

# Programme Specification

<b>Programme Title and Name of Award</b>	BA (Hons) Outdoor Leadership with Integrated Foundation Year		
<b>Academic Level</b>	Level 6	<b>Total Credits</b>	480
<b>Professional Body Accreditation / Qualification</b>	N/A		
<b>Date of Professional Body Accreditation</b>		<b>Accreditation Period</b>	
<b>UCAS Code</b>	NX23A		
<b>HECoS Code</b>	100097		
<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.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage</p> <p>Please note that APL will not be permitted at Level 3 on this programme. Students who have studied an alternative Level 3 programme but have a confirmed fail in a core module on that programme with a mark in the range 35-39%, may be considered for transfer onto Level 4 of this programme. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme. Please visit:-</p> <p><a href="https://www.cumbria.ac.uk/study/courses/foundation-courses/">https://www.cumbria.ac.uk/study/courses/foundation-courses/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Institute of Science and Environment (IoSE)		
<b>Programme delivered in conjunction with</b>	BSc (Hons) Outdoor Adventure and Environmental Studies, BSc (Hons) Geography, FdA Adventure Tourism		
<b>Principal Mode of Delivery</b>	Face to Face, Blended learning		

<b>Pattern of Delivery</b>	Full Time
<b>Delivery Site(s)</b>	Level 3 module delivery at Carlisle Fusehill Street Levels 4 – 6 module delivery at the Lake District Campus, Ambleside
<b>Programme Length</b>	Full time: 4 years 8 years Maximum Registration period
<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. Ordinary Degree in Outdoor Leadership (420 credits) Diploma of Higher Education in Outdoor Leadership (360 credits) Certificate of Higher Education in Outdoor Leadership (240 credits) FDCert Science (120 credits)
<b>Period of Approval</b>	From August 2022 for continuous approval, subject to Periodic Review which takes place every six years.
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage</p>	

### 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

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme.

Students on this foundation year will study six modules that will provide a good grounding for you to develop your academic and study skills to progress onto higher levels of study (Levels 4-6). This route offers a unique opportunity for developing your problem-solving skills, intellectual, key scientific, practical and investigative skills and techniques that underpin the study of outdoor leadership whilst providing you with a grounding in essential university skills and nurturing your career aspirations. You will develop your knowledge and understanding of the key scientific and social science principles of Biology, Climatology, Geology, Human Ecology to Toxicology, Public Health, Epidemiology and Parasitology. You will gain a solid foundation in laboratory and field skills in all four of your subject specific modules, Essential Biology, Dynamic Earth, Environmental Sciences and Scientific Investigation.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduateness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities VLE and 'Linked in Learning' to help build upon your current level of IT literacy.

This is an engaging and applied programme, which has distinct modules in each year that blend theory and practice in order to aid the development of fundamental skills, understanding, knowledge, experience and behaviours needed for work and recreation in a range of outdoor contexts. At the core of the programme, is the notion of working positively with other people in outdoor environments that may occasionally be challenging and potentially hazardous. Therefore, the concept of risk and adventure is explored in line with a risk vs. benefit approach to working in a range of outdoor situations.

The key values that we feel passionate about centre on how students develop a sound and critical understanding of the complexities of practice and research within the field, whilst recognising the requirement to balance technical and interpersonal skills. This is linked to an appreciation of recognised professional standards and how students can develop their abilities and capacity to perform at an appropriate level. This is achieved through a range of leadership, development and coaching opportunities, all of which encourage students to engage with the critical theory and practice in our field. Teaching on the programme is designed to improve the foundational ability of the student to manage and work with adventure, and will develop and improve personal outdoor activity competence that supports students in their chosen outdoor skills and career direction. National Governing Body (NGB) awards are available outside of course time and the professional development and up-skilling opportunities form an important facet of the programme where students can select from a variety of NGB award courses (training and assessments) to construct a specific, personalised professional development pathway to complement their degree.

