



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023-2024

FdSc Outdoor Adventure Leadership

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1. Welcome and Introduction to FdSc Outdoor Adventure Leadership.

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

We would like to take this opportunity to say thank you for choosing to study Outdoor Adventure Leadership at University Centre South Devon and welcome you to this exciting opportunity. The FdSc Outdoor Adventure Leadership programme is designed to develop your theoretical knowledge and understanding as well as enhancing your practical skills. Throughout the programme there will be the opportunity to access a range of National Governing Body qualifications.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and Programme Co-ordinator	Ben Reynolds	benjaminreynolds@southdevon.ac.uk
Higher Education Coordinator	Ben Roper	benroper@southdevon.ac.uk
Curriculum Head	Danny Gaze	danielgaze@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Your personal tutor is Ben Reynolds. Ben has worked in the Outdoor Learning Sector for twenty-five years and has been involved in training and lecturing instructors for a large part of this. He also has a keen interest in adventurous and exploratory journeys and has led expeditions all over the world on both land and water

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: <https://www.ucsd.ac.uk/research-and-expertise/sport-and-adventure/>

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Ben Reynolds	UCSD1079 – Principles of Outdoor Leadership UCSD1083 – Environmental Impact and Sustainability	benjaminreynolds@southdevon.ac.uk	

	UCSD2095 – Professional Practice in the Outdoors UCSD2098 – Expedition Leadership		
Mike George	UCSD1078 – Developing Academic and Professional Skills UCSD2094 – Research Project	mikegeorge@southdevon.ac.uk	
Jon Evans	UCSD1080 – Legislation and Risk in the Outdoors UCSD1081 – Working with Groups in Dynamic Environments UCSD1082 – Planning and Delivery in the Outdoors UCSD2096 – Teaching and Assessing in the Outdoors UCSD2097 – Outdoor Business	jonevans@southdevon.ac.uk	
David Gould	UCSD2099 – Psychology for the Outdoors	dgould@southdevon.ac.uk	

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Barnes, P. & Sharp, B. (2004) *The RHP Companion to Outdoor Education*. Lyme Regis: Russell House.

Huddart, D. and Stott, T. (2019) *Outdoor Recreation: Environmental Impacts and Management*. Switzerland: Palgrave Macmillan.

Ogilvie, K. (2013) *Roots & Wings: A History of Outdoor Education and Outdoor Learning in the UK*. UK: Russell House Publishing.

Priest, S. & Gass, MA. (2005) *Effective Leadership in Adventure Programming*. USA: Human Kinetics.

Other materials:

<https://www.outdoor-learning.org/>

1.7 Curriculum design principles

Programme Rationale (summary)

The Foundation Degree aims to build on the unique existing provision whilst embedding into its delivery model the new HA - Outdoor Learning Specialist into the programme. For direct entry students full or part time opportunities will be provided to ensure programme is accessible to a broad range of students who want to enter this dynamic sector. The title 'Outdoor' Leadership reflects the broad and diverse range of leadership, coaching and teaching that can take place in the outdoors. Students will study the same modules with the flexibility of applying their assessments to contexts relevant to their workplace setting or individual interests. The current provision has seen small but consistent numbers enrolling each year and it is now pertinent that we respond to the requirements of the industry and align to the HA.

Context

The current team have worked extensively with students, employers and the HA trailblazer group which has directly and indirectly shaped the programmes design and development. This follows the team own critical reflection that has seen ongoing changes to the existing provision.

In addition, according to the IOL (2019), many young people are now missing opportunities outside the school setting to engage in positive activities that support their learning and development due to the lack of available funding and appropriately skilled leaders highlighting the need for higher level study and development of skills. This is an opportune time for the outdoor

industry that has been severely impacted by COVID-19. Sport England (2020) are reporting the biggest overall growth in participation numbers has been driven by increases in walking and adventure sports (a category which includes hill and mountain walking, climbing and orienteering). This contrasts with 'traditional' sports that have seen a decline.

Content

The programme will blend theories and knowledges, both academic and professional, with the development of practical skills. Students will benefit from a mix of theoretical and practical assessments that support both academic standards and skills needed within the workplace. As much as possible the programme has been designed to have both a theoretical and practical assessment in each module, bringing life opportunities to bridge theory to practice. This will provide a distinct provision representative of the highly vocational nature of the industry. This approach will further emphasise, enhance, and support the employability skills of students when entering professional industries. As would be expected with 'outdoor' provision, the need to provide students with a variety of environments to develop their skills are essential. As such, the new programme will incorporate into its delivery a range of ongoing and unique trips, visits and guest lectures building on that which already supports the current provision.

A comprehensive approach to integration of employability is a key driver for the programme design, delivery and assessment has been embedded throughout thus ensuring career relevant skills are an important aspect of the student's foundation degree programme. Assessment design is also heavily focused around the skills needed at the End Point Assessment of the HA (observation of skills, professional discussion, report, and presentation). The learning outcomes have been designed to provide flexibility for students to apply their work to any outdoor context. Providing contextualised assessment allows students to develop their understanding of approach relevant to the needs of their participant, promoting understanding and help them to engage in 'deep' learning, further enhancing employability. This innovative approach also opens the possibility for specific 'practical' specialism to develop student's outdoor competency. For example, significant discussion with sail training organisations has opened the possibility of a specific sail training focused programme.

Teaching and Learning Strategy

The programme is delivered as a full-time blended learning mode of study. We will offer the curriculum as a blended learning model on an online learning platform. Teaching and learning activities within the programme are not restricted to lectures, seminars, and tutorial. The use of practical contexts to deliver and develop leadership skills will take place using the outstanding natural environment that surrounds the college.

Delivery for traditional students on the FdSc Outdoor Adventure Leadership programme will consist of two days a week, in person, and block delivery across both years of study with a part time option over three years also available. This will take place from September to June. For apprentice's, delivery will consist of a one day a week programme, where the blended model is available, and block delivery over the same period. End point assessment will take place in line with the Outdoor Learning Specialist apprenticeship standard within a twenty-four-month period.

Knowledge and understanding, intellectual skills and transferable skills will be delivered through a diverse and innovative range of methods that will reflect the diversity of learners' needs. These include participation in lectures, seminars, discussions, research and independent study, tutorials with staff, critical reflection and feedback and scenario-based decision making. These are critical to the journey of development of leadership skills. Discussions of research and the reflection on practical experience is essential when enhancing intellectual abilities to bridge the theory to practice divide. Practical skills will be developed through practical delivery in a variety of scenarios and environments that challenge students to apply the skills and develop their judgement and decision making. Regular feedback on assignments and practical assessments, in tutorial and through module feedback allows students to develop not only their understanding, but also their ability to bridge theory to practice in regard to practical skills.

The individual needs of students have been considered throughout. For example, the nature of adventure sports students that have previously enrolled on the course have needed high levels of additional support. The development and design of the programme and the overall content, such as an increase of assessed practical skills, ensures that all students regardless of their need will be able to achieve with the appropriate support systems from the College and various academic supports. The team will strive to deliver a challenging, yet flexible, learning experience with the addition of personalised support.

Resources

Each student will be given a reading list within the module guides which will gives access to key texts to explore to further develop their knowledge. These can be accessed by the library or online. A range of online journals are available.

The college has the resources you would expect at a working outdoor centre to enable a variety of land and water-based activities. These includes canoes, kayaks, sup's, mountain bikes, climbing and walking equipment. A link up with UNESCO Geo Parks has also been maintained within the new programme. Students will be able to study local habitats, connect themselves to places, and understand their impact and efforts to ensure sustainability. They have use of the Geo Park, Dartmoor and the South Hams area.

The college has excellent physical facilities with the use of a double court sports hall, 3G pitch, high specification strength and conditioning and gym facilities and testing equipment.

1.8 Knowledge, skills and behaviours developed on the programme

The Professional Coach will be able to:	Where it is covered in the programme of delivery	Cross reference to FdSc Outdoor Adventure Leadership
Knowledge		

K1: Methods to identify and analyse the wants, needs and expectations of participants, customers, and stakeholders	On-programme taught activity/directed self-study and workplace practice	UCSD1078 UCSD2096
K2: How to build a Theory of Change for programmes or services that contribute to desired long-term impact, including organising and aligning intended outcomes with meaningful/realistic learning opportunities utilising outdoor activities and experiences	On-programme taught activity/directed self-study and workplace practice	UCSD1079
K3: Legislation and codes of practice related to the safe delivery of learning experiences in the outdoor and indoor environments in which they work	On-programme taught activity/directed self-study and workplace practice	UCSD1080
K4: Recognised approaches to outdoor learning appropriate to their workplace including their history, pedagogy/andragogy and application in their workplace	On-programme taught activity/directed self-study and workplace practice	UCSD1079 UCSD1082
K5: The background and application of relevant theories of human and social development; models of psychology; and neuroscience appropriate to their work	On-programme taught activity/directed self-study and workplace practice	UCSD1082 UCSD2095 UCSD2099
K6: The physical and emotional capacity, motivation drivers, developmental needs and rights of the population group they work with	On-programme taught activity/directed self-study and workplace practice	UCSD2099
K7: The evidence base for the effectiveness of the outdoor learning provided in their workplace and the relevant evaluation and research data	On-programme taught activity/directed self-study and workplace practice	UCSD2094
K8: The ethics, theories, legal position and methods of making and recording risk–benefit assessments for outdoor learning experiences	On-programme taught activity/directed self-study and workplace practice	UCSD1080
K9: Workplace policies and procedures relevant to leading an outdoor learning programme including the planning process, safety systems, budgetary control, and reporting	On-programme taught activity/directed self-study and workplace practice	UCSD2097
K10: Approaches for motivating, supervising, coaching and mentoring staff allocated for a programme	On-programme taught activity/directed self-	UCSD2098

	study and workplace practice	
K11: Theories and models for leading groups in the outdoors.	On-programme taught activity/directed self-study and workplace practice	UCSD1079 UCSD2098
K12: Relevant research and theory on decision making and judgement in the outdoor setting informed by approaches to reflection in-action, reflection on-action-in-context, and reflection on-action.	On-programme taught activity/directed self-study and workplace practice	UCSD1081 UCSD2095 UCSD2096 UCSD2098
K13: How to recognise and respond to a dynamic change in environmental, individual, or group conditions using an appropriate problem solving, recovery, rescue or emergency response	On-programme taught activity/directed self-study and workplace practice	UCSD1080 UCSD1083 UCSD2098
K14: The benefits of instruction, teaching, coaching and mentoring approaches and their application in facilitating outdoor learning.	On-programme taught activity/directed self-study and workplace practice	UCSD2096
K15: Methods to differentiate learning in order to respond to different learning preferences, group dynamics and interpersonal communication, emotional and cultural intelligences.	On-programme taught activity/directed self-study and workplace practice	UCSD2096
K16: Principles of assessment as learning, rules of assessment evidence and assessment methods suitable for the range of activities and intended outcomes of the outdoor programmes delivered.	On-programme taught activity/directed self-study and workplace practice	UCSD2096
K17: Feedback methods that support participants to achieve intended outcomes and development goals.	On-programme taught activity/directed self-study and workplace practice	UCSD1082
K18: Methods to identify and overcome barriers to equality, diversity and inclusion within programmes, the organisation and the wider sector	On-programme taught activity/directed self-study and workplace practice	UCSD1079
K19: Digital technologies to support instruction, teaching, coaching and learning in the outdoors and how they benefit self and participants.	On-programme taught activity/directed self-study and workplace practice	UCSD1081

