

European **LE**arning **S**yllabus for outdoor **A**nimators





Colophon

ELESA was jointly managed by training providers on the one hand and by outdoor employers' associations on the other.

Training providers:

- UC Leuven-Limburg (UCLL), Belgium; Dries De Ruytter * (assisted by Brenda De Fré)
- Coaching Ireland, Limerick, Ireland; Fiona Larkin
- University of Physical Education Budapest, Hungary; Gyongyver Lacza
- IDTOUR, University of Aveiro, Portugal; Nuno Lopes
- Institute of Health Sciences and Sports, University of Tallin, Estonia; Reeda Tuula
- Institute of Technology, Tralee, Ireland; Tomas Aylward

Employer associations:

- France Plein Air (SNEPSALPA), France; Jean-Yves Lapeyrère *
- Swiss Outdoor Association (SOA), Switzerland; Katrin Blumberg
- Vereniging Buitensport Ondernemingen Nederland (VeBON), Netherlands; Hans Lightermoet (assisted by Robert den Dunnen)
- Asociación Nacional de Empresas de Turismo Activo (ANETA), Spain; Lázaro Mediavilla
- Associação Portuguesa de Empresas de Congressos, Animação Turística e Eventos (APECATE), Portugal; Paulo Rocha
- Hellenic Association of Tourist Enterprises of Outdoor Activities (HATEOA), Greece; Michalis Tsoukias (assisted by Charis Kouthouris)

Coordination by:

- European Confederation of Outdoor Employers (EC-OE), Belgium; Herman Smulders *

* Management Team
www.elesa-project.eu

The ELESA syllabus was edited by Herman Smulders (assisted by all the partners of the consortium).

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The English version of the ELESA Learning Syllabus is the original version and should be considered the official text.



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Preface

Following on from the EQFOA (2006 – 2008) and CLO2 (2008-2010) projects, ELESA is the keystone of this three projects cycle. Its culmination is a dedicated training programme for professional Outdoor Animators to work in the sector.

Project	Aim	Main Output and deliverables
EQFOA	Describing the Sector	Functional Map & Competence Framework
CLO2	Developing learning outcomes from the competencies identified in EQFOA	Learning Outcomes Framework
ELESA	Developing a number of teaching and learning modules from CLO2	Dedicated Training Syllabus

Three projects cycle

From the start of this research process, the focus was always on the competences an Outdoor Animator needed to master, in order to operate successfully in the commercial Outdoor sector. These competencies led to the identification of corresponding learning outcomes. The resultant learning outcomes were divided into Soft skills (non-technical) and Hard skills (technical), in order to clearly differentiate all the generic competencies involved in outdoor animation from the pure technical competences linked to an activity. This avoids falling into the trap of reducing an outdoor animator to a ‘technician’ of the outdoors.

Indeed, if all commercial outdoor customers are interested in enjoying an activity in a safe and fun way, only very few place the ‘technical’ aspect of the activity as a priority. Safety and security are extremely important in the delivery of Outdoor Activities and it is vital for Outdoor Animators to hold a certain level of technical competences in the activity. However, the level of technical competences does not represent the essence and the purpose of the service that they deliver, nor does it correspond to the central motivation of the customer purchasing the service/outdoor programme.

The separation of these two sets of competencies (soft skills / hard skills) facilitated the analysis of how Active Leisure services dedicated to tourists, holidaymakers and leisure orientated customers are best delivered where the prime concern is ‘fun’ and ‘safety’ and not ‘technical performance’.

The 40 learning outcomes generated in CLO2 are ordered into **12 Module Descriptors** (soft skills). The ‘hard skill’ requirements (per selected outdoor activity) are outlined in the ‘*Professional Technical Capacities*’ (PTCs) *Descriptors* which identify the minimum technical ability / competence, required for an Outdoor Animator to operate in a given commercial setting.^{1 & 2}

It is not envisaged that PTCs would replace national awards or certifications but that the PTC process will be used to assess an Outdoor Animator’s technical competence to operate effectively in the commercial outdoor environment. The PTCs were developed so as to assess the required technical competence needed to animate a ‘*normal*’, ‘*day-to-day*’ outdoor activity offered by a typical outdoor service provider.

To more accurately define the ‘*normal, day-to-day*’ activity offered by an outdoor service provider, the concept of a ‘**Range of Action**’ is used.

The term ‘*Range of Action*’ refers to the physical and technical context within which the animator will work:

- The *physical environment* in which the ‘normal, day-to-day’ activity typically takes place (mountain, rock, sea, lake, ...etc.)
- The *technical environment* in which the ‘normal, day-to-day’ activity typically takes place (river grade, climbing grade, weather conditions, ...etc.)

