

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b>	Partner Colleges
<b>Details of accreditation by a professional, statutory or regulatory body</b>	N/A
<b>Final award/s available</b>	FdSc in: Outdoor Pursuits and Leisure Management Certificate of Higher Education in Outdoor Pursuits and Leisure Management Glyndŵr University Certificate of Continuing Education (Outdoor Pursuits and Leisure Management)
<b>Award title</b>	FdSc Outdoor Pursuits and Leisure Management
<b>UCAS code</b>	
<b>Relevant QAA subject benchmark statement/s</b>	Hospitality, Leisure, Sport and Tourism
<b>Other external and internal reference points used to inform the programme outcomes</b>	Skills Active; (SSC) have been consulted regarding the course content and the content of the Skills Active Foundation Degree Sector Framework for the Active Leisure and Learning Sector has been considered
<b>Mode/s of study</b>	Part Time
<b>Language of study</b>	English with a proportion being available in Welsh (see Welsh Medium Provision section for further details)
<b>Date at which the programme specification was written or revised</b>	July 2012

## **Distinctive features of the programme**

The FdSc is written to introduce and develop students in the management of Outdoor Pursuits and Leisure businesses using the magnificent countryside and facilities within the Principality.

The type of student who might be interested in the course can be drawn from several groups. Recently graduated students at level 3 (A level or ND) who have their first appointment but wish to develop their management skills and coaching abilities whilst drawing on practical and applied experience. Mature students who may have been working in the industry for a while but wish to improve their management skills to enable a move to more managerial positions. Self employed workers who have set up a business but wish to improve business efficiency, also volunteers who after many years of supporting businesses and relevant groups in a volunteering capacity wish to improve their chances of a full time position or increase their knowledge and skills to become a skilled volunteer.

The Partnerships between the participating FEIs ensure that outdoor pursuits businesses within the Principality are supported by this provision.

The delivery is structured to allow the majority of the work to be completed during the off peak periods of Autumn and Winter which then leads into reduced contact time during Spring and Summer when the businesses are at their most busiest. The course delivery will be tailored to allow the students to attend flexibly during the Spring/ Summer period.

Timetables will be made available at the start of the programme with an assessment calendar that indicates the delivery sessions and times of assessment hand ins for each module.

Due to the longer teaching year the part time course can be completed in two years with the support of industry.

The benefits from attending the programme stem from the employer led design which focuses on the development of communication, business skills, marketing and Health and Welfare while employed or volunteering in the industry.

The modules have been designed to appeal to a wide range of students regardless of initial skill level, experience and discipline. In most cases the students will have National Governing Body (NGB) awards or be working towards an NGB award relevant to their skill area or employment and while the programme will advise students in the attainment of the NGBs it does not include the awards as part of the curriculum, The modules will support students who wish to progress to different employment opportunities such as the first rung of management, the elite coaching

pathways and also the self-employed in developing their business potential. Volunteers would also benefit from a holistic understanding of the outdoor leisure industry as a whole.

The optional modules allow the students to select those that are most appropriate to inform their current practice, their future career or Higher Education (HE) aspirations

### **Programme structures and requirements, levels, modules, credits and awards**

The programme is offered Part time and the content and delivery structure is grounded in the “Work Based Learning” ethos and as such all applicants must be employed, or a volunteer, in an outdoor pursuits or leisure setting. The programme will have a total HE credit value of 240; 120 HE credits at Level 4 and 120 HE credits at Level 5. Modules offered on the programmes will facilitate the use of reflective practices by the students to identify relevant previous experiences that will enrich the assignments. Students will also be exposed to the key aspects associated with their sectors through industrial links and support, and provide graduates with the necessary knowledge, skills and competencies required to work effectively in the sector.

During the October to February period participants may be in a contractual lay off period but they will be expected to draw on previous experiences to enrich the assignments.

The students will study 120 credits each academic year, the first comprising the 120 credit core.

The modules completed in the work place during March to August will allow assignments to be industrially relevant to the individual.

In the second year the students will undertake the 120 level 5 credits through the 80 credits core modules and two 20 credit optional modules.

#### **Entry and exit points**

Students who satisfy the entry requirements will enter the programme and commence studies at level 4, any advanced entry being subject to the University's AP(E)L regulations.

On completion of 120 credits at level 4, and in accordance with the University's regulations, students will progress to level 5 studies. For students, the first module board will be June at the end of term 2 which will allow for re-submission to the September board to facilitate pass proceed to the level 5 year 2 with a minimum

number of trailed modules.

Formal progression board will be convened at this time, in compliance with University regulations.

On successful completion of the modules there will be exit awards available at level 4.

The exit awards offered from this route are:

**Glyndŵr University Certificate of Continuing Education (Outdoor Pursuits and Leisure Management)):** the achievement of 60 credits. This route will benefit students who wish to study only specific modules and improve their management skills.