K20: The geography and ecology of landscapes in which they practice, including but not limited to local, regional and global perspectives on habitat, biodiversity, the effects of climate change, social history, and local effects such as weather and tides.	On-programme taught activity/directed self-study and workplace practice	UCSD1083
K21: Methods to gather and analyse feedback and evidence data on outputs, outcomes and impacts of an outdoor learning programme	On-programme taught activity/directed self-study and workplace practice	UCSD2094
K22: Methods to build and maintain effective relationships with a wide range of participants, volunteers, stakeholders and colleagues	On-programme taught activity/directed self-study and workplace practice	UCSD1078
K23: How to positively promote the work of the organisation	On-programme taught activity/directed self-study and workplace practice	UCSD2097
K24: Principles of good customer service, including the types, needs and expectations of internal and external customers and ways to manage conflict	On-programme taught activity/directed self-study and workplace practice	UCSD1078
K25: How to lead meetings, structure and deliver effective instructions, presentations, written reports.	On-programme taught activity/directed self-study and workplace practice	UCSD1082 UCSD2095
K26: Ethics and the value of reflective practice for professional development	On-programme taught activity/directed self-study and workplace practice	UCSD1082 UCSD2095
K27: Contemporary issues and the global challenges faced by Outdoor Learning, including the role and vision of organisations such as the Institute for Outdoor Learning	On-programme taught activity/directed self-study and workplace practice	UCSD1079 UCSD2095
Skills		
S1: Use questions, observations, discussions, surveys and active listening to identify the programme needs and expectations of customers, participants and stakeholders.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078 UCSD1081

S2: Plan a purposeful sequence of outdoor learning activities and experiences matched to an agreed Theory of Change.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1079 UCSD2096
S3: Comply with relevant legislation and codes of practice related to the safe delivery of learning experiences in the outdoor and indoor environments in which they work.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1080
S4: Make programme design and delivery decisions based on the pedagogy/andragogy of the chosen approaches to outdoor learning used by their organisation.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1082 UCSD2095
S5: Produce risk-benefit assessments for outdoor learning programmes.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1080 UCSD2095
S6: Supervise, motivate and work alongside the delivery team allocated to an outdoor learning programme, taking into account available resources, participant needs, individual and organisational approach, programme budget, intended outcomes and desired long-term impact.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078 UCSD2097
S7: Lead differentiated outdoor learning activities and experiences to meet the needs and capabilities of individual participants within the group using appropriate resources and techniques	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD2096 UCSD2099
S8: Instruct others in how to participate in activities correctly and safely and vary the content, tempo and direction of the activities to enable all participants to contribute to and benefit from the experience.	On-programme taught activity/directed self-study and workplace practice and	UCSD2096 UCSD2098

	observation of practice	
S9: Make decisions informed by data such as by observations, experience, reflection in-action (in the moment), reflection on-action-in-context (during the experience), reflection on-action (post experience) and professional judgement.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1081 UCSD2096 UCSD2098
S10: Deal with a dynamic change in group, equipment, or environmental conditions using an appropriate problem solving, recovery, rescue or emergency response	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1081 UCSD2098
S11: Create the conditions for participant engagement and achievement whilst supporting equality and diversity and inclusion	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1079
S12: Use a relevant approach such as instruction, teaching, coaching and mentoring approaches to assist participants to meet the intended outcomes of a session and programme.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD2096
S13: Use relevant approaches to outdoor learning; theories of human and social development; psychological models; and neuroscience to support participants to achieve the intended outcomes of a programme.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1081 UCSD2096 UCSD2099
S14: Use the rules of assessment evidence to determine participant progress towards intended outcomes and provide appropriate feedback in terms of its timing, frequency, content and delivery that promotes further learning.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD2096
S15: Use digital technologies to support the delivery of outdoor learning sessions and enable participants to engage with technology to achieve the intended outcomes of a programme	On-programme taught activity/directed self-study and workplace practice and	UCSD1081 UCSD1082 UCSD2096

	observation of practice	
S16: Plan and lead programmes and activities that are sustainable, minimise impact and connect participants with their environment.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1083 UCSD2096 UCSD2098
S17: Care for, conserve and enhance the environment in which they work.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1083
S18: Use research data and evaluation of own experience to: plan and lead evidence informed outdoor learning experiences; and communicate the value of an outdoor learning programme	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD2094 UCSD2096
S19: Use data gathered on outputs, outcomes and impacts of outdoor learning programmes to quality assure programme and organisational improvements in the short, medium and longer term.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD2094 UCSD2096
S20: Engage and communicate confidently, clearly and considerately with individuals, small groups and larger groups.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078 UCSD1081 UCSD1082 UCSD2095 UCSD2096 UCSD2098
S21: Lead meetings, deliver presentations and write short reports.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078
S22: Use reflective practice in their work	On-programme taught activity/directed self-study and workplace	UCSD1078 UCSD1081 UCSD1082 UCSD2095

	practice and observation of practice	UCSD2096 UCSD2098
S23: Recognise own values, beliefs, strengths, areas of development and set future goals in line with own and the organisations objectives.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078 UCSD2095
Behaviours		
B1: Acts in a way that builds and maintains positive relationships with colleagues, participants and stakeholders.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078 UCSD1081 UCSD1082 UCSD2095 UCSD2096 UCSD2098
B2: Champions the wellbeing and health and safety of participants and stakeholders.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1079 UCSD1080 UCSD2099
B3: Encourages participants to achieve their potential in the activity, experience or programme	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078 UCSD1081 UCSD1082 UCSD2096 UCSD2097 UCSD2098
B4: Acts in a professional and ethical manner and portrays a positive approach to work.	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1078 UCSD1080 UCSD1081 UCSD1083 UCSD2095 UCSD2096 UCSD2098 UCSD2094
B5: Champions, actively respects and protects the outdoor environment in which they work	On-programme taught activity/directed self-study and workplace practice and observation of practice	UCSD1083 UCSD2094

1.9 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

Assessment complies with the UCSD strategy of two assessments per 20 credit modules. The programme aims to use a variety of assessment methods which develop students' employability skills ensure inclusivity and the development of a variety of transferable skills, the programme will include a range of assessment methods such as practical's, presentations, case studies, reports, essays, articles, posters, primary research, reflective diaries, professional discussions and research projects. Practical assessments will make use of outdoor and off-site learning experiences in relevant outdoor environments Additionally, the HA pathway will also consist of an EPA that has assessment methods of a report on previous experience, presentation, observation of practical skills and professional discussion. The assessment approach on the programme supports students development of skills relevant to this.

Statistical techniques and use of computer-based data analysis is incorporated in research modules and generic ICT skills are developed through a variety of assessment methods. To ensure the currency of the programme content, assessments, where appropriate, will be designed in collaboration with local stakeholders (e.g., UNESCO). This will support the employability of students and model the importance of research informed practice. A variety of information technologies and virtual learning (e.g. Flip grid) as well as traditional, formative assessment methods will be used including moodle and MS teams which will support the blended learning approach.

Feedback to students occur after both formative draft assessments and summative submissions take place and is an integral part of the programme. Students will still be required to engage in extensive research around the subject to enhance and develop their understanding and regular feedback from draft activities, in tutorial and practical situations allows students to develop their understanding and their ability to communicate their ideas. Summative assessments will test knowledge, practical ability and critical reflection and evaluation and will therefore incorporate practical work, presentations and written reports. UCSD regulations state that summative feedback is given within four working weeks of submission dates and are indicated in the regulatory framework and explained to students throughout their course <https://www.ucsd.ac.uk/student-life/essential-information/> . The course team endeavours to give both written and verbal feedback to students after assessments are completed to ensure they can use this to improve future grades. Written feedback is available on Turnitin through Moodle for students to access continually, track their progress and monitor their development. All tutors use a standardised draft and summative feedback format to ensure consistency and clarity in feedback

structure. Students will receive feedback on summative assessments and a provisional grade that will be agreed at Subject Assessment Panel and Award Board.

1.10 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website <https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact HEdisability@southdevon.ac.uk

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that

impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.11 Preparation for Employment, further academic study and personal development

The programme intends to develop students who can lead individuals or groups in remote settings in a variety of contexts. The programme will provide students with a qualification that shows they are working at the level expected of a Registered Practitioner for the IOL. Students could gain employment upon completion of the programme or move onto other qualifications.

Work based learning is a distinctive feature of the programme. Student have the opportunity to develop skills for the workplace which they can apply in the Professional Practice in the Outdoors module. Students are required to undertake at least 80 hours of work experience and reflect on their abilities in the workplace and action plan for their future career. The reflective elements of many of the leadership practical elements also allows students to consider how they bridge theory to practice, further developing their readiness for the work place.

During study students will also have the opportunity to look at case studies, examples of best practice and listen to guest speakers. Students will have the opportunity to attend conferences. The staff team will continually seek appropriate conferences linked to the sector to contextualise the learning from the course into the wider tourism environment such as the IOL South West Conference.

Upon successful completion of the FdSc Outdoor Adventure Leadership students will be able to progress onto the BSc (Hons) Coaching (Outdoor Leadership). This is a University of Plymouth Level 6 top-up run at South Devon College. This programme has been designed to develop student's

critical skills and abilities in the areas of coaching and leadership, dynamic risk and global environment conservation.