The programme has a pedagogical orientation towards an interdisciplinary approach to knowledge with the context being central to how specific outdoor-orientated teaching and learning activities are organised. This also applies to assessment. For example, outdoor leadership topics around legislation, risk appraisal and safety management are contextualised into the areas of the field in which they can be found, such as rock and water environments, group work and specific outdoor activity coaching. Teaching in Year One consists of 6 complementary modules that balance practice and theory, with optional modules appearing in Year Two and Year Three. The programme has a range of expeditionary elements and residential field courses to foster learning and work in realistic contexts. Examples have

included coasteering and sea based activity in North Wales, winter skills in the Scottish Highlands and self-organised adventures to the Spanish Pyrenees.

In addition to the academic focus at Levels 4 and 5, there are practice-orientated modules that seek to foster a deeper awareness of the professional practice of outdoor leadership that employers have requested. These drivers continue at Level 6 where modules develop students' awareness of new and emerging fields such as Outdoor and Environmental Education (a developing employment and progression option in our field), and Therapeutic Applications. The intention of the suite of modules is to provide educational support for students to engage with emergent and developing aspects of the field of Outdoor Leadership.

Graduates of this programme work in many different areas. Some become teachers and take another year to train to gain their Post Graduate Certificate in Education (PGCE). Some work in the coaching and leading sector, with some choosing to extend their studies and do a Master's degree in a variety of coaching, leading and outdoor education focussed programmes. A number of students work successfully and directly in the outdoor sector delivering skills training and outdoor education in outdoor centres or through their own small businesses. Crucially, however, many students comment that this course has opened their eyes and mind to many possibilities that they previously had not considered or known about.

## **Aims of the Programme**

The overall aims of the Programme are to:

1. To provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study
2. To develop an inter-disciplinary knowledge and understanding of theoretical concepts in a range of contexts applicable to studying outdoor leadership.
3. To develop the academic personal and professional skills required to work in the context of outdoor studies.
4. To develop the knowledge and skills needed for success in your undergraduate studies.
5. Create a critical awareness of the concept of leadership and how this is influenced in different outdoor environments and by different populations, ensuring recognition of diversity and inclusion
6. Enable students to effectively review and evaluate the outdoor sector and to respond to current societal and environmental challenges faced by it
7. Provide opportunities to gain wide-ranging technical and practical outdoor skills, knowledge, understanding and experience that will equip graduates to work professionally in the diverse fields of outdoor leadership (initially generic, then domain specific)
8. Recognise the importance of interpersonal skills and resilience for the outdoor leader and how these may influence group behaviours, motivation and outcome
9. Acknowledge and evaluate the role of risk in decision making and for the purposes of learning and personal development within the outdoor sector
10. Encourage students to become independent learners, professional in their outlook, responsible for their own personal development and to be accountable for their own decision-making (and where appropriate, those of others)
11. Ensure a clear comprehension of outdoor sector occupation prospects and where employment opportunities are positioned

## 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 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually 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: (Usually 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: (Usually 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 professional judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

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

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

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

**K01** A knowledge and understanding of a range of data collection and handling techniques applied within the context of outdoor studies.

**K02** The ability to apply and explain theories, models, concepts and principles that underpin the study of outdoor studies.

#### **After 240 credits of study (Cert HE) you will be able to demonstrate the following:**

**K1.** Critically evaluate and analyse the significance of perceived and actual risk in the context of outdoor leadership

**K2.** Effectively apply knowledge of the use of relevant outdoor practical equipment and activities in a safe and efficient manner

**K3.** Identify and critically analyse the multidisciplinary framework and historical structure of outdoor leadership, adventure education and adventure activities

#### **After 360 credits of study (Dip HE) you will be able to demonstrate the following:**

**K4.** Identify and analyse the psychological and physiological demands that are present in the participation in, and coaching others in outdoor leadership and adventure education

