

## PROGRAMME SPECIFICATION – Undergraduate COURSES

1. Awarding institution/body: University of Worcester
2. Teaching Institution: University of Worcester Hereford College of Technology
3. Programme accredited by: N/A
4. Final award: BSc Hons
5. Programme title: Outdoor Adventure Leadership & Management
6. Pathways available: Single Honours
7. Mode and/or site of delivery: University of Worcester
8. Mode of attendance: Full Time
9. UCAS Code: XN92
10. Subject Benchmark statement and/or professional body statement: Hospitality, Leisure, Sport & Tourism (2000)
11. Date of Programme Specification preparation/revision: May 2008 – Amended IQC January 2011 – Amended September 2011

### 12. Educational aims of the programme

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.

BSc Outdoor Adventure Leadership & Management.

	A	B	C	D	E	F	G	H	I
OALM1001 Foundations of Outdoor Adventure	✓	✓	✓	✓	✓		✓	✓	✓
OALM1002 Personal Water Based Skills Kayaking	✓	✓		✓		✓	✓	✓	✓
OALM1003 Scientific Foundations of Outdoor Adventure Activities	✓						✓	✓	✓
OALM1004 Personal Water Based Skills Canoeing	✓	✓		✓		✓	✓	✓	✓
OALM1005 Personal Land Based Skills Hill-walking	✓	✓		✓		✓	✓	✓	✓
OALM1006 Outdoor Adventure Management Systems	✓	✓			✓	✓	✓	✓	✓
OALM1007 Personal Land Based Skills - Rock- Climbing	✓	✓		✓		✓	✓	✓	✓
OALM1008 Understanding Weather & Climate	✓					✓	✓	✓	✓
OALM2001 Facilitation and Reviewing in Outdoor Learning	✓	✓	✓			✓	✓	✓	✓
OALM2002 Psychology of Outdoor Recreation	✓						✓	✓	✓
OALM2004 Work-Based Learning (Outdoor Adventure Leadership & Management	✓	✓		✓	✓	✓	✓	✓	✓
OALM2005 Adventure, Recreation & the Environment	✓		✓			✓	✓	✓	✓
OALM2006 Physiology of Outdoor Adventure Activities	✓						✓	✓	✓
OALM2007 Water Based Coaching	✓	✓		✓	✓	✓	✓	✓	✓
OALM2008 Land Based Leadership	✓	✓		✓	✓	✓	✓	✓	✓
SPRT2001 Research Methods	✓						✓	✓	✓
OALM3001/2 Independent Study	✓	✓			✓		✓	✓	✓
OALM3051 Expedition Studies	✓	✓		✓	✓	✓	✓	✓	✓
OALM3052 Outdoor Adventure & Disability	✓	✓			✓		✓	✓	✓
OALM3053 Development Training in Outdoor Adventure	✓	✓			✓		✓	✓	✓
OALM3054 Adventure Tourism		✓	✓		✓	✓	✓	✓	✓
OALM3055 Contemporary issues in Outdoor Education		✓	✓		✓		✓	✓	✓
OALM 3056*	✓	✓		✓	✓		✓	✓	✓

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.

The learning outcomes for the Outdoor Adventure Leadership & Management degree course are as follows:

<p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Display a critical understanding of the scientific processes through both academic and professional practice.</li> </ol>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>A range of preferred learning and teaching styles will be used including tutor-led sessions, workshops, practical sessions, group seminars and tutorials.</p> <p>Assessment will include essays, group presentations, poster presentations, exams and portfolios.</p>
<p><i>Cognitive and intellectual skills:</i></p> <ol style="list-style-type: none"> <li>3. Apply their understanding of coaching theory, human physiology and psychology to the effective leadership/instruction/coaching of a variety of outdoor adventure activities.</li> <li>4. Determine the likely environmental impact of a variety of outdoor adventure activities and produce plans to minimise their impact.</li> <li>5. Apply their understanding of business and enterprise principles and practices across a broad spectrum of future employment.</li> </ol>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>A range of preferred learning and teaching styles will be used including tutor-led sessions, workshops, practical sessions, group seminars and tutorials.</p> <p>Assessment will include essays, group presentations, poster presentations, exams, research design tasks, research proposals, portfolios and independent studies</p>