Upon successful completion of the Level 5 Outdoor Learning Specialist students will also be able to access the progression routes upon completion of the FdSc Outdoor Adventure Leadership. These students can also progress into employment with their current employer or elsewhere in the sector.

Additional career progression and other additional opportunities will be included in tutorials throughout the year. Initial guidance will be provided to individual students who may want to progress to other higher education institutes.

1.12 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 6						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	Programme Aim - 5	UCSD1078 – LO3, LO4 UCSD1079 – LO1, LO2 UCSD1083 - LO1, LO2 UCSD1082 – LO3, LO4 UCSD1081 – LO1, LO3 UCSD2095 LO1, LO2, LO3, LO4 UCSD2096 LO1, LO2 UCSD2098 – LO1, LO2, LO3, LO4 UCSD2097 – LO1, LO2	UCSD1078 A2 – LO3,4 UCSD1079 A1 – LO1, LO2 UCSD1083 – A1 LO1, LO2 UCSD1082 – A2 LO3, LO4 UCSD1081 – A1 - LO1. A2 - LO3 UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4 UCSD2096 A1 - LO1, LO2 UCSD2098 – A1 - LO1, LO2, A2 - LO3, LO4 UCSD2097 – A1 - LO1, LO2		
General skills (aka. Transferable)	Students demonstrate the general knowledge, behaviours, and skills	Programme Aim - 4	UCSD1078 – LO1, LO2, UCSD1079 – LO2	UCSD1078 A1 – LO1		

skills, 'soft skills)	needed by every employer and workplace.		UCSD2095 LO1, LO2, LO3, LO4 UCSD2094 – LO1, LO2, LO3, LO4 UCSD2098 – LO1, LO2, LO3, LO4 UCSD2097 – LO1, LO2	UCSD1079 A1 – LO2 UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4 UCSD2098 – A1 - LO1, LO2, A2 - LO3, LO4 UCSD2097 – A1 - LO1, LO2		
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	Programme Aim - 3	UCSD1078 – LO2 UCSD1083 – (LO1, LO2) UCSD1080 – LO1, LO2	UCSD1078 A2 – LO2 UCSD1083 – A1 (LO1, LO2) UCSD1080 – A1 - LO1, LO2		
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	Programme Aim - 5	UCSD1078 – LO3, LO4 UCSD1083 – LO1, LO2, LO3, LO4 UCSD1082 - LO3, LO4 UCSD2095 LO1, LO2, LO3, LO4 UCSD2096 A1 - LO1, LO2 UCSD2098 – LO1, LO2, LO3, LO4 UCSD2094 – LO1, LO2, LO3, LO4 UCSD2097 – LO1, LO2	UCSD1078 A2 – LO3 UCSD1083 – A1, (LO1, LO2) A2 (LO3, LO4) UCSD1082 – A2 LO3, LO4 UCSD2096 A1 - LO1, LO2 UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4 UCSD2098 – A1 - LO1, LO2, A2 - LO3, LO4 UCSD2094 – A1 - LO1, LO2, A2 - LO3, LO4 UCSD2097 – A1 - LO1, LO2		

Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	Programme Aim - 3	UCSD1078 – LO3, LO4 UCSD2095 LO1, LO2, LO3, LO4	UCSD1078 A2 – LO3,4 UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4		
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	Programme Aim - 4	UCSD1079 A1 UCSD2095 LO1, LO2, LO3, LO4 UCSD2098 – LO1, LO2, LO3, LO4 UCSD2097 – LO1, LO2	UCSD1079 A1 – LO2 UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4 UCSD2098 – A1 - LO1, LO2, A2 - LO3, LO4 UCSD2097 – A1 - LO1, LO2		
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	Programme Aim - 3	UCSD1078 – LO3, LO4 UCSD1082 – LO4 UCSD1081 – LO4 UCSD2095 LO1, LO2, LO3, LO4 UCSD2096 A1 - LO1, LO2 UCSD2098 – LO1, LO2, LO3, LO4	UCSD1078 A2 – LO3,4 UCSD1082 – A2 LO4 UCSD1081 – A1 - LO4 UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4 UCSD2096 A1 - LO1, LO2 UCSD2098 – A1 - LO1, LO2, A2 - LO3, LO4		

Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	Programme Aim - 3	UCSD1082 –LO3, LO4 UCSD1080 – LO2 UCSD2095 LO1, LO2, LO3, LO4 UCSD2096 A1 - LO1, LO2 UCSD2098 – LO1, LO2, LO3, LO4 UCSD2094 – LO1, LO2, LO3, LO4 UCSD2097 – LO1, LO2	UCSD1082 – A2 LO3, LO4 UCSD1080 – A1 - LO2 UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4 UCSD2096 A1 - LO1, LO2 UCSD2098 – A1 - LO1, LO2, A2 - LO3, LO4 UCSD2094 – A1 - LO1, LO2, A2 - LO3, LO4 UCSD2097 – A1 - LO1, LO2		
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	Programme Aim - 3	UCSD2095 LO1, LO2, LO3, LO4 UCSD2097 – LO1, LO2	UCSD2095 A1 - LO1, LO2, A2 - LO3, LO4 UCSD2097 – A1 - LO1, LO2		
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College’s governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
<p>You wanted the days to stay the same</p> <p>We should consider the block delivery weeks and how they can be spaced out</p>	<p>Days have remained for the next year</p> <p>We have removed the block delivery in the October half term by combining a module with the practical delivery day</p>

1.14 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk)

Policy/Procedure/Regulation	Provision	Comments
Regulations		
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	

Academic Offences Policy		
Extenuating Circumstances Policy	UCSD	
Academic Appeals		
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

Awarding Institution:	South Devon College
Teaching Institution:	South Devon College
Accrediting Body:	South Devon College
Language of Study:	English
Mode of Study:	Full Time/Part Time
Final Award:	FdSc Outdoor Adventure Leadership
Intermediate Level 4 Award:	
Programme Title:	FdSc Outdoor Adventure Leadership
UCAS Code:	
Benchmarks:	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) Foundation Degree Characteristic Statements (2020) Subject benchmark statement – Events, Hospitality, Leisure, Sport and Tourism (2019) Outdoor Learning Specialist Higher Apprenticeship (2021) SEEC Credit Level Descriptors (2016)
Date of Programme Approval:	July 2021

2.2 Brief Description of the Programme

The FdSc Outdoor Adventure Leadership programme provides a broad range of practical skills and theoretical knowledge to develop student's ability to succeed in the outdoor industry. The programme provides students the opportunity for place-based learning by utilising the existing outstanding natural habitat of the English Riviera, designated as a UNESCO Global GeoPark, Dartmoor National Park and the South West Coastline. Trips and practicals in these settings will allow students to develop real world practical skills and understand sustainable practice in a variety of contexts. These experiences prepare them to undertake a planned expedition in a remote setting of their choice practice, previously these trips have included Wales, Scotland and Morocco.

The overarching plan is that during year one students develop the knowledge and leadership skills in order to design and implement a progressive outdoor learning programme. Studying with

experienced and passionate lecturer's students will utilise the natural environment and a wide range of equipment to lead individuals and groups in different contexts. Students will discover how participants learn and what impact different environments can have on this.

During the second-year students will continue to develop these planning and implementation skills in relation to group formation and the responsibilities their role requires on working in remote environments. In addition, they develop the understanding associated with the assessment and evaluation of outdoor programmes. Students will undertake workplace learning within the industry to apply practical skills and knowledges learnt within the foundation degree programme. The college has links with a variety of employers in the local area and beyond which students could utilise when finding work placement.

Students will be assessed practically and through industry focused assessments such as presentations, reports and professional discussions to prepare them for industry work. Flexibility in this opens the possibility for specific 'practical' specialism to develop student's outdoor competency. In addition, due to the seasonal nature of many of the outdoor professional organisations the delivery is based on both semester and block delivery modules allowing students to enter the industry during study.

This programme can be studied both full and part time and the modules can be delivered in a stand-alone nature, widening opportunities for increasing participation, opening new markets to the college.

2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

2.4 Exceptions to Regulations

The Award Design, Validation and Review regulations state under design guidelines; the size of modules at all academic levels will be 20 credits. Exception to regulations are required due to inclusion of 10 and 30 credit modules within the programme at both Level 4 and Level 5.

The current UCSD regulations propose only one P element as either Pass/Fail or 100% grading. Currently, regulations would require the other elements to be all coursework or exam etc. This constrains the students to only reflecting through written work. The team feel that some assessments require both elements so as students can reflect, in a practical manner, on practical elements that have been undertaken as a Pass/Fail. The proposal to allow for two pass elements overcomes this issue and has been presented to the academic regulations committee. Within the programme specification document these elements have been presented as P1 -100% and P2 – P/F

2.5 Programme Aims

The programme will provide:

- 1) Students with a critical knowledge & understanding of leadership and learning theories and how these can be planned, delivered and assessed within a variety of outdoor contexts.
- 2) Students who can analyse, evaluate and synthesise the complexity of critical theories and assess current and emerging theories in this sector, applying them to the solution of problems
- 3) Students who can demonstrate a wide range of academic, personal, practical, vocational and transferable skills that will enable them to be effective through their studies and beyond.
- 4) Students who are self-reliant and self-disciplined, capable of working in a dynamic environment with necessary reflective skills
- 5) Students who have practical skill and competencies and have critical understanding of their application.

2.6 Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

On successful completion graduates should have developed:

1. A critical understanding of fundamentals of outdoor leadership showing appreciation and application of these concepts in a variety of contexts
2. The ability to critically evaluate the key transferable knowledge and skills which reflect academic developments in the fundamental principles of outdoor leadership.
3. Research paradigms and methodologies for a variety of enquiries in outdoor learning and leadership.

Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The ability to research and assess subject specific facts, theories, paradigms, principles and concepts.
2. The ability to critically assess, evaluate and synthesise evidence including interpreting data and text
3. The ability to describe and analyse information developing a reasoned argument and challenging assumptions
4. The ability to apply knowledge to the solution of familiar and unfamiliar problems.

Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Present a range of information using verbal and written communication, presentation, numeracy and ICT skills.
2. Plan and manage learning; self-appraising and reflecting on practice where appropriate.
3. Work effectively and support others as part of a team.
4. Use problem solving skills where appropriate.

