



Module Specification

Planning and Organising Outdoor Recreational Activities

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	6
Part 5: Contributes towards	7

Part 1: Information

Module title: Planning and Organising Outdoor Recreational Activities

Module code: UBGMH4-15-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

College: Faculty of Environment & Technology

School: FET Dept of Geography & Environmental Mgmt

Partner institutions: None

Field: Geography and Environmental Management

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Skills and techniques:

Acquisition of technical skills, theories and models of skill development. Areas of skill

development could include – Climbing, Bouldering, Kayaking, Sea Kayaking, Abseiling, Orienteering, Mountaineering, Skiing, Sailing, Mountain Biking, Navigation.

Personal and group safety:

Safety planning, risk management plans, NGB recommendations, route cards, risk assessments and other planning tools, decision making, weather conditions, PAR-Q, Screening for activity, first aid and emergency procedures, improvised casevac (casualty evacuation) stretchers, distress signals.

Legislation and guidelines:

UK legislative framework of responsibility, codes of practice and qualification framework, duty of care, personal and group responsibility; H&S legislation.

Map and compass skills:

Purpose of Ordnance Survey maps; road atlases used in uniformed public service work; conventional signs; contours; grid references; orienting map to ground; relating ground to map; understanding scale; calculation and distance from the map, pacing, timings, using a compass: points of the compass; main features and uses of a lightweight compass; taking bearing from a map and features; magnetic bearings and variation; care of the compass; use at night and in limited visibility; ways of determining direction without a compass including sun, stars and vegetation; understanding the difference between mils and degrees, resections, prismatic compass use.

Route planning & navigation:

Use of map to plan a route; production of route cards with timings; consideration of personal and group capabilities; obtaining weather information; estimation of journey times; consideration of the effects of gradient; Naismith's rule, route checks to ensure accurate navigation; identification of terrain types; identification of emergency escape routes; bearings and distance from and particular grid references, environmental issues: access laws (CROW 2000); Country Code; techniques to minimise the impact of outdoor activities on the countryside; technological advancements in route planning (Global Positioning Systems, Satellite Guidance,

Virtual Maps, Advanced mapping software, Google Earth, Sat navigation, mobile phone technology).

Planning an outdoor activity/expedition:

Timeframes, equipment and resources, statutory requirements, setting aims and objectives, budgeting and finance, health and safety, risk management, contingency plans, qualified personnel requirements, accommodation.

Leading an outdoor activity/expedition:

Principles of leadership, models and theories of leadership, guidelines and good practice, personnel management, time management, channels of communication.

Review and evaluate performance:

Information gathering, the feedback loop, measuring performance, identification of areas of concern, effective progression through recommendations for change and improvement.

Appropriate First Aid qualification:

For example wilderness first aid course

Part 3: Teaching and learning methods

Teaching and learning methods: This module will be based on a total amount of 150 hours study time of which 50 hours will represent scheduled learning.

Scheduled learning will typically include lectures, seminars, external visits and an interactive forum.

Scheduled learning may also take a synchronous virtual form rather than faceto-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.

Students will plan and take part in a two day expedition.

Independent learning includes hours engaged with essential reading, assignment preparation and completion. Student study time will be organised each week with a series of both essential and further readings and preparation for examinations.

50 hours scheduled learning

This module will be taught across both semester 1 and 2 on one day per week.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate knowledge of key theories relating to the planning, organisation and management of outdoor adventurous activities

MO2 Discuss the positive and negative arguments in promoting a positive outdoor adventurous activity environment at all levels in public or uniformed service organisations. Defend the role of outdoor adventurous activities in improving standards within public and uniformed services organisations

MO3 Defend the role of outdoor adventurous activity in improving standards within public and uniformed services organisations

MO4 Consider the risks and controls in relation to outdoor adventurous activities and expeditions relevant to public and uniformed service life

MO5 Plan, communicate and lead outdoor adventurous activities/expeditions, taking account of relevant legislation and guidelines, and critically reflect upon performance of these activities

MO6 Critically analyse the effectiveness of a range of navigation techniques used in outdoor adventurous activities within public and uniformed services

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 100 hours

Face-to-face learning = 50 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.

Critical Presentation: Students will present to their peers. This is an opportunity for students to demonstrate critical appraisal of the health and safety factors associated with adventurous activities and to critically analyse the importance of risk assessments and route cards.

Case Study Critical Evaluation: An extended piece of writing encouraging students to evaluate the management aspects of an organised event or adventurous activity within a given case study. Students will be expected to call upon the practical skill set they have developed within this module and their knowledge of procedure, policy and safety assessments to discuss the case study.

Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.

Assessment tasks:

Presentation (First Sit)

Description: Critical presentation (15 minutes) in class

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Written Assignment (First Sit)

Description: Case study critical evaluation (1500 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO4, MO5, MO6

Presentation (Resit)

Description: Critical presentation (15 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Written Assignment (Resit)

Description: Case study critical evaluation (1500 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study: