

# A History of Outdoor Education at Dunfermline College of Physical Education and Moray House College and Institute of Education, Edinburgh - 1970-2000

By Neville Crowther, John Cheesmond and Peter Higgins

*'The past is unpredictable'* (Russian Proverb)

## Abstract

A brief history of thirty years of outdoor education provision at these institutions is described. This provides a valuable perspective on the forces of change in the sector and the responses of those responsible for this area of study and professional development.

## Introduction

Outdoor education has been an important feature of life at these two separate, but now merged, Colleges of Education in Edinburgh (Scotland) for almost 30 years. The story of course development and modification reflects human and institutional responses to fashions and trends in a subject area which is often under pressure. A range of courses are now available at the merged institution (Moray House Institute of Education, Edinburgh University). The Postgraduate Diploma in Outdoor Education is one of the longest running training courses for Outdoor Educators in the UK and has recently been extended to allow suitably qualified individuals to progress to Master's level.

As much as anything this is a tale of those who have developed, nurtured and defended the courses over the years and a tribute to those who have made the commitment to attend the courses as students.

## Outline

Students from the former Dunfermline College of Physical Education (DCPE), a Teacher Training College for women, made frequent visits to the National Outdoor Centre (Glenmore Lodge) from early in its establishment around 1950. These visits were based on broad educational principles and incorporated aesthetic and environmental aspects as well as outdoor activities (see Loader, 1952). For many years the College also ran a residential outdoor weekend (and longer) programme near Eskdalemuir in south-west Scotland, and during the 1960s developed a curricular programme of outdoor work based at the College and at other venues. From 1972 (in the wake of the 'Cairngorm Tragedy' in November 1971 when a student teacher and 5 pupils from an Edinburgh school died in a blizzard on the Cairngorms) the College, with the support of the Scottish Education

Department, mounted a one term (summer) 'Outdoor Activities Course for Teachers' which was continued until 1985. Further, from 1978 to 1987 the College established and ran a one year long Diploma in Recreation and Leisure and in 1983 a BA (Hons) in Recreation, each of which constituted an expansion in the provision of outdoor education.

The history of outdoor education at Moray House College (located in the middle of the Edinburgh at Holyrood) represents an interesting parallel as outdoor education courses for secondary graduates became part of their Postgraduate Certificate in 1970, and were always oversubscribed. An attempt to get a one-year Diploma course off the ground was made in 1971 and here too the 'Cairngorm Tragedy' proved the deciding factor, for both the College and the SED, with the course attracting its first intake in 1972.

1987 saw the merger of Dunfermline and Moray House Colleges. At the same time the Scottish Education Department determined that the preparation of physical education teachers of both sexes would be conducted in future at Cramond (Edinburgh), rather than separately at the former DCPE and the Scottish School of Physical Education (SSPE) at Jordanhill College, in Glasgow (which also had a tradition of outdoor education). For those involved in outdoor work at the various institutions, this led to the consolidation (at the merged Institute at Cramond) of the Diploma in Outdoor Education.

Since 1987 there have been a series of validation events for the outdoor education courses, most notably for the Diploma by the Council for National Academic Awards in 1990 and subsequently by Heriot Watt University in 1992 and 1995. From this time suitably qualified students on the Post Graduate Diploma could extend their studies to Masters level.

In August 1998, Moray House Institute merged fully with, and became the Faculty of Education of the University of Edinburgh.

## **Dunfermline College of Physical Education (late 1960s to 1987)**

In the late 1960s a period of growth in the use of the outdoors by DCPE led to the appointment of Liam Carver (appointed from Glenmore Lodge in 1970) who established the first curricular programme of outdoor work based at the College and also periodically conducted groups of students to other areas on extra-curricular outdoor ventures. The lease for the cottage the College used at Eskdalemuir was reaching its end, so Liam was asked by the new Principal, Mollie Abbott, to look out for a suitable house on Speyside which could be bought to create a permanent base for outdoor work in the Highlands.

After some searching, and one or two fruitless pursuits, Woodlands, a large late 19th Century family house in Kingussie, was bought for £8,500 early in 1972; considerable refurbishment being undertaken during the year in anticipation of use by groups from the autumn term onwards. Also in anticipation of using Woodlands, it was necessary to employ someone to assist Liam, and John Cheesmond (formerly at Ogwen Cottage Outdoor Pursuits Centre in North Wales) was appointed.

