

## Programme Specification for BSc (Hons) Outdoor Adventure Leadership and Management

This document applies to Academic Year 2020/21 onwards

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester / Herefordshire and Ludlow College
3.	<b>Programme accredited by</b>	Institute for Outdoor Learning (IOL)
4.	<b>Final award or awards</b>	BSc (Hons)
5.	<b>Programme title</b>	Outdoor Adventure Leadership and Management
6.	<b>Pathways available</b>	Single Honours
7.	<b>Mode and/or site of delivery</b>	University of Worcester / Herefordshire and Ludlow College
8.	<b>Mode of attendance and duration</b>	3 years full time.
9.	<b>UCAS Code</b>	XN92
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism November 2019</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	March 2019 (Approved ASQEC June 2019) August 2019, AQU amendments to Section 19 January 2020 – change to IS title August 2020 – AQU amendments to Section 19, benchmark update and corrections

### 12. Educational aims of the programme

The BSc Outdoor Adventure Leadership and Management has an emphasis on the development and acquisition of outdoor skills in a range of disciplines. These are coupled with awareness of the philosophical underpinnings of outdoor adventure, and a broad range of knowledge and theory drawn from subject areas such as leadership, physiology, psychology, meteorology and geography. When combined, the practical and theoretical aspects of the programme equip graduates for professional careers within the outdoor industry.

The educational aims provide the over-arching structure to the course, together with also establishing its key philosophical underpinnings.

The course aims to:

- a. Develop a depth of integrated knowledge, experience, skills (including research skills) and understanding relevant to leading and managing outdoor adventurous activities in accordance with national guidelines.
- b. Utilise appropriate outdoor adventure leadership and management concepts, models and practices to a range of theoretical and real situations, in order to make appropriate operational and strategic decisions.
- c. Understand the principles of sustainability in the context of outdoor activities.
- d. Use and demonstrate the safe use of equipment in accordance with national and industry guidelines.
- e. Adapt to the changing professional, employment and business environment with a flexible, responsive and objective approach.
- f. Develop a sense of responsibility and stewardship for the outdoor environment.
- g. Develop autonomy and independence in learning.
- h. Make effective use of a variety of IT skills.
- i. Develop transferable key skills.

It should also be noted that because these aims are the guiding statements structuring the course they can be both *explicitly* dealt with in modules, whilst in other instances they are more *implicitly* referred to.

- 13. Intended learning outcomes and learning, teaching and assessment methods**  
 The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Benchmark statements (see Section 16) and adapted according to the needs of this particular course.

<b>Knowledge and Understanding</b>
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<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Identify, critically analyse and make effective use of the key concepts, disciplines and principles in the theoretical underpinnings of Outdoor Adventure Leadership and Management	OALM3051 SPRT3002 OALM3055
2.	Display a critical understanding of the scientific processes through both academic and professional practice	SPRT3002 OALM3056 SPRT3006

<b>Cognitive and Intellectual skills</b>
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3.	Apply their understanding of coaching theory, human physiology and psychology to the effective leadership/instruction/coaching of a variety of outdoor adventure activities.	SPRT3002 SPRT3058/ OALM2004 OALM3056
4.	Determine the likely environmental impact of a variety of outdoor adventure activities and produce plans to minimise their impact	OALM3055 OALM3058 OALM3059
5.	Apply their understanding of business and enterprise principles and practices across a broad spectrum of future employment	SPRT3002 SPRT3058/ OALM2004 OALM3054 SPRT3006
6.	Critically reflect upon relevant theories in the planning and evaluation of outdoor programmes	OALM3054 OALM3056 OALM3059
7.	Display a critical appreciation of the integration of the variables involved in the delivery of outdoor adventure activities	OALM3051 SPRT3002 OALM3059
8.	Identify and solve routine and non-routine problems	SPRT3002 OALM3056 OALM3059 SPRT3006
9.	Research material, and combine information from different sources into a coherent and reasoned argument	OALM3051 SPRT3002 OALM3055

