

**Programme Specification for  
BA (Hons) Primary and Outdoor Education**

**This document applies to students who commence the programme in or after  
September 2017**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester and Herefordshire and Ludlow College.  This is a jointly delivered course. Delivery will be principally at the University of Worcester with some teaching at Herefordshire and Ludlow College. The University of Worcester has overall responsibility.
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BA (Hons)
5.	<b>Programme title</b>	Primary and Outdoor Education
6.	<b>Pathways available</b>	Single Honours
7.	<b>Mode and/or site of delivery</b>	University of Worcester / Herefordshire College of Technology
8.	<b>Mode of attendance and duration</b>	Full Time
9.	<b>UCAS Code</b>	XN75
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<u>QAA Subject Benchmark Statement: Education Studies (2015)</u> <u>QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2008)</u>
11.	<b>Date of Programme Specification preparation/ revision</b>	February 2015; March 2017 correction to regulations; August 2017 - AQU amendments.

## 12. Educational aims of the programme

This Primary and Outdoor Education degree course provides training and experiences for those who are enthused by the dynamic role that learning outdoors can play in the academic and social development of children. The course blends key training and skills development in a range of outdoor activities with a detailed examination of learning and primary education. It prepares students for either teaching in primary schools without QTS or provides the skills and opportunities for graduates to work in a range of outdoor education based establishments. To be qualified as a Primary Teacher, students would need to seek additional training through a QTS course such as a PGCE.

There are a wide range of modules and opportunities for specialisation with a practical emphasis throughout. During the second Semester of year 2 in the module, 'Planning and Preparation for Outdoor Learning,' students can apply to undertake one of a variety of certificated courses and awards such as mountain training UK, climbing wall award, climbing wall leading award, single

pitch award, mountain leader award, foundation coach, development coach, British Canoe Union: star awards, foundation safety and rescue training, coaching awards, first aid level 2 and Royal Geographic Society off site safety management. These courses have an additional cost attached and there is also the opportunity to develop further experience through a targeted placement that does not have a cost attached. The University of Worcester liaises closely with Herefordshire and Ludlow College to provide a blend of core skills and knowledge with specialist teaching.

In the first year there is a focus on helping students to develop important personal skills and knowledge to work outside including: aspects of health and safety combined with an introduction to teaching in primary schools; curriculum requirements, and an understanding of how children develop and how children learn. The second year develops students' management skills further and provides placement opportunities. This year also includes developing students' experience and understanding of creative approaches to teaching. The third year provides an opportunity for in-depth exploration of issues around the theory and practice of primary and outdoor education and includes the completion of an independent study.

#### **The course aims to:**

- Develop a depth of integrated knowledge, experience, skills (including research skills) and understanding relevant to Primary learning and outdoor teaching;
- Inform students about child development, with relation to academic, physical and social progress;
- Examine the ways in which National Curriculum and other school curriculum subjects can be delivered outside the classroom;
- Develop important safety management, leadership and personal skills;
- Examine creative and philosophical pedagogic processes and current thinking regarding education;
- Provide opportunities for students to develop personal skills, accreditation and experiences to prepare them for their chosen careers;
- Investigate contemporary issues in outdoor learning and in the natural environment;
- Develop an understanding of residential experiences;
- Provide the training needed for students to complete an independent study in their chosen field.

### **13. Intended learning outcomes and learning, teaching and assessment methods**

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

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

- Identify, critically analyse and make effective use of the key concepts, disciplines and principles related to primary schools and primary curricula
- Identify and critically analyse the key theories and concepts of outdoor learning
- Develop an understanding of child development and how this relates to children's learning.

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

- Students will develop their knowledge and understanding of child development, primary education and outdoor education including: the provision of outdoor education for primary aged children; the role of teachers and other professionals; values and beliefs in primary and outdoor education pedagogy; the governance and safe management of outdoor education for primary aged children; principles of teaching outdoors; and curriculum and non-curriculum links. This knowledge and understanding will be developed both through university-based teaching 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 safeguarding

principles whilst delivering practical based sessions to primary aged children. Students will be required to provide an oral presentation relating to a contemporary issue within the field of primary and outdoor education. Also, students will create reflective portfolios relating to appropriate professional practice during three work-based learning experiences.

- Students will have access to Blackboard and other technologies to assist in their learning and assessment. Blackboard will contain useful information, lecture presentations, discussion areas and other online resources.