<ol style="list-style-type: none"> <li>6. Critically reflect upon knowledge of theories in the planning and evaluation of outdoor programmes.</li> <li>7. Display a critical appreciation of the integration of the variables involved in the delivery of Outdoor Adventure Activities.</li> <li>8. Identify and solve routine and non-routine problems.</li> <li>9. Research material, and combine information from different sources into a coherent and reasoned argument.</li> </ol>		
<p><i>Practical skills relevant to employment:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>11. Demonstrate safety and ethical awareness in the performance, supervision and development of Outdoor Adventure Activities.</li> <li>12. Gather, interpret and apply the key concepts of the study of Outdoor Adventure Activities in selected practical and performance situations.</li> </ol>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>A range of preferred learning and teaching styles will be used including, tutor-led sessions, group seminars, individual tutorials &amp; practical sessions. Practical sessions will make use of a number of venues locally and further afield, including rivers, lakes, hills, mountains and crags.</p> <p>Assessment methods include reflective log books, practical skills assessment, planning and delivery of practical sessions and essays.</p>	

<p>13. Initiate strategic planning and development planning skills in analysing, understanding and addressing the development needs of the coach/instructor, the pupil/student/client and the performer.</p>		
<p><i>Transferable/key skills:</i></p> <p>14. 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.</p> <p>15. Demonstrate safety and ethical awareness in the performance, supervision and development of Outdoor Adventure Activities.</p> <p>16. Gather, interpret and apply the key concepts of the study of Outdoor Adventure Activities in selected practical and performance situations.</p> <p>17. Initiate strategic planning and development planning skills in analysing, understanding and addressing the development needs of the coach/instructor, the pupil/student/client and the performer.</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>A range of preferred learning and teaching styles will be used including tutor-led sessions, workshops, practical sessions, group seminars and tutorials.</p> <p>Assessment will include essays, practical skills assessments, planning &amp; delivery of practical sessions, group &amp; individual presentations, poster presentations, exams, research design tasks, research proposals, portfolios and independent studies</p>	

*Learning Outcomes Developed and Assessed by each Module*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
OALM1001	✓			✓			✓							✓		✓	✓
OALM1002							✓			✓	✓	✓		✓	✓	✓	✓
OALM1003	✓	✓	✓				✓					✓		✓		✓	✓
OALM1004										✓	✓	✓		✓	✓	✓	✓
OALM1005							✓			✓	✓	✓		✓	✓	✓	✓
OALM1006	✓				✓	✓							✓	✓		✓	✓
OALM1007							✓			✓	✓	✓		✓	✓	✓	✓
OALM1008	✓	✓					✓					✓		✓		✓	✓
OALM2001	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
OALM2002	✓	✓	✓				✓		✓			✓		✓		✓	✓
OALM2004	✓		✓		✓	✓						✓	✓	✓	✓	✓	✓
OALM2005	✓			✓					✓					✓		✓	✓
OALM2006	✓	✓	✓				✓		✓			✓		✓		✓	✓
OALM2007	✓		✓				✓			✓	✓	✓		✓	✓	✓	✓
OALM2008	✓		✓				✓			✓	✓	✓		✓	✓	✓	✓
SPRT2001		✓							✓					✓		✓	✓
OALM3001/2	✓	✓	✓		✓		✓		✓			✓		✓		✓	✓
OALM3051	✓		✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
OALM3052	✓									✓	✓	✓		✓		✓	✓
OALM3053	✓					✓		✓				✓	✓	✓	✓	✓	✓
OALM3054	✓			✓	✓	✓							✓	✓		✓	✓
OALM3055	✓			✓					✓					✓		✓	✓
OALM3056*	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BUSM3091					✓		✓		✓					✓		✓	✓

\*OALM3056 to commence in academic year 2012/13

14. Assessment Strategy

Regulation of assessment

The course operates under the [Undergraduate Regulatory Framework](#) (.pdf) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#) or see the [UW Student Handbook](#).