<b>Skills and capabilities related to employability</b>
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10.	Plan for, organise and deliver outdoor adventure activities using a balance of technical and communication skills, together with personal and social qualities such that their work will be competent, purposeful and sensitive to the needs of participants	OALM3051 SPRT3058/ OALM2004 OALM3057
11.	Demonstrate safety and ethical awareness in the performance, supervision and development of outdoor adventure activities	OALM3051 SPRT3058/ OALM2004 OALM3057 OALM3059
12.	Gather, interpret and apply the key concepts of the study of outdoor adventure activities in selected practical and performance situations	OALM3051 SPRT3002 OALM3059
13.	Initiate strategic planning and development planning skills in analysing, understanding and addressing the development needs of the leader/coach/instructor, the pupil/student/client and the performer	OALM3051 SPRT3058/ OALM2004 SPRT3006

<b>Transferable/key skills</b>
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14.	Work autonomously, reflectively and in a self-disciplined way	OALM3051 SPRT3002 OALM3060
15.	Work in a team	OALM3051 OALM3056 OALM3059
16.	Relate to and interact effectively with individuals and groups	OALM3051 OALM3055 OALM3059
17.	Evidence the personal skills identified from QAA Subject Benchmarks in the Institute's Personal Development Planning programme (PDP) including: communication and presentation skills, numeracy and C & IT skills, interactive and group skills, problem solving skills, self-appraisal and reflection and, the ability to plan and manage learning	OALM3051 SPRT3002 OALM3055 OALM3056

### Learning, teaching and assessment

- Students will develop their knowledge and understanding of: outdoor adventure leadership and management; their values and beliefs; specific adventure education pedagogy and more generic leadership, coaching and management principles. This knowledge and understanding will be developed both through university-based work and work-based learning opportunities.
- Students will explore and critically evaluate the application of theoretical concepts to various practical settings.
- Knowledge and understanding is assessed through a range of different assessment opportunities in every module. For example, students will apply leadership and coaching principles to adventurous activities whilst delivering practical based sessions. Students will be required to provide an oral presentation relating to a contemporary issue within the field of adventure education. Also, students will create a professional portfolio relating to appropriate professional codes of conduct during a related work-based learning experience.
- Every module provides opportunities for students to develop their thinking skills and intellectual ability. For example, examining underpinning philosophy, values and

beliefs and the impact these have on the delivery of outdoor adventure activities. Also, peer led activities and opportunities to lead and coach external groups and reflect on the process

- Students will engage with the research process, by exploring a variety of research methods, in the creation of a research project.
- Students will have the opportunity to work in groups, in a variety of situations, and work with individuals and groups with different learning needs
- At every level, students have different opportunities to develop their leadership, coaching and management skills in a practical setting, ranging from small group sessions in adventurous settings involving pupils from local schools, to more intensive work placement modules.
- In all practical modules, students are engaged in tasks and where appropriate assessments, which help them to develop their personal skills across a range of relevant disciplines, guidance and support is provided to enable students to undertake relevant national governing body awards.
- The development of transferable/key skills will be evident via the use of a range of different assessment opportunities. For example, students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback and through the formal presentation of ideas and research.
- Students will be provided with numerous opportunities to develop interactive and group skills, through such experiences as: collaborative work in groups such as micro-teaching episodes; and taking on different roles and responsibilities in order to support their own and others

### **Teaching**

Students are taught through a combination of workshops, lectures, seminars, outdoor and laboratory practicals. Workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities.

Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practicals are focused on developing subject specific skills and applied individual and group project work. The outdoor focussed practicals will be based in a variety of locations, locally and further afield, and are focussed on developing the skills and knowledge required to safely and effectively lead and coach a variety of adventurous activities.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

Students have an opportunity to undertake a work-based placement during the summer break in-between years 1 & 2, and a further placement module in year 3.

There are opportunities for a semester overseas during year 2, Minnesota in semester 1 and Norway in semester 2.

Opportunities exist to gain additional, optional, National Governing Body Awards in a range of adventurous activities.

NB. Both of these may incur additional costs on top of your tuition fees.