The contribution made to the lives and outdoor experience of generations of students by this imaginative purchase cannot be underestimated. From that time until the present day those attending outdoor courses use the Centre as a base for much of the practical part of the programme. For staff it represents a home from home. For example John Cheesmond calculated that by the time he retired as Diploma Course Leader after twenty years based at Cramond, he had spent in the region of three of them staying at Woodlands!

Initially, the bulk of the work throughout the year, both at Cramond and at Kingussie, was with students from the PE course, mainly within the curriculum but also with groups of enthusiasts at weekends and in vacation periods, when staff were able to mount ski and mountain ventures of various sorts. In addition to this, through the three months of the summer term, Liam had established (also in 1972) the 'Outdoor Activity Course for Teachers' which offered an opportunity for teachers, primarily from Scottish secondary schools, to gain the skills required for safe leading in a range of outdoor activities at a basic level; mountain walking, rock climbing, snow and ice climbing, alpine skiing, orienteering, kayaking, dinghy sailing and a self-planned and conducted mountain expedition somewhere in the Highlands.

While no complete novice in the activities would be able to amass sufficient experience within three months to become established as a self-sufficient leader in all circumstances by the end of the course, there was no doubt that those who had been enthusiastic participants prior to the start gained opportunities for refining their expertise to gain some national governing body awards. Also, in the activities at which they were complete beginners, they were able to establish a very sound basis for future development and, in all cases, were able to see how each activity could be employed in school outdoor programmes.

It may have been noticed that the term 'outdoor education' has not been used when referring to the courses at DCPE. This is not because staff felt that what was offered to students and teachers on In-Service programmes was not 'educational', but rather that at a College of Physical Education, activities could be pursued for their own value. Also, to some extent, staff shrank from the term 'outdoor education', then a fairly recent development in the field, seeing it as a somewhat pretentious way of investing outdoor work with respectability. Whether staff were right in that view, seems a largely academic issue, although interestingly there is now a contemporary debate on whether or not this is an inclusive enough term and others such as 'outdoor learning' seem to have currency.

During 1973, it was anticipated that there would be increasing demands on staff time with expanding numbers on the new BEd (PE) course (an intake of up to 180 at its maximum) and there was also a sense of confidence about the future of providing short in-service courses for teachers. In light of these factors, two further outdoor staff were appointed, Alan Hunt and Carol

McNeill. This strengthened team was able to cover the range of activities offered much more competently, particularly when Barry Smith joined the staff in 1975.

An expansion of the work was made possible in 1978 with the establishment of the year-long Diploma in Recreation and Leisure. Whilst none of the outdoor staff could claim extensive academic experience in this area, they were very familiar with the Scottish countryside and were called upon in a supportive role. Although this was a very small part of the work at that stage, it was valuable in that it proved to be a basis for the College to develop a BA (Hons) in Recreation (now entitled Leisure Studies), which began in 1983 and provided outdoor staff with many opportunities to diversify their work. It is worthy of note that many past graduates of this course have pursued careers in a range of work out-of-doors, from various avenues in teaching to countryside planning and management.

Unfortunately, from the late seventies, there had been a marked decline in the numbers applying for the 'One-Term' outdoor course which, although these numbers rose again during the early eighties, led to it being discontinued in 1985. Another factor which played a part in this development was that, in contrast to the view of Moray House College during the same period, at Dunfermline College the course was seen as being too expensive in relation to the acceptable fee which could be charged. In a sense this was hardly surprising as the course was 10-12 weeks of intensive outdoor educational experience (it included 3 weeks of winter activity, 2-3 weeks of sailing, a week of rock-climbing in Glencoe, a week kayaking on Speyside and then a self-conducted expedition). The loss of this course must be seen as a retrograde step as it did, in a short period, allow interested individuals to gain an intense personal experience of outdoor education to carry back into their school or centre.