Employment related skills

On successful completion graduates should have developed:

1. A plan to manage their own development needs and identify the next step in their professional development.
2. A portfolio and time management, cv writing and job seeking skills.
3. An identified career pathways and employment opportunities for continuing professional development in the outdoor leadership sector.
4. Reflection skills to provide appropriate strategies, with supported research, to develop their ability to improve outdoor leadership experiences.

Practical skills

On successful completion graduates should have developed:

1. Core outdoor leadership skills including programme planning, implementation and evaluation.
2. The ability to apply theoretical concepts when leading in the outdoors.
3. Evaluative judgement to enable informed decision making.
4. The ability to operate according to outdoor best practice in remote outdoor settings.

2.7 Progression Route(s)

Students who successfully complete this programme can apply to progress on to the following top up programmes:

- BSc (Hons) Coaching (Outdoor Leadership)
- BSc (Hons) Coaching (Sport Performance and Development)
- CMDA Leadership and Management

2.8 Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

Entry Requirements for the Foundation Degree Psychology and Criminology	
We consider a variety of qualifications and relevant experience, and each application is assessed on its own merit.	
Literacy Skills	Literacy skills can be evidenced with a level 2 qualification in English (GCSE grade 4 / C or above), or completion of a controlled entry assessment. If English is not your first language, you will need an IELTS score of 7.0 with a minimum score of 6.5 in each component (Reading, Writing, Listening and Speaking or an equivalent English Language qualification).
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	National Certificate / Diploma or Extended Diploma in a related subject
Access to Higher Education at level 3	Diploma achieved in a related subject
Welsh Baccalaureate	24 points from WB
Scottish Qualifications Authority	48 points minimum from Higher Certificate
Irish Leaving Certificate	48 points minimum from Higher Certificate
International Baccalaureate	24 Points
Criminal records	Students undertaking work experience or professional activity may be required to undertake a satisfactory DBS check. Criminal records should be positively disclosed upon application, in order for applicant suitability to be assessed.
Non-standard entry	Applicants with non-standard entry qualifications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may also be asked to complete a controlled entry assessment on a relevant

	<p>subject as part of the selection process. Assessments will be marked in line with level 3 Diploma standards.</p>
<p>APL / APEL</p>	<p>Applicants wishing to transfer credit from other programmes of study will be required to provide evidence that the relevant FdSc Outdoor Adventure Leadership programme learning outcomes are sufficiently covered through accreditation of prior learning (APL) and / or experience (APEL).</p>

2.9 Programme Structure (Please use * to indicate any shared modules)

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1078	Developing Academic and Professional Skills	20	2023/24	Semester 1	Core
UCSD1079	Principles of Outdoor Leadership	30	2023/24	Semester 1	Core
UCSD1080	Legislation and Risk in the Outdoors	10	2023/24	Block	Core
UCSD1081	Working with Groups in Dynamic Environments	20	2023/24	Block	Core
UCSD1082	Planning and Delivering in the Outdoors	20	2023/24	Semester 2	Core
UCSD1083	Environmental Impact and Conservation	20	2023/24	Semester 2	Core

Level 5

Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2094	Research Project	20	2023/24	All Year	Core
UCSD2095	Professional Practice in the Outdoors	20	2023/24	All Year	Core
UCSD2096	Teaching and Assessing in the Outdoors	30	2023/24	All Year	Core
UCSD2097	Outdoor Business	10	2023/24	Block	Core
UCSD2098	Expedition Leadership	20	2023/24	Semester 2	Core
UCSD2099	Psychology for the Outdoors	20	2023/24	Semester 1	Core

Part time – Year 1

Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1078	Developing Academic and Professional Skills	20	2023/24	Semester 1	Core
UCSD1081	Working with Groups in Dynamic Environments	20	2023/24	Block	Core
UCSD1082	Planning and Delivering in the Outdoors	20	2023/24	Semester 2	Core
UCSD1083	Environmental Impact and Conservation	20	2023/24	Semester 2	Core

Part Time – Year 2

Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1079	Principles of Outdoor Leadership	30	2024/25	Semester 1	Core
UCSD1080	Legislation and Risk in the Outdoors	10	2024/25	Block	Core
UCSD2098	Expedition Leadership	20	2024/25	Semester 2	Core

UCSD2099	Psychology for the Outdoors	20	2024/25	Semester 1	Core
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Part Time - Year 3

UCSD2094	Research Project	20	2025/26	All Year	Core
UCSD2095	Professional Practice in the Outdoors	20	2025/26	All Year	Core
UCSD2096	Teaching and Assessing in the Outdoor Learning	30	2025/26	All Year	Core
UCSD2097	Outdoor Business	10	2025/26	Block	Core

2.10 Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 – practical P2 – practical P/F		
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2			3	4
Level 4	UCSD1078 - Developing Academic and Professional Skills		x	x		x	x	x	x	x	x	x	x	x	x	x					Y	C1 - 50%/ P1 - 50%	
	UCSD1079 - Principles of Outdoor Leadership	x	x	x		x	x	x		x											Y	C1 – 60%/ P1 – 40%	
	UCSD1083 - Environmental Impact and Conservation	x	x			x	x	x		x										x	Y	C1 – 50%/ P1 - 50%	
	UCSD1082 - Planning and Delivering in the Outdoors	x	x	x		x	x	x	x	x		x				x	x	x	x	x	N	C1 – 65%/ P1 – 35% P2 - P/F	
	UCSD1081 - Working with Groups in Dynamic Environments	x	x			x	x	x	x	x	x	x				x	x	x	x	x	Y	C1 – 50%/ P1 – 50%	
	UCSD1080 - Legislation and Risk in the Outdoors	x	x			x	x	x		x						x				x	Y	C1 – 100%	
Level 4 LOs																							
Level 5	UCSD2095 - Professional Practice in the Outdoors		x						x	x	x	x	x	x	x	x	x	x	x	Y	C1 – 50%/ P1 – 50%		
	UCSD2096 - Teaching and Assessing in the Outdoors	x	x			x	x	x	x	x		x	x			x	x	x	x	x	N	C1 - 65%/ P1 – 35%/ P2 - P/F	
	UCSD2099 - Psychology for the Outdoors	x	x	x		x	x	x	x	x		x									Y	C1 – 100%	
	UCSD2098 - Expedition Leadership	x					x		x	x	x	x				x	x	x	x	x	Y	C1 - 50%/ P1 – 50%	
	UCSD2097 - Outdoor Business			x		x	x		x	x	x	x				x	x			x	Y	C1 - 100%	

	UCSD2094 - Research Project	x		x		x	x	x	x	x	x	x					x					Y	C1 – 100%	
Level 5 LOs																								
Confirmed Award LOs																								

3. Reading Lists

Year 1	UCSD1078 - Developing Academic and Professional Skills	UCSD1079 - Principles of Outdoor Leadership	UCSD1083 - Environmental Impact and Conservation	UCSD1082 - Planning and Delivering in the Outdoors	UCSD1081 - Working with Groups in Dynamic Environments	UCSD1080 - Legislation and Risk in the Outdoors
Core (2 resource s)	Pears, R. Shields, G. (2019) <i>Cite Them Right: The Essential Referencing Guide 11th Edition</i> Palgrave MacMillan	Barnes, P. & Sharp, B. (2004) <i>The RHP Companion To Outdoor Education</i> . Lyme Regis: Russell House.	Beames, S., Mackie, C. and Atencio, M. (2019) <i>Adventure and Society</i> . 1st ed. Switzerland: Palgrave MacMillan.	Hodges, N. J. and William, A. M. (Eds). (2019) <i>Skill Acquisition in Sport: Research, Theory and Practice 3rd ed.</i> London: Routledge.	Abernethy B, Hanraham SJ, Kippers V, Mackinnon LT, Pandy MG, McManus A (2013), <i>The Biophysical Foundations of Human Movement</i> , 3rd Edition, Champaign IL, US, Human Kinetics.	Barton, B. (2006) <i>Safety, Risk, Adventure in Outdoor Activities</i> . London: Paul Chapman Publishing.
	Gravells, A (2010) <i>Delivering Employability Skills, Learning Matters</i>	Priest, S. & Gass, M, A. (2017) <i>Effective Leadership in Adventure Programming</i> . USA: Human Kinetics. (790.069 PRI)	Huddart, D. and Stott, T. (2019) <i>Outdoor Recreation</i> . Basingstoke, Hampshire: Palgrave Macmillan.	Smith, P. & Wilkinson, D. (2020) <i>Coaching Adventure Sports, Adventure Sports Media House</i>	Cheung, S. (2010). <i>Advanced environmental exercise physiology</i> . Champaigne, Ill.: Human Kinetics. [ebook]	Piekarz, M. et. al. (2015) <i>Risk and Safety Management in the Leisure, Sport, Tourism and Events Industries</i> . Wallington: CABI.
Further	Cottrell, S. (2105) <i>Skills for Success the Personal Development and Employability (3rd Edition)</i> , Palgrave MacMillan	Barnes, P. & Sharp, B. (2004) <i>The RHP Companion To Outdoor Education</i> . Lyme Regis: Russell House.	Barnes, P. & Sharp, B. (2004) <i>The RHP Companion to Outdoor Education</i> . Lyme Regis: Russell House.	Cope, E., and Partington, M. (2019) <i>Sports Coaching : a Theoretical and Practical Guide</i> , 1 st ed.	Barnett, J. (2009) <i>Fear in Outdoor Education: Understanding the Student Experience</i> . Saarbrucken: VDM Verlag. (371.384019 BAR)	Dougherty, N. (1998) <i>Outdoor Recreation Safety</i> . Champaign, USA: Human Kinetics.
	Cotterell, S. (2109) <i>The Study Skills Handbook (5th Edition)</i> , Palgrave MacMillan	Beames, S., Mackie, C. and Atencio, M. (2019) <i>Adventure and Society</i> . 1st ed. Switzerland: Palgrave MacMillan.	Border, M. & Proctor, C. & Ridsen, J. (2010) <i>The Official Guide to the English Riviera Geopark</i> . Wareham: Coastal Publishing.	Davids, A <i>et al.</i> (2007) <i>Dynamics of Skill Acquisition: A Constraints-led Approach</i> 1 st ed. Human Kinetics Europe Lt	Cooke, C. (2010). <i>Mountaineering: Training and Preparation</i> . Cooke, Carlton. [ebook] https://ebookcentral.proquest.com/lib/southdevon-ebooks/detail.action?docID=3011808	Gill, T. (2007) <i>No Fear - Growing up in a Risk Averse Society</i> . London: Calouste Gulbenkian Foundation.

