

Programme Specification

Programme Title and Name of Award	BSc (Hons) Outdoor Adventure and Environmental Studies with Integrated Foundation Year		
Academic Level	6	Total Credits	480
Professional Body Accreditation / Qualification	N/A		
Date of Professional Body Accreditation	N/A	Accreditation Period	N/A
UCAS Code	X300		
HECoS Code	100381		
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information.</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>https://www.cumbria.ac.uk/study/courses/foundation-courses/</p>		
Teaching Institution	University of Cumbria		
Owning Department	Institute of Science and Environment (IoSE)		
Programme delivered in conjunction with	BA (Hons) Outdoor Leadership, BSc (Hons) Geography, FdA Adventure Tourism		
Principal Mode of Delivery	Face to Face, Blended learning, Work-Based Learning, practical, experiential, reflection		

Pattern of Delivery	Full Time
Delivery Site(s)	Level 3 module delivery at Carlisle Fusehill Street Levels 4 – 6 module delivery at the Lake District Campus, Ambleside
Programme Length	Full time: 4 years 8 years Maximum Registration period
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	FD Cert Science (end of level 3) Certificate of Higher Education in Outdoor Adventure and Environmental Studies (end of level 4) Diploma of Higher Education in Outdoor Adventure and Environment Studies (end of level 5) BSc Outdoor Adventure and Environment Studies (Ordinary degree).
Period of Approval	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 studies 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 a unique outdoor programme in which you will develop a very broad range of outdoor and environmental skills. You will use these skills to help you explore many different environments (mountains, rivers, lakes, coasts, underground and urban, for example). You will build understanding, knowledge and critical awareness of their formation and challenges. At its heart, this programme helps you learn from outdoor experiences: experientially, from discussion, by reflection and by experimentation. You will develop competences to work with other people, facilitating a range of experiences, working in teams and providing leadership. Your outdoor skills will enable you to gain perspectives and experiences that enable you to diversify your own ideas and philosophy. For example, using outdoor activities you will explore the emerging health and wellbeing agenda of society.

Overall, this programme immerses you in outdoor experiences as a vehicle to develop outdoor skills, environmental knowledge, contemporary and creative practice, communication and facilitation (working with people) skills, personal ethics and values. You will explore how people, places and environments interact and develop curiosity, ideas and a lifelong passion for learning.

As a learner, you will trespass through the fields of anthropology, culture, ecology, environmental studies, history, philosophy, politics and sociology. These disciplines, together, develop a critical understanding of the links between them, where one discipline informs another and the whole is greater than the sum of its parts. It challenges you to share your learning and practice with others. It is rich with innovation, creativity and criticism. You will traverse a course where you will be unique prospectors, finding, creating and becoming the future.

A central idea of this degree course is that the environment is not just the backdrop for adventure, but it is pivotal to adventure. You are encouraged to develop and engage critically with knowledge that this is both about and for the environment. Some modules will help you understand how the environment works and others will critically evaluate the sustainability of our actions (and other peoples too). You will seek solutions to foster just, equitable and sustainable futures. In the context of this degree, environment has a broad meaning, for example: built, outdoor, indoor, ecological, geological, geographical, social, political and historical as well as perceived, individual and emotional.

The programme has several work-based experiences, examples from past programmes are hands on

conservation work (e.g. Beinn Eighe NNR, Contemporary Global Conservation), visiting employers (Bendrigg Trust, Adventure Skills), and external visits (Working Habitats and Ecosystems). You will develop field skills and apply these where possible to real time research projects, past examples include: monitoring work carried out in an Ancient Semi Natural Oak Woodland, Coniston for the National Trust, Habitats and Ecosystems module), Footpath maintenance work with Fixing the Fells. You will be involved in debating real time projects with stakeholders (e.g. Zipwire implementation in the National Park). Some of these opportunities have the potential for you to work afterwards with these employers in voluntary positions, gain experience or employment. We share with you many unique opportunities and contacts we have built up over the years running our courses.

Throughout your course there are numerous field excursions, opportunities to learn from outdoor experiences, develop your outdoor and environmental skills and spend several weeks in various residential experiences (some examples from previous programmes are: First year, Ennerdale, second year, Picos de Europa, third year, Beinn Eighe NNR, NW Scotland). These allow students to immerse themselves into a place, learn contextual knowledge, gain depth and a critical understanding. There are important skills learnt in the preparation, communication, living together and running such experiences. The residential is a powerful experience and it is important that graduates who become outdoor practitioners develop capabilities to design, facilitate and evaluate their effectiveness.