During the period from 1980 to 1985, Liam Carver took early retirement, Carol McNeill left to devote more time to developing orienteering, Barry Smith spent several years in academic study in Canada, and Alan Hunt arranged an exchange to Australia. This left John Cheesmond (primarily) to guide the Outdoor Education Section towards the merger with Moray House in 1987.

## **Moray House College of Education (1940s to 1987)**

From the late 1940s a group of staff, led by Jack Frame and Cecile Maclachlan were visiting Glenmore Lodge with students for an annual week of integrated outdoor education which recruited students from the entire college. It was the beginning of a long and close relationship with 'The Lodge' and is referred to by Catherine Loader (1952) in what appears to be the earliest book written about 'outdoor education' in the UK: 'Cairngorm Adventure at Glenmore Lodge'. Incidentally, it provides a fascinating insight into the origins of education outdoors in the UK and the very broad focus of the early courses at Glenmore Lodge.

The first lecturer appointed specifically for outdoor education was Eric Langmuir, at that time Principal at Glenmore Lodge. He started in 1970, by organising a course known as an 'elective', for trainee secondary teachers. This always popular course is still running today, despite a few stutters in the 1980s. Over 500 secondary school teachers have benefited from it, many going on to become full-time outdoor education teachers. Perhaps not surprisingly, the main emphasis during the year was mountain leadership training.

There was considerable support for outdoor education from the Scottish Office from Murray Scott, HMI, also a former Glenmore Lodge Principal, from the influential John Cook, Depute Director of Edinburgh City Council and from John Boyd Anderson who had been responsible for the building of Lagganlia Outdoor Centre and the Hillend Ski Centre.

Eric attempted to initiate a full-time course in 1971 but underestimated the obstacles he faced, primarily as a result of the poor understanding of outdoor education amongst colleagues.

However by the following year with the difficulties over, Kim Meldrum and Neville Crowther had been appointed to join Eric in staffing the new Diploma course, which began in September 1972 with 12 students, all male! Apart from one other year, it was to be the last 'single-sex' year of the course.

There was a strong element of prescience in fighting for the establishment of the course at that time, and its sad justification came of course as a result of the Cairngorm tragedy noted earlier. Whatever Institutional reluctance still existed subsided and the Diploma Course went ahead. Staff wanted it to be based on practical experience of the 'wild outdoors', to encompass all the educational opportunities that this environment offered, and provide a comprehensive grounding for the full-time professional outdoor teacher. The emphasis was on 'direct experience' and the belief that any academic development must be located fully in this context. The course Eric planned and initiated then, has only changed slowly over the years and has never wavered fundamentally from this philosophy which begat it, 25 years ago.

The main emphasis of the course was on practical experience from the start, with the traditional five pursuits (climbing, canoeing, sailing, skiing and orienteering) forming the core of skills training and also the main goal of the 'paper chase' for most students. Whilst staff well understood this goal the needs of the job-market did create an unwelcome bias towards activities with certification. The more cerebral activities only gained true acceptability with the introduction much later of a modular structure which imposed more balance. In the early years, however, before the fragmentation of the traditional pursuits into more end more specialist sectors, it was possible to run a 'monolithic' course where everyone was expected to, and did everything. The college became largely a place to collect specialist gear, before 'zooming off' to some wonderful location for the next activity. 'After 6 weeks we had muscles on our spit' recalled one young lady, 'whereas before we knew little of either!'

Additionally weekends and vacation-time weeks were spent with the 'elective' students, camping and bothying in different mountain areas. The numbers varied but at its peak in the late '70s as many as 50 students from both courses might be away simultaneously at Easter or New Year in Snowdonia or Wester Ross. The Diploma programme was not of course as narrow as might be implied. Long before it became fashionable as 'canyoning' students went 'plunge -pooling'; sub-aqua was linked with the lifesaving course and with a college society; lapidary and map-making were tied in respectively with geology and navigation courses; and until it ceased in the late 1980s, a potholing course was included in a week in each December. A week of coastal cruising around the Western Isles was linked to the long-running environmental studies course on the Island of Rum (a National Nature Reserve). This latter course began when the Director of the Nature Conservancy Council (Dr John Morton-Boyd) invited the college to come to use the island for study. The opportunity was eagerly grasped and the college was the first to use the island for such purposes. He would be delighted to know that it is still going strong and we continue several long term annual ecological studies as well as maintain the educational focus of the visit. For many students this remains the highlight of the year, with its mix of mountain, sea, cultural interest and natural history.