		<p>Jeffs, T. & Ord, J. (2018) <i>Rethinking Outdoor, Experiential and Informal Education</i>. Oxon: Routledge. (371.3 JEF)</p>	<p>Church, S. & Devon County Council (2002) <i>The Devon Landscape: An Appraisal of Devon's Landscape at the Beginning of the Twenty First Century</i>. Exeter: Devon.</p>	<p>Magill, R. A. (2013) <i>Motor Learning and Control: Concepts and Applications</i>. 2nd ed. London: McGraw-Hill Publications</p>	<p>Gunga, H. (2014) <i>Human Physiology in Extreme Environments</i> [ebook] https://ebookcentral.proquest.com/lib/southdevon-ebooks/detail.action?docID=1874650</p>	<p>Knight, S. (2011) <i>Risk & Adventure in Early Years Outdoor Play – Learning from Forest Schools</i>. London: SAGE. McNamee, M.J. (2007) <i>Philosophy, Risk and Adventure Sports</i>. London: Routledge.</p>
		<p>Ogilvie, K. (2013) <i>Roots & Wings: A History of Outdoor Education and Outdoor Learning in the UK</i>. UK: Russell House Publishing. (371.3 OGI)</p>	<p>Davies, P., Loxham, J. and Huggon, G. (1996) <i>Repairing upland path erosion</i>. Kendal: Lake District Park Authority</p>	<p>Schmidt, RA. and Lee, T.D. (2019): <i>Motor Control And Learning: A Behavioral Emphasis</i>. Rev. 6th ed. Leeds: Human Kinetics</p>	<p>House, S. & Johnston, S. (2014). <i>Training for the New Alpinism</i>. New York: Patagonia.</p>	<p>Mortlock, C. (1994) <i>The Adventure Alternative</i>. Milnthorpe: Cicerone Press.</p>
		<p>Pike, E. (2013) <i>Outdoor Adventure and Social Theory</i>. London: Routledge. (796.046 PIK)</p>	<p>Holden, A. (2016) <i>Environment and tourism</i>. London: Routledge.</p>		<p>Waite, S. (2017) <i>Children Learning Outside the Classroom: From Birth to Eleven</i>. 2nd edn. Los Angeles: SAGE. (372.1384 WAI)</p>	<p>Miles, J.C. and Priest, S. (1999) <i>Adventure Programming</i>. State College, Pennsylvania, USA: Venture Publishing.</p>
			<p>Jeffs, T. & Ord, J. (2018) <i>Rethinking Outdoor, Experiential and Informal Education</i>. Oxon: Routledge. (371.3 JEF)</p>		<p>Thomas, M. (1999). <i>Weather for Hillwalkers and Climbers</i>. Cirencester: Sutton.</p>	<p>Wurdinger, S. and Steffan, J. (2003) <i>Philosophical issues in adventure education</i>. Dubuque, Iowa: Kendall / Hunt Publishing.</p>
			<p>Kempe, N. and Wrightham, M. (2006) <i>Hostile Habitats</i>. Edinburgh: Scottish Mountaineering Trust.</p>		<p>Long, S. (2014) <i>Hillwalking: The Official Handbook of the Mountain Training Walking Schemes</i>. London: Mountain Training Board.</p>	
			<p>Meyer, K. (1994) <i>How to shit in the woods</i>. Berkeley, Calif.: Ten Speed Press.</p>		<p>Royal Yachting Association (2017) <i>RYA Weather Handbook</i>. Southampton: Royal Yachting Association.</p>	
			<p>Long, S. (2014) <i>Hillwalking: The Official Handbook of the</i></p>			

			<i>Mountain Training Walking Schemes</i> . London: UKMTB			
			Newsome, D., Moore, S., Dowling, R. (2002) <i>Natural area tourism</i> . Clevedon: Channel View Publications			
Journals	Horizons (Institute of Outdoor learning)	Horizons (Institute of Outdoor learning)	Horizons (Institute of Outdoor learning)	Horizons (Institute of Outdoor learning)	Horizons (Institute of Outdoor learning)	Horizons (Institute of Outdoor learning)
	Journal of Adventure Education and Outdoor Learning	Journal of Adventure Education and Outdoor Learning	Journal of Adventure Education and Outdoor Learning	Journal of Adventure Education and Outdoor Learning	Journal of Adventure Education and Outdoor Learning	Journal of Adventure Education and Outdoor Learning
					Collins, D., & Collins, L. (2015) 'Integration of PJD in adventure sports', <i>Journal of Sports Sciences</i> , 33(6), pp.622-633.	
					Collins, D., Collins, L. & Carson, H. (2016) "If It Feels Right, Do It": Intuitive Decision Making in a Sample of High-Level Sport Coaches', <i>Frontiers in Psychology</i> , 7(504), pp.1-10.	
					Martindale, A., & Collins, D. (2005) 'Professional Judgment and Decision Making: The Role of Intention for Impact', <i>The Sport Psychologist</i> , 19(3), pp.303-317.	
Other resources	www.prospects.ac.uk http://www.bized.ac.uk http://www.statistics.gov.uk			www.ukcoaching.org www.archerygb.org.uk www.thebmc.co.uk www.britishcanoeing.org.uk www.british-caving.org.uk	www.archerygb.org.uk www.thebmc.co.uk www.britishcanoeing.org.uk www.british-caving.org.uk www.britishcycling.org.uk www.britishorienteering.org.uk www.metoffice.gov.uk	www.outdoor-learning.org www.hse.gov.uk www.maib.gov.uk www.lotc.gov.uk IOL Home (outdoor-learning.org)

				www.britishcycling.org.uk www.britishorienteering.org.uk www.rya.org.uk www.snowsportengland.org.uk www.sportengland.org www.surfingengland.org	www.mwis.org.uk www.rya.org.uk www.snowsportengland.org.uk www.sportengland.org www.surfingengland.org	
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Year 2	UCSD2095 - Professional Practice in the Outdoors	UCSD2096 - Teaching and Assessing in the Outdoors	UCSD2099 - Psychology for the Outdoors	UCSD2098 - Expedition Leadership	UCSD2097 - Outdoor Business	UCSD2094 - Research Project
Core (2 resources)	Martin, B., Breunig, M., Wagstaff, M. & Goldenberg, M. (2017) <i>Outdoor Leadership: Theory and Practice</i> . Champaign, IL: Human Kinetics.	Armour, K. (2011) <i>Sport Pedagogy: An Introduction for Teaching and Coaching</i> . London: Routledge.	Cox, R. (2011) <i>Sport Psychology: Concepts and Applications</i> , 7 th Edition. New York: McGraw Hill.	Barnes, P. & Sharp, B. (2004) <i>The RHP Companion to Outdoor Education</i> . Lyme Regis: Russell House.	Burns, P. (2016) <i>Entrepreneurship and Small Business</i> . 4th Edition. Basingstoke: Palgrave Macmillan.	Smith, M. (2017) <i>Research Methods in Sport: Learning Matters</i>
	Priest, S. & Gass, MA. (2017) <i>Effective Leadership in Adventure Programming</i> . USA: Human Kinetics. (790.069 PRI)	Gilbertson, K. (2005) <i>Outdoor Education Methods & Strategies</i> . USA: Human Kinetics	Weinberg, R.S. and Gould, D. (2011) <i>Foundations of Sport Psychology</i> , 5 th Edition. Champaign, US: Human Kinetics.	Beames, S. (2010) <i>Understanding Educational Expeditions</i> . London: Routledge	Jay, R. (1996) <i>Marketing Your Small Business</i> . Sevenoaks: Hodder. (Teach Yourself).	Gratton, C. & Jones, I. (2014) <i>Research Methods for Sports Studies</i> (3 rd Edition) Oxon: Routledge
Further	Bassot, B. (2013) <i>The Reflective Journal</i> . Houndmills, Basingstock, Hampshire; New York, NY: Palgrave Macmillan.	Barnes, P. & Sharp, B. (2004) <i>The RHP Companion To Outdoor Education</i> . Lyme Regis: Russell House.	Atkinson, M (2011) <i>Researching Sport, Exercise and Health</i> ; University of Toronto, Sage	Anderson, D & Absolon, M. (2011) <i>NOLS Expedition Planning</i> . USA: Stackpole Books	Green, J. (2009) <i>Starting Your Own Business: How to Plan and Build Your Own a Successful Enterprise</i> . 5th Edition. Oxford: How to Books.	Braun, V. & Clarke, V. (2013) <i>Successful Qualitative Research</i> : Sage
	Boud, D. & Garrick, J. Eds (1999) <i>Understanding Learning at Work</i> . London, Routledge.	Light, R. & Harvey, S. (2019) <i>Positive Pedagogy for Sport Coaching</i> (2 nd ed), London: Routledge	Evans, A. & Rooney, B. (2013) <i>Methods in Psychological Research</i> ; London, Sage.	Beames, S., Mackie, C. and Atencio, M. (2019) <i>Adventure and Society</i> . 1st ed. Switzerland: Palgrave MacMillan	Hawkins, B. and Wing, L. (2009) <i>How To Start A Business When You're Young: Get The Right Idea For Success</i> . 1st Edition. London: A & C Black.	Creswell, W. & Creswell, D. (2018) <i>Research Design</i> : Sage
	Cree, V.E. and Macaulay, C. (eds.) (2000) <i>Transfer of Learning in</i>	Jones, R.L. & Kingston, K. (2013) <i>An Introduction to Sports Coaching</i>	Hanton, S and Mellalieu, SD (2012) <i>Professional Practice in Sports</i>	Edwards, D. (2011) <i>Expedition Planning Guide</i> . UK: World Talks	Johnson, G., Scholes, K. and Whittington, R, (2008) <i>Exploring Corporate</i>	Harkiolakis, N. (2017) <i>Quantitative Research Methods</i> , Create Space