**Certificate of Higher Education in Outdoor Pursuits and Leisure Management:** on the successful completion of 120 credits at Level 4 or above. This route will benefit students who require a Level 4 qualification only e.g. those not immediately wishing to enter a managerial role, or those who are unable or do not wish to progress to Level 5.

**FdSc in Outdoor Pursuits and Leisure Management:** will be awarded following the successful completion of 120 credits at level 4 and 120 credits at level 5.

It is recognised that modules will be valuable for continuing professional development (CPD) in some circumstances so the flexibility of provision will allow students to apply for the Glyndŵr University Certificate of Continuing Education (Outdoor Pursuits and Leisure Management) as required.

Should a student fail to complete the full FdSc due to loss of employment the university and partners will support the individual through either suspension of studies for completion at a later date within an acceptable time frame or the provision of a suitable position either paid or voluntary to enable completion of the level 5 modules. While this cannot be guaranteed every effort will be made to ensure satisfactory completion of the course.

### **Progression to other awards**

A proposed top up level 6 through Glyndŵr University is planned for September 2014 for Outdoor Pursuits Education and Management and a BSc (Hons.) in Rural Businesses is planned for September 2013.

While active research is embedded in the level 5 modules a student wishing to progress to a level 6 provision may be advised to undertake an appropriate research

module at level 5 before progressing onto the honours degree.

<b>Module code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>	<b>Core/option</b>
NBE401	Academic Skills and Personal Development	20	4	C
NBE402	The Body in Action	20	4	C
NBE404	Health Safety and Welfare in the Outdoors	20	4	C
NBE403	Fitness Training and performance	20	4	C
NBE405	Coaching Skills	20	4	C
NBE406	Work Based Marketing Skills	20	4	C
NBE505	Operating a Business	20	5	C
NBE506	Skill Acquisition and Applied sports Psychology	20	5	O
NBE501	Advanced Training and Performance	20	5	C
NBE507	Technology in the Outdoors Industry	20	5	C
NBE502	Applied Work Experience	20	5	O
NBE503	Environment and Sustainability	20	5	C
NBE504	Events and Group Work	20	5	O

### **Criteria for admission to the programme**

#### **Admission Criteria**

In accordance with Glyndŵr University Admissions Policy, students should normally have a minimum of 120 UCAS points or equivalent for entry to a Foundation Degree. As a guideline these requirements can be met from the following range of qualifications:

- GCSE passes in four subjects including English/Welsh and Maths ('C' grade or better) plus one GCE 'A' level pass.
- A vocational qualification at level 3 (e.g. BTEC, GNVQ, NVQ)
- Scottish Certificate in Education with at least two higher certificates at level C or above
- Irish Leaving Certificate with at least three higher certificates at grade C or above

With respect to arrangements for the admission of students with disabilities and/or specific learning difficulties, Glyndŵr University has embraced the spirit and content of the Equality Act 2010. All programmes in Natural and Built Environment have a clear and effective strategy for ensuring there is inclusive access to the programmes.

During the application and interview processes individual need will be assessed (including literacy, numeracy and communication) to allow timely support to be put in place and implemented on the commencement of study.

Where students are required to work with children or vulnerable adults enhanced CRBs will be requested – obtaining this will be the responsibility of the students. Failure to declare a conviction, which is subsequently revealed by security screening, may result in exclusion from the programme. A voluntary self declaration of enhanced CRB record is requested each year of the programme.

It will be a requirement that students intending to access the course are in employment (full, part time or a voluntary capacity) in a vocationally relevant industry. This will allow the individuals to draw on suitable work related experiences to support or inform their studies. The suitability of the volunteering and working environment will be considered through the admissions process.

### **Applications from persons without the normal entry qualifications**

The programme offers opportunities to anyone able to benefit from the programme of study regardless of age, gender and ethnicity, source or educational background and therefore applications are welcomed from those who do not possess the standard qualifications as listed above, but who, through a successful interview supported by evidence and references as appropriate, can demonstrate their capacity to pursue the programme successfully.

### **Accreditation of learning / prior experiential learning**

AP(E)L will be considered and approved as part of the admissions process, in line with the University procedure. If AP(E)L is to be sought, students will be required to map their qualifications/ academic skills to the learning outcomes of the appropriate module(s).

## **Aims of the programme**

### **Programme Aims:**

To teach students to be able to:

- demonstrate a critical understanding of innovative technical practice and be able to communicate that knowledge to others within the vocational sphere

via appropriate methods.