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

The optional modules give you the opportunity to develop Geographical/ environmental expertise, outdoor education practice or Health and wellbeing related experiences. Each develops knowledge and practice, via outdoor experiences and work-related problems or experiences.

Graduates of this programme work in many different areas. Some are teachers and take another year to train and gain a PGCE. Some work in the environmental sector working for different agencies eg National Parks, National Trust etc. Some students extend their studies and do master's programmes in environmental contexts /conservation, outdoor and experiential education (at the University of Cumbria, amongst others) or health related fields (e.g. counselling). Some students create their own businesses from their own specific interests e.g. constructing mountain bike trails. Some students work directly in the outdoor sector delivering skills training and outdoor education. However, crucially, many students comment that this course has opened their eyes and mind to many possibilities. There are many opportunities to create; they do not exist now. This course can help you be innovative and create the new future. Check out past students to see what they have achieved and created. See <https://www.cumbria.ac.uk/study/courses/undergraduate/outdoor-adventure-and-environment/>

Aims of the Programme

The overall aims of the Programme are:

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 outdoor studies.
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. To develop critical engagement with depth in ecological, geographical and environmental

knowledge with respect to being able to understand, evaluate and enhance processes, interpret places and enhance sustainability

6. To develop competent, professional outdoor practitioners in a range of activities and contexts
7. To acquire knowledge and ideas of contemporary importance (eg Health and wellbeing, Climate Change, Access, Inequity etc): apply practice and solutions to these and be able to lead critical discussions in doing so.
8. To develop skills, competencies and knowledge working with other people in challenging situations (urban through rural, risky contexts, peopled contexts, environmental challenges).
9. To engender an adventurous outlook to life and its challenges (a can-do attitude).
10. To develop autonomy to learn, research and work in outdoor environments.

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 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 (CertHE) you will be able to demonstrate:

K1. ecological and geographical knowledge (core knowledge about processes, interactions, interpretation of environment, flora fauna).

K2. foundational knowledge regarding professional practice, legislative imperatives and underpinning philosophies of outdoor practitioners.

K3. a contextual understanding of your own practice and how to work with people to deal with the challenges of outdoor experiences.

After 360 credits of study (DipHE) you will be able to demonstrate:

K4. an application of ecological and geographical knowledge to contextual and contemporary problems offering insight to solutions.

K5. an applied understanding of a range of societal challenges lived through different people's experiences and to develop practice in an equitable way using outdoor experiences where possible.

K6. how skill and environmental knowledge is developed via lived experience and criticise outdoor practice in the context of sustainability and global issues.

K7. how outdoor education is applied to criticise and seek solutions to societal and environmental problems.

After 480 credits of study (BSc Hons) you will be able to demonstrate:

K8. a critical knowledge of global environmental issues and possible solutions in the context of outdoor

practice.

K9. knowledge and understanding of contemporary and contextual issues and challenges and research practically and critically, their solutions.

K10. critical perspectives on current outdoor practice in complex contexts. To offer creative, innovative and ethical practice for outdoor and environmental practitioners.

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 (CertHE) you will be able to demonstrate:

S1. practical core outdoor skills in different environments (range of core outdoor competencies, working towards qualifications where appropriate)

S2. an ability to interpret places, their cultural and perceptual perspectives and to tell stories (about place, environment, history, events etc).

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

After 360 credits of study (DipHE) you will be able to demonstrate:

S4. higher level skills and judgements applied in a variety of outdoor and environmental contexts.

S5...an ability to interpret the trajectories, key challenges and issues for place and environment (locally and globally) and engage others in these discussions.

S6. An ability to facilitate your own experiences and those of others to reflect and question practice.

After 480 credits of study (BSc Hons) you will be able to demonstrate:

S7. an ability to learn independently and share complex learning with other people.

S8. make sound judgements in complex contexts demonstrating high level skills with respect to people, environments

S9. an ability to question practice and to develop solutions to complex problems and develop new practice where relevant.

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:

Earth Sciences, Environmental Sciences and Environmental Studies (2014)

Events, Hospitality, Leisure, Sport and Tourism (2016)

Graduate Prospects

Graduates of this programme work in many different areas.