	<i>Professional and Vocational Education.</i> London: Routledge.	Connecting Theory to Practice. London: Routledge	<i>Psychology: A Review.</i> UK: Routledge.		<i>Strategy: Text and Cases.</i> 8 th Edition. Harlow: Financial Times/Prentice Hall	
	Eraut, M. (1994) <i>Developing Professional Knowledge and Competence.</i> Washington DC, Falmer Press.	Smith, P. & Wilkinson, D. (2020) <i>Coaching Adventure Sports,</i> Adventure Sports Media House	Seraganian, P (1993) (ed): <i>Exercise Psychology: the influence of physical exercise on psychological processes;</i> Chichester, Wiley.	Kennedy, A. (1992) <i>Expedition Experience as a Vehicle for Change in the Inner City.</i> UK: Outdoor Learning Services	Steffan, B. (2008) <i>Ready to Start your own Business?: Prepare to Think and Act like a Successful Entrepreneur.</i> London: Pitman Publishing.	
		Wattchow, B. (2011) <i>Pedagogy of Place: Outdoor Education in a changing world.</i> UK: Monash University Publishing. (371.384 WAT)	Smith, D and Bar-Eli, M (2007) <i>Essential Readings in Sport and Exercise Psychology.</i> Leeds: Human Kinetics.	Martin, B., Breunig, M., Wagstaff, M. & Goldenberg, M. (2017) <i>Outdoor Leadership: Theory and Practice.</i> Champaign, IL: Human Kinetics.		
Journals		Journal of Adventure and Outdoor Education	Psychology of Sports and Exercise		Business Review	International Journal of Social Research Methodology
		International Journal of Sports Coaching	Journal of Health Psychology			Journal of Mixed Methods Research
		Journal of Physical Education and Sport Pedagogy	Journal of Sports Sciences			Sociological Methods & Research
			International Journal of Sport and Exercise Psychology			Social Science Research

4. Module Records

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1078 **MODULE TITLE:** Developing Academic and Professional Skills
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** Sport Studies 100098
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to enable students to demonstrate that they have all the qualities and transferable skill necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to develop students understanding of research and practice within degree level study and becoming autonomous learners at HE level. It aims to cover aspects such as study skills, and what are the key elements needed to study within a degree. Students will develop key practical skills that are relevant to their career development and practice. To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrate ability to communicate in styles appropriate to multiple professional contexts.	KU 2, 3 CIS 1, 2, 3, 4
LO2. Demonstrate an ability to identify, locate, evaluate and use information appropriate to the task in hand.	KTS 1, 2, 3, 4 ERS 1, 2, 3, 4 PS 1

LO3. Reflect on methods to understand the wants, needs and expectations of a range of groups LO4. Analyse own strengths and weaknesses, and areas requiring further development regarding building and maintaining effective relationships.	
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DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Mike George

NATIONAL COST CENTRE: 108

OTHER MODULE STAFF: Gavin Kelly, Gary Peverill, Ben Roper

Summary of Module Content

- The requirements of professional practice;
 - Informed reflection,
 - Self-evaluation
 - Personal action planning
- Relevant ICT competences to support academic and professional practice
- Information Literacy,
 - Search strategies
 - Identification and critical selection of quality, scholarly information
- Methods to identify and analyse the wants and needs and expectations of participants, customers, and stakeholders e.g.
 - Open questions
 - Structured interviews
 - Observations
 - Discussions
 - Surveys
 - Active listening to identify the programme needs and expectations of customers, participants and stakeholders. etc.
- Methods to build and maintain effective relationships with a wide range of participants, volunteers, stakeholders and colleagues.
 - How to lead meetings
 - Structure and deliver effective instructions,
 - Presentations,
 - Written reports
 - Promote the work of their organisation in a positive light.
- Engage and communicate confidently, clearly and sensitively with individuals, small groups and larger groups
- Approaches for motivating, supervising, coaching and mentoring staff allocated for a programme, and when each may be appropriate.
- Principles of good customer service

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecturers	30	2 hours a week for 15 weeks
Seminars	15	1 hour a week for 15 weeks
Practical's	30	2 hrs a week for 15 weeks
Guided Independent Study	125	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio of assessment (LO1, LO2 - 2000 words) report on influences on leadership (1000), reflective writing on experiences of leadership (500), referencing task (500)	100%
Practical	Presentation (LO3, LO4) Reflection on ability to identifying needs and managing expectations of different groups	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio of assessment (LO1, LO2 - 2000 words) report on influences on leadership (1000), reflective writing on experiences of leadership (500), referencing task (500)	100%
Practical	Presentation (LO3, LO4) Reflection on ability to identifying needs and managing expectations of different groups	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George	Approved by: Ben Roper Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1079

MODULE TITLE: Principles of Outdoor Leadership

CREDITS: 30

FHEQ LEVEL: 4

HECOS CODE: Sports Management

100097

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable students to develop their knowledge and understanding of the principal theories underpinning all outdoor leadership and education via investigation of the history, development and current issues involved in the industry.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	60%	P1 (Practical)	40%
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to develop students understanding of the key factors in historical development of the outdoor industry. The relationship between this and current issues will also be explored allowing the learners to holistically understand, in context, how this knowledge can be used in practice to develop their own professional ethos and approach. Underpinning and contemporary theories and philosophies will also be examined, to enable the learners to develop the theoretical knowledge behind how and why what is applied in practice works, in terms of developing, motivating and encouraging skills, knowledge and behaviour development in participation. Leadership will also be analysed by examining and applying theoretical leadership models to practice in outdoor leadership. As well as exploring the skills required to be an exceptional outdoor leader.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Discuss key factors in the historical development of the outdoor industry. LO2. Discuss current issues in the outdoors. LO3. Examine underpinning theories and philosophies of approaches to outdoor learning and education. LO4. Summarise a contemporary theory related to outdoor education. LO5. Analyse leadership models in an outdoor environment.	KU 1,2,3 CIS 1, 2, 3 KTS 1

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER: Ben Reynolds

OTHER MODULE STAFF: None

Summary of Module Content

- History;
 - Romanticism
 - Industrial revolution
 - Increased leisure time
 - Key theorists and philosophers; Greeks
 - Golden age of mountaineering
- Youth organisations e.g. scouts and outward bounds
- Pedagogy/andragogy of Outdoor leadership
- Theories and models for leading groups in the outdoors, engaging participants in stimulating experiences
- Contexts in outdoor learning
 - Outdoor Education
 - Adventure Sports Coaching
 - Environmental Expeditions
 - Sail Training
 - Education
 - Forest Schools
 - School Based Outdoor Learning,
 - Field Studies
- Current issues; gender, race, BAME, COVID-19, equality and diversity
- Building a theory of change for a programme or service e.g. NOLA
- Desired long-term impacts of participation in outdoor and adventure programmes
- Organise and align intended outcomes with meaningful/realistic learning opportunities
- Utilising outdoor activities and experiences.
- Barriers to equality, diversity and inclusion for participants, programmes, organisations and in the sector
- Models of leadership and leadership skills;
 - Outdoor theories
 - Servant
 - Transformational
 - Action centred
 - Style leadership
 - COLT
 - Flow theories
- Education; adventure experience, Kolb, Dewey, Tuckmans

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures & Seminars	75	3hrs a week for 15 weeks and 5 block days
Guided independent study	225	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	300	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Group professional discussion (LO1 & LO2 - 2000 words) That discusses key factors in the historical development of the outdoor industry and current issues.	100%
Coursework	Essay (LO3 & LO4 & LO5 - 3000 words) That examines underpinning theories and philosophies of approaches to outdoor learning and education and summarises a contemporary theory related to outdoor education. As well as analysing the application of leadership models in an outdoor environment.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Professional discussion (LO1 & LO2 - 2000 words) That discusses key factors in the historical development of the outdoor industry and current issues.	100%
Coursework	Essay (LO3 & LO4 & LO5 - 3000 words) That examines underpinning theories and philosophies of approaches to outdoor learning and education and summarises a contemporary theory related to outdoor education. As well as analysing the application of leadership models in an outdoor environment.	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Ben Reynolds	Approved by: Ben Roper
Date: 11/06/2021	Date: 11/06/2021

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1083 **MODULE TITLE:** Environmental Impact and Sustainability
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** Environmental Management 100469
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to enhance understanding of the environment in which outdoor activities take place. It also aims to explore the environmental impact of outdoor activities and sustainable practice associated with participation.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment				
E1 (Examination)	C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)	A1 (Generic assessment)		P2 (Practical)	
T1 (Test)				

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to develop the students understanding of the physical processes that have shape the environment that outdoor activities take place in. To be able to identify the different habitats within them and the interrelationship between the two. It is also important as part of their professional development that they understand the impact that these activities have and how to demonstrate best practice in terms of sustainable participation.

ASSESSED LEARNING OUTCOMES

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Describe the geomorphological processes that have affected local water, moorland and coastal environments. LO2. Identify the wildlife and habitats of a local moorland, woodland or coastal environment. LO3. Evaluate the environmental impact of outdoor activities in a selected local moorland, woodland or coastal environment. LO4. Reflect on the sustainability of a professional relationship within a selected environment.	KU 1, 2 CIS 1, 2, 3 KTS 1 PS 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER: Ben Reynolds

OTHER MODULE STAFF:

Summary of Module Content

- Landforms and the processes that shape them e.g. weathering, erosion and deposition
- Looking at landscapes to work out how the earth surface processes, such as air, water and ice, can mould the landscape
- Habitats and ecosystems and the interrelationships in selected environments e.g. abiotic and biotic factors
- The environmental impact associated with participation in outdoor activities e.g. physical and social, manufacturing, transport, invasive species.
- Sustainability and best practice associated with participation in outdoor activities. E.g. classification orders, legislation, National Governing Body guidance/influence