- demonstrate the ability to apply current information technology to the outdoor pursuits and leisure management processes.
- apply knowledge and management skills essential for them to operate effectively in the outdoor leisure sector
- demonstrate the critical understanding of the core concepts of management, communication, health, safety and welfare which underpin the Active Leisure and learning Sector
- recognise and apply the qualities and transferable skills necessary for employment and/or progression to other qualifications by integrating technical, theoretical and practical knowledge.
- develop a range of vocational/technical employability and key skills relevant to employment in the Active Leisure and learning Sector
- develop an understanding and critical awareness of the moral, ethical, environmental and legal issues which underpin best practice

### **Intended learning outcomes of the programme**

**On completion of the Certificate of Higher Education in Outdoor Pursuits and Leisure Management at level 4 the students will be able to:**

***Knowledge and understanding:***

- A1: Apply relevant knowledge and understanding of the key principles, theories and concepts to outdoor pursuits and leisure.*
- A2: Acquire and interpret information to propose solutions to problems in a dynamic setting in the outdoor pursuits and leisure industry*
- A3: Apply both academic and professional reflective practice within the workplace setting to maximize effective operations.*
- A4: Recognise the effects of continuing change and development of technology and theory within the subject*
- A5: Assess relevant legislation and ethical considerations applicable to the industry.*

***Intellectual skills:***

- B1: Interpret and assess subject specific facts, theories, paradigms, principles and concepts.*
- B2: Assess and evaluate evidence*
- B3: Examine and Interpret data and text*

- B4: Assess professional Outdoors Industry Practices*
- B5: Apply knowledge to a range of Outdoors Industry contexts.*

**Subject skills:**

- C1: Develop management and leadership skills to the benefit of the business.*
- C2: Devise marketing strategies.*
- C3: Assess human resource needs.*
- C4: Plan and implement business practices*
- C5: Devise and Manage outdoor experiences.*
- C6: Lead outdoor experiences.*

**Practical, professional and employability skills:**

- D1: Promote personal and social development of clients.*
- D2: Plan self management and professional development*
- D3: Apply coaching skills to a range of clients.*
- D4: Plan environmentally responsible and sensitive use of the outdoor environment.*
- D5: Assess the needs of individuals in the supervision of outdoor activities*
- D6: Plan aspects of Health Safety and welfare*

**On completion of the full FdSc programme students will be able to:**

**Knowledge and understanding:**

- A1: Apply relevant knowledge and critical understanding of the key principles, theories and concepts to outdoor pursuits and leisure.*
- A2 Acquire, interpret and analyse information to propose solutions to problems in a dynamic setting in the outdoor pursuits and leisure industry*
- A3: Apply both academic and professional reflective practice within the workplace setting to maximize effective operations.*
- A4: Evaluate continuing change and development of technology and theory within the subject*
- A5: Summarise the relevant legislation and ethical considerations applicable to the industry.*

**Intellectual skills:**

- B1: Research and assess subject specific facts, theories, paradigms, principles and concepts.*
- B2: Critically assess and evaluate evidence*
- B3 Critically interpret data and text*
- B4: Evaluate professional Outdoors Industry Practices*
- B5: Evaluate and apply knowledge to a range of Outdoors Industry contexts.*

**Subject skills:**

- C1: Develop management and leadership skills to the benefit of the business.*



- C2: Lead and develop marketing strategies.*
- C3: Identify and monitor human resource needs.*
- C4: Develop and implement business practices*
- C5: Design and Manage outdoor experiences.*
- C6: Plan and lead outdoor experiences.*

***Practical, professional and employability skills:***

- D1: Promote personal and social development of clients.*
- D2: Plan, devise and action self management and professional development*
- D3: Evaluate and apply coaching skills to a range of clients.*
- D4: Evaluate the environmentally responsible and sensitive use of the outdoor environment.*
- D5: Evaluate the effective supervision of outdoor activities*
- D6: Plan and implement aspects of Health Safety and welfare*

**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

		<i>Knowledge understanding, intellectual skills, practical skills , professional and employability skills</i>																							
	<i>Module Title</i>	<i>Core option</i>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>A 4</b>	<b>A 5</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>B 5</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>C 6</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>	<b>D 6</b>	
Lev 4	<i>Academic skills and personal development</i>	C	√	√		√		√		√	√	√	√		√		√			√					
	<i>The Body in Action</i>	C	√	√		√		√	√	√	√	√					√		√	√					√
	<i>Health safety and Welfare in the outdoors</i>	C	√	√			√	√	√	√	√	√	√		√	√							√		√
	<i>Fitness Training and Performance</i>	C	√	√	√			√	√	√	√	√					√		√					√	√
	<i>Coaching Skills</i>	C	√	√	√			√	√	√	√	√					√	√	√		√			√	√
	<i>Work based Marketing Skills</i>	C	√			√	√	√	√	√				√		√					√				
Lev 5	<i>Module Title</i>	<i>Core option</i>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>A 4</b>	<b>A 5</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>B 5</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>C 6</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>	<b>D 6</b>	
	<i>Operating a Business</i>	C	√	√		√	√	√	√	√					√	√				√					
	<i>Advanced Training and Performance</i>	C		√	√	√		√	√	√	√				√		√		√	√	√		√	√	
	<i>Skill Acquisition and Applied Sports Psychology</i>	O	√	√				√	√	√		√	√				√	√	√	√		√	√	√	√
	<i>Technology in the Outdoors Industry</i>	C	√			√	√	√	√		√	√				√							√		√
	<i>Applied Work Experience</i>	O		√	√					√	√	√	√	√	√			√	√	√	√	√	√		√
	<i>Environment and Sustainability</i>	C	√			√	√	√	√	√	√	√				√				√			√		√
	<i>Events and Group Work</i>	O			√		√			√	√	√		√	√			√	√	√				√	√