Graduates have become teachers and have taken another year to train and gain a PGCE. They teach in Outdoor Education, Environmental Education, Geography and Biological Sciences schools and some are now head teachers.

Graduates work in the environmental sector working for different agencies e.g. National Parks, National Trust etc.

Graduates have extended their studies and do master's programmes in environmental contexts /conservation, outdoor and experiential education (at the University of Cumbria, amongst others) or health related fields (e.g. counselling).

Graduates create their own businesses from their own specific interests e.g. constructing mountain bike trails.

Graduates work directly in the outdoor sector delivering skills training and outdoor education.

Many students comment that this course has opened their eyes and mind to possibilities and that some opportunities are there to be created that do not exist now. Perhaps you will create the new future too.

To review this programme, we consulted the students who have graduated and asked their advice. We asked what knowledge skills and competencies should be included in this degree. Some reflected on which aspects were most useful, others most memorable, others that made them think and others told us what a contemporary course may need to include.

We consulted employers and key individuals with a high degree of outdoor experience. This helped update applied employability aspects of the course.

We consulted NSS comments from our past students. A key aspect that we responded to is the vertical alignment of modules to give the course a stronger identity throughout, logical progression and a more course distinction. The students also commented on the programme title and their preference as to use a descriptor such as studies.

We aligned this course to future aspects such as DEFRA's 2022 vision for outdoor learning in school curriculum and its role in health and wellbeing.

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.

A variety of approaches are taken to enable a diversity of student needs and to access a multitude of information, ideas, concepts and critical thinking. The context for learning is the environment and as such is multidisciplinary. Learning will be experiential and emergent in some instances. There will be lectures to set the scene and convey key ideas and concepts. Small group seminars will allow students to further explore and extend their ideas. Students will have access to tutorials to help them develop their specific needs and ideas. Students will meet employers, practitioners, policy makers, employees, volunteers, other students and learn from their ideas and experiences. Students will share their ideas with others informally and formally. There are opportunities to develop skills outside the curriculum by accessing the Professional Development Programme (Upskill). This is a key area for students to gain skills training, National Governing Body awards and unique experiences that are valued by employers. Some of these are provided free others have associated costs.

Summative and Formative Assessment

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.

There are a variety of assessment modes. These are to develop the students' academic and employability skills. Key areas such as literacy, numeracy, communication, presentation, critical thinking, problem solving, and solutions are developed as part of the assessment package. The assessment briefs are written so the student can make choices and individualise the context, knowledge and skills they need to develop. Assessment modes are introduced at level 4 and are built on in level 5 and 6 to allow students to develop their competencies. Assessment is an opportunity to demonstrate your learning, creativity and critical perspectives. Your assessment load will be spread throughout the year to avoid "bunching" of submission deadlines. The students' journey through the assessments will be facilitated and appraised by their personal tutor.

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 adventure and environmental studies 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. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

IT and Technical Support

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

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

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start 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 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

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

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 or visit www.cumbria.ac.uk/careerahead for more information.

BSc (Hons) Outdoor Adventure and Environmental Studies Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
Level 3 – First Year					
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
Level 4 – Second Year					
4	SNOL4100	Ecological Knowledge, Interactions and Change	20	Compulsory	K1 K2 S1 S2
4	SNOL4102	Outdoor Adventure Skills and Learning (Water)	20	Compulsory	K2 K3 S1 S3
4	SNOL4103	Exploring Lake District Landscapes	20	Compulsory	K1 K2 S2 S3
4	SNOL4104	Living and Working in Groups Outdoors	20	Compulsory	K2 K3 S1 S3
4	SNOL4105	Outdoor Professional Development	20	Compulsory	K2 K3 S1 S2 S3
4	HSOR4010	The Earth System	20	Compulsory	K1 K2 S1 S2
Level 5 – Third Year					
5	SNOL5100	Habitats and Ecosystem	20	Compulsory	K4 K6 S5 S6