### **Contact time**

In a typical week students will have around 12-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Throughout year 1 and semester 2 of year 2 there are full day off-site practical modules, which will include overnight trips away, in year 3 a five-day mountain-based journey. Where part of mandatory modules there is no additional cost associated with these trips.

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, undertaking further adventurous activity practice and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics and professional practitioners with industry experience,

Teaching is informed by the research, consultancy, and majority of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>

### **Assessment**

The assessment strategy for Outdoor Adventure Leadership and Management is designed to assess the students' knowledge and skills across practical, theoretical and work based learning. The strategy at all levels includes written assessments to assess subject knowledge and the exploration of ideas; reflective assignments to enable students to engage with and lead their own learning and personal development; and presentations to support student development in terms of delivery skills and sharing of knowledge. In addition, there are practical assessments throughout the programme of study that assess personal ability, leadership and coaching across a range of outdoor adventure activities. There are opportunities at level 5 and 6 for students to undertake a work-based placement, where students are assessed on their ability to apply knowledge and skills developed through the programme of study to reflect on professional practice.

At level 4 the assessment is weighted towards personal skill based practical assessments; individual written assignments; reflective writing with a focus on skill development; and group presentations. At level 5 the practical assessments are focused on delivery and leadership of outdoor adventure activities, written assignments that require application of a wider range of knowledge, paired or individual presentations and reflective writing with a focus on professional practice. At level 6 there are a wide variety of assessment options with a strong focus on research based written work and individual presentations.

#### **14. Assessment strategy**

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focused on delivery and leadership of outdoor adventure activities, written assignments that require application of a wider range of knowledge, paired or individual presentations and reflective writing with a focus on professional practice. At level 6 there are a wide variety of assessment options with a strong focus on research based written work and individual presentations.

Students receive detailed feedback on assessments, including advice that is intended to inform subsequent work and develop competency in assessments. Within practical modules the students receive formative feedback on a regular basis in preparation for formal practical assessments. Within foundational modules such as OALM1009 where there is a formal presentation as part of the module assessment students will receive formative feedback on non-assessed presentations in preparation for formal assessment. Group and individual tutorials across all levels provide formative feedback with regards to written work. Where modules include an exam there are preparation sessions.

## 15. Programme structures and requirements

### Award Map

<b>Course Title: BSc Outdoor Adventure Leadership &amp; Management</b>
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
OALM1009	Foundations of Outdoor Adventure	30	M	None	None
OALM1010	Water Based Personal Skills	30	M	None	None
OALM1011	Land Based Personal Skills	30	M	None	None
OALM1008	Weather and Climate	15	O	None	None
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

#### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules OALM1009 Foundations of Outdoor Adventure, OALM1010 Water Based Personal Skills and OALM1011 Land Based Personal Skills and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
OALM2009	The Research Process (Outdoor Adventure Leadership and Management)	30	M	None	None
OALM2010	Scientific Approaches to Outdoor Adventure Performance	30	M	None	None
OALM2001	Facilitation and Reviewing in Outdoor Learning	15	M	None	None
OALM2011	Water Based Coaching	15	O*	<b>OALM1010</b>	None
OALM2012	Land Based Leadership	15	O*	<b>OALM1011</b>	None
OALM2004	Work-Based Learning (Outdoor Adventure Leadership and Management)	15	O**	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules OALM2001 Facilitation and Reviewing in Outdoor Learning, OALM2009 The Research Process (Outdoor Adventure Leadership and Management) and OALM2010 Scientific Approaches to Outdoor Adventure Performance \*plus one of OALM2011 Water Based Coaching or OALM2012 Land Based Leadership and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