**Learning and teaching strategy used to enable outcomes to be achieved and demonstrated**

Due to the seasonal nature and varied provision within the outdoor and leisure industry there may be increased activity between March and October. This has led to the development of a flexible delivery structure which will allow students to study and complete the majority of the academic work during the off peak periods of Autumn and Winter. This will equate to attendance of two days per week. During the period March to September when businesses are most busy, there will be reduced contact time that equates to half a day per week. These hours of contact may be delivered as a combination of full days, weekends and twilight sessions that will be scheduled by individual partners

It is recognised that modules will be valuable for continuing professional development (CPD) in some circumstances so the flexibility of provision will allow students to apply for the Glyndŵr University Certificate of Continuing Education (Outdoor Pursuits and Leisure Management) as required.

*Indicative Delivery*

**Year 1 (Level 4)**

Term 1 (2 Days/ week 9.00-5.0pm)	The Body in Action	Fitness Training and Performance	Academic Skills and Personal Development	Health, safety and welfare in the outdoors
Term 2 (2 Days/ week 9.00-5.0pm)	Coaching Skills	Fitness Training and Performance	Work Based Marketing Skills	Health, Safety and Welfare in the outdoors
Term 3 (1 day/wk 9.00- 1.00pm)	Coaching Skills		Work Based Marketing Skills	

**Year 2 (Level 5)**

Term 1 (2 Days/ week 9.00-5.0pm)	Operating a Business	Events and Group Work (O)	Environment and Sustainability	Technology in the Outdoors
Term 2 (2 Days/ week 9.00-5.0pm)	Applied Work experience (O)	Events and Group Work (O)	Advanced Training and Performance	Technology in the outdoors/ Skill Acquisition and Applied sports Psychology(O)
Term 3 (1 day/wk 9.00- 1.00pm)	Applied Work experience (O)	Events and Group Work (O)	Advanced Training and Performance	Skill Acquisition and Applied sports Psychology(O)

This is an indicative schedule of provision and as such may differ between partners. Partners own delivery schedules will be considered for each term.

## **Learning and Teaching Strategies**

The learning and teaching strategy that will be deployed has been designed to maximise opportunities for attainment of the programme and the module learning outcomes, and aims to:

- (a) have a continued emphasis on student-centred learning
- (b) employ teaching methods that promote effective student learning, self-development and reflection
- (c) deploy a variety of learning and teaching methods in the class, practical settings and sessions delivered within the workplace, including:
  - Lectures and demonstrations
  - Seminars and workshops
  - Tutorials
  - Group and project work
  - Reflective reports
  - External speakers
  - Educational visits and study days
  - Tutor and students led sessions
  - Critical appraisal
  - Portfolio development
- (d) strike a balance between 'class' activity and directed study 'out of class'
- (e) provide sound feedback to students and attempt to involve them in identifying their own learning needs
- (f) use directed and supported group work for sharing experience and knowledge and developing interpersonal skills
- (g) provide realistic and relevant learning activities
- (h) make use of a variety of assessment methods to allow students the opportunity to demonstrate their own particular capabilities.

Health and safety and safe working practices are of paramount importance, and therefore, will be an integral part of module delivery. Students evidencing sufficient experience and or qualifications covering specific sessions may not be required to attend. This will be at the discretion of the programme leader who will take into consideration relevance and currency of said evidence.

All students will have a user accounts for Moodle and will be familiarized in its use during induction week. It will give them access to a wide variety of information. Moodle will be available for student fora and it will be used for announcements where lecturers will use the VLE to post important information, such as changes to teaching rooms, re-sit information, guest lecturer updates, or news about seminars and other events. In addition course information will also be made available such as the online version of the student and module handbooks. Each module will have its own space on Moodle for lecture notes, handouts,

videos of guest speakers and power points. The VLE will also be used to allow student access to multimedia displays and documents, such as diagrams and handouts. The VLE module area will also include links to online resources, such as library information systems and useful websites.

The team will work with the University and partner libraries to provide the best possible on-line information services for students. A reading list and useful sources of information, including electronic journals, will be detailed in the Student and module Handbooks.

Where necessary, student: tutor discussions will identify student strengths and skills gaps which enable Study Skills Lecturers at the partner FEIs to provide individualised numeracy or literacy support. This will be provided in small groups, through drop-in sessions or electronically via email or Moodle.

Students are expected to attend all timetabled sessions and, in those instances where they are unable to do so, they are expected to inform staff with responsibility for registers and retention.

Timetabled sessions will occur at the partner FEI campuses, in addition to off-site visits. It is anticipated students will also spend time working independently on campus, at home, at local libraries and at work, and will be encouraged to utilise a full range of paper and electronic resources. Electronic journals and use of the VLE will also ensure students can adopt flexible working arrangements.