If Rum was not the most memorable experience of the year the choice would be the final expedition, planned initially to be a culmination of all or much of what had been learned in the year. It was to be 'mounted in a remote and relatively undocumented location and give an opportunity for collective endeavour of an exploratory nature'. Some of the localities visited include Lapland, Picos de Europa, Jotunheimen, Slovenia, Hedmark, the Queras and of course the Highlands of Scotland. A more detailed outline of the course and its structure is documented by Parker and Meldrum (1973).

In other ways present students would find life a great contrast. In 1972 all but one were on secondment with full salary, many had additional allowances and at the end of the year all went, deservedly to well paid jobs, some as advisors, centre wardens or

principals. The course ran from September to the end of July and included two placements and a 5 week expedition. It was perhaps too long, particularly for the married men (as most of them were). This became obvious when, about 3 weeks into the expedition students and staff decided to come back early from Arctic Norway to conclude the course only to find that the rest of the college had long since gone away on summer holidays!

Inevitably there have been staff changes. In 1974 Kim Meldrum left for a post in 'recreation and leisure' in Greater Manchester and Bob Smith arrived from Glenmore Lodge to take his place. At the end of 1975, Eric Langmuir left to take up an appointment with Lothian Region and Nev Crowther became course leader. The course remained essentially practical in nature and this is reflected in Nev's frequent 'half joke' that his only contact with college administration was twice a year; the first occasion to tell them how much and when he wanted money and the second to tell them to whom the Diplomas certificates should be sent!

Meantime Bob Lawrie, who, like Kim, had been employed at Edinburgh University, had joined in place of Eric. By the end of 1976, clouds were gathering and the resulting changes came close to sinking the Diploma course. The first and most serious change, as the course was unique in this respect, was the abolition (virtually overnight) of secondment. Despite lots of good applicants as ever, recruitment crashed. It took a couple of years to sort out a strategy for survival. Accepting twice as many students as staff could reasonably be expected to teach was one, with of course the expectation that a viable number would arrive on the first morning. Nev claims that he never knew how many to expect, and that you'd find him wandering around the college looking for people with rucksacks .... 'Are you on the Diploma in Outdoor Education course?' ..... 'Well do you want to be?'. Accepting people from outside teaching despite pressure from the Unions, was another policy which staff never regretted fighting for. In the light of the confusion as to what kind of person is employed to teach outdoor education in the mix of state, charitable and private provision, it may seem bizarre today but the Unions thought this represented a 'back-door' entry to the profession! Those who enrolled came initially from community education and social work backgrounds, but subsequently a broad spectrum of others have applied (Figures 1 and 2).

The big teacher-recruitment drive of the early and mid-70s was over. There was also a general 'tightening-up' of college procedures. Budget proposals 18 months in advance, course reports and scrutiny from a Board of Studies and External Examiners all became part of life. Staff coined the word 'administrivia' to describe this annoyance, but in essence it was all part of the drive towards 'accountability' which has led to some changes for the good and some less so. However the students did continue to attend, although by now considerably impoverished, compared to their predecessors. A wide range of creative strategies have been employed to make ends meet, including camping out, sleeping in cars and living on baked potatoes! Students came from abroad, quite a few from Australasia and Ireland and one from Bombay.

Bob Smith left at the end of the 1970s expecting meltdown, and Bob Lawrie via his interest in computing, gradually slipped away in the mid-1980s to the Maths Department; it certainly offered better prospects for comfort in his later years than teaching sailing in the North Sea in November. As with John Cheesmond at DCPE, Nev Crowther was left at the helm to steer the Moray House Outdoor Education section, together with the Diploma course towards merger.

Throughout the time when the course was based at the Holyrood Campus of Moray House staff depended upon the services of 'outsiders' who became close friends, to service the requirements of the course. Four particularly spring to mind: Livingston Russel and Cecile McLachlan from other departments in the College; Richard McHardy with his inimitable passion for, and knowledge of, mountaineering and Faz Faraday who has taught on more years of the Diploma course than almost anyone else.

