction, used in the 'Learning from Adventure' module, draws from science fiction and fantasy literature to highlight current social and environmental issues performed as metaphor. Contemporary landscape art literature is used in the 'Reflexive Practitioner' module as good examples of reflective and reflexive thinking and practice. Social justice and environmental activism literature are also drawn from, sometimes in the guise of social media and sometimes from quantitative statistical evidence from the IPCC, for example.

### **Summative and Formative Assessment**

Assessment is an integral part of the course and takes place during and at the end of modules. In most modules, there is a blend of formative and summative assessment tasks that students complete which reflect the breadth of skills and competences required by graduates. Students are expected to show critical analysis, evaluation, creativity and autonomy in assessment.

Types/Methods of Assessment include:

- Portfolios
- Reflective logs
- Case Studies
- Essays
- Projects
- Presentations/Oral Assessments
- Written reports
- Inquiry proposal

A range of informal and formal formative assessment tasks are used throughout the programme including:

- Presentations
- Blogs/wiki
- Focus groups
- Learning sets
- Reflective logs

## **Student Support**

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

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

### **Induction**

The (optional) induction week takes place in September before the modules begin. The week consists of a range of workshops/activities to help welcome you to the University, prepare you for

postgraduate study and start to develop a learning community with other postgraduate students (both new and returning). International students can access English Language Support through the student success and engagement team: [internationalstudentsupport@cumbria.ac.uk](mailto:internationalstudentsupport@cumbria.ac.uk)

As with all aspects of the programme you are responsible for arranging your own accommodation and refreshments.

For a campus map please see:

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/fm/documents/maps/Ambleside-Campus-Map.pdf>

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. There will be specific tutorial arrangements for distance students comparable to those experienced by campus-based students in the form of Skype meetings.

### **Personal Development Planning**

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, 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 if requested by the 'Upskill' team. These upskill additions to the programme are extra curricula and as such are voluntary for students. However, students are encouraged to engage with these extra training and qualificatory events to help their own employability, personal development and self-efficacy in the outdoor field. 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. 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.

Every student will receive personal one-to-one tutorials on the course, as well as dissertation supervisors. These can take place in person or via Skype, for example, and can cover personal development or academic development. We have an open-door policy and so students may approach staff with any queries they have whenever staff are available.

### **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. There is a gym and a water frontage on Windermere where you can launch kayaks, canoes and sail craft

## **Library and Academic Support (based in Information Services)**

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

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. 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. Visit [skills@cumbria](#) for more details.

## **IT and Technical Support**

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

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

## **Student Support Services**

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. 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 the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

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 professional services advisers:

## **Preparing for Postgraduate Study**

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

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

## **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead+**

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

<b>Programme Curriculum Map – PgDip Outdoor and Experiential Learning</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
7	SNEX7014	Introduction to Outdoor & Experiential Learning	20	Compulsory	K1, K3, S2, S3, S4
7	SNEX7015	The Reflexive Practitioner	20	Compulsory	K1, K2, K4, K6, S3, S4, S5, S6, S7
7	SNEX7016	Know Your Place: Place Responsive Approaches to the Outdoors	20	Compulsory for OEL <sup>1</sup> /Optional for BC <sup>2</sup> & H&WB <sup>3</sup>	K1, K2, S1, S2, S3, S4
7	SNEX7017	Histories & Principles of Bushcraft	20	Compulsory for BC/Optional for OEL & H&WB	K1, K2, S1, S2, S3, S4
7	SNEX7018	Querying Therapeutic Landscapes & Outdoor Psychotherapies	20	Compulsory for H&WB/Optional for BC & OEL	K1, K2, S1, S2, S3, S4
Students exiting with 60 credits at Level 7 would receive a PGCert Outdoor and Experiential Learning (OEL/BC/H&WB)					
7	SNEX7019	Independent Inquiry	20	Compulsory	K1, K5, K6, S1, S2, S5, S6, S7
7	SNEX7020	Learning from Adventurous Journeys	20	Compulsory for OEL/Optional for BC & H&WB	K1, K2, S1, S2, S3, S4
7	SNEX7021	Cultures & Practices of Bushcraft	20	Compulsory for BC/Optional for OEL & H&WB	K1, K2, S1, S2, S3, S4

7	SNEX7022	Therapeutic Opportunities in the Outdoors	20	Compulsory for H&WB/Optional for OEL & BC	K1, K2, S1, S2, S3, S4
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### Notes

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

<sup>1</sup> OEL = Outdoor & Experiential Learning pathway

<sup>2</sup> BC = Bushcraft pathway

<sup>3</sup> H&WB = Health & Wellbeing pathway

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Pathways and optional modules will be chosen at the end of semester 1, after 'The Reflexive Practitioner' compulsory module.

A failed student will not be permitted to re-register on the same programme.