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

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

- Apply their understanding of learning theory, child development and outdoor practice to the effective leadership/instruction/coaching of a variety of outdoor adventure activities with primary aged children
- Understand how theories learned about child development, teaching and learning, values and philosophies of education can inform practice in primary settings.
- Determine the likely environmental impact of a variety of outdoor adventure activities with primary aged children and produce plans to minimise their impact.
- Understand how children learn within schools and within outdoor settings.
- 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 with primary aged children. Students will also complete peer led activities and have opportunities to lead and teach groups of primary aged children 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.
- Students will have access to Blackboard and other technologies to assist in their learning and assessment. Blackboard will contain useful information, lecture presentations, discussion areas and other online resources.

### **Practical skills relevant to employment:**

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

- Plan for, organise and deliver outdoor adventure activities for primary aged children using a balance of technical and communication skills, together with personal and social qualities such that their work will be competent, purposeful, inclusive and sensitive to the varied needs of participants.
- Demonstrate safety and ethical awareness in the performance, supervision and development of outdoor adventure activities with primary aged children.
- Plan for, assess the risks and create materials to teach primary school children in outdoor environments including school grounds.
- 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:**

- Students will engage in teaching and learning activities that make use of the National Curriculum and the EYFS.
- 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, and in outdoor education settings.
- 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 like the Mountain Leadership and Bushcraft Awards, for example.
- Students will have access to Blackboard and other technologies to assist in their learning and assessment. Blackboard will contain useful information, lecture presentations, discussion areas and other online resources.

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

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

- Work autonomously, and as part of a team; reflectively and in a self-disciplined way.
- Develop the personal skills identified from: communication and presentation skills, numeracy and IT skills, interactive and group skills, problem solving skills, self-appraisal and reflection, and the ability to plan and manage learning.
- Demonstrate the professional attributes and skills needed to work within primary schools and the outdoor environment.

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

- The development of transferable/key skills will be evident through the use of a range of different assessment opportunities. For example, students will develop their communication and presentation skills through group presentations, 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.
- Students will have access to Blackboard and other technologies to assist in their learning and assessment. Blackboard will contain useful information, lecture presentations, discussion areas and other online resources.

## **14. Assessment Strategy**

The assessment strategy for Primary and Outdoor Education 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 critical exploration of ideas; reflective portfolios and essays 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 the sharing of knowledge. In addition there are practical assessments throughout the programme of study that assess professional attributes and teaching skills, personal ability, leadership and outdoor teaching across a range of outdoor adventure activities. There are opportunities at level 4 and 5 for students to undertake elements of work based practice, 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 understanding children and how they learn; 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 safe 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-led work and individual presentations.

Students receive detailed feedback on assessments, including advice that is intended to inform subsequent work and develop competency in successfully completing assessments. Within practical modules the students receive formative feedback on a regular basis in preparation for formal practical assessments. Within level 4 modules where there is a formal presentation as part of the summative assessment, students will receive feedback on non-assessed presentations in preparation for formal assessment. The criteria for assessment will be posted on the relevant module outlines and on Blackboard. All assessments, whether written or as presentations, will be subject to moderation through second marking, and where appropriate the recording of presentations and collection of presentation materials. Group and individual tutorials across all levels provide formative feedback with regards to written work. Where assessments include reflective writing, support will be given to assist students to structure their work.

## 15. Programme structures and requirements

The programme is a full time degree. Full attendance is required. Completion of a placement is required in order to fulfil some of the module criteria.

### Award Map

**Course Title:** BA (Hons) Primary and Outdoor Education Year of entry: 2016 – 2017 onwards

Level 4			
Module code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
OUED1001	Introduction to Outdoor Learning	15	M
OUED1002	Outdoor Adventurous Activities Personal Skills	30	M
OUED1003	Outdoor Safety Management	15	M
POED1001	Teaching the Curriculum Through the Outdoors	30	M
POED1002	Child Development	15	M
POED1003	Introduction to Primary teaching	15	M

Level 5			
Module code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
OUED2001	Outdoor Adventurous Activities Leadership	30	M
OUED2002	Teaching and Learning in the Outdoors	15	M
OUED2003	Planning and preparation for Outdoor Learning	15	M
POED2001	Research in Education	15	M
POED2002	Philosophies of Education	30	M
POED2003	Wider Professional Practice	15	M

Level 6			
Module code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
OUED3003	Understanding the Residential Experience	15	M
OUED3004	Outdoor Activities and the Natural Environment	15	M
OUED3005	Contemporary Issues in Outdoor Learning (Primary)	15	M
POED3003	Professional Values	30	M
POED3004	Creative learning in the Outdoor Environment	15	M
POED3001	Independent Study	30	M