## Moray House Institute of Education (1987 to 2000)

In 1987 the amalgamation Of Moray House College and Dunfermline College took place and the staff, resources and courses were all relocated to the Cramond Campus. The responsibility for the Diploma course passed to John Cheesmond, who also inherited the problems of modularisation in an increasingly bureaucratic world.

In addition, at the same time the Scottish Education Department determined that the preparation of physical education teachers of both sexes would be conducted in future at Cramond, rather than separately at the former Dunfermline College of Physical Education and the Scottish School of Physical Education at Jordanhill College, in Glasgow. For those involved in outdoor work at the various institutions, this led to the arrival at Cramond of the Diploma in Outdoor Education, formerly based at Holyrood, accompanied by Neville Crowther and, from the SSPE, Alastair Morgan and Andrew Maile, making, with Barry Smith, a group of five staff who were largely involved in outdoor work with various courses (Alan Hunt having retired earlier in the year to operate as a mountain guide).

Fortunately, although many areas of staff interest and expertise overlapped, the backgrounds of the five staff were sufficiently varied for them to be able to make major contributions both in- and out-of-doors in a range of courses, whilst also conducting the Diploma and seeking to move that course towards validation by the Council for National Academic Awards (CNAA). This was achieved in 1990, with the retention of the essential practical elements of the former course being a significant accomplishment. In addition to staff having a variety of outdoor backgrounds, they had come together from Institutions with very different cultures at a time of considerable turbulence in the Scottish college system. In view of this, it seems fair to say that their capacity to work effectively together and to forge or cement long term friendships was to their credit and is perhaps a manifestation of the beneficial effects of working out of doors.

From 1990 an 'institutional linkage' was established with Heriot Watt University (Edinburgh) and the Postgraduate Diploma was validated by the University in 1992. The recognition of the quality of the course resulting from this and the Council for National Academic Awards validation represented an important milestone in the history of the course. Acceptance of the academic validity of a mix of theory, practical and professional work within the course has been instrumental in achieving respect internally and externally, and in raising awareness of outdoor education as a valid discipline for study.

In 1992 John Cheesmond retired as did Nev Crowther the following year. Hard on their heels were Barry Smith in 1996 and Alastair Morgan in 1997. Despite the financial pressures within Higher Education the college maintained its support for the subject area through the appointment of Peter Higgins (in 1992), Anne Salisbury (in 1993) and Peter Gwatkin (in 1998). All three have a strong background resulting from their previous appointments in a range of outdoor centres in the UK. In addition, many staff have been bought in for particular courses, or have given their labour free of charge. It is a credit to the nature of the type of individual the course attracts that there has never been a shortage of willing helpers, many of them previous graduates themselves.

The main course developments during this period were the revalidation of the Postgraduate Diploma course in 1995 when Heriot Watt University also validated an extension to the programme to extend it to offer the first Masters (MSc) degree in Outdoor Education in the UK to be run on an annual basis. Two more validations have followed, each generating only slight changes to the framework and programme which have proved so successful over the years.

During this period the outdoor staff have continued to maintain involvement in other degree courses and have offered a range of modules to students following a wide range of other pathways. For example, outdoor education modules are now available within

the BEd (Physical Education), BA (Leisure Studies) and the Post Graduate Certificate of Education. Staff see the offering of opportunities to a wide range of students as an important aspect of their work at the college, although there is still an understandable emphasis on the Postgraduate courses as they are held in such high regard and consequently represent an important form of training for the profession.

With an increasing emphasis on academic success as a measure of achievement of course members it will come as little surprise that the course validation panels have commented on the value of the approach taken by staff to the inculcation of 'professional practice' which integrates 'outdoor activities' with 'environmental education' and 'personal and social education'. Course members are required to undertake a number of practical modules, a placement and a three week expedition. These are seen as vital in both the professional training of graduates and to set into context the theoretical aspects of the course (for more details see Higgins and Morgan, 1999). All theoretical and practical aspects of the course are assessed using a variety of means.

