

**Programme Specification for  
BSc (Hons) Outdoor Adventure Leadership and Management  
C13**

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>	N/A
4.	<b>Final award</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</b>	Full Time
9.	<b>UCAS Code</b>	XN92
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Hospitality, Leisure, Sport & Tourism (2008)
11.	<b>Date of Programme Specification preparation/ revision</b>	January 2013 (name change August 2013) / July 2014 / August 2014 (regulations) / May 2015 small typo on Award Map / June 2015 clarification of academic tutor allocation & award map / July 2015 (PAT); March 2017 correction to regulations.

## 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.

#### **Knowledge and understanding:**

On successful completion of the course, students will be able to:

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.
2. Display a critical understanding of the scientific processes through both academic and professional practice.

#### **Examples of learning, teaching and assessment methods used:**

- 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.

#### **Cognitive and intellectual skills:**

On successful completion of the course, students will be able to:

3. Apply their understanding of coaching theory, human physiology and psychology to the effective leadership/instruction/coaching of a variety of outdoor adventure activities.

4. Determine the likely environmental impact of a variety of outdoor adventure activities and produce plans to minimise their impact.
5. Apply their understanding of business and enterprise principles and practices across a broad spectrum of future employment.
6. Critically reflect upon relevant theories in the planning and evaluation of outdoor programmes.
7. Display a critical appreciation of the integration of the variables involved in the delivery of outdoor adventure activities.
8. Identify and solve routine and non-routine problems.
9. Research material, and combine information from different sources into a coherent and reasoned argument.

**Examples of learning, teaching and assessment methods used:**

- 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.

**Practical skills relevant to employment:**

On successful completion of the course, students will be able to:

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.
11. Demonstrate safety and ethical awareness in the performance, supervision and development of outdoor adventure activities.
12. Gather, interpret and apply the key concepts of the study of outdoor adventure activities in selected practical and performance situations.
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.

**Examples of learning, teaching and assessment methods used:**

- 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.

### **Transferable/key skills:**

On successful completion of the course, students will be able to:

14. Work autonomously, reflectively and in a self-disciplined way.
15. Work in a team.
16. Relate to and interact effectively with individuals and groups.
17. Develop 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.

### **Examples of learning, teaching and assessment methods used:**

- 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 development.

## **14. Assessment Strategy**

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.

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 (30-01-13)

Award maps are designed to show which modules must be taken in order to gain different awards. It is likely that students will have to take certain modules as pre-requisites for further study in any given area and the Course Leader or members of the course team will advise on these choices.

<b>Course Title: BSc Outdoor Adventure Leadership and Management</b>	<b>Date of preparation/revision: July 2014 – (small typo)</b>
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<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Mandatory (M) or Optional (O))	<b>Pre-requisites</b> (Code of Module required)	<b>Co-requisites/ exclusions and other notes*</b>
			<b>SH</b>		
OALM1009	Foundations of Outdoor Adventure	30	M	None	
OALM1010	Water Based Personal Skills	30	M	None	
OALM1011	Land Based Personal Skills	30	M	None	
OALM1008	Weather and Climate	15	O	None	
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	None	

#### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include OALM1009 Foundations of Outdoor Adventure, OALM1010 Water Based Personal Skills and OALM1011 Land Based Personal Skills.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

<b>Level 5</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Mandatory (M) or Optional (O))	<b>Pre-requisites</b> (Code of Module required)	<b>Co-requisites/ exclusions and other notes*</b>
			<b>SH</b>		
OALM2009	The Research Process (Outdoor Adventure Leadership and Management)	30	M	None	
OALM2010	Scientific Approaches to	30	M	None	

	Outdoor Adventure Performance				
OALM2001	Facilitation and Reviewing in Outdoor Learning	15	M	None	
OALM2011	Water Based Coaching	15	O*	<b>OALM1010</b>	
OALM2012	Land Based Leadership	15	O*	<b>OALM1011</b>	
OALM2004	Work-Based Learning (Outdoor Adventure Leadership and Management)	15	O**	None	

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include 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.