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecturers	30	2 hours per week for 15 weeks
Seminars	15	1 hour per week for 15 weeks
Field Trips	15	Trips to a variety of geographical areas and environments
Guided independent study	140	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Learning Resource (LO1, LO2) (equivalent to 2000 words) Design a resource (leaflet etc.) that could be used to describe geomorphological processes, wildlife and habitats of a local water, moorland or coastal environment.	100%
Practical	Presentation (LO3, LO4) (equivalent to 2000 words) - Presentation that evaluates the impact of outdoor activities on the selected environment with a reflection on the sustainability of a professional relationship with said environment	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Learning Resource (LO1, LO2) (equivalent to 2000 words) Design a resource (leaflet etc.) that could be used to describe geomorphological processes, wildlife and habitats of a local water, moorland or coastal environment.	100%
Practical	Presentation (LO3, LO4) (equivalent to 2000 words) - Presentation that evaluates the impact of outdoor activities on the selected environment with a reflection on the sustainability of a professional relationship with said environment	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Reynolds Date: 11/06/2023	Approved by: Ben Roper Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1082 **MODULE TITLE:** Planning and Delivering in the Outdoors
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** Sports Coaching 100095
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module has been designed to develop learners' awareness of skill acquisition/ learning and the coaching process, enabling them to apply this knowledge to practical situations as an outdoor leader.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	Pass/Fail
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To enable learners to understand and examine how individuals learn and acquire skill within sporting environments. Learners will look at this within the context of the coaching, teaching and learning and how this links to skill development. Learners will be encouraged to apply theoretical concepts to practical situations and experimental work.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Discuss current research and practice in skill learning and development and its application to outdoor environments. LO2. Analyse the role of coaching, teaching and learning and its application to outdoor environments. LO3. Apply contextualised skill acquisition, coaching or teaching and learning styles that are used to develop participants within an outdoor environment. LO4. Appraise the application of contextualised skill acquisition, coaching or teaching and learning styles that are used to develop participants within an outdoor environment.	KU 1, 2, 3 CIS 1, 2, 3, 4 KTS 1, 2, 4 ERS 4 PS 1, 2, 3, 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER: Ben Roper

OTHER MODULE STAFF: Gavin Kelly

Summary of Module Content

- Characteristics of skilled performance
- Skill classification systems
- Motor learning theories
- Motor control theories
- Motor development
- Stages of learning
- Perception
- Factors influencing reaction time
- Memory and selective attention
- Movement production
- Feedback: Athlete as an action system
- Learning theories
- Transfer of learning.
- Presentation of skills
- Practice design considerations.
- Coaching, Teaching and learning
- Pedagogy/ Andragogy
- Link sessions, behavioural patterns
- Reflective practice, self-appraisal, self-awareness
- Responsibilities, accountability
- Application to different contexts – decision making consideration
- Risk assessments

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecturers	30	2 hours a week for 15 weeks
Seminars	15	1 hour a week for 15 weeks
Practical	30	2 hours a /week for 15 weeks
Guided Independent study	125	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1/LO2 – Report on skill acquisition and the role of coaching, teaching and learning in the outdoors.	100%
Practical P1	LO4 - Reflection on process of planning and application of skill acquisition, coaching, teaching and learning.	100%
Practical P2	LO3 – Practical skills session applying contextualised theories of skill acquisition and coaching or teaching.	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1/LO2 – Report on skill acquisition and the role of coaching or teaching and learning in the outdoors	100%
Practical P1	LO4 - Reflection on process of planning and application of skill acquisition, coaching, teaching and learning	100%
Practical P2	LO3 – Practical skills session applying contextualised theories of skill acquisition and coaching or teaching.	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper	Approved by: Ben Reynolds
Date: 11/06/2023	Date: 11/06/2023

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR:

NATIONAL COST CENTRE: 108

MODULE LEADER:

OTHER MODULE STAFF:

- Cardiovascular & respiratory systems
- Effect that different external factors
- Physical and emotional capacity
- Developmental needs and rights of the population group they work with. e.g. early years, children, teenagers, apprentices, graduates, senior managers, families, etc.
- How to recognise and respond to a dynamic change in environmental conditions or the group
 - Problem solving,
 - Equipment types
 - Digital technologies e.g. relevant data gathering apps, live online learning, recorded video, etc.
 - Personal development
 - Reflective practice and review of skills
 - Coaching and teaching strategies.
 - Meteorological considerations relating to participation.
 - Dynamic risk management.
 - Water-based activities (e.g. canoeing, kayaking, sailing);
 - Land-based activities (e.g. climbing, mountaineering, orienteering);
- Decision making (professional judgement and decision making; reflection in action, reflection on action in context, reflection on action)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	45	2 x Block delivery
Practical's	45	3 hours a week for 15 weeks in between blocks
Guided Independent Study	110	Directed reading, moodle based tasks, and assessment development/revision.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Report (LO1, LO2 - 2000 words) Explanation of stages of development in particular groups, the physiological changes of outdoor environment that impact upon outdoor delivery.	100%
Practical	Presentation (LO3, LO4) – Explain meteorological considerations that impact upon outdoor delivery and reflect and review the decision-making skills in a dynamic environment.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO1, LO2 - 2000 words) Explanation of stages of development in particular groups, the physiological changes of outdoor environment that impact upon outdoor delivery.	100%
Practical	Presentation (LO3, LO4) – Explain meteorological considerations that impact upon outdoor delivery and reflect and review the decision-making skills in a dynamic environment.	100%

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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 11/06/2023	Approved by: Ben Reynolds Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1080	MODULE TITLE: Legislation and Risk in the Outdoors	
CREDITS: 10	FHEQ LEVEL: 4	HECOS CODE: Leadership 100088
PRE-REQUISITES:	CO-REQUISITES:	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

risk considerations of leading groups at different stages and in different conditions

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Students will consider legislation relevant to the best practice within different settings and the impact they have on the development of activities. In addition, the dynamics of risk in relation to leading programmes how these factors affect development and influence leadership will be analysed in relation to outdoor environments.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Explain the role and implication of relevant legislation associated with best practice in the outdoors.	KU 1, 2 CIS 1, 2, 3 KTS 1
LO2. Analyse the legal responsibilities and ethical considerations of risk in the outdoors.	ERS 4 PS 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Block
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Page Break **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER:

OTHER MODULE STAFF:

Summary of Module Content

- Legislation; AALA,
- Legal responsibilities of access to the countryside.
- Use of outdoor equipment, vehicles, trailers and resources
- data protection and GDPR.
- First aid provision.
- Safeguarding children, young people and vulnerable adults
- Health and safety aspects of equipment use
- Recovery, rescue or emergency response
- The ethics, theories, legal position and methods of making and recording risk – benefit assessments for outdoor experiences

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	20	Block delivery over 2 ½ days
Guided Independent Study	80	Directed reading, moodle based tasks, and assessment development/revision.
Total	100	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Poster (1000 words) Best practice in legislation for the outdoor environments and recording risk in association with this.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Poster (1000 words) Best practice in legislation for the outdoor environments and recording risk in association with this.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper	Approved by: Ben Reynolds
Date: 11/06/2023	Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2095	MODULE TITLE: Professional Practice in the Outdoors	HECOS CODE: Sports
CREDITS: 20	FHEQ LEVEL: 5	Management 100097
PRE-REQUISITES:	CO-REQUISITES:	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module has been designed to support the effective learning, development and application of knowledge and skills within an outdoor setting. This module allows the learner to develop a range of practical and professional skills relevant to the outdoor industry focusing on the direct application of learning to real work issues and problems.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</i>					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To enhance the student’s practical skills and understanding of specific learning environments. Students will explore their current skill set and where that fits in the sector and in line with professional standards. Opportunities to understand how a section of the outdoor industry functions on a day-to-day basis and the opportunity to reflect on their learning. This in turn should give students confidence and a clearer idea of their own strengths and weaknesses, better equipping them for full time employment.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Analyse your role within the organisation and the role your organisation plays within the sector collating a variety of evidence. LO2. Evaluate your knowledge to a specific work situation task or problem-solving context. LO3. Reflect on your learning during the work experience. LO4. Evaluate your development in line with professional standards.	KU 2 CIS 4 KTS 1, 2, 3, 4 ERS 1, 2, 3, 4 PS 1, 2, 3, 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER: Ben Reynolds

OTHER MODULE STAFF:

Summary of Module Content

- Link academic study with work experience – placing learning in a work based context
- Theory to practice
- Employability skills
- CV skills
- Finding work placements
- Letter writing
- Professional Standards
- Problem solving
- RPIOL

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecturers	15	1 hr a week fortnightly
Guided Independent study	85	Directed reading, moodle based tasks, and assessment development/revision.
Work based learning.	100	Hours at work-based setting.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (LO3 & LO4 – 2000 words) that includes a reflective diary of your time on work experience (1500), an evaluation against standards RPIOL industry standards (1000) and an action plan for areas for improvement from these (500)	100%
Practical	Presentation (LO1, LO2) that describes the organisation that you undertook your work placement with	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (LO3 & LO4 – 2000 words) that includes a reflective diary of your time on work experience (1500), an evaluation against standards RPIOL industry standards (1000) and an action plan for areas for improvement from these (500)	100%
Practical	Presentation (LO1, LO2) that describes the organisation that you undertook your work placement with	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Reynolds Date: 11/06/2023	Approved by: Ben Roper Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2096 **MODULE TITLE:** Teaching and Assessing in the Outdoors
CREDITS: 30 **FHEQ LEVEL:** 5 **HECOS CODE:** Sports Coaching 100095
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will provide students with a greater understanding of coaching skills and techniques that are needed in a variety of contexts. Students will be able to plan, organise and deliver a wide range of water and land-based activities for different groups. The module will enable students to gain valuable leadership experience on assessing learning over a series of sessions

ELEMENTS OF ASSESSMENT [*Use HESA KIS definitions*] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	Pass/Fail
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To develop student's ability to plan, facilitate and evaluate a range approach to assessment and feedback with different client groups to support personal development of skills and experience in outdoor activities. Develop the ability to differentiate learning to support leadership, instruction and coaching strategies in a range of outdoor activities. To develop knowledge required for effective coaching in a variety of activities. Enabling students to implement key concepts into their personal coaching as well as develop coaching philosophies. This module also aims to develop a sound understanding ethical and social issues that need to be considered when coaching in the outdoors.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Evaluate approaches to outdoor assessment and feedback. LO2. Analyse methods to differentiate learning LO3. Plan & facilitate a sequence of sessions encompassing assessment techniques in practice LO4. Reflect and evaluate the development of approaches to assessment	KU 1, 2 CIS 1, 2, 3, 4 KTS 1, 3, 4 ERS 4 PS 1, 2, 3, 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1&2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24
MODULE LEADER: Ben Roper