### How your work is assessed

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the [UW Student Handbook](#).

The table below shows the full range of assessment items used within the subject, by module and also shows the relative weightings of each item.

#### *Assessment Methods used per Module*

Module	Exam	Practical	Report	Group Pres	Individual Pres	Group Poster Pres	Essay	Reflective Logbook	Research design Task	Case Study	Research Proposal	Project	Folder/Portfolio/ Journal	Independent Study
OALM 1001				40			60							
OALM 1002		40						60						
OALM 1003			65			35								
OALM 1004		40						60						
OALM 1005		40						60						
OALM 1006				40			60							
OALM 1007		40						60						
OALM 1008	50						50							
OALM 2001			60							40				
OALM 2002			70		30									
OALM 2004													100	
OALM 2005			50						50					
OALM 2006			65	35										
OALM 2007		40								60				
OALM 2008		40	60											
SPRT 2001	50										50			
OALM 3001/2														100
OALM 3051										50		50		
OALM 3052			50									50		
OALM 3053							50		50					
OALM 3054					60		40							
OALM 3055			40		60									
OALM3056*							40			60				
*OALM3056 to commence in academic year 2012/13														

NB Module Leaders review the pattern and range of assessment on an annual basis. Any

proposed amendments are presented at the Institute Quality Committee. If they are approved the matrix above will be updated to reflect the amendments.

### Word limits

All coursework items are set a maximum word length, and you should indicate the number of words you have used at the bottom of each piece of coursework (word processors will count words for you).

### Submission of coursework

Submission dates are indicated in each module outline published at the start of each semester. Module tutors will set deadlines for the submission of work. Module tutors are not permitted to grant extensions for the late submission of assessment items.

They must be adhered to since degree level work involves learning how to organise your own work satisfactorily. You should include an item report form and an assessment tracking sheet when submitting assessment items in order to receive feedback and an electronic receipt.

All course work due in during normal teaching weeks must be placed in the collection box located at the Sport & Exercise Science Reception located in the corridor near the Yelland and Urwin Lecture Theatres by 3pm on the due date.

### Late Submissions

Students who submit coursework late but within five days of the published due date will have the work marked and the actual grade obtained will be communicated to the student for feedback on his/her performance but the grade awarded will be capped at the minimum pass grade, unless a claim of mitigating circumstances is made and upheld. The grade "L1" will be used to indicate that the grade has been capped due to late submission.

Students who submit coursework later than five days but within two weeks of the published due date will not have the work marked. A grade of "L2" will be used to indicate that work had been submitted. Students who have a claim of mitigating circumstances upheld and have submitted the assessment item within two weeks of the due date, the original assessment item will be marked. In all other cases the student will be required to complete a new assessment item.

Students who submit coursework after the due date that is marked on a Pass/Fail basis or submitted for reassessment and subject to being capped at the minimum pass mark will not have the work marked. A grade of "L2" will be used to indicate that work had been submitted. Students who have a claim of mitigating circumstances upheld and have submitted the assessment item within two weeks of the deadline, the original assessment item will be marked. In all other cases the student will be required to complete a new assessment item.

### Non-submissions

When an assessment item is not submitted within two weeks of the due date, it will be counted as an attempt and marked as 0 with a grade of NS. This will result in the overall module being failed, regardless of any apparent overall pass grade. The student will not be

permitted a reassessment opportunity and will be required to retake the module.

Where a student is unable to submit an assessment item by the due date because of illness or other valid reasons (“Mitigating Circumstances”) a student may submit an application to the Mitigations Committee.

You must keep an electronic copy of your work in the unlikely event of your original work being mislaid.