### ***The work-based/placement learning statement***

See appendix A

### **Workplace learning**

All modules will demand the application of reflective work based experience and require the students to apply their theoretical learning to their respective workplaces. Application will be particularly important in the successful attainment of the coaching skills, applied work experience, work based marketing skills and advanced training and performance modules. (QAA section 9)

Supervision at the workplace will be carried out by mentors, module leaders and programme leaders during the period up to mid August.

Student projects that form the basis of learning and evidence for assessment are designed to span the commercial experience and skills that the students will need in their future careers and therefore are valuable contributors to both the learning experience and the validity of the outcomes.

All modules require the student to apply or reflect on experience gained in the workplace to enhance the learning experience and the completion of assignments.

The learners will receive tutorials from the programme leader during their work place experience in their own employment. Work based evidence from their current employment will be negotiated with the module tutor

It will be the responsibility of the module leader to ensure that the student and their workplace mentor where appropriate are fully aware of their responsibilities, as outlined in appendix A.

### **Welsh medium provision**

As noted earlier, this programme is intended for delivery by two of the University's FE partners only – Coleg Menai and Coleg Powys. Coleg Menai will be able to offer delivery of 66% of the programme through the medium of Welsh, and Coleg Powys 5%.

Regardless of the medium of delivery, students are entitled to submit assessments in Welsh.

### **Assessment Strategy**

The approach to assessment has been guided by the QAA Code of Practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students - September 2006.

Course design is defined using explicit statements of intended learning outcomes. These are linked to objective assessment criteria by which the completeness and quality of student achievement is judged. Assessment is seen by the programme team to be an integral part of effective teaching, with the avocation of a diverse range of methodologies to aid meaningful formative and summative assessment.

The assessment strategy will use methods that most effectively assess the learning outcomes of each module. Assessment methods will align with the overall aims of the programme, and include through formative assessment, the development of disciplinary skills (such as critical evaluation and reflection) and support the development of vocational competencies (such as communication or ICT skills.). The assessment practice has been designed to ensure that, in order to pass the module and / or programme, students have the opportunity to achieve the intended learning outcomes.

Academic skills are delivered in term 1 at level 4 to allow the development of these skills for students returning to higher education. This will also include formative teaching to allow the students to prepare for assignments by practicing presentations, and report writing.

Assessments are written by the partners but using the same module specification brief and will be contextualised for the individual delivery areas. The guides, issued at the start of the academic year, provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided for all assignments.

All assessments will adhere to the Equality Act 2010 and will therefore offer equality of access and take account of diversity and inclusion.

Assessments methods are varied (Figure 1), designed to stretch-and-challenge all students, and address complex and debated issues within the outdoor and leisure industry. They are also designed so that the programme team is confident in the authenticity of student work.

**Figure 1. Assessment Methods FdSc Outdoor Pursuits and Leisure Management**

<b>Module</b>	<b>Case study</b>	<b>Research Report</b>	<b>Report</b>	<b>practical task</b>	<b>Exam (open book)</b>	<b>presentation</b>
<b>Academic Skills and Personal Development</b>			√	√		√
<b>The Body in action</b>			√			
<b>Health safety and Welfare in the outdoors</b>	√		√			√
<b>Fitness Training and Performance</b>	√		√			√
<b>Coaching skills</b>			√	√		
<b>Work Based Marketing Skills</b>	√	√				
<b>Operating a business</b>			√		√	
<b>Advanced training and Performance</b>	√			√		
<b>Skill acquisition and applied sports psychology</b>			√			√
<b>Technology in the Outdoor industry</b>		√	√			√
<b>Applied Work Experience</b>	√		√			√
<b>Environment and Sustainability</b>			√		√	√
<b>Events and Group Work</b>	√		√			√

The Natural and Built Environment subject area recognises that there is scope for both flexibility and innovation in the use of different assessment methods. Reference has been made to Glyndŵr University's 'Assessment Guidance' to facilitate deployment of a range of assessment methodologies. The precise format of assessed work, such as reports, essays or presentations, is presented to every student in a 'module guide,' and available for every

module. The assessment briefs issued to students will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. Likewise there will be no barriers to achievement in the assessment requirements in terms of gender, age, race, sexual orientation and religion / belief.

All students will be issued with an assessment schedule at the start of each academic year. Figure 2 serves as an indicative assessment schedule, but hand in dates of coursework in particular may be altered in accordance with other events happening during the academic year.

Students may choose to submit their assessments in Welsh but must inform the Assessment Office of their request within two weeks of starting their studies.