The list of Outdoor Activities selected for the ELESA syllabus is currently an initial list of activities; if in the near future more PTCs are needed for other activities, this list can be extended. For instance whilst selecting these activities - because of the limited number of ‘Air’ activities on offer throughout the EU - the consortium did not include any activity from this group for the moment. Nevertheless, providers of ‘Air’ activities without doubt will also need PTCs in the near future.

It is important to note that the Module Descriptors only state the **sector specific** content of the Outdoor Animator training programme. Recommended teaching and learning strategies as well as assessment formats (didactic approaches) are identified but the final responsibility for the choice of teaching methodology remains with the training providers.

¹ http://www.elesa-project.eu/fileadmin/user_upload/documents/ELESA_Desk_Research_Summary.pdf (pp. 25-32).

² http://www.elesa-project.eu/fileadmin/user_upload/documents/ELESA_Desk_Research_Summary.pdf (pp. 36-44).



PART 1

A résumé of the Outdoor Environment³



³ This resume is primarily based on the ELESA 'Policy context' document:
[http://www.elesa-project.eu/fileadmin/user_upload/documents/
Policy_Context_of_the_ELESA_project.pdf](http://www.elesa-project.eu/fileadmin/user_upload/documents/Policy_Context_of_the_ELESA_project.pdf)

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Introduction

The Outdoors in its commercial aspect is a relatively young sector that developed in the 70's and more so in the 80's in certain countries whilst in others the sector only started to peak in the late 90's. In some eastern EU countries the concept is in fact just emerging.

Skiing for instance, started as early as the 60's in France, Italy, Austria and Switzerland and rapidly developed a domestic mass-market. Rafting was introduced from the United States into France and Switzerland in the mid 1980's, at the same time as windsurfing. On the other hand these commercial outdoor activities only developed mass-market appeal in the 80's for British holidaymakers, whilst other nations such as Russia became mass consumers as late as the early part of the 21st century.

If certain activities were developed fairly early in the post second world war period, others are only 10 to 15 years old. That is the case of High Rope Courses created in the late 90's. Similarly, such activities as canyoning and kite surfing are relatively new and some activities are literally invented to feed the tourism market's demand for new attractions (jet ski, quad, paintball, ...etc.).

It is interesting to note that some activities in their original format emerged from a somewhat 'technical' and 'sporty' background whilst others emerged due to a historical background. In France for instance, the armed forces have always been - and still are - to a certain extent involved in the development of horse riding.

However, the Outdoors activity market has mainly been driven by tourism growth. International tourist arrivals (ITA) worldwide sit at over 1.0 billion in 2012 (51.6% in Europe) with a global average annual growth of 4,1% from 2009 to 2012. ITA were estimated to reach 1.2 billion in 2014 (51.9% in Europe) and forecasted to achieve 1.8 billion arrivals in 2030 (41.1% in Europe) leading to an average annual growth rate of 2.6% (1.2% in Europe).⁴

Despite this significant increase, the outdoor tourism potential growth is even bigger, which is well portrayed in several studies that reflect this global trend. Extensive documentation and statistical analysis on 'adventure tourism' can be found in publications by the 'World Tourism Organisation' (UNWTO)⁵ as well as in publications by the Adventure Travel Trade Association (ATTA).⁶

At European level the 'Flash Eurobarometer 392'⁷ - a study conducted annually by the EC - stated that in 2013 about 13% of the European tourists have travelled for nature reasons (mountains, lakes, landscape...) and 5% were motivated by sport-related activities (e.g. diving, mountain biking...) which leads to a figure around 18% - both representing an average annual growth rate of 15.9% and 5.2% from 2009 to 2013.

Low cost flights, mobile phones and Internet have widely contributed to the expansion of commercial outdoor activities since the beginning of the 21st century. The recent development of both concepts of service and of leisure industry has certainly opened many opportunities for the outdoor sector over the last decades.

Nowadays, and as far as Europe is concerned, the Outdoors is a vast market with increasing numbers of EU citizens willing to move from one country to another for an outdoor vacation with friends and family, for a week-end break, a team building session or a stag/hen party, ...

Due to the fairly 'young age' of the Outdoors, the sector is in need of definition⁸, of organisation and of professional standardisation⁹; similarly, the sector is addressing issues such as consumer safety¹⁰ as well as standards for the delivering of services, staff training and minimum skills and competences.¹¹

In a service industry, one key aspect of quality assurance relates to the staff's ability to deliver the service in such a way that consumers will be safe and happy to further purchase the service on offer.