- Students exiting with 60 credits at Level 7 would receive a PGCert Outdoor and Experiential Learning (OEL/BC/H&WB); Students exiting with 120 credits at Level 7 would receive a PGDip Outdoor and Experiential Learning (OEL/BC/H&WB).
- All modules will be facilitated as week-long/5-day block modules.
- All modules will be delivered from the Ambleside campus apart from the modules SNEX7020, SNEX7021 and SNEX7022 which will take place in a residential setting.
- Students will choose which pathway to take at the end of semester 1. Only 2 modules are specific to each pathway, the other modules are shared.
- All modules are stand-alone and will be eligible for a University transcript of credit. Students studying modules as 'stand-alone' modules would normally be required to meet the standard entry requirements for the programme.
- Module pass mark: 50% Postgraduate Merit: 60 – 69.9%; Distinction: >70%

### \* Key to Module Statuses

Core Modules

Must be taken and must be successfully passed

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



<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Year-Long</b>		
	(C) = Compulsory; (O) = Optional; (OEL) = Outdoor & Experiential Learning pathway; (B) = Bushcraft Pathway; (H&WB) = Health & Wellbeing Pathway			
SNEX7014	Introduction to Outdoor & Experiential Learning (C)	Semester 1	Set Exercise	November/December
SNEX7015	The Reflexive Practitioner (C)	Semester 1	Oral Assessment/Presentation Written Assignment	January
<b>End of Semester 1. Students choose pathways and optional modules.</b>				
SNEX7017	Histories & Principles of Bushcraft (C = B; O = OEL & H&WB)	Semester 2	Written Document Oral Assessment/Presentation	February
SNEX7016	Know your Place: Place Responsive Approaches to the Outdoors (C = OEL; O = B & H&WB)	Semester 2	Set Exercise	February/March
SNEX7018	Querying Therapeutic Landscapes & Outdoor Psychotherapies (C = H&WB; O = OEL & B)	Semester 2	Case Study	March
<b>Students exiting at this point with 60 credits would receive a PGCert Outdoor and Experiential Learning (OEL/BC/H&amp;WB)</b>				

Programme Delivery Structure: Part Time				
SNEX7019	Independent Inquiry (C)	Semester 2	Oral Assessment/Presentation Written Assignment	April
SNEX7021	Cultures & Practices of Bushcraft (C = B; O = OEL & H&WB)	Semester 2E	Oral Assessment/Presentation Portfolio	May
SNEX7020	Learning from Adventurous Journeys (C = OEL; O = B & H&WB)	Semester 2E	Written Assignment Set Exercise	May/June
SNEX7022	Therapeutic Opportunities in the Outdoors (C = OEL; O = B & H&WB)	Semester 2E	Report Portfolio	June
<b>Students exiting at this point with 120 credits would receive a PGDip Outdoor and Experiential Learning (OEL/BC/H&amp;WB)</b>				

Programme Delivery Structure: Part Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Year-Long		
	(C) = Compulsory; (O) = Optional; (OEL) = Outdoor & Experiential Learning pathway; (B) = Bushcraft Pathway; (H&WB) = Health & Wellbeing Pathway			

SNEX7014	Introduction to Outdoor & Experiential Learning (C)	Semester 1	Set Exercise	December
SNEX7015	The Reflexive Practitioner (C)	Semester 1	Oral Assessment/Presentation Written Assignment	February
<b>End of Semester 1. Students choose pathways and optional modules.</b>				
SNEX7017	Histories & Principles of Bushcraft (C = B; O = OEL & H&WB)	Semester 2	Written Document Oral Assessment/Presentation	March
SNEX7016	Know your Place: Place Responsive Approaches to the outdoors (C = OEL; O = B & H&WB)	Semester 2	Set Exercise	March/April
SNEX7018	Querying Therapeutic Landscapes & Outdoor Psychotherapies (C = H&WB; O = OEL & B)	Semester 2	Case Study	April
<b>Students exiting at this point with 60 credits would receive a PGCert Outdoor and Experiential Learning (OEL/BC/H&amp;WB)</b>				
SNEX7019	Independent Inquiry (C)	Semester 2	Oral Assessment/Presentation Written Assignment	May
SNEX7021	Cultures & Practices of Bushcraft (C = B; O = OEL & H&WB)	Semester 2E	Oral Assessment/Presentation Portfolio	June
SNEX7020	Learning from Adventurous Journeys (C = OEL; O = B & H&WB)	Semester 2E	Written Assignment Set Exercise	June/July

SNEX7022	Therapeutic Opportunities in the Outdoors (C = OEL; O = B & H&WB)	Semester 2E	Report Portfolio	July
<b>Students exiting at this point with 120 credits would receive a PGDip Outdoor and Experiential Learning (OEL/BC/H&amp;WB)</b>				

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

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

<p><b>Date of Programme Specification Production:</b></p>	<p>08/03/2019</p>
<p><b>Date Programme Specification was last updated:</b></p>	<p>26/06/2019</p>
<p><b>For further information about this programme, refer to the programme page on the University website</b></p>	

<p><b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b></p>	
<p><b>Is the placement requirement more than 50% of the programme?</b></p>	<p>No</p>
<p><b>If yes, what % of the programme is the placement requirement?</b></p>	
<p><b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b></p>	