**Figure 2. Indicative Assessment Schedule**

Terms 1 and 2 2012/2013

Wk	Date		Wk	Date	
9	24 <sup>th</sup> Sept	<b>Induction</b>	21	17 <sup>th</sup> Dec	Christmas Break
10	1 <sup>st</sup> Oct		22	24 <sup>th</sup> Dec	Christmas Break
11	8 <sup>th</sup> Oct		23	31 <sup>st</sup> Dec	Christmas Break
12	15 <sup>th</sup> Oct		24	7 <sup>th</sup> Jan	
13	22 <sup>nd</sup> Oct	The Body in Action Ass 1 Hand in	25	14 <sup>th</sup> Jan	Fitness Training and Performance. Ass 1 Hand in
14	29 <sup>th</sup> Oct	Academic skills and PD ass 1 Hand in	26	21 <sup>st</sup> Jan	
15	5 <sup>th</sup> Nov		27	28 <sup>th</sup> Jan	
16	12 <sup>th</sup> Nov	Health Safety and Welfare. Ass 1 Hand in	28	4 <sup>th</sup> Feb	
17	19 <sup>th</sup> Nov	Academic Skills and PD ass 2 Hand	29	11 <sup>th</sup> Feb	Health safety and Welfare.



		in			Ass 2 Hand in
18	26 <sup>th</sup> Nov	The Body in Action Ass 2 Hand in	30	18 <sup>th</sup> Feb	Fitness Training and Performance. Ass 2 Hand in
19	3 <sup>rd</sup> Dec	Assessment/ Exams	31	25 <sup>th</sup> Feb	
20	10 <sup>th</sup> Dec				
Term 3 2013					
<b>Wk</b>	<b>Date</b>		<b>Wk</b>	<b>Date</b>	
32	4 <sup>th</sup> March		51	15 <sup>th</sup> July	
33	11 <sup>th</sup> March		52	22 July	Coaching Skills Ass 2 hand In
34	18 <sup>th</sup> March		1	29 <sup>th</sup> July	
35	25 <sup>th</sup> March	Easter Break	2	5 <sup>th</sup> Aug	
36	1 <sup>st</sup> April	Easter Break	3	12 <sup>th</sup> Aug	
37	8 <sup>th</sup> April		4	19 <sup>th</sup> Aug	
38	15 <sup>th</sup> April				
39	22 <sup>nd</sup> April				
40	29 <sup>th</sup> April	Fitness Training and Performance. Ass 3 Hand in			
41	6 <sup>th</sup> May				
42	13 <sup>th</sup> May	Work Based Marketing Skills Ass 1 Hand in			
43	20 <sup>th</sup> May	Coaching skills Ass 1 Hand in			
44	27 <sup>th</sup> May				

45	3 <sup>rd</sup> June	Pre-module Board			
46	10 <sup>th</sup> June	Module Board			
47	17 <sup>th</sup> June				
48	24 <sup>th</sup> June				
49	1 <sup>st</sup> July				
50	8 <sup>th</sup> July	Work Based Marketing Skills Ass 2 Hand in			
Terms 1 and 2 2013/2014					
<b>Wk</b>	<b>Date</b>		<b>Wk</b>	<b>Date</b>	
9	24 <sup>th</sup> Sept	<b>Induction</b>	21	17 <sup>th</sup> Dec	Christmas Break
10	1 <sup>st</sup> Oct		22	24 <sup>th</sup> Dec	Christmas Break
11	8 <sup>th</sup> Oct		23	31 <sup>st</sup> Dec	Christmas Break
12	15 <sup>th</sup> Oct		24	7 <sup>th</sup> Jan	
13	22 <sup>nd</sup> Oct		25	14 <sup>th</sup> Jan	Operating a business Exam
14	29 <sup>th</sup> Oct	Operating a business Ass 2 Hand in.	26	21 <sup>st</sup> Jan	
15	5 <sup>th</sup> Nov		27	28 <sup>th</sup> Jan	
16	12 <sup>th</sup> Nov	Environment and sustainability. Ass 1&2 Hand in	28	4 <sup>th</sup> Feb	
17	19 <sup>th</sup> Nov		29	11 <sup>th</sup> Feb	Technology in the outdoors ass 2 hand in
18	26 <sup>th</sup> Nov	Technology in the Outdoors. Ass 1 Hand in.	30	18 <sup>th</sup> Feb	

19	3 <sup>rd</sup> Dec		31	25 <sup>th</sup> Feb	
20	10 <sup>th</sup> Dec	Environment and sustainability. Ass 3 Exam			
Term 3 2014					
<b>Wk</b>	<b>Date</b>		<b>Wk</b>	<b>Date</b>	
32	4 <sup>th</sup> March		51	15 <sup>th</sup> July	Events and Group Work Ass 1 (part 2) Hand in
33	11 <sup>th</sup> March	Skill Acquisition and Applied Sports Psychology Ass 1 Hand in	52	22 July	Applied work experience Ass1& 2 hand in
34	18 <sup>th</sup> March		1	29 <sup>th</sup> July	
35	25 <sup>th</sup> March	Easter Break	2	5 <sup>th</sup> Aug	
36	1 <sup>st</sup> April	Easter Break	3	12 <sup>th</sup> Aug	
37	8 <sup>th</sup> April		4	19 <sup>th</sup> Aug	
38	15 <sup>th</sup> April				
39	22 <sup>nd</sup> April				
40	29 <sup>th</sup> April				
41	6 <sup>th</sup> May				
42	13 <sup>th</sup> May				
43	20 <sup>th</sup> May	Advanced Training and Performance Ass 1 Hand in.			
44	27 <sup>th</sup> May				
45	3 <sup>rd</sup> June	Pre-module Board			
46	10 <sup>th</sup> June	Module Board			
47	17 <sup>th</sup> June	Events and Group Work Ass 1 (part 1) Hand in			