Recruitment for the Postgraduate Diploma has remained restricted to around 12 or so, and the Masters intake has settled at about half a dozen. One of the notable trends has been towards more part-time enrolment, particularly for the Masters course. This may be due in part to the fact that it is a course requirement that direct entry Masters students have worked for at least two years in outdoor education, and those enrolling may be unwilling to give up employment. Nonetheless, most course members do still give up jobs, leave families in other parts of the country, sell homes etc in order to attend! Without their commitment there would be no course at all.

## Reflections and Crystal Balls

Whilst other colleges have over many years provided high quality training for outdoor educators (notably the PGCE at Bangor and the BA/BSc at Charlotte Mason College (now University College of St Martin)) there can be little doubt as to the significance of the 'Edinburgh courses' in the training of outdoor educators in the UK. The professional background and post-training employment destinations of over 20 years of graduates is illustrated in Figure 2. Whilst it would be almost impossible to chart the careers of all of these graduates to the present day, a fair proportion do maintain contact with present or retired college staff and the majority have enjoyed a varied career in outdoor education.

The operation of these programmes in institutions dedicated to the running of a variety of non-outdoor courses has, in some contrast to well run 'single interest' outdoor centres, always been fraught with a mixture of problems. Some of these are related to the provision of resources, whilst others can be linked to 'conflicts' with staff from other subject areas who are, understandably, unaware of the essential nature of a subject which might seem to them to be more recreational than a serious educational endeavour and the business of preparing students for the world of work. The periodic absence of outdoor staff from meetings is also noted with interest! This perception has probably not been helped by the sense of elation often emanating from returning students. Little wonder perhaps that some Edinburgh based colleagues, not alert to bulging mail trays, sagging shoulders and furrowed brows, conclude that outdoor staff are simply instigators of frolics and fun!

Whilst provision of resources at Moray House has rarely been bountiful, College managers have consistently made efforts to foster both the range of outdoor provision in the Institution and, sometimes by flexibility of approach, enable it to retain much of its essential quality. Consequently it has been possible to develop the academic dimensions of the courses whilst retaining an extensive practical and professional focus, although this requires great commitment from staff and students and is not without tensions (Higgins and Morgan, 1999). That the courses continue to flourish is also in many ways a tribute to these managers, who have clearly been persuaded of the value of this ethos.

Figure 1 DIPLOMA / MSc IN OUTDOOR EDUCATION (1972 - 2000)					
Summary of Enrolment			Professional Qualifications		
Year	No. of Course Members Enrolling	No. of Course Members Qualifying	Teachers	Youth & Community Qualified	Others
1972-3	12	12	10	1	1
1973-4	9	9	9	0	0
1974-5	11	10	11	0	0
1975-6	10	10	9	1	0
1976-7	6	6	6	0	0
1977-8	7	5	5	1	1
1978-9	7	7	7	0	0
1979-80	10	10	8	2	0
1980-1	6	6	6	0	0
1981-2	6	5	3	1	2
1982-3	12	12	7	2	3
1983-4	13	13	7	1	5
1984-5	10	10	9	1	0
1985-6	12	12	8	0	4
1986-7	14	14	13	0	1
1987-8	8	8	6	1	1
1988-9	12	10	8	4	0
1989-90	18	18	11	3	4
1990-1	14	14	6	6	2
1991-2	15	15	10	1	4
1992-3	12	12	6	3	3
1993-4	12	12	6	1	5
1994-5	12	12	4	1	7
1995-6	11(+5)	10	4	3	9
1996-7	14(+6)	11	8	0	12
1997-8	11(+4)	11	3	1	11
1998-9	11(+7)	10(+2)	7	2	11
1999-00	8(+6)	(+3)	3	2	9
Totals	331	279*	200	38	95

**Part Time Students**

Figures in brackets indicate the number of part timers enrolling and subsequently qualifying. All take at least 2-3 years to complete the course.