This is the reason why themes like Lifelong Learning Programme (LLP), European Qualification Framework (EQF), National Vocational Qualification (NVQ) and Quality Assurance are of prime concern to all professionals and their trade organisations.

Competence and skills in the Outdoors are consequently the prime drivers in the development of the ELESA project.¹²

4 IDTOUR analysis, based at UNWTO (2014) and Euromonitor (2014).
http://idtour.pt/pdfs/Tourism_and_Outdoors_Trends_ELESA.pdf

5 <http://media.unwto.org/press-release/2014-11-04/unwto-and-adventure-travel-trade-association-release-global-report-adventur>

6 <http://www.adventuretravel.biz/>

7 http://ec.europa.eu/public_opinion/flash/fl_392_en.pdf

8 H. Smulders (2010), Defining the outdoors, EC-OE, <http://www.ec-oe.eu/defining-the-outdoors/>

9 The European Confederation of Outdoor Employers (EC-OE), 2008, www.ec-oe.eu

10 H. Smulders, J-Y Lapeyrière & Ann O'Connor (2013), Non-regulatory measures related to the safety of outdoor leisure activities in the EU, DG Sanco, <http://www.ec-oe.eu/publications/>

11 EU ELESA project (2013-2015) : <http://www.elesa-project.eu/home/>

12 ELESA: European LEarning Syllabus for outdoor Animators (2013-2015), <http://www.elesa-project.eu/home/>

The Outdoor Environment

There are a few key aspects that historically distinguish the Outdoors from other industry and service sectors; these specificities can be viewed as the 'Outdoors contingencies'.¹³

Mobility of consumers

Outdoor activities are in essence located 'out of the doors' of the cities; of course a few dry ski slopes, indoor climbing walls ... are built within towns but most outdoor activities are run in the country side. Consequently, outdoor companies are very often located in remote rural settings and as such are key to improving local livelihood and in improving rural economic sustainability.

Whilst about 75% of the EU population live in towns and cities, outdoor activities induce a high level of consumer movement into the countryside. This results in a relatively high turnover of clientele on the one hand, and on the other hand, a diversity of consumers for a given outdoor organisation. In terms of competences, this means that a given outdoor company may have to cater for many different EU nationals.

This also means that consumers have rapidly gained an international overview of the outdoor sector, to the point that they may even know more about the options offered throughout the EU than the local professionals themselves: while a ski animator operates every winter on the slopes of the same village, some of his clients may have tried ski locations in several different countries.

Communication

Due to cultural and linguistic issues, the sector needs to employ staff with specific competencies. A company catering for a large number of a given clientele (Dutch, British, Flemish, Russian) will necessarily benefit greatly from animators and other members of staff who not only speak several languages but who also share the visitors' culture.

This is an issue that is often ignored. A local animator may be seriously competent in terms of knowing the local area and the technical skills of a given activity, however, if the animator due to his/her language limitations and/or due to a misunderstanding of cultural references, cannot communicate effectively with the clients, he/she will be perceived as a poor service provider if not as a dangerous one in certain cases.

In the Outdoors, no matter how good your technical skills may be, if you are unable to communicate with your clients, it simply does not work.

¹³ Policy context of the ELESA project: <http://www.elesa-project>, (pp.18-21)



Seasonality and the mobility of workers

The seasonal nature of many outdoor activities can promote the mobility of outdoor workers. To ski one needs snow, to raft one needs white water, for canyoning one needs a combination of suitable terrain and nice weather.

In order to earn a living, an Outdoor Animator specialised in for example rafting, has either to migrate – even out of Europe – according to the white water conditions, or to specialise (invest) in other activities that he/she can animate closer to home.

In many cases seasonal mobility also causes a handicap for the sustainability of local outdoor employers, be they private or public employers. Very often local employers, year after year, have to restart an expensive and stressful quest to recruit Outdoor Animators.

In order to enable Outdoor Animators to earn a fulltime income, a proper and adapted training which increases their competence across a number of outdoor activities, and hence their geographic and seasonal mobility, is paramount. On the other hand, proper and adapted training would certainly also significantly reduce the economically harmful 'dropout' of seasonal workers in the outdoor sector as animators are more likely to remain in the sector if they can maintain a year round outdoor career.

The issue of generic competences is not only a key issue for the animators, but also for the local communities who need to offer all year round programmes. Hence retaining their local population; provided they are competent in multiple outdoor activities. The sustainability of local mountain / rural economy is consequently directly linked to the competence of the animators and their ability to deliver the outdoor programmes locally and on a yearly basis.