\*\*Students must take either the Work-Based Learning module OALM2004 or, if this is not taken, module SPRT3058 must be taken at Level 6.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT3002	Dissertation	30	M	<b>OALM2009</b>	None
OALM3051	Expedition Studies	15	M	None	None
OALM3055	Contemporary Issues in Outdoor Adventure	15	M	None	None
OALM3057	Outdoor Adventure and Diverse Populations	15	M	None	None
OALM3058	Environmental Approaches to Outdoor Adventure	15	M	None	None
OALM3056	Advanced Facilitation and Reviewing in Outdoor Learning	15	O**	<b>OALM2001</b>	None
OALM3059	Outdoor Activities and the Natural Environment	15	O*	None	None
OALM3060	Negotiated Learning Project (OALM)	15	O*/**	None	None
OALM3054	Adventure Tourism	15	O*	None	None
SPRT3058	Professional Placement	15	O**	None	Must be taken if OALM 2004 is not taken

					at level 5, but can be taken in addition to OALM 2004
SPRT3006	The Sports Entrepreneur	15	O**	None	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include SPRT3002 Dissertation, OALM3051 Expedition Studies, OALM3055 Contemporary Issues in Outdoor Adventure, OALM3057 Outdoor Adventure and Diverse Populations and OALM3058 Environmental Approaches to Outdoor Adventure.

\*1 module must be taken from OALM3054 Adventure Tourism OR OALM3059 Outdoor Activities and the Natural Environment OR OALM3060 Negotiated Learning Project

\*\*1 module must be taken from OALM3056 Advanced Facilitation and Reviewing in Outdoor Learning OR SPRT3058 Professional Placement OR SPRT3006 The Sports Entrepreneur OR OALM3060 Negotiated Learning Project.

NB if OALM2004 Work-Based Learning (Outdoor Adventure Leadership and Management) has not been taken at Level 5 then SPRT3058 Professional Placement must be taken.

#### 16. QAA and professional academic standards and quality

This course makes reference to the [Events, Hospitality, Leisure, Sport and Tourism November 2019](#). The Outdoor Adventure Leadership and Management course is embraced within Unit 25, Events, Hospitality, Leisure, Sport and Tourism. Unit 25 includes four subject areas, this degree course follows the guidelines as set out in 'programmes broadly concerned with leisure' with some elements from the 'programmes broadly concerned with sport'

The Outdoor Adventure Leadership and Management course has been written in light of these benchmarking statements.

1. Historical, philosophical, economic, political, sociological and psychological dimensions of leisure
2. Cultures and subcultures, lifestyle and identity
3. The structure, composition and management of the leisure industries
4. The construction of the leisure experience in a range of managerial contexts comprising products, services and opportunities
5. The disaggregation of leisure into concepts, activities, functions and meanings and the implications of these for personal actions and professional practice
6. Differential patterns of leisure consumption and use
7. Key directions and trends in the assembly of knowledge about leisure
8. Career development and learning opportunities in the leisure sector.

This award is located at level 6 of the FHEQ.

#### 17. Support for students

This is a small course with a close knit course team, due to the nature of the programme delivery students spend a great deal of time with the staff, both in lectures and on residential experiences, encouraging a close and trusting working relationship. This is started during the induction week when students on the programme undertake a residential experience that helps establish relationships with staff and fellow students.

The course leader delivers on all levels of the programme, and is available for formal and informal meetings with students. In addition weekly group tutorials to support students at level 4 and 5 form part of the timetabled delivery. Students are allocated a

personal academic tutor with whom they develop a close working relationship and liaise with on a regular basis.

### **Personal Academic Tutor System**

Each student will be allocated a Personal Academic Tutor (from within the Course Team wherever possible). Students will be given an opportunity to meet with their Personal Academic Tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The Personal Academic Tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of personal strengths and weaknesses;
- A clear vision of what the student wants to achieve through HE study;
- Greater understanding of how study in the discipline area at the University can help towards student goals;
- Responsibility for personal choices in modules, work and social life;
- A reflective approach to all the feedback received on work;
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities);
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers.

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University support services;
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-

<https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## **18. Admissions**

### **Admissions policy**

The course seeks to recruit young people leaving school / college and mature students who have relevant industry and life experience. An interview is required to gain access to the course.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above to include Maths and English) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **Disclosure and Barring Service (DBS) requirements**

Enhanced disclosure may be required for some aspects of the course, and for the work-based modules (OALM2004 & SPRT3058).