**MSc Students**

Of those enrolling in the course the following numbers (in brackets) have been full or part-time:

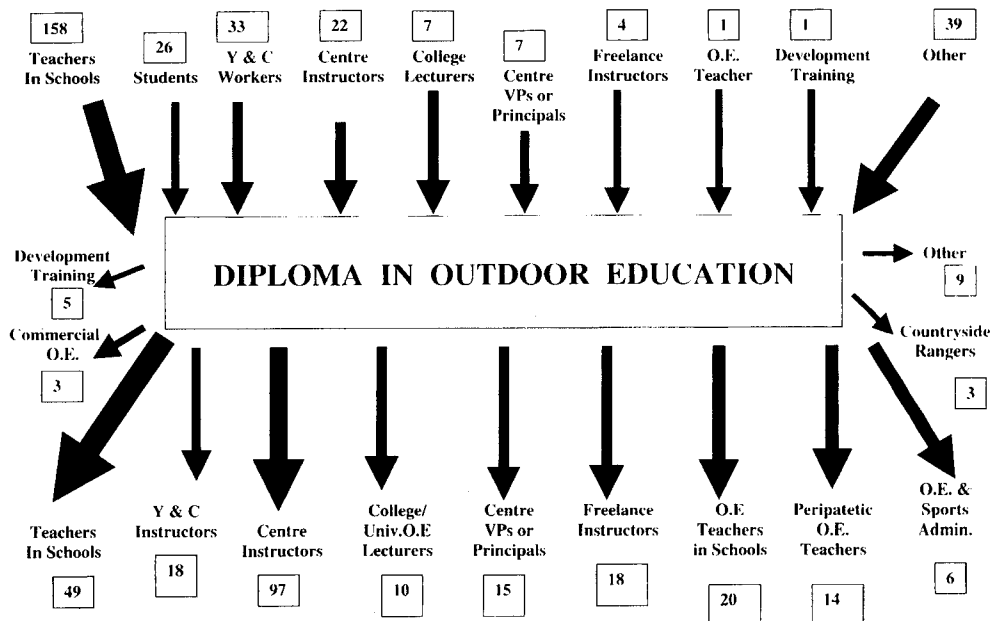
MSc Students 95-96 (1), 96-97 (7), 97-98 (3), 98-99 (7), 99-00 (5).

\* A further 31 (full & part-time) students are currently enrolled.

Figure 2

**OCCUPATIONS OF COURSE MEMBERS**

\* Before and After Course 1972 - 2000



\* Pre course information includes 1999 intake

The politics of Higher Education Institutions and their relationship with Government is never easy to unravel but there has been a clear shift in recent years away from support for the smaller independent colleges. The result for Moray House was a full merger with Edinburgh University in the summer of 1998, the combined institution now being one of the largest in Britain. Although the long term implications for the outdoor education courses are difficult to predict, there will certainly be some changes. Perhaps the biggest challenge will be to convince yet another academic institution of the tremendous value of courses which are able to satisfy the sometimes conflicting demands of the academic, practical and professional. In particular, the financial demands of such courses often seem high, but more carefully focussed comparisons with other courses such as those which require extensive classroom, laboratory or sports facilities, may prove otherwise.

So far the signs are positive, with a recent review of undergraduate programmes providing the opportunity to combine a number of outdoor education, education, community education and environmental studies modules into a new structure. Consequently a new BSc in Outdoor Education with Environmental Studies will begin in the new Faculty of Education of the University of Edinburgh in October 2000. A number of Masters students are now submitting dissertations (on subjects as diverse as the Mountain Leader Award Scheme, skill acquisition in kayaking, the contribution of outdoor education to education for sustainability and likewise for spirituality) and this will be a positive contribution to the body of knowledge in the sector. Currently three PhD students are working on outdoor education topics relating to 'the work of the Ocean Youth Club', 'sustainability education in outdoor education centres', and 'the contribution of outdoor education programmes to raising achievement'. In addition a Research Assistant has been working with us on the issues associated with hunting<sup>1</sup> and hillwalking in upland Scotland.

Over the past year the General Teaching Council for Scotland has been reviewing the possibility of training outdoor educators through a Post Graduate Certificate in Education, although a final decision has not yet been taken. Teachers in schools must, of course be appropriately trained and registered, and it has always seemed ironic that there has been no formal recognition or support for education and training in such a complex and potentially hazardous area as outdoor education. If this PGCE becomes established it will have a very welcome and significant effect on the opportunities for both training and employment in outdoor education in Scotland.