Impossibility to delocalise

Another specific aspect of the Outdoors is that a lot of activities are linked to the place where they are organised and as such they cannot be taken elsewhere. In effect, the location is synonymous with the outdoor activity.

Good examples would be hiking/trekking/climbing in Chamonix, surfing in Nazaré (PT), canyoning in Aragon (ES) or sailing in Greece.

In any case, a small mountain area benefiting from a canoeing river will keep on benefiting from this resource for a rather long time; the river will not disappear. Additionally, and particularly because of the environmental setting, outdoor activities are always very specific and cannot be delocalised.

Multitude of Outdoor Activities

Outdoor activities are numerous and the main ones have been classified during the first project on the matter. The EQFOA project produced a table subdividing outdoor activities into 5 'sub-sectors'. It is important to note that the outdoor sector is a very 'dynamic' sector and consequently the EQFOA list of activities might vary over time. The latter implies that any 'Outdoor Animator' training programme de facto must be flexible.

The educational and training environment

In order to obtain a coherent picture of the current training setting of Outdoor Animators, the ELESA consortium researched the education and training environment in the represented EU Member States.

By researching the educational environment it gradually became clear that this environment is quite extensive. Beside the traditional educational structures such as secondary and higher (non-university and university) education, links to the future Outdoor Animator training programme are definitely also to be found in the sphere of vocational educational and training. Moreover, useful links can also be found in e.g. sport education and tourism training programmes.¹⁴

While competence at the different levels identified by EQF is usually achieved and defined within the context of training and education awards, competence can also be gained and referenced to individual awards through a *process of Recognition of Prior Learning/ Accreditation of Prior Learning*.

During the CLO2 project the key competence of the professional Outdoor Animator was identified at **EQF level 5**. Therefore the functioning of education and training structures at this EQF level are of particular interest for the ELESA project.¹⁵

Across the EU, there are diverse programmes and awards offered at EQF level 5. Some are classified as **Short Cycles in Higher Education (SCHE)**. In several countries, SCHE is used as an access point to the first cycle in the *Bologna* process; the bachelor award (EQF level 6). This can involve a bridging programme or the incorporation of the accumulated ECTS credits from the previous training programme into the EQF level 6.

Recognition of professional qualifications: Mobility

The European Commission describes EQF as follows:

- *The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe.*¹⁶
- *In order to make the EQF work, European ... are invited to relate their national qualifications levels to the ... EQF and to indicate in all new qualification certificates, diplomas and Europass documents the relevant EQF level.*¹⁷
- *The EQF portal provides the results of the national process for relating national qualifications levels to the levels of the EQF. In "Compare Qualifications Frameworks" it is possible to verify how national qualifications levels of countries that have already finalised their referencing process are been linked to the EQF.*¹⁸

The ELESA Learning Syllabus is built upon the principles of EQF.

Though the ELESA consortium is fully aware that referencing to EQF is to be done at national level by the National Coordination Points (NCPs), from the start the ELESA learning syllabus was envisaged as functioning at **EQF level 5**. ELESA consequently relates essentially to the **ECVET** credit system and to **Short Cycle Higher Education (SCHE)**.

Furthermore, the European Commission states that *"Implementing the EQF requires that all qualifications that are related to the EQF, via national qualifications frameworks, are described in terms of learning outcomes."*¹⁹ The latter is exactly what ELESA is all about.

Moreover - and precisely because ELESA is built on learning outcomes - it is believed that ELESA also fits into tools such as **Europass**, offered by the EU in order to promote the mobility of workers.

This however, is only one side of the coin. The other side being the, **recognition of professional qualifications**.

As ELESA was conceived as a unique sector driven **pan-European** training programme for Outdoor Animators, ELESA can contribute to the mutual recognition of professional qualifications at European level. It will promote and facilitate **the mobility** of Outdoor Animators throughout the EU.

It is believed that precisely because of its pan-European approach, ELESA is fully compliant with the principles of the new EU Directive 2013/55 on the recognition of professional qualifications (replacing Dir. 2005/36). Directive 2013/55 is due to be operational from 18/01/2016 onwards.²⁰

14 http://www.elesa-project.eu/fileadmin/user_upload/documents/Policy_Context_of_the_ELESA_project.pdf

15 <https://ec.europa.eu/ploteus/content/descriptors-page>

16 [https://ec.europa.eu/ploteus/search/site?f\[0\]=im_field_entity_type%3A97](https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97)

17 <https://europass.cedefop.europa.eu/en/about>

18 <http://ec.europa.eu/ploteus/en/compare>

19 [https://ec.europa.eu/ploteus/search/site?f\[0\]=im_field_entity_type%3A97](https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97)