**K5.** Develop student's ability to understand how different environments and context influence personal and social development, a 'sense of care' for the environment and educational outcomes

**K6.** A developing understanding of how leadership, coaching is synergetic (intertwined)

#### **After 480 credits of study (BA Hons) you will be able to demonstrate the following:**

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

**K8.** Critically evaluate and apply the use of appropriate historical and contemporary outdoor leadership skills involved in effective outdoor individual and group management across a broad variety of topics such as adventure therapy, expedition leadership, and personal and social development for example

**K9.** Consider a range of approaches in dealing with the challenges of society using outdoor experiences where possible

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

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

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

**S01.** Academic, personal and professional skills needed to succeed in higher education.

**S02.** Competence and progressive development in basic and core experimental skills.

**S03.** Fieldwork and data skills, techniques and competencies needed to study and work in outdoor studies.

**After 240 credits of study (Cert HE) you will be able to demonstrate the following**

**S1.** Develop students' independence and personal accountability so that they may be able to plan, organise and manage their time and workload effectively

**S2.** Have a range of practical outdoor skills in different environments (range of core outdoor competencies, working towards qualifications where appropriate)

**S3.** Develop an ability to brief, run and review outdoor experiences

**S4.** Develop skills in presenting information to audiences and within online and digital contexts

**After 360 credits of study (Dip HE) you will be able to demonstrate the following**

**S5.** Critically apply varied outdoor leadership skills in decision-making roles and problem solving

**S6.** Critically analyse the preparation and management of formal and informal risk assessments along with legislative policy that affects practice in the outdoor sector

**S7.** Show higher level skills and judgements applied in a variety of contexts

**After 480 credits of study (BA Hons) you will be able to demonstrate the following**

**S8.** Critically evaluate and apply the use of appropriate communication, teamwork, leadership and other personal development skills

**S9.** Critically consider the heritage of a range of outdoor activities and relate to the lifestyle of other people - justify outdoor practice in the context of sustainability and use of resources

**S10.** Develop an ability to learn independently and develop the learning of other people

### 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:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Departmental Business Plans](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- QAA Subject Benchmark Statements within Leisure, Sport and Tourism, specifically relating to 'Adventure Sport'

### Graduate Prospects

It is understood that the outdoors has been described as having a broad range and scope of employment and progression opportunities, such that there is no delineated pathway to guaranteed employment. However, the outdoor sector is thriving and employment opportunities are plentiful (Institute for Outdoor Learning (IOL), 2019; online jobsite).

At the early stage of an outdoor person's career, graduate employment prospects exist with an

emphasis on a practitioner role but more opportunities arise as individuals work into the mid-terms of their career, where a degree (allied to NGB awards) is invaluable. Again, mid-term career opportunities at graduate level are very much available (cf. IOL Professional Standards Framework). Evidence for this comes in the form of a number of mature 'returner-learners' on course who require a degree in order to progress their careers. The degree also facilitates the access route for a Masters pathway and into teacher training.

The recent Sport England Active Lives online reporting tool (current data to November 2018) is indicative of increased participation within the field of 'adventure sports' but also suggests that the gap in provision which limits outdoor participation to the general public is the lack of technical outdoor-focussed skills. This presents as a strong employment opportunity area, and warrants the inclusion of coaching and leading content to support it. This is reflected in the module offer at both Level 5 and Level 6 regarding event management and commerciality, given that freelance outdoor leadership and coaching work can often lead to the formation of sole trader small businesses.

Students overall employability post-degree is high (97% according to DHLE survey). National Student Survey (NSS) shows an improving trend for the course, showing an uplift to 94% in 2018.

Graduate employment opportunities include:

Teaching in both Primary and Secondary sectors

Adventure based Tourism

FE and HE teaching

Management Training

Uniformed services including Police

Freelance outdoor coaching / instructing

Outdoor education tutor

Skill-based coaching and guiding in mountaineering, climbing, paddlesports and mountain biking.