Coursework with a hand in date outside normal teaching weeks, for example in January, may be posted in the collection box in the collection point indicated above or alternatively may be submitted by post as long as the following guidelines are met:  
the assessment item must be sent by recorded or special delivery  
it must be posted (franked) by Royal Mail no later than the assessment due date  
it should be addressed to:

Assignment Administrator  
Institute of Sport & Exercise Science  
University of Worcester  
Henwick Grove  
Worcester  
WR2 6AJ

#### Return and Collection of Marked Work

At the beginning of each semester students are given the opportunity to collect their work from the previous semester. This process is managed by the Institute’s Administration Office. Students should be aware that marked work is only retained for a period of twelve months before it is destroyed. Students should also note that a sample of work is always sent to the external examiner for scrutiny. This is always returned to the University, but students may have to wait a little longer for their work to be returned if it is included in the sample. In the case of failed work students will be able to access this directly from the Institute’s Administration Office once they have been informed by Registry that they are required to resubmit work for reassessment

A transcript of results will be available on-line via your [SOLE page](#) once marks have been agreed. To view your results click on the ‘My Results’ Tab when using your [SOLE page](#).

#### How your work is marked

The Marking and Moderation Policy:

All assessed, written student work is subject to a rigorous process of within module moderation:

All work is subject to a process of moderation to ensure that marking for the module is consistent. This process takes place as soon as possible following the submission deadline and is the responsibility of the module leader. The module leader will identify a blind sample of work (15%) and ensure that the sample is cross-marked by all members of the module

team (usually no later than 72 hours after the work has been received). All members of the team will then meet to confirm that all work in the sample has been marked according to the prescribed grading criteria.

Staff should ensure that both scripts and item report forms/grading templates show evidence that the assignment has been marked by at least one other member of staff

If the original sample of work selected for moderation is particularly narrow in range the module leader will select a number of additional assignments for marking at the moderation meeting

The Institute's 'Assessment Moderation Form' is completed by the module leader. This form will record the discussions/issues raised at the meeting. A copy of this form is included in the sample of work sent to external examiners

This is also evidenced by detailed commentary on the item report form or grading template and will reflect agreement of the final grade between all module tutors. In instances where two markers cannot agree a grade, the work is passed to a third marker. The decision of the third marker is final.

Once the process of moderation has been completed the rest of the work can be marked by individual tutors. No grades are altered after moderation has been completed. Tutors are then required to return all marked work to the module leader at least 48 hours before marks the ETM deadline

A sample of work (15%) from modules within the Course is sent to UW approved External Examiners for further scrutiny and comment. The sample will include a full range of the grades awarded for the module as well as some of those included in the sample for moderation

NB. All grades awarded are provisional until confirmed at the Exam Board

The module leader will normally be the person to establish the best pattern to ensure the policy is followed. If this is not the case then the Course Leader will assume responsibility.

Variation occurs due to:

Modules being taught by several tutors as a team

In any instances where modules are taught by a single tutor, the Course Leader will ensure a second tutor from within the Course team is appointed to act as second marker for purposes of moderation. This will be decided at the Course team meeting at the beginning of the semester

The essential feature is that the module leader must ensure and demonstrate through the completion of the Assessment Moderation Form that a sample of all work has been:

Moderated by all members of the module team;

In instances where modules are taught by a single tutor, the sample selected for moderation must be double marked by another tutor

Moderated by an External Examiner after grades have been entered through the ETM

A module is selected by the Course team after the Exam Board for further scrutiny. This decision should be based on analysis of statistics

### Sampling and Guidance Notes

Sampling at 15% is the norm depending on type of module, the larger the group the smaller

the percentage)

Moderation details must be recorded by the module leader on the assessment moderation form

Double marking must be recorded with appropriate comments and signature on the Item Report Form or grading template

All fails are double marked

NB The one exception to this process is the independent study, where all submissions are double marked

### Feedback on your work

Feedback in the academic realm can take many forms, but each can be used to improve your performance. Some of the different types of feedback include:

Written comments from your tutor, usually attached to your assignments

Verbal comments from your tutor associated with your work

Generic feedback from tutors covering particular strengths/weaknesses found in the work of a particular student group

Comments from other students about your work (peer feedback)

Your own comments and reflections on your work (self assessment & feedback).