48	24 <sup>th</sup> June				
49	1 <sup>st</sup> July	Skill Acquisition and Applied Sports Psychology Ass 2 Hand in.			
50	8 <sup>th</sup> July				

The assessment schedule has been devised to minimise bunching of coursework, and is intended to help students plan ahead and organise their own study schedule to meet their individual needs. Natural and Built Environment is committed to providing equality of opportunity for all students, and has an inclusive assessment policy. However, students registered with a disability or learning difference with Glyndŵr University Student Services and the partner FEIs may be eligible for additional support to take account of their individually assessed needs. Partners will attend the assessment boards as defined in the academic calendar.

Assessments will be marked and moderated in line with University requirements; Academic Regulations, section 4: assessment and examination.

#### Assessment regulations that apply to the programme

Section 13, "Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees"

#### Programme Management

**Academic Leader:** Dr David Skydmore

**Academic Link:** Richard Lewis

**Programme Leader,** Provided by partner institutions.

**Module leaders:** Provided by partner institutions

The monitoring and evaluation of academic standards year-on-year will be achieved through the External Examiner system in addition to annual programme monitoring and evaluation. The Programme Leader is responsible for monitoring the day-to-day operations of the programme, and feedback is gathered regularly from student representatives. This feedback

is formalised in Staff-Student Consultative Committees, which meet once per semester. Attendance at such meetings would include both staff and student representatives from the FdSc Outdoor Pursuits and Leisure Management. This provides the opportunity for students to feedback on programme, modular and institutional wide issues, to help continually improve on the student experience offered through Glyndŵr University at the partner institutions. Student representatives are invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; university resources and services; and the overall student experience. Minutes of all meetings are published on the year notice board and made available online via Moodle.

In addition, all students complete monitoring and evaluation at both the programme and modular level. Students are also encouraged to complete the National Student Survey. More informal student feedback will also be gathered through the personal tutor system, along with half yearly reviews in each module (Mid-Module Review forms).

A range of methods will be put in place to ensure the appropriateness of the learning, teaching and assessment mechanisms - from peer observation to internal and partner moderation – which is further enhanced by the collective and collaborative approach to curriculum design, delivery and assessment adopted by the programme team. Staff development needs will be identified and implemented through the partner institutions' normal appraisal processes.

The Academic link and the FEI Programme Leaders have overall responsibility for the operation and development of the programme. Programme Leaders will work closely with the Module Leaders, Personal Tutors and Administrative Support personnel to provide the day to day general academic support to students. The Glyndŵr University academic link will hold joint meetings for staff each semester to review programme issues and to plan ahead.

The pursuit of research and scholarly activity, and completion of staff development are important activities that can be undertaken by module leaders during the academic semesters. Staff absences will be covered by sessional staff or other competent staff members. These activities are also undertaken when time is available when students are on vacation. Targets for both of these are set as part of the staff appraisal process, and are therefore in agreement with the staff member's academic leader and in accordance with the budget available. The nature of staff development activities undertaken, e.g. presentation at conferences, also means that they are planned well in advance of attendance. This ensures that module delivery can be mapped around such activities so the student experience is not affected.

Each module is managed by a designated module leader. This person is deemed responsible for the planning and management of the module. They are also responsible for ensuring that assessment is completed accurately and that feedback and grades are received by the students in a timely manner. The module leader must also report grades to the module board through the programme leader. The module delivery may however be shared between a number of individuals, for example sessional staff, guest speakers and educational visits. This improves the student experience as a range of knowledge and skills

contribute to the module delivery, and it also releases the module leader to complete other activities.

The programme teams are currently practitioners and are engaging in continuous scholarly activity through Continued Professional Development (CPD), membership of professional bodies and active links with outdoor pursuits industries. This serves to ensure that students will be able to acquire contemporary, coherent and detailed knowledge, at least some of which is at the forefront of their discipline area. Glyndŵr University endorse staff pursuing research, not only as a means of CPD, but also as a means by which teaching is underpinned through combinations of theoretical knowledge, application and practice.

Partner institutional staff are expected to keep abreast of updates in the outdoor pursuits industry. This may be achieved through conference attendance and participation and shows during the year, e.g. The Outdoors Show, ExCeL London, Outdoor Show NEC. Birmingham, the Keswick Mountain Festival and specific courses relevant to CPD exams such as mountain First Aid and South and North Wales outdoor activities providers group.