Outdoor retail management

A variety of small outdoor businesses

Youth work

Expedition leadership and management

Forest school leader

Outward Bound Graduate Scheme

Outdoor based event management

(The DHLE, NSS and feedback through Staff -Student Forums and frequent discussions with current students has informed the revalidation and graduate prospect process).

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

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

We seek to create a stimulating and innovative community of learning, whether encountered on



campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

## **Learning and Teaching**

The Institute of Science and Environment want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. Assessment load has been set in line with comparative level 3 assessments such as at A-level. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as undertaking individual research. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of Science programmes at our Carlisle Fusehill Street Campus, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you may be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme. In Semester 2 one of our modules UNIF3018 Dynamic Earth will be delivered as a one week residential on our Ambleside Campus where you will be transferring to at the end of this year. The aim of this is for you to get to know better staff from your programme team and to become more familiar with the Ambleside Campus, accommodation, facilities and services. It will also provide the opportunity for you to meet other students on your programme from other year groups so helping with the transitional change from Carlisle to Ambleside the next year.

The University's Learning, Teaching and Assessment Strategy (2017-2022) has informed much of how learning will be supported across the degree. Primarily, that the student sits at the heart of everything we do.

There is the comprehensive campus programme delivery (reinforced with online learning and support) in technical and theoretical topics, which are supported alongside the development of practice-based skills (including technical competencies) with some combined assessments and the use of digital environments.

As noted, we believe the student is at the centre of the learning process and utilise many strategies and approaches to support students in their learning journey through the degree. Some examples include the use of formative assessments – assignments that are undertaken within module delivery to help facilitate the learning of specific aspects before the final summative assessment. The use of technology and innovative learning approaches is evident in a number of modules. Consideration of the most effective way for students to learn is identified by student journaling of the personal education journey in the research module, which is designed to help students understand how they personally learn best and how they make the learning link to their assignment and ultimately their dissertation. Digital technologies are harnessed in the assessments of modules with students being encouraged to use presentation software packages such as PowerPoint, PREZI, Publisher, Excel as well as other

Microsoft Office products.

We have also continued to embrace the 'traditional' outdoor education/leadership learning and teaching approaches, which includes the use of experiential approaches and pedagogy that require formal and informal reflection through written and oral tasks. The context for learning and teaching across all modules is approached very directly in this program with Level 4 teaching and learning being organised via accurate use of context (coaching and leadership allied to personal knowledge).

In terms of assessment, students are set tasks in a variety of assessment formats that include essays, reports, presentations, projects, portfolio development, digital and VLE assessments and practical sessions (experiential and outdoors – maintaining context specificity).

### **Summative and Formative Assessment**

Assessment methods are designed to provide both a creative and balanced strategy but also a range of engaging and challenging opportunities which include essays, reports, practical tasks, posters projects, portfolios and oral presentations to name a few.

Module assessments at level 3 introduce you to the type of assessments you will encounter as you progress through your degree and there is a strong emphasis on formative assessment in all modules to assist with the learning process. Assessment load has been set in line with comparative level 3 assessments such as at A-level.

The assignment methods are related specifically to the stated module aims and learning outcomes, and the staff team work hard in the planning phase of programme delivery to ensure all assignments are equitably spread, through the use of the department assessment calendar across all levels.

Furthermore, there is an over-arching ethos within the department that assignments are designed to encapsulate the idiom of '**assessment for learning**' rather than of learning. A variety of modules are linked directly to employability, and particularly the actual behaviours and capabilities required of a professional outdoor leader. This is exemplified in the Level 6 module, entitled Participant Coaching, whereby students are assessed in coaching their peers, with the specific intention of improving their outdoor performance.

Formative assessment is available in most modules, where students receive specific feedback on their progress this far, without the attempt being graded.