20 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:354:0132:0170:en:PDF>



Conclusions

Within the context of this brief introduction to the ELESA Learning Syllabus, the résumé of the Outdoor environment can be encapsulated in the following keywords: **EQF (level 5); ECVET; Short Cycle Higher Education (SCHE); learning outcomes based; Europass; recognition of professional qualifications (Dir. 2013/55); pan-European; mobility.**

ELESA



PART 2

The pathway to ELESAs

(8 steps process)



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The pathway to ELESA

Prior to the submission of the EQFOA project in 2006, the first ever meeting of Outdoor Consortium partners – involved in EU funded projects - took place in Lyon (France) in June 2005. The meeting involved 15 people of different backgrounds, namely Universities and Employers Unions. The purpose of the meeting was to initiate a process leading to the construction of a 'ready to use' Learning Syllabus for Outdoor Animators. Prof. Jean Camy (Univ. of Lyon1 - FR) is to be thanked for his input in initiating this long going EU process.

However, these first 'partners' clearly understood that the pathway to such an achievement would take a long succession of steps that had to be carefully planned.

Inspired by other projects such as that of the Fitness industry (the other aspect of Active Leisure) and work done in the field of Social Dialogue in France, the EQFOA project (2006-2008) was developed to answer the following questions:

- What is the Outdoors ?
- What are the jobs involved in the Outdoors ?
- What do these jobs consist of ?
- What are the functions occupied by those working in the Outdoors ?
- What are the competencies required (by the trade's employers) for these functions ?

The main deliverables of the EQFOA project were: ²¹

- 1 A definition of the Outdoor Sector;
- 2 The mapping of the occupations required in the Outdoors;
- 3 The full detailed description of these occupations, including that of the Outdoor Animator as the core occupation to be dealt with;
- 4 The detailed mapping of the functions of an Outdoor Animator, including in particular those relating to the delivery of the service;
- 5 The gathering by EU employer's national organisations of the competencies that were expected from the Outdoor Animators to successfully fulfil their functions and Outdoor duties.

Through a successful association of Training Providers and Employers' unions, EQFOA rapidly lead the Trade to believe that further steps should and could be achieved. A new consortium was therefore constructed and the CLO2 project (2008-2010) was submitted to complete two more major steps in the full process: ²²

- 1 Envisage the best position of the core occupation within the European Qualification Framework (EQF).
- 2 Determine what students should know and master at the end of their training in order to match the requirements previously set by the employers.

²¹ All relevant EQFOA documents can be consulted at: <http://www.ec-oe.eu/projects/eqfoa/>

²² All relevant CLO2 documents can be consulted at: <http://www.ec-oe.eu/projects/clo2/>



The CLO2 project was again a success and allowed the trade to ideally position the core occupation of the Outdoor Animator at EQF Level 5 and to develop a comprehensive Learning Outcomes Framework.

It has to be mentioned that CLO2 partners actually went quite far and were quite precise in the determination of the necessary Learning Outcomes. Indeed, the framework constructed not only included the Learning Outcomes matching all requested competences by the employers, but also suggested such issues as 'Learning strategies', 'Learning effort' (even further split into 'Directed Learning', 'Self-learning' and 'Workplace Learning'), 'Credit allocation' and finally 'Assessment Strategies'.

The quality of the CLO2 consortium and the strong involvement of the training providers from all over Europe resulted in the development of a very comprehensive documentation.

At this stage the Trade, with the support of the EU Commission, was clearly in a strong position to reach the goals set in 2005 and to finalise the last step of the process; that is to say to produce a comprehensive 'ready to use' Learning Syllabus for Outdoor Animators.

This was the key purpose of the ELESA project, which could not have been achieved without the comprehensive material produced during the previous EQFOA and CLO2 projects.

ELESA completed a pathway (initiated in 2005) that involved at various levels and within the different projects, as many as 26 organisations from 12 EU countries plus Switzerland, including 5 EU organisations, and many experts from various EU countries:

Training providers:

1. FR-UCBL University - Lyon
2. LT-LAPE University - Kaunas
3. ES-INEFC - Barcelona
4. FI-Vierumaki
5. BE-UCLL Leuven-Limburg
6. IR-IT'Tralee
7. EE-Tallinna Ulikool
8. GR-Democritus University of Thrace
9. UK-SPRITO (± 2006 +) / UK-SkillsActive
10. FI-HAAGA-HELIA - Vierumaki
11. PT-IDTOUR, University of Aveiro
12. HU-University of Physical Education
13. IR-Coaching Ireland