### **Particular support for learning**

The support for the learning process will begin from the moment that students enroll on the programme. The induction period is an important time enabling students to familiarise themselves with the support facilities offered by the partners via small group taster sessions and talks provided by the partner FE institutions. Students would also have opportunities during that period to have individual meeting with their personal tutors and support staff should they wish. Such provisions aim to determine additional support required by students, and highlight any potential issues to academic staff concerning individual needs.

Supportive formative and summative feedback to students is an important element of the learning process. All students will be allocated a personal tutor who is a member of staff teaching on the programme. While tutorials have an appropriate pastoral function as part of the teaching/learning, they will be used for a number of purposes including: assessment of students' personal development and progress; helping students to develop learning skills; assisting students to make informed and realistic choices within their degree course; and providing support for individual or group project work.

The support for learning will be available at all times through direct contact with the programme leader or appropriate module leader, via moodle and E mail.

There are a variety of established procedures and policies with respect to the learning support mechanisms available to students in place at the partner level. The teams will be able to draw on their considerable experience of teaching students with differing needs, particularly dyslexia, and have a proven track record of working with students from varied educational backgrounds, including mature students. Tutors will direct students to the wide range of additional support services available from the partner Institutions' Disability and

Learning Support teams. Services offered by the support team include educational support, welfare services, healthcare provision and disability services as well as practical services including photocopying and e-learning. The support teams may choose to offer the students diagnostic testing to assess their learning needs before offering help.

The learning infrastructure and support extends beyond staffing and student support systems. There are excellent specialist facilities available to students studying on the programme. There are specialist outdoor commercial facilities at out-centre sites available to students studying on the programme.

Local commercial facilities and expert support available for both partners include; kayaking, climbing walls, rock climbing, mountain and hill walking.

Such facilities will be utilised to enable students to develop their practical skills, for example when developing instructional techniques or management concepts.

At the partner college sites students will be able to utilise IT and library facilities.

### **Equality and Diversity**

The course has been designed to offer equality of access and takes account of all current regulations and legislations in relation to diversity and inclusion, including the Equality Act 2010. Learning, teaching and assessments are structured so that they do not discriminate on the grounds of disability or previous ability. Where individuals may have difficulty in completing the more physical aspects of coursework, tasks will be modified to avoid discrimination but without jeopardising the equity and parity of the assessment process.

Where individuals may have difficulty in completing written assignments due to identification of specific learning difficulties then support will be put in place at the start of the course to alleviate problems.

## Appendix A

### Workplace requirements

These points are relevant to volunteers and paid employees

Student:

- Agree with the Module Leader the suitability of the workplace provider and nature of the activities to be undertaken
- Identify and manage learning opportunities within the workplace with support from the module leader.
- Ensure workplace policies and procedures are adhered to at all times and ensure familiarity with relevant policies and procedures, e.g. lone working, handling of specialist equipment and working with specific groups.
- Act responsibly and professionally within the workplace.
- Maintain a safe environment and ensure health and safety measures are taken at all times.
- Maintain appropriate relationships with other organisational staff, participants and volunteers.
- Maintain professional confidentiality as appropriate.
- Alert the workplace manager/mentor and the module leader to problems that may interfere with attainment of aims specified in the learning contract and/ or safety.

Employer manager / mentor:

- Complete relevant health and safety documentation prior to commencement of the course or workplace element.
- Make arrangements for the required learning opportunities required by the student, prior to the commencement of the workplace element, as detailed in the agreed learning agreement devised with the student and module leader.
- Maintain regular contact with the module leader, attending mentor training and support study days as required.
- Enable students to have every opportunity to meet the agreed learning contract.
- Ensure student is fully inducted in all relevant policies and procedures to maintain a safe environment including; lone working, handling of specialist equipment and working with specific populations.



- Maintain a safe environment throughout the duration of the workplace element.
- Liaise with the module leader to discuss the student's performance at designated reference points throughout the placement
- Complete a witness statement on completion of the workplace element of the course.

Module leader:

- Provide training and on-going support to the employer manager/mentor.
- Maintain regular contact with the student and the employer mentor/manager to discuss issues as they arise.
- Ensure that student has adequate access to learning tools and opportunities.
- Negotiate and agree the learning opportunities to be provided to the student, with the student and their employer manager/mentor.
- Ensure all learning outcomes can be addressed
- Provide modular support sessions to individual or groups of students on location.
- Maintain own development in monitoring of health and safety of placements and developing the role of the link tutor.
- Establish and encourage placement feedback from students and mentors and contribute to the development of quality assurance of placements.

These responsibilities will form the basis of an individually agreed student placement handbook. Once the work place has been confirmed the module leader will contact the **employer** initially to confirm the nature of the activities to be undertaken during the **course**. Thereafter, communication arrangements will be agreed as part of the learning agreement and, as a minimum, contact will be made monthly by the module leader to monitor progress. In the event of any concern expressed by either the student or their workplace mentor, the module leader will report immediately to the programme leader who will advise on the various courses of actions open to resolve any issues. The mentor will be required to complete a witness statement at the end of the placement to aid the student in the completion of their learner journal.