## **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**

Induction takes place during Welcome Week prior to the start of the programme. All level 3 students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programs who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst the student group, to familiarise you with the University and introduce you to a range of support services and staff who are there to help you settle into university life and help you progress through

your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. All students will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the university, but in addition integrated foundation year students will also be supported by the level 3 subject area lead. You will also meet your dedicated Student Transition Advisor who is part of our awarding winning Student Support. They will run sessions on expectations for studying in higher education and show you around the library and learning resources.

Progressing students will not be required to attend all induction activities at level 4, however will be invited to be involved in activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

### **Student Transition Advisor Support (level 3)**

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules, that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

### **Personal Tutoring**

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

Students are entitled to a minimum of three meetings a year involving at least 1 hour of contact in total. In reality, due to the experiential and vocational nature of outdoor leadership you will have much more contact with your personal tutor than the basic entitlement through spending time together residentially.

### **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, 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+ 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 outdoor providers are 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. 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. 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 that 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 aspire to. 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, as listed below.

### **Head Start**

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 have not been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Head Start Plus**

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

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

### **Preparing for Postgraduate Study**

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

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

### **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</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>
3	UNIF3003	Essential University Skills 1	20	Compulsory	K01, S01
3	UNIF3005	Essential Biology	20	Compulsory	K02, S01
3	UNIF3015	Scientific Investigation	20	Compulsory	K01, K02, S03
3	UNIF3004	Essential University Skills 2	20	Compulsory	K02, S01
3	UNIF3017	Environmental Sciences	20	Compulsory	K01, K01, S01, S02
3	UNIF3018	Dynamic Earth	20	Compulsory	K01, K02, S02, S03
4	SNOL4102	Outdoor Adventure Skills and Learning (Water)	20	Compulsory	K1,K2,K3,S1,S2,S3,S4
4	SNOL4205	Outdoor Adventure Skills and Learning (Land)	20	Compulsory	K1.K2.K3, S1,S2,S3,S4
4	SNOL4104	Living and Working in Groups Outdoors	20	Compulsory	K1.K2.K3, S1,S2,S3,S4
4	SNOL4105	Outdoor Professional Development	20	Compulsory	K1.K2.K3, S1,S3,S4
4	SNOL4206	Physiology and Psychology for the Outdoor Leader	20	Compulsory	K3,S1,S3,S4
4	SNOL4207	Outdoor Leadership Theory and Practice 1	20	Compulsory	K1.K2.K3,S1,S2,S3
5	SNOL5207	Outdoor Leadership Theory and Practice 2	20	Compulsory	K4,K5,K6,S5,S6,S7
5	SNOL5204	Psychological Applications in Outdoor Contexts	20	Compulsory	K4,K5,K6, S5,S6,S7
5	SNOL5206	Coaching Individuals and Groups	20	Compulsory	K4,K5,K6, S5,S6,S7
5	SNOL5205	Evaluating Outdoor Leadership	20	Compulsory	K4,K5,K6, S5,S6

5	HSOR5009	Research Design	20	Compulsory	K6,S6,S7
5	SNOL5107	Traditional and Innovative Approaches to Outdoor Education	20	Option	K5, S5,S6
5	SNAT5005	Sustainable Outdoor Event Management	20	Option	K4,K5,K6, S5,S6,S7
5	SNOL5103	Health, Wellbeing and Environmental Health	20	Option	K4,K5,S6,S7
6	SNOL6100	Dissertation	40	Compulsory	K7,K8,K9,S8,S9,S10
6	SNOL6205	Coaching and Facilitation in Outdoor Environments	20	Compulsory	K7,S8,S10
6	SNOL6207	Outdoor Leadership Theory and Practice 3	20	Compulsory	K7,K8,K9,S8,S9,S10
6	SNOL6206	Commerce and Employment in the Outdoor Sector	20	Option	K7,K9,S8,S10
6	SNOL6103	Outdoor and Environmental Education	20	Option	K7,K8,K9, S8,S9,S10
6	SNOL6104	Therapeutic Opportunities	20	Option	K7,K8,K9, S8,S9,S10

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes, and adheres to sector standard ratios during adventurous outdoor activities.