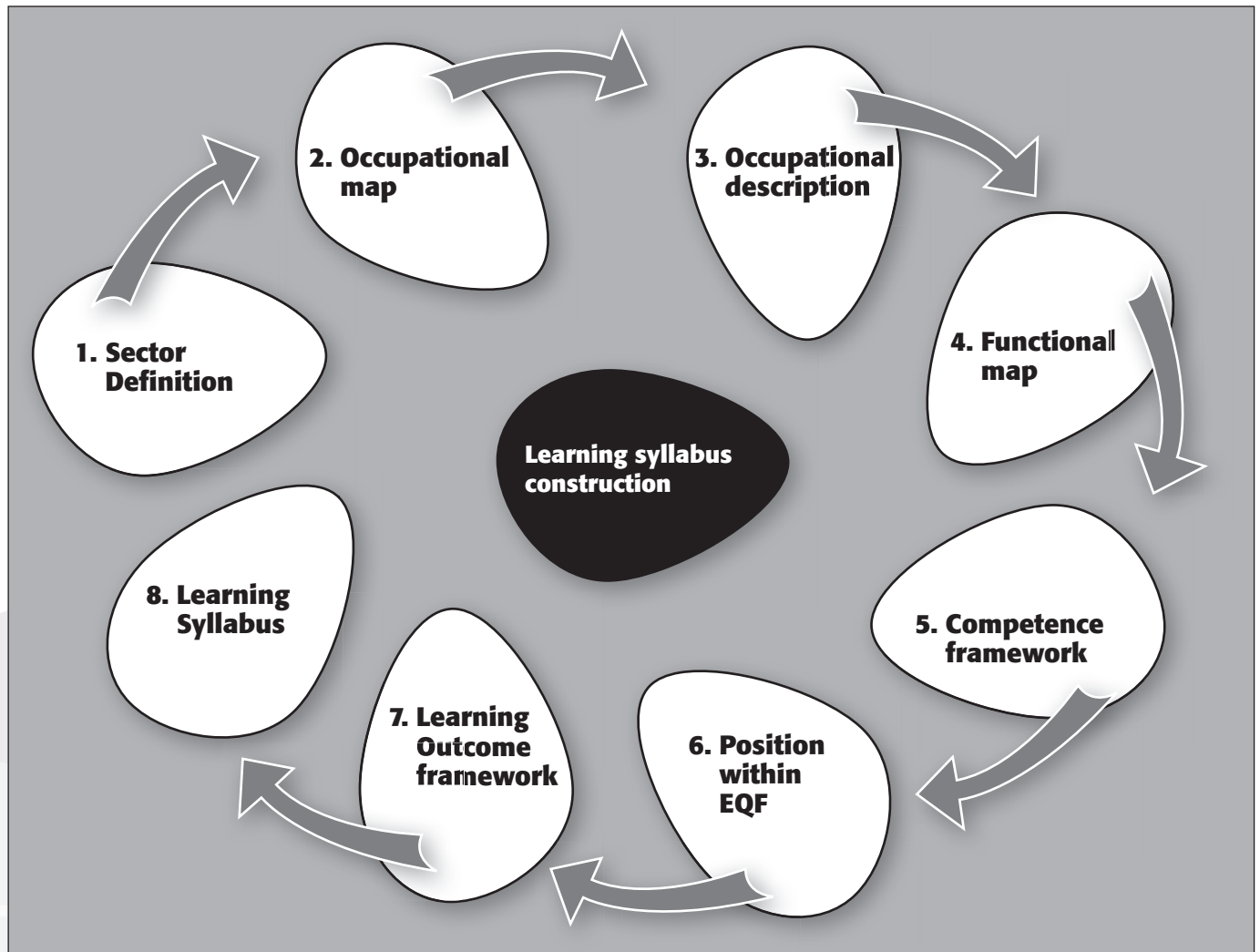
EU umbrella organisations:

1. EU-European Confederation of Outdoor employers (EC-OE)
2. EU-European Association of Sport Employers (EASE)
3. EU-European Observatoire of Sport and Employment (EOSE)
4. EU-EURO-MEI (European Trade Union)
5. EU-European Network of Sport Science, Education & Employment (ENSSEE)

Outdoor employers' associations:

1. FR-SNEPSALPA (France Plein Air) / FR-SNELM
2. IR-ILAM (± 2012 +)
3. NL-VeBON
4. BE-BFNO
5. PT-PACTA / PT-APECATE
6. CH-SOA
7. ES-ANETA
8. GR-HATEOA

The pathway finalised by the ELESAs project can be summarised as follows:



8-steps pathway to ELESAs

ELESAs



PART 3

Previously produced documents

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Overview and brief summary of previously produced documents

The amount of information produced during the course of the process is quite substantial and can be consulted on the EC-OE website ²³ and/or on the ELESA website ²⁴.

