# Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>BSc Hons Environmental Science and Outdoor Education</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>HCFL98S</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
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<td>SCQF Credit Value:</td>
<td>484</td>
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## Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The aim of this programme is to provide students with a sound understanding of environmental issues and the underlying scientific principles of environmental science combined with training in outdoor leadership, outdoor education and the design and delivery of outdoor programmes.

## Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

### Knowledge and understanding
- (i) Structure and functioning of near-surface environmental systems in the lithosphere, hydrosphere, atmosphere and biosphere.
- (ii) Inter-relationships and interdependency of environmental systems.
- (iii) Environmental change at different temporal and spatial scales.
- (iv) Interactions of human activities with natural environmental systems at different time periods.
- (v) Role of society in managing and regulating environmental systems.
- (vi) Environmental issues in a scientific and cultural context.
- (vii) Theory and practice of outdoor, experiential and eco-education

### Subject-specific skills and other attributes
- (i) Application of knowledge to address a range of environmental problems and issues
- (ii) Design of outdoor programmes with ecological learning outcomes.
- (iii) Collecting and recording data using a range of field and laboratory techniques
- (iv) Interpretation of environmental data and awareness of data limitations
- (v) Reporting the results of investigations with appropriate referencing of sources of information
- (vi) Working in a safe and responsible manner in the field and laboratory
- (vii) Safe navigation and route finding in British summer mountain conditions
- (viii) Leadership
- (ix) Emergency procedures
- (x) Risk assessment

### Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes
- (i) Critical thinking
- (ii) Analysis and synthesis of information from a variety of sources
- (iii) Formulation and testing of hypotheses using appropriate and available lines of evidence
- (iv) Written, graphical and verbal communication
- (v) Team working
- (vi) Independent learning towards academic and personal goals
- (vii) Library research skills
- (viii) IT skills including word processing, spreadsheets and GIS
- (ix) Team building
**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Knowledge and understanding are acquired through the teaching and learning programme delivered via a combination of lectures, tutorials and practical classes. Assessment is via essays, reports, oral presentations, unseen written examinations and through the final year dissertation and review essay. Practical skills are acquired and assessed throughout the programme in practical classes. Skills are consolidated systematically through specific core units in semesters 4-8. Data analysis and interpretation skills are acquired and assessed through unit SCI4T4. In unit ENV5T5 students acquire research design, sampling and data collection skills. Unit ENV6T6 specifically addresses planning, reporting results and safe working as preparation for the dissertation. All these skills are practised and assessed in the dissertation. The practical skills developed in EOE coded units which are specific to outdoor education are assessed on the performance and participation during residential field classes in addition to the assessment of theoretical aspects via formal written work. Formative assessment is a key part of this process and final grades for practical skills are agreed through discussion between tutors and individual students with reference to a transparent assessment grading framework. In terms of generic skills, communication skills are developed and assessed throughout core units. Team working underpins much of the work in practical and field classes, but is an essential component of group project work in core unit ENV5T5 and field classes. Independent learning is expected in all Honours units; guidance is given in core unit ENV6T6 and independent work is central to the final year dissertation and review essays. The use of Library and other information sources are promoted throughout the programme and cemented through project work beginning with ENV5A5 and ENV5T5, these skills are, however, practised and assessed in all Honours units and most crucially in the final year dissertation and review essays. IT skills are developed and assessed in the core units SCI4T4 and ENV5T5 in semesters 4 and 5. Skills relating to the outdoor education programme are developed during the residential field classes and supported tutorials in EOE coded units.

**Professional/statutory body accreditation or recognition:**
The Summer Mountain Leader and walking Group Leader Qualifications which form a core part of the Outdoor Education part of the programme are awarded by the Mountain Leader Training Board and are qualifications recognised by the outdoor education industry and the Adventure Activities Licensing Authority (AALA).

**Further details:**

Entry requirements: [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: 2004