Recent trends in the provision of outdoor education are viewed with some concern by those who believe the focus should be 'education' 'outdoors'. Such provision in schools has declined (Higgins, in press) and whilst there has been an increase in diversity of provision in the sector, it is not at all clear that this has education as its central focus. In many cases, outdoor centres now employ short duration, high excitement activities which do not maximise educational opportunities (eg see Rubens, 1998). Through the development of undergraduate and postgraduate courses such as these, the University of Edinburgh (and other academic institutions) may do something to counter this trend.

It is to be hoped that the the merger with the University of Edinburgh will maintain the position of Moray House as one of the leading institutions teaching outdoor education in the United Kingdom, and that rich personal experiences will continue to be made available for fresh generations of students. Hopefully, their most significant memories will continue to be drawn from their experiences of snowholes in the Cairngorms, kayaking on the River Findhorn, self-catering at 'Woodlands', eagles on the Island of Rum, the inevitable 'differences of opinion' during expedition planning, and of course, happy days in the library!

### Bibliography

HIGGINS, P. (1995) *Outdoor Education Provision at Moray House Institute of Education*. Scottish Journal of Physical Education. 23 (3), 4-11.

HIGGINS, P. (in press) *Outdoor Education in Scotland*. In: J. Bailey and S. Priest (eds), *International Perspectives on Outdoor Education and Adventure Programming*. Kendall Hunt.

HIGGINS, P. and MORGAN, A. (1999) *Training Outdoor Educators: Integrating Academic and Practical Demands*. In: P. Higgins and B. Humberstone (eds), *Outdoor Education and Experiential Learning in the UK*, Luneberg: University of Luneberg Press, p 7-15.

LOADER, C. (1952) *Cairngorm Adventure at Glenmore Lodge*. Edinburgh: William Brown.

PARKER, T. and MELDRUM, K. (1973) *Outdoor Education*. London: Dent.

RUBENS, D. (1998) *Some Ideas on Adventure and Learning*. In P. Higgins and B. Humberstone (eds), *Celebrating Diversity: Learning by Sharing Cultural Differences in Outdoor Education*. Buckinghamshire: European Institute for Outdoor Adventure Education and Experiential Learning. p. 65-70.

<sup>1</sup> The term 'hunting' is used in preference to the euphemisms of deer 'stalking' and grouse 'shooting' as the former term is internationally understood and does not carry the same 'cultural baggage' as the latter terms.

<b>FIGURE 3</b>	
<b>OUTDOOR EDUCATION OPPORTUNITIES AT MORAY HOUSE INSTITUTE, FACULTY OF EDUCATION, UNIVERSITY OF EDINBURGH</b>	
BSc Outdoor Education With Environmental Studies	An undergraduate degree programme combining outdoor education, environmental studies and a range of education and management options
PGCE Secondary Outdoor Education Elective	Currently an elective supplementary programme
Post Graduate Certificate in Outdoor Education	A short introduction to theory and practice
Post Graduate Diploma in Outdoor Education	A one-year practical, professional, and academic training
Masters (MSc) in Outdoor Education	A one-year professional and academic training course for experienced practitioners
PhD	A three-year degree by research

**University of Edinburgh**  
**Moray House School of Education**  
**Outdoor Education Department**

We offer the following programmes:

Postgraduate Certificate in Outdoor Education

Postgraduate Certificate in Personal and Social Outdoor Education

Postgraduate Certificate in Environmental Education

Postgraduate Diploma in Outdoor Education

MSc in Outdoor Education

PhD by research

If you are interested in information on the courses of study we offer please take a look at our web page at

<http://www.education.ed.ac.uk/outdoored/>

You can also email us at:

Prof. Pete Higgins, [pete.higgins@ed.ac.uk](mailto:pete.higgins@ed.ac.uk)

Dr. Peter Allison, [peter.allison@ed.ac.uk](mailto:peter.allison@ed.ac.uk)

Dr. Robbie Nicol, [Robbie.nicol@ed.ac.uk](mailto:Robbie.nicol@ed.ac.uk)

Dr. Simon Beames, [simon.beames@ed.ac.uk](mailto:simon.beames@ed.ac.uk)

Further publications by the Outdoor Education faculty can be found in the Research section of the web page as well as in each faculty's biographical page under the heading publications.