Please see the [Study Skills](#) page on the Student Services website for information on how to use feedback to improve your work.

### Study Skills

[Study Skills Advice Sheets](#) have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

The induction programme at the start of the course includes PDP and study skills which are also embedded throughout the course.

### Mitigating Circumstances

These are defined as exceptional circumstances, outside of your control, that have affected your academic performance.

The following represent grounds for the submission of a claim:

Serious illness

Serious illness of partner, relative or friend

Bereavement

Excessive employment demands which were substantial and temporary (part-time students only)

Claims of exceptional mitigating circumstances should be submitted on the mitigating circumstances form before results are considered by the Board of Examiners and before the published deadline.

Information on how to submit a claim of [Mitigating circumstances](#) can be found via your [SOLE page](#) in the “My Course Details” tab. Full procedures and regulations regarding mitigation can be found on the [Registry Services website](#).

### Cheating

[Cheating](#) is a serious offence and takes many forms including:

Plagiarism – passing off the work of someone else as if it is your own.

Collusion – working closely with someone else to produce an assignment that is meant to be the work of an individual.

The Internet is frequently used to download material to use in assignments. The University deals severely with students who cheat and penalties extend to suspension and withdrawal for a second (or particularly serious first) offence. The University provides information on how to avoid [plagiarism](#).

In order to avoid an allegation of cheating make sure that you follow guidance on conventions for referencing and for use of quotations. If you are in any doubt, check with your tutors who will be happy to advise you.

### Guidance on Presentation of Assessed Work

It is of particular importance that your handwriting is legible. If your work is difficult to read you cannot expect to get as good a mark as the same work if presented neatly. In extreme cases illegible work will not be read at all and will receive a mark of zero. You will need to be able to write speedily and legibly in tests or exams. By the end of the first year of your course you will be expected to submit your work word-processed; you are strongly advised to become familiar with this technology at the earliest opportunity.

Word processed documents should:

Include complete title of the assessment item and module code

Use the Arial font 12 point size

Use one and a half or double spacing

Use margins of at least 2.5cm

Include Page Numbers

If the work is marked anonymously you should not include your name on any page.

### *Use of English Language*

As will be seen in the assessment criteria, quality of language use, including spelling, grammar, syntax and overall structure, is taken into account in awarding a grade. It is essential that language is used correctly if ideas and arguments are to be communicated effectively. The Level Four module UMSC1420 Academic English and Study Skills is designed to assist International Students.

You should ensure that you always spell-check and proof-read your work (the spellcheckers in word processors do not pick up all errors). It is a good idea to leave a piece of work for a

day or so if possible, and then revisit it as if you were going to mark it yourself - you may be surprised at how many errors and unclear sentences you find when you do this. Careful proof-reading usually pays dividends.

### *Bibliographies and referencing*

The use of references in the text fulfils a number of purposes:

it enables you to provide supportive evidence to illustrate a point you are making

it provides evidence to the reader that you have reviewed the literature in a specific Course of study and you are able to introduce theories and/or perspectives that are presented within the literature which support and link to your own ideas

it enables the reader to identify the source of the literature you have reviewed, so they can make use of the literature themselves (adapted from Continuing Professional Development, Faculty of Education and Psychology, 1999).

You will be expected to cite references to your sources of information within your text by quoting the author's name and the date of publication immediately following the information.

There are a number of accepted ways of presenting the references. You must use the Harvard Referencing System (detailed instruction in this method can be found via the following link): [Harvard](#)

[Study Skills Advice Sheets](#) have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

### Appeals and Complaints

Sometimes things do go wrong. In most cases matters can be resolved quickly and informally at a local level. However, if you continue to be dissatisfied with the response then you should make an academic appeal or a complaint.

If you are appealing against an academic decision, you should follow the [Appeals procedure](#) (.pdf). You will find details here of how to challenge a decision.

The [Complaints procedure](#) (.pdf) is designed to complement the appeals process and will consider any other subject relating to the student experience.