5	SNOL5101	Outdoor Living Learning and Adventure	20	Compulsory	K5 K6 S4 S6
5	SNOL5102	European Mountains: Ecology, Culture and Tourism	20	Compulsory	K4 K6 S4 S5 S6
5	SNOL5103	Health and Wellbeing and Environmental Health	20	Compulsory	K5 K7 S5 S6
5	HSOR5009	Research Design	20	Compulsory	K4 K5 K7 S5 S6
Level 5 Optional Modules Choose one from three					
5	HSOR5012	Catchments: Summit to Sea	20	Optional	K4 K6 S4 S5
5	SNOL5107	Traditional and Innovative Approaches to Outdoor Education	20	Optional	K5 K7 S4 S6
5	SNOL5108	Exploring Coastal Environments	20	Optional	K4 K5 K7 S4 S5
Level 6 – Fourth Year					
6	SNOL6100	Dissertation	40	Compulsory	K9 K10 S7 S9
6	SNOL6101	Contemporary Global Conservation	20	Compulsory	K8 K10 S8 S9
6	SNOL6102	Adventure and Environmental Ethics	20	Compulsory	K8 K10 S8 S9
Level 6 Optional Modules choose two from three					
6	HSOR6012	Cold Environments (The Cryosphere)	20	Optional	K8 K9 S7 S8
6	SNOL6103	Outdoor and Environmental Education	20	Optional	K8 K10 S7 S9
6	SNOL6104	Therapeutic Opportunities	20	Optional	K8 K10 S7 S9
Notes					

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

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 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)

BSc (Hons) Outdoor Adventure and Environmental Studies Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
Level 3 – First Year				
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%) Written Exam (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
Students exiting at this point with 120 credits would receive a FDCert Science				
Level 4 – Second Year				
SNOL4100	Ecological Knowledge, Interactions and Change	Year-Long	Portfolio	Mid and End

			Project	
SNOL4102	Outdoor Adventure Skills and Learning (Water)	Year-Long	Portfolio Practical Skills Assessment	Mid and End
SNOL4103	Exploring Lake District Landscapes	Year-Long	Written Assignment Oral Presentation	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	Portfolio Oral Presentation	Mid and End
HSOR4010	The Earth System	Year-Long	Portfolio Exam	Mid and End

Students exiting at this point with 240 credits at would receive a CerTHE Outdoor Adventure and Environmental Studies

Level 5 – Third Year

SNOL5100	Habitats and Ecosystem	Autumn Semester	Report Set Exercise	Mid and End
SNOL5101	Outdoor Living, Learning and Adventure	Year-Long	Project Oral Presentation	Mid and End
SNOL5102	European Mountains: Ecology, Culture and Tourism	Extended Spring Semester	Project	End
SNOL5103	Health and Wellbeing and Environmental Health	Autumn Semester	Report	End
HSOR5009	Research Design	Year-Long	Project	Mid and End

			Written Assignment	
HSOR5012	Catchment: Summit to Sea	Spring Semester	Written Assignment Project Work	Early and End
SNOL5107	Traditional and Innovative Approaches to Outdoor Education	Autumn Semester	Project Set Exercise	Mid and End
SNOL5108	Exploring Coastal Environments	Spring Semester	Set Exercise Written Assessment	Mid and End
Students exiting at this point with 240 credits at would receive a DipHE Outdoor Adventure and Environmental Studies				
Level 6 – Fourth Year				
SNOL6100	Dissertation	Year-Long	Oral Assessment / Poster Presentation Dissertation	Mid and End
SNOL6101	Contemporary Global Conservation	Autumn Semester	Portfolio	Mid
SNOL6102	Adventure and Environmental Ethics	Year-Long	Oral Presentation Project	Mid and End
HSOR6012	Cold Environments (The Cryosphere)	Year Long	Portfolio Written Exam	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 Ordinary BSc Outdoor Adventure and Environmental Studies

Students exiting at this point with 480 credits would receive a BSc (Hons) Outdoor Adventure and Environmental Studies

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Student discussions during the delivery of the module • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Level 3 Management Group • Student Success and Quality Assurance Committee
<p>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.</p>	<ul style="list-style-type: none"> • Staff student contact in lectures, office and field-based experiences • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Programme meetings (all cohorts) • Meetings with External Examiners

<p>Date of Programme Specification Production:</p>	<p>25/1/19</p>
<p>Date Programme Specification was last updated:</p>	<p>January 2024</p>
<p>For further information about this programme, refer to the programme page on the University website</p>	

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

<p>Is the placement requirement more than 50% of the programme?</p>	<p>No</p>
<p>If yes, what % of the programme is the placement requirement?</p>	<p>n/a</p>
<p>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or</p>	<p>n/a</p>

Regulatory Body (PSRB) or Department of Education requirements?	
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