Optional modules are available at Level 5 and Level 6. Support for this decision-making process comes in a number of forms, including Team Leader and group meetings. The optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected between 3 - 5 months in advance.

### \* Key to Module Statuses

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)

<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(s)</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3005	Essential Biology	Autumn	Portfolio (50%) Set Exercise (50%)	Mid Semester 1 End Semester 1
UNIF3015	Scientific Investigation	Autumn	Set Exercise (50%) Report (50%)	Mid Semester 1 End Semester 1
UNIF3018	Dynamic Earth	Spring	Set Exercise (50%) Written Exam (50%)	Mid Semester 2 End Semester 2
UNIF3017	Environmental Sciences	Spring	Portfolio (100%)	End Semester 2
<b>Students exiting at this point with 120 credits would receive a FDCert Science</b>				
SNOL4102	Outdoor Adventure Skills and Learning (Water)	Year Long	Portfolio and Practical	Mid and End
SNOL4205	Outdoor Adventure Skills and Learning (Land)	Year Long	Practical Assessment and Project	Mid and End

SNOL4206	Physiology and Psychology for the Outdoor Leader	Year Long	Report and Portfolio	Mid and End
SNOL4104	Living and Working in Groups Outdoors	Year Long	Set Exercise Written Assignment	Mid and End
SNOL4105	Outdoor Professional Development	Autumn Semester	Report and Oral Presentation	Mid and End
SNOL4207	Outdoor Leadership Theory and Practice 1	Spring Semester	Practical and Written Assignment	Throughout Spring semester
<b>Students exiting at this point with 240 credits would receive a CertHE Outdoor Leadership</b>				
SNOL5204	Psychological Applications in Outdoor Contexts	Year Long	Report and Set Exercise	Early and Mid
SNOL5206	Coaching Individuals and Groups	Year Long	Written Assignment Set Exercise	Mid and End
SNOL5207	Outdoor Leadership Theory and Practice 2	Extended Spring Semester	Portfolio and Set Exercise	End
HSOR5009	Research Design	Year Long	Project and Written Assignment	Mid and End
SNOL5205	Evaluating Outdoor Leadership	Year Long	Set Exercise Written Assignment	Mid and End
SNOL5107	Traditional and Innovative Approaches to Outdoor Education	Autumn Semester	Set Exercise and Project	Mid and End
SNAT5005	Sustainable Outdoor Event Management	Spring Semester	Presentation Project Work	Early and End
SNOL5103	Health, Wellbeing and Environmental Health	Autumn Semester	Report	End

**Students exiting at this point with 360 credits would receive a Dip HE Outdoor Leadership**

SNOL6100	Dissertation	Year Long	Oral Assessment / Poster Presentation Dissertation	Mid and End
SNOL6205	Coaching and Facilitation in Outdoor Environments	Autumn Semester	Written Assignment Practical	Mid and End
SNOL6207	Outdoor Leadership Theory and Practice 3	Year Long	Portfolio Written Assignment	Mid and End
SNOL6206	Commerce and Employment in the Outdoor Sector	Spring Semester	Presentation Written Assignment	Mid and End
SNOL6103	Outdoor and Environmental Education	Year Long	Written Assignment Written Assignment	Early and Mid
SNOL6104	Therapeutic Opportunities	Spring Semester	Presentation and Report	Mid and End

**Students exiting at this point with 420 credits would receive an BA Outdoor Leadership**

**Students exiting at this point with 480 credits would receive a BA (Hons) Outdoor Leadership**

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

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

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Level 3 Management Group
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

### 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.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

July 2020

### Date Programme Specification was last updated:

March 2024

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

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

### Is the placement requirement more than 50% of the programme?

No

### If yes, what % of the programme is the placement requirement?

0 hours

### If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or

N/A

<b>Regulatory Body (PSRB) or Department of Education requirements?</b>	
--	--