## 15. Programme structures and requirements

### Award map

Award maps are designed to show you which modules must be taken in order to gain different awards. For example, if you are planning to achieve a Single Honours degree in a subject, it is likely that you will have to take certain modules as prerequisites for further study in any given area. Your academic (personal) tutor or members of the course team will advise you on these choices.

**LEVEL 4**

Module Code	Module Title	Credit	Single Hons Mod Status	Prerequisites
OALM1001	Foundations of Outdoor Adventure	15	Mandatory	None
OALM1002	Personal Water Based Techniques – Kayaking	15	Mandatory	None
OALM1003	Scientific Foundations of Outdoor Adventure Activities	15	Mandatory	None
OALM1004	Personal Water Based Techniques – Canoeing	15	Mandatory	None
OALM1005	Personal Land Based Techniques – Hill Walking	15	Mandatory	None
OALM1006	Outdoor Adventure Management Systems	15	Mandatory	None
OALM1007	Personal Land Based Techniques – Rock Climbing	15	Mandatory	None
OALM1008	Understanding Weather & Climate	15	Mandatory	None

**Single Honours Requirements at Level 4**

Students must take the eight Mandatory modules OALM 1001, OALM 1002, OALM1003, OALM 1004, OALM 1005, OALM 1006, OALM 1007 and OALM 1008.

**LEVEL 5**

Module Code	Module Title	Credit	Single Hons Mod Status	Prerequisites
OALM2001	Facilitation and Reviewing in Outdoor Learning	15	Mandatory	None
OALM2002	Psychology of Outdoor Adventure	15	Mandatory	None
SPRT2001	Research Methods	15	Mandatory	None
OALM2004	Work Based Learning (Outdoor Adventure Leadership & Management)	15	Mandatory	None
OALM2005	Adventure, Recreation & the Environment	15	Mandatory	None
OALM2006	Physiology of Outdoor Adventure Activities Performance	15	Mandatory	None
OALM2007	Water Based Coaching Techniques	15	Mandatory	OALM 1002 OALM1004
OALM2008	Land Based Leadership Techniques	15	Mandatory	OALM 1005

OALM1007

### Single Honours Requirements at Level 5

Students must take the eight Mandatory modules SPOR2001, OALM 2001, OALM 2002, OALM 2004, OALM 2005, OALM 2006, OALM 2007 and OALM 2008

### LEVEL 6

Module Code	Module Title	Credit	Single Hons Mod Status	Prerequisites
OALM 3001/2	Independent Study	30	Mandatory	SPRT2001
OALM 3051	Expedition Studies	15	Mandatory	None
OALM 3055	Contemporary Issues in Outdoor Education	15	Mandatory	None
OALM 3052	Outdoor Adventure & Disability	15	Optional	None
OALM 3053	Development Training in Outdoor Adventure	15	Optional	None
OALM 3054	Adventure Tourism	15	Optional	None
<b>OALM3056*</b>	<b>Advanced Facilitation and Reviewing in Outdoor Learning</b>	<b>15</b>	<b>Optional</b>	<b>OALM2001</b>
BUSM3091	Small Business Management	15	Optional	None
SPRT3026	The Developing Child in Sport	15	Optional	None
SPRT3018	Application of Learning Theory	15	Optional	None
<b>*OALM3056 to commence in academic year 2012/13</b>				

### Single Honours Requirements at Level 6

Single Honours students must take the double mandatory Independent Study module (OALM 3001/02) over one or two semesters and the two mandatory modules OALM 3051 and OALM 3055, plus 4 modules from the list above.

### QAA Academic Infrastructure

Like all Higher Education courses in the UK, this award is designed with reference to the [Academic Infrastructure](#), a means of describing academic standards in terms of the [academic level](#) you are expected to achieve and, in broader terms, the [content](#) that will be covered.

This course makes reference to the QAA (2007) Hospitality, Leisure, Sport and Tourism

Network (HLSTN) general benchmark statements.