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS (XN92)

### **Admissions/selection criteria**

Applicants will be selected on their ability to demonstrate through their UCAS application and at interview knowledge, skills and experience in the following areas:

- Active and current involvement in outdoor activities;
- Teaching and leading in outdoor activities or related fields
- Scientific, philosophical, vocational or historical foundations of outdoor activities
- Study skills including independent and team working

Applicants will also be selected on their ability to articulate a clear rationale for their selection onto a challenging 3 year degree programme, this may include: personal interests and beliefs, vocational aspirations and academic interests.

## **19. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see section 18 above.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Outdoor Adventure Leadership & Management	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Outdoor Adventure Leadership & Management	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation module) as specified on the award map.

Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.
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### **Classification**

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

## **20. Graduate destinations, employability and links with employers**

In 2017/18 this course had a graduate employment level of 88.9%.

### **Graduate destinations**

On completion of the BSc Outdoor Adventure Leadership and Management degree many students progress to working in the outdoor industry both in the UK and overseas. There are graduates currently working in private and local authority outdoor education centres, independent schools, and expedition companies based in the UK. Further afield there are graduates working in the outdoor industry in Japan, Dubai, New Zealand and USA. In addition to those working in the outdoor industry graduates have been successful in gaining QTS on PGCE programmes and joining the armed forces both with and without a commission.

### **Student employability**

The School has a number of initiatives in place in order to develop the employability of the SSES students:

School of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the School of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Twitter: @EAYLatUW; Facebook: EAYL at UW; Instagram: uw\_eayl).

The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.

<http://www.worc.ac.uk/discover/sportemployability.html>).

In order to further prepare and support students' employability a WBL module including a placement takes place at Level 5 and Level 6, the focus being on the student gaining relevant experience in the diverse and challenging outdoor industry.

In the field of Outdoor Adventure gaining long term sustainable work is dependent on a number of variables one of which being the holding of National Governing Body (NGB) Awards such as the Mountain Leader Award, British Canoe Union Coaching qualifications and a relevant outdoor focused first aid certificate. These awards do not form part of the programme of study but are offered as optional additionality; it is an indicator of the students' commitment to their career development that a large number have completed these awards during the past year. During the Easter break 90% of

year 1 students completed the Mountain Leader training in North Wales; a small group of year 3 students undertook the assessment at the same time and were successful in gaining the qualification. Throughout the year 80% of year 1 students have undertaken Climbing Wall Instructor training, with some progressing to the assessment before the academic year end. By gaining these awards students have access to paid work at local centres and climbing walls during term time allowing them to “earn as they learn” whilst further developing their industry specific experience and knowledge. This access to NGB awards was highlighted by students and the External Examiner as playing a vital role in developing their employability and adding value to their university experience.

The course is accredited by the Institute for Outdoor Learning (IOL), one of only three undergraduate courses in the UK to hold this recognition. The course has demonstrated that it meets the IOL Quality of Training criteria:

- Demand or need for the course by instructors, teachers or leaders.
- Clear aim, measurable learning outcomes and assessment for learning.
- Trainers are skilled and knowledgeable in the subject and in teaching.
- Provider has professional and ethical codes in place.
- Supports professional standards in outdoor learning.

### **Links with employers**

Links with employers have been further developed and strengthened by the School, particularly with the arrangement of discipline specific ‘Sport Employers Advice panels’ that are held once a Semester. Here careful consideration is given to how the School can improve the programmes in the future and better serve SSES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

The course maintains active links with employers both locally and further afield. Employer engagement meetings take place on a regular basis to ensure the course content and ethos is fit for purpose in the eyes of the employers via SEAP (Sports Employers Advisory Group –Outdoor Education). The link tutor in 2017 stated that “*The formal engagement with professional practice has been supported by the teaching team most of whom are high level practitioners as well as lecturers, and through numerous visits from industry. This provides a strong vocational focus to the programme and allows students to engage with the issues of professional practice in a meaningful way*”.

Practical delivery follows current best practice and mirrors the expectations and standards of the National Governing Bodies such as the British Canoe Union and Mountain Training UK. Staff are actively involved in the delivery of the relevant nationally recognised awards and sit on the national board of The Institute for Outdoor Learning (IOL).

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.