However, there are five key documents that served as milestones for the ELESA project and hence must be mentioned herein as particularly representative of the work achieved.

The most relevant overview tables of these five documents are attached to the present Learning Syllabus (ANNEXES). However, a brief analysis is essential to fully understand the construction process of the Learning Syllabus. The five documents are:

1. Occupational Map;
2. Occupational Description;
3. Functional Map;
4. Competence Framework and position at EQF 5;
5. Learning Outcomes Framework.

The documents in more details:

1. Occupational Map ²⁵

The Occupational Map covers the first two steps of the process by defining the Outdoor Sector in the broad sense. The occupational map also deals with issues such as the organisational structures and the activities of the sector, labour market information, key drivers, EU and national governance drivers, partner organisations and workforce.

Furthermore the Occupational Map includes a comprehensive overview of the four main jobs and the four related jobs retraceable in the Outdoor sector.

In its final Annex, the Occupational Map offers a list of the main outdoor activities. This list is of course amendable since new activities are often created, one of the latest being e.g. the Quad bike. (ANNEX 1)

2. Occupational Description ²⁶

This document provides a list of key bullet points that help determine the content of each occupation in the Outdoors. Hence, it focuses on the four main occupations that are directly linked to 'animation'.

These key points are listed as follows:

- The occupation title;
- An occupation description;
- The main responsibilities involved in the occupation in terms of animation;
- Logistics, commercialisation and administration;
- The requirements from the animator in terms of psychology;
- Physical aptitudes and social behaviour;
- The continuous professional development and career progression.

²³ www.ec-oe.eu

²⁴ www.elesa-project.eu

²⁵ http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_A_Industry_Occupational_Map_for_the_Outdoor_Sector_en.pdf

²⁶ http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_B_Industry_Occupational_Description_for_the_Outdoor_Sector_en.pdf

3. Functional Map ²⁷

The functional map is a comprehensive document presenting the 'key functions' of an Outdoor Animator ranging from:

- Key purpose of Outdoor Activities;
- Key areas;
- Key roles;
- Key functions;
- Performance indicators.

Although the document relates to every single 'key role' staff might encounter in the Outdoors, key functions and performance indicators were only identified for the most important 'key role' of the sole animator: '**Deliver the service**' (ANNEX 4) as this was the focus of the project.

4. Competence Framework and position at EQF 5 ²⁸

The final document of the EQFOA project, the Competence Framework presents the competencies required by an Outdoor Animator. The competencies were primarily identified by the EU outdoor employers (ANNEX 2).

The Competence Framework is based on 'Security and Safety' and regroups further competences within four themes, namely:

- Inner Aptitude;
- Interpersonal Communication;
- Environment;
- Equipment.

These competencies are also combined in four 'layers' consisting of:

- Foundation competencies;
- Common to all outdoor activities competencies;
- Knowledge and skills specific to the sub-sectors;
- Knowledge and skills specific to the activities.

Although the positioning at EQF Level 5 was determined after various exercises and debates, the ELES consortium choose not to include any specific documentation relating to this matter, other than the ones mentioned herein. One of the reasons also lies in the fact that - when registering at national level - definite determination of the EQF level 5 of the ELES 'qualification' is the responsibility of National Coordination Points (NCPs) ²⁹

5. Learning Outcomes Framework ³⁰

The Learning Outcomes Framework clearly bridges the gap between the Competence Framework on the one hand and the 'ready to use' Learning Syllabus for Outdoor Animators on the other.

The framework mainly consists in of eight sets of learning outcomes, together with the preconceived:

- Corresponding credits;
- Learning strategies;
- Assessment strategies;
- A detailed correspondence with the requested competences (as per the Competence Framework).

²⁷ http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_C_Functional_Map_Outdoor_Sector_en_.pdf

²⁸ http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_D_The_Outdoor_Animator_Competence_Framework_en_.pdf

²⁹ <https://ec.europa.eu/ploteus/en/recognition-qualifications>

³⁰ http://www.ec-oe.eu/fileadmin/Projekte/CLO2/2_Learning_Outcomes_Matrix_English.pdf



The eight sets of learning outcomes used as a steppingstone to finally create the 'ready to use' ELESA Learning Syllabus for Outdoor Animators are:

1. Animation skills;
2. Managing safety in the outdoor sector;
3. Managing technical resources;
4. Regulation and management of safety equipment;
5. Professional pedagogical and communication strategies;
6. Work practice;
7. Knowledge, appreciation and respect of the outdoor environment;
8. The human component in outdoor activities.