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

- Principles of assessment as learning
- Rules of assessment evidence (valid, authentic, reliable, current, sufficient)
- Assessment methods suitable for the range of activities and intended outcomes of the outdoor programmes delivered.
- Feedback - verbal, written, non-verbal, constructive, and appropriate to client needs.
- Effective feedback eg. its timing, frequency, content and delivery that empowers learners in their own independence and development.
- Methods to identify and analyse the wants and needs and expectations of participants, customers, and stakeholders. e.g. open questions, structured interviews, etc
- Decision making and judgement in the outdoor setting informed by approaches to reflection in-action, reflection on-action-in-context, and reflection-on action.
- The benefits of instruction, teaching, coaching and mentoring approaches and their application in outdoor learning. Methods to differentiate learning in order to respond to different learning preferences, group dynamics and interpersonal communication, emotional and cultural intelligences.
- Determine participants progress towards the intended outcomes and provide appropriate feedback.
- Progression: tutor reports/statements, witness testimonies from individual coaches, logbooks
- Plan a purposeful sequence of outdoor learning activities.
- Make decisions informed by observations, experience, reflection in-action (in the moment), reflection on-action-in-context (during the experience), reflection on-action (post experience) and professional judgement.
- Produce risk - benefit assessments for an outdoor learning programme.
- Use appropriate instruction, teaching, coaching and mentoring approaches to assist participants to meet the intended outcomes of a session and programme.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	30	1 hrs a week for 30 weeks
Practical's	60	2 hrs a week for 30 weeks
Guided Independent Study	210	Directed reading, moodle based tasks, and assessment development/revision.
Total	300	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO2 – 2000 words) Evaluate different approaches to feedback and assessment and analyse how learning can be differentiated in outdoor environments.	100%
Practical P1	Professional Discussion (LO4) – reflection on your ability to plan and facilitate a series of sessions.	100%
Practical P2	Practical (LO3) – plan and facilitate a series of sessions designed to achieve an intended outcome that includes assessment for learning.	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO2 – 2000 words) Evaluate different approaches to feedback and assessment and analyse how learning can be differentiated in outdoor environments.	100%
Practical P1	Professional Discussion (LO4) – reflection on your ability to plan and facilitate a series of sessions.	100%
Practical P2	Practical (LO3) – plan and facilitate a series of sessions designed to achieve an intended outcome that includes assessment for learning.	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper	Approved by: Ben Reynolds Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2099

MODULE TITLE: Psychology for the Outdoors

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: Sport and exercise psychology 100499

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module is involved in examining human behaviour in an outdoor context. Mental preparation for is an essential feature for improving performance. A combination of social psychology and cognitive training will be the core features of this module

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To establish and develop an interest in the psychological aspects of participation and performance. To develop the students understanding of the links between mental processes and performance. To introduce students to a range of factors that influence participation, group dynamics, leadership and performance from a psychological perspective.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Evaluate a range of psychological theories underpinning psychology in the outdoors LO2. Examine and analyse the process leading to the effective functioning of groups LO3. Explore and examine ways of optimising performance by using various psychological techniques. LO4. Review the effect of various intervening psychological variables on performance	KU 1, 2, 3 CIS 1, 2, 3, 4 KTS 1, 4

DATE OF APPROVAL: 28/07/2021

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: XX/XX/XXXX

SEMESTER: Semester 1

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 104

MODULE LEADER: Dave Gould

OTHER MODULE STAFF:

Summary of Module Content

- Psychological theories and concepts and application to outdoors;
- Personality, self-efficacy, self-esteem, confidence, attitude and motivation, character traits Growth mindset;
- Stress, anxiety, fear and arousal;
- Group dynamics, group processes, cohesion and leadership;
- Intervention, techniques and strategies to enhance performance, goal setting;
- Ethics, confidentiality, limitations and application of applied psychological skills

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	30	2 hours a week for 15 weeks
Seminars	15	1 hour a week for 15 weeks
Guided Independent Study	155	Directed reading, moodle based tasks, and assessment development/revision.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO4 – 2000 words) Theories of psychology	50%
	Case Study (LO2, LO3 – 2000 words) - Applying theories to practice in Outdoor environments.	50%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO2, LO3, LO4 – 4000 words) Theories of psychology - Applying theories to practice in Outdoor environments.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: David Gould	Approved by: Ben Roper Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2098 **MODULE TITLE:** Expedition Leadership
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** Leadership 10088
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable students to develop their knowledge and understanding of the participation in and leadership of different types of expeditions. Students will develop their knowledge of the topic, blending technical, environmental with intra and interpersonal skills required in this field to conceptualise and analysing their personal competencies when undertaking expeditions.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To develop understanding of different types of expeditions available, the benefits of and the leadership skills involved. This module also will allow students to plan, undertake and evaluate an expedition of their choice from a leadership perspective.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Analyse the leadership needs of different types of expeditions. LO2. Evaluate the benefits of different types of expeditions. LO3. Plan and reflect on the planning of a multiday expedition. LO4. Evaluate the multiday expedition from the perspective of leadership and decision making.	KU 1 CIS 2, 4 KTS 1, 2, 3, 4 ERS 4 PS 1, 2, 3, 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER: Ben Reynolds

OTHER MODULE STAFF:

Summary of Module Content

- Types of expeditions - UK based
- Overseas, different environments and transportation.
- Benefits of expeditions –purpose, aims, objectives, philosophy and achievements.
- Planning of an expedition, participation and evaluation of processes involved.
- Leadership and team management –appropriate styles and methods, composition, components and skills
- Able all participants to contribute to and benefit from the experience.
- Dynamic change in group, equipment, or environmental conditions using an appropriate problem solving, recovery, rescue or emergency response.
- Make decisions informed by observations, experience, reflection in-action (in the moment), reflection on-action-in-context (during the experience), reflection on-action (post experience) and professional judgement.
- Risk - benefit assessments for expeditions

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	20	1.25 hrs a week for 15 weeks
Seminars and planning meetings	25	1.5 hrs a week for 15 weeks
Guided Independent Study and Expedition	155	Directed reading, moodle based tasks, and assessment development/revision, expedition.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO2 – 2000 words) Fundamental purpose of expeditions	100%
Practical	Professional Discussion (LO3, LO4) – Plan and reflect on the planning of an expedition in an outdoor setting. Reflect on leadership decisions with an outdoor expedition	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO2 – 2000 words) Fundamental purpose of expeditions	100%
Practical	Professional Discussion (LO3, LO4) – Plan and reflect on the planning of an expedition in an outdoor setting. Reflect on leadership decisions with an outdoor expedition	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Reynolds Date: 11/06/2023	Approved by: Ben Roper Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2094 **MODULE TITLE:** Research Project
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** Applied statistics 101030
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will be introduced to the disciplines and techniques of collecting, analysing and presenting data. It includes the application and understanding of qualitative and quantitative research methods, and analysis and evaluation of statistical data. Students will undertake data collection, analysis and presentation of research, as well as the development of a piece of research for future study.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Develop the skills and understanding that will enable students to research using primary and secondary sources. Identify and assess the limitations of various research techniques and suggest methods of overcoming them. Enable students to present data and make informed recommendations based on their findings.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Design and plan a research project. LO2. Apply appropriate research methods to a research project. LO3. Evaluate data using appropriate methods of analysis. LO4. Present findings of the outcome and impact of your project.	KU 1, 3 CIS 1, 2, 3, 4 KTS 1, 2, 4 ERS 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER: Mike George

OTHER MODULE STAFF:

Summary of Module Content

- Defining research problems
- Undertaking literature reviews
- Choice of data acquisition method in relation to aims and objectives of investigation
- Types of information; approaches to research
- Resource implications of conducting an enquiry; planning a project
- Quantitative versus qualitative approaches to data collection
- Data analysis including: Statistical distributions; statistical analysis; data description; data presentation; statistical pitfalls
- Observation; depth interviews; qualitative data analysis

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	45	2hrs a week semester 1, 1hr a week semester 2
Guided Independent Work	155	Moodle activities, reading and research project completion
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research proposal (LO1 – 1500 words) literature review on students chosen research project.	25%
	Research project (LO2, LO3, LO4 – 2500 words) output from students chosen research project.	75%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research proposal (LO1, LO2, LO3, LO4 – 4000 words) literature review and output from students chosen research project.	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Mike George	Date: 11/06/2023	Approved by: Ben Roper Date: 11/06/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2097 **MODULE TITLE:** Outdoor Business
CREDITS: 10 **FHEQ LEVEL:** 5 **HECOS CODE:** Leadership 100088
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module is designed to equip students with the skills required to manage the outdoor businesses and customers successfully. Emphasis will be placed on the essential workplace policies that must be considered when directing a team and skills needed when interacting with the customer.

ELEMENTS OF ASSESSMENT [*Use HESA KIS definitions*] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)		P2 (Practical)	
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Outdoor Adventure Leadership

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Develop the understanding the importance of valid business plans relevant to market research that will enable students to be able to organise the function of a business to meet the needs of the customer. The students will identify the distinguishing characteristics and necessary skills to communicate and understand the function of different departments within an organisation that will help to meet customers' expectations and needs.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Undertake and present market research on a new business idea identifying critical success factors in the outdoor sector. LO2. Prepare a business proposal for an appropriate new business idea.	KU 3 CIS 1, 2, 4 KTS 1, 2, 3, 4 ERS 4 PS 1, 4

DATE OF APPROVAL: 28/07/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Block
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 108

MODULE LEADER:

OTHER MODULE STAFF:

Summary of Module Content

- Direct a programme following relevant employment legislation and workplace policies.
- Planning process
- Budgetary control and reporting.
- Produce accounting ratios from figures contained in financial accounts.
- Undertaking market research
- Distinguishing characteristics of a sole trade, partnership, company, voluntary non-profit enterprise, and government and quasi-government department
- Explain how these characteristics affect the financial reporting, planning and control requirements of type of organisation.
- Types and needs of different customers (internal and external to the organisation)
- Customer expectations
- The function and procedures of the major departments within their organisation, e.g. marketing, sales, operations, equipment, hospitality, human resources etc
- Appropriate workplace policies that enhance practice with a business plan.
- IOL code of conduct

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	30	Block delivery
Guided Independent Study	70	Directed reading, moodle based tasks, and assessment development/revision.
Total	100	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 (1500-word report) Prepare a report, which includes market research, on a new business idea that complements existing business and considers relevant workplace policies and procedures	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 (1500-word report) Prepare a report, which includes market research, on a new business idea that complements existing business and considers relevant workplace policies and procedures	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 11/06/2023	Approved by: Ben Reynolds Date: 11/06/2023