Full copies of the above documents can be found by visiting the AQU website: <http://www2.worc.ac.uk/aqu/>, or use the direct link to the HLSTN website: <http://www.hlst.heacademy.ac.uk/events/seminars2000/benchmarks.html>

The Sport Benchmark statements include four subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

Human responses and adaptations to sport and exercise;  
Performance of sport and exercise and its enhancement, monitoring and analysis;  
Historical, social, political, economic and cultural diffusion, distribution and impact of sport policy,  
The study of planning, management and delivery of sporting opportunities.

These four sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas.

The course is fully compliant with the University's [Curriculum Design Policy](#)

The Framework for HE Qualifications

The programme is fully compliant with the framework for HE Qualifications ensuring that the qualification represents appropriately the level of achievement and reflects accurately the field of study.

#### 16. QAA Code of Practice for Placement Learning

The Institute has responded to the QAA Code of Practice by the development of two separate Placement Guides; one for students and one for employers, which respond to each of the precepts in the code.

Other QAA Codes of Practice

This programme proposal is developed in full congruence with the UW response to QAA Codes of Assessment, Careers Guidance, Collaboration and Student Disabilities. Full copies of the above documents can be found by visiting the AQU website: <http://www2.worc.ac.uk/aqu/>

#### 17. Support for students

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.

## Student Services

Student Services is the central department that provides non-academic support of students. The department includes the following:

### Careers (01905 85 5166)

Helping you to make your future career plans and put them into practice.

### Chaplains (01905 85 5502)

Spiritual guidance and support. A prayer room is available in Bredon building, next to the nursery, and a 'Quiet Space' is available in Woodbury, near the Student Enquiry Desk.

### Community Development and Residential Support (01905 85 5104)

Ensure the security and discipline of students living in halls, and foster a community spirit on and off campus.

### Counselling (01905 85 5107) and Mental Health (01905 85 5447)

Supportive and confidential environment in which to explore your concerns with a professional counsellor or mental health adviser.

### Disability and Dyslexia Service (01905 85 5531)

Advice and guidance about all disability-related matters.

### Student Wellbeing Centre (01905 54 2161)

Your first point of contact for health and related enquiries. A sexual health clinic is available every Monday lunchtime during semesters. If necessary the Centre can arrange first aid.

### Welfare and Financial Advice (01905 85 5501)

Help with all issues relating to welfare and financial support such as grants, student loans, the Access to Learning Fund and state benefits.

For further information about any of these services, see the 'Life Support' section on your [SOLE page](#).

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. In addition, Student Services specifies [appropriate arrangements that can be made for students with disabilities](#) (.pdf).

### Summary of the guidance and support for Students

The following guidance and support structure is in place for students participating in this course:

Students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, pre-module learning activities, Academic (Personal)

Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.

Spiral induction course

Student Handbook (published on an annual basis).

All students have an academic (personal) tutor who guides the process of Personal Development Planning (PDP) and offers general support.

Library induction and information skills packages.

The Information Learning Service also provides training.

Study skills provided by the Student Services.

Students supported by Information learning Services (Library, IT, Media and Print).

The University's Careers Service provides training opportunities for career planning.

Academic Programme Advisors.

The University's International office offers support to overseas students

The Language Unit provides English Language courses for International Students

Access to the Disability and Dyslexia Service

### Academic (Personal) Tutors

The focus of the Academic (Personal) Tutor is to encourage your personal development planning (PDP) so that you receive structured support to develop:

Awareness of your own strengths and weaknesses

A clear vision of what you want to achieve through HE study

Greater understanding of how study in your discipline area at the University can help you towards your goals

Responsibility for your choices in modules, work and social life

A reflective approach to all the feedback you receive on your work

A sense and a record of progression and achievement in your development of subject and generic skills and attributes (qualities)

An ability to use this greater awareness to articulate the benefits of your HE experience to others including employers

The academic (personal) tutor will also:-

Respond to your 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

The academic (personal) tutor is your regular point of contact within the University.

Normally your academic (personal tutor) will remain with you throughout your time at the University.

How often should I meet my Academic (Personal) Tutor?