\*\* Students must take either the Work-Based Learning module OALM2004 or, if this is not taken, module SPRT3003 must be taken at Level 6.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

<b>Level 6</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/exclusions and other notes*</b>
			<b>SH</b>		
SPRT3001/3002	Independent Study	30	M	<b>OALM2009</b>	<b>Exclusions: SPRT3029</b>
OALM3051	Expedition Studies	15	M	None	
OALM3055	Contemporary Issues in Outdoor Adventure	15	M	None	<b>Exclusion: SPRT3004</b>
OALM3057	Outdoor Adventure and Diverse Populations	15	M	None	
OALM3058	Environmental Approaches to Outdoor Adventure	15	M	None	
OALM3056	Advanced Facilitation and Reviewing in Outdoor Learning	15	O*	<b>OALM2001</b>	
OALM3059	Outdoor Activities and the Natural Environment	15	O*	None	
OALM3060	Negotiated Learning Project (OALM)	15	O*/**	None	
OALM3054	Adventure Tourism	15	O**	None	
SPRT3003	Work-Based Learning	15	O**	None	<b>Exclusion: SPRT2011</b> 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	

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include SPRT3001/3002 Independent Study, 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 OALM3056 Advanced Facilitation and Reviewing in Outdoor Learning OR OALM3059 Outdoor Activities and the Natural Environment OR OALM3060: Negotiated Learning Project.

\*\* 1 module must be taken from OALM3054 Adventure Tourism OR SPRT3003 Work-Based Learning 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 SPRT3003 must be taken.

## 16. QAA and Professional Academic Standards and Quality

This course makes reference to the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) [subject benchmark statements](#). The Outdoor Adventure Leadership and Management course is embraced within Unit 25, 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. The structure, composition and management of the leisure industries
3. The construction of the leisure experience in a range of managerial contexts comprising products, services and opportunities
4. The disaggregation of leisure into concepts, activities, functions and meanings and the implications of these for personal and professional actions
5. Differential patterns of leisure consumption and use
6. Key directions and trends in the assembly of knowledge about leisure

Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

## 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.

The programme has a strong vocational focus and as such guidance and support is provided with regards to employment opportunities. Students are supported in the gaining of NGB awards relevant to the outdoor industry through an optional programme of courses.

### **Personal Academic Tutor System**

Each student will be allocated a personal academic tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their personal academic tutor during induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of progress 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 own strengths and weaknesses
- A clear vision of what students want to achieve through HE study
- Greater understanding of how study in this discipline area at the University can help towards personal and career goals
- Responsibility for 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 facilities
- Provide information for and assist in the drafting of the University reference.

#### How often should a student and Personal Academic Tutor meet?

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

### **Study Skills**

Effective study skills are a vital element in achieving academic success on the course. During time at the University students will be judged on their performance in coursework and exams, and will need to develop successful study, revision and exam techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.

<http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability,



gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

## **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**

5 GCSEs at Grade C or above, to include English and Maths, plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### **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).

### **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. Methods for evaluating and improving the quality and standards of teaching and learning**

Semesterly Course Management Committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

The UW External Examiner and post Exam Board module investigation system (through Course Management Committees) will apply to this course.

The team will seek feedback from students each time a module is run. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the UW Institute of Sport & Exercise Science Principal Lecturer for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

## 20. 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.
- Some modules have attendance requirements (*delete if this does not apply*).
- 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 5 days 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 5 days but within 14 days of the due date 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, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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-.

#### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

#### **Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
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
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

## 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.

### 21. Indicators of quality and standards

In 2011 all final year students gained at least a 2:2, with 54.17% gaining a 2:1 or 1<sup>st</sup> class honours, 12.5% of the final year students gained a 1<sup>st</sup> class honours degree.

Students speak very positively about the experiences that they have gained on the course. They feel that there is clear direction in the course and that the variety of modules, their aims and content prepared them well for their aspired careers. Of the students who started the course in 2009, 90% completed the programme in 2012 and gained an honours degree.

Staff on the course hold high levels of professional qualification including, MIC, MIA, Level 4 BCU coach (kayaking and canoeing), RYA senior instructor and are involved in professional practice including coaching, expedition leadership, consultancy and safety advice. Staff are involved in peer reviewed and practitioner publications including guidance for PE teachers and international conference presentations.

The External Examiner report (2012) highlights *“the approach used by staff enabling students to link theory with practice in applied coaching and outdoor leadership settings is an example of good practice that should be disseminated further”*.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Final year students from 2012 rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

### 22. Graduate destinations, employability and links with employers

The Institute of Sport and Exercise Science (ISES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning,

Teaching and Assessment Strategy'. The University of Worcester has adopted the following definition of employability as:

*"A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy", (Yorke, 2006)*

### **Graduate destinations**

At the University of Worcester (in 2010/11) our overall level of employment for graduates has increased from 67% to 72%. This course has a graduate employment level of 70%.

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 Institute has a number of initiatives in place in order to develop the employability of the ISES students:

1. Institute 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 Institute of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). 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.
2. The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.

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 the Climbing Wall Award 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.

### **Links with employers**

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' (2012) that are held once a Semester. Here careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES 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 external examiner in 2011 stated that *"The aims and learning outcomes of the course remain current and relevant and the programme team constantly review module content and outcomes, new modules developed this year responds to development in the sector making the programme responsive to change in the sector."*

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 the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).