## 16. QAA and Professional Academic Standards and Quality

This award is designed with reference to section A of the UK Quality Code for Higher Education and in line with the relevant FHEQ qualification descriptor and subject benchmark for Education studies. The intended learning outcomes of the Primary and Outdoor Education course are derived from the QAA Subject Benchmark Statement: Education studies (2015) [subject benchmark statements](#) and the QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2008) [subject benchmark statements](#). The content and delivery of has been written in light of these benchmarking statements. Thus the Primary and Outdoor Education course provides opportunities for students to demonstrate all of the areas covered by the Education studies benchmark statements (2015) including all of the knowledge and understanding that students should be able to critically understand; all of the abilities that students should be able to demonstrate, all of the aspects of their own learning that students should be able to reflect on; and all of the transferable skills. It also provides opportunities for students to demonstrate all of the areas covered by the Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2008) with regard to Leisure, namely to analyse and reflect on issues affecting leisure lives; understand the context of outdoor leisure activities; understand the impact of policy, planning and delivery mechanisms; and utilize specific facilitation skills in the promotion of professional practice.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a key feature of the course.

This award is located at level 6 of the FHEQ

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 course has 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. Students are supported by University Tutors through the University pastoral system of personal academic tutors and through tutor visits on placement.

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 employment in schools or the outdoor industry through an optional programme of courses.

### **Personal Academic Tutor System**

Each student will be allocated a personal academic tutor 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.

Students should meet their Personal Academic Tutor four times a year, 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 assignments, and will need to develop successful research and study 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 students from many backgrounds (young people leaving school/college, adults in work, mature students and international students). The admissions policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential. The admissions policy includes an interview for all applicants, those based in the UK will be expected to attend an interview in Worcester and International students will be offered a Skype interview.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) 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.

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

There is a requirement for a criminal records check (via the Disclosure and Barring Service) as elements of this course will take place in schools and with children. Failure to comply with this requirement, where the check reveals criminal convictions may result in an applicant not being permitted to start the course.

### **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 accreditation 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 (XN75),
- 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;
- A thoughtful understanding of teaching and learning in schools;
- 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**

Each semester a Course Management Committee will be constituted by the active teaching team and an appropriate number of Course Representatives (StARs) from each year. The same quality and review process that exists for other courses in the Institute of Education will be followed, such as Annual Evaluation Reports, making use of external examiner reports to inform course, module and assessment planning, and end of module evaluations to make use of student feedback.

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

Staff will be subject to the usual supportive review and appraisal systems adopted through the Institute of Education. Feedback and a close liaison will be sought from employers involved in the various student experiences.

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.
- 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.
- 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-.

#### 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

Award	Requirement
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**

The quality and standards of the course are monitored by the Institute Quality Committee and by an external examiner. The annual external examiner's report serves as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement. The course leader also completes an annual evaluation report that considers statistical data on quality and standards as well as feedback from students and other stakeholders. Final year students also complete the National Student Survey and the careers of graduates are tracked. Grades are tracked in Course Management Committee meetings. End of module evaluations are used to monitor and track standards and quality.

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.

Relevant teaching staff on the course hold high levels of professional qualification including: Mountaineering Instructor Certificate; Mountaineering Instructor Award; British Canoe Union coaching award level 4 in kayaking and canoeing; Royal Yachting Association Senior Instructor award and are involved in professional practice including coaching, expedition leadership, consultancy and safety advice. Staff are also involved in peer reviewed and practitioner publications including guidance for teachers and international conference presentations.

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

The Institute of Education is committed to developing highly employable graduates through careful course design, engagement with potential employers, and through the development of student employability. Student employability is developed within the course through the provision of opportunities for students to build the skills, understanding and personal attributes required for employment, particularly through work placements, through optional additional qualifications and support for student employment.

### **Graduate destinations**

On completion of the BA Primary and Outdoor Education degree it is anticipated that many students will progress to working in schools or in the outdoor industry both in the UK and overseas. In addition some students may wish to gain QTS via PGCE programmes.

### **Student employability**

A number of initiatives are in place or planned in order to develop the employability of Primary and Outdoor Education students:

- 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for students to engage in meaningful employment during their time of study at the University of Worcester are available.
- Support and guidance is provided by the Institute of Education for students wishing to pursue a career as a primary school teacher and Primary and Outdoor Education students will have the opportunity to apply for postgraduate courses in Initial Teacher Education at the University of Worcester.
- 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.

### **Links with employers**

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 the Employers Advisory Group – Outdoor Education.

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).

Additionally links will be sought with schools that have outdoor education as a key teaching element, for example with Forest Schools for student placement experiences.

There is a strong liaison with Bishops Wood Centre, which has a long tradition of Forest School, Earth Education, Storytelling and Sustainability teaching and learning with Primary Schools.

**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.