You ought to meet your academic (personal) tutors four times a year, although occasionally you may also need to contact your tutor at other times, particularly if you

are experiencing problems. Students on the OALM course meet the course leader on a weekly basis and can arrange individual meetings at other times. In his most recent report the External Examiner stated that the regular and detailed tutorials were an example of good practice.

### Personal Development Planning (PDP)

At the start of your programme, through your academic (personal) tutorial meetings you will have:

An introduction to the opportunities provided by the programme for PDP

Throughout your programme there will be:

Opportunity to engage in PDP across a range of learning contexts

For example, in theory and practice, regarding work-based, social or formal learning, experiential or information based, SU activity or study abroad etc.

Accessible support mechanisms for engagement in PDP across the range of learning contexts

For example, dedicated documentation for work placement or practice based learning, general PDP tools, student handbook advice, web material, structured exercises and tutor support.

Opportunity to build a record of their learning achievements

Opportunity to discuss their PDP with a tutor or advisor

### Study Skills

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

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

<http://www2.worc.ac.uk/studyskills/>

## 18. Admissions policy, criteria and procedures

### Admissions Policy for the course

Our 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 and assisting students to achieve their potential.*

### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above, of which two must be Maths and English, 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.

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 web pages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Full-time applicants apply through UCAS (*course code XN92*)

Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. All successful applicants will be required to attend an interview at the University. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

### Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

### Accreditation of Prior Learning.

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for accreditation of prior learning. Entry may be possible to level 4 or level 5 of the course dependent upon qualifications or experience gained.

Credit can also be given for individual modules.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

All grades will be processed through the Institute UMS Board of Examiners. All active

teaching staff will be required to attend, present grades and resubmission details. Each module is fully compliant with the UW Assessment Policy (see Section 20 of the Programme Specification). Semesterly Staff/Student Consultative Committees will be constituted by all active teaching team and 2 Course Representatives from each year.

The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science Principal Lecturer (PL) for Quality, Learning & Teaching, the student handbook and an annual evaluation report (formerly annual monitoring report), structured in accordance with the quality assurance hand book, to be considered by Head of Institute and IQC for onward transmission, in accordance with UW guidelines.

The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science PL for Planning & Resources details of any staffing, physical resources and, timetabling requirements.

The UW External Examiner and post exam board module investigation system (through Course Team Meetings) 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 PL for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report

## 20. Regulation of assessment

### 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

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.

Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.

For full details of submission regulations see URF.

### 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 or non-submission.

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).

### 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 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 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 105 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 45 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.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about

progression, awards and degree classifications as appropriate.

*This section must also include details of any regulations which specifically apply to the course and/or are different to the standard regulations of the Undergraduate Regulatory Framework. Such regulations must be agreed with the Head of Registry Services and Director of QED and approved by ASQEC*

#### 21. Indicators of quality and standards

All grades will be processed through the Institute UMS Board of Examiners. All active teaching staff will be required to attend, present grades and resubmission details. Each module is fully compliant with the UW Assessment Policy (see Section 20 of the Programme Specification). Semesterly Staff/Student Consultative Committees will be constituted by all active teaching team and 2 Course Representatives from each year.

The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science Principal Lecturer (PL) for Quality, Learning & Teaching, the student handbook and an annual evaluation report (formerly annual monitoring report), structured in accordance with the quality assurance hand book, to be considered by Head of Institute and IQC for onward transmission, in accordance with UW guidelines.

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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 PL for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report

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. Employability and graduate destinations

Within the Institute of Sport and Exercise Science there is a designated academic member of staff who is a Careers Coordinator. That member of staff liaises very closely with the Careers Unit within Student Services. There is a Careers notice board where opportunities are regularly posted and more recently a blackboard based careers board.

#### Opportunities for further study

Students are able to spend the second semester of their second year studying at one of the Universities International Partner Institutions. Furthermore, national governing body award courses are run at a subsidised cost, including the Mountain Leader Award, Single Pitch Award, Climbing Wall Award, BCU Coaching awards and Outdoor specific First Aid courses. Where specific outdoor activities have not been covered the student can enquire about a suitable course being arranged.

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 Section 3 of the course handbook. 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.