ELESA

PART 4

The Learning Syllabus



Co-funded by
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Introduction

The ultimate goal of the ELESA project is to produce a sector driven 'ready to use' syllabus for the training of Outdoor Animators.

The educational and professional environment in which the ELESA project is to be situated has been discussed in the '*Policy Context*' document³¹ whereas the research methodology, the development of the Module Descriptors and the PTC templates have been discussed in the '*Desk Research Summary*' document³².

The learning syllabus takes the form of a set of Module Descriptors plus the Professional Technical Capacities (PTCs) Descriptors required for 16 selected activities.

Based on the results of the 'Desk Research Summary' 12 Module Descriptors (soft skills) were identified in order to cover 40 selected learning outcomes.³³

The Module Descriptors describe:

1. Aim of the descriptor
2. Learning effort
3. ECVET credits
4. Prerequisite knowledge
5. Learning outcomes
6. Suggested teaching and learning strategies
7. Recommended assessment strategies
8. Syllabus items and content
9. Reading lists
10. Journals, websites and course material

As already mentioned in the preface of this syllabus, the Module Descriptors only state the sector specific content of the Outdoor Animator training programme. Recommended teaching and learning strategies as well as assessment formats (didactic approaches) are identified but the final responsibility for the choice of teaching methodology remains with the training providers.

The same reasoning applies to the sections 'Reading lists' and 'Journals, websites and course material'. These sections are left blank and can be filled in at the discretion of the training provider.

The PTC Descriptors (hard skills) focus on identifying and confirming the **Professional Technical Capacity (PTC)** required for an individual outdoor animator to animate a '*normal*', '*day-to-day*' outdoor activity offered by a typical outdoor service provider.

In order to identify the PTC *requirements* on the one hand, and the related performance criteria on the other hand, the PTC Descriptors in fact are twofold. The latter implies that for the 16 selected outdoor activities, a total of 16 PTC Descriptors are added to the syllabus.

Regarding the PTCs it must be reminded that this unique sector-driven concept does not intend to replace or discredit any existing training award, diploma, certificate, ...etc. Moreover, the underlying assumption is that it does not matter where and/or how the candidate Outdoor Animator achieved the ability to master the agreed PTCs. What is most important is that he/she can prove his/her capacity to demonstrate the requested PTCs in the appropriate natural and technical environment as defined by the sector.³⁴

In sum, the 'Learning Syllabus' is hence built-up by:

- 12 Module Descriptors
- 16 PTC Descriptors

31 http://www.elesa-project.eu/fileadmin/user_upload/documents/Policy_Context_of_the_ELESA_project.pdf

32 <http://elesa-project.eu/6/>

33 http://www.ec-oe.eu/fileadmin/Projekte/CLO2/2_Learning_Outcomes_Matrix_English.pdf

34 http://www.elesa-project.eu/fileadmin/user_upload/documents/ELESA_Desk_Research_Summary.pdf (pp. 38 – 41).

1. Module Descriptors

The 12 Module Descriptors are:

1. Outdoor environment
2. Outdoor animation as a profession
3. Basic safety programme
4. Managing general technical resources
5. Applied physiology
6. Workplace organisation – Management
7. Animation skills
8. Use of specific technical resources
9. Applied psychology
10. Pedagogy and communication strategies
11. Safety management
12. Workplace organisation service delivery



1 Outdoor Environment

Module Description/Aims
At the end of this module the student will be able to interpret the historical, cultural and natural characteristics of the landscape and outdoor environment; the student will also be able to outline and apply relevant laws, regulations, rules and norms. This background provides students with a broad understanding of the main resources and aspects of outdoor activities and tourists expectations.
This should be taken into consideration whenever an Outdoor Animator is working with tourists, in order to explain the environmental context, give accurate information and deliver a quality service.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
180	60	0	240	9

Prerequisite knowledge
N/A

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Describe and interpret the culture, history & local environment of the working place.
2	Describe and interpret the natural & geographical environment of the working place.
3	Describe and interpret international designations such as specific areas of conservation.
4	Apply the principle of “leave no trace” in the workplace.
5	Recognise & relate meteorology to topography.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	1, 2, 4 & 5	1 & 2
2	Practice to lead outdoor activities	5	1 & 2
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	1, 2, 4 & 5	1, 2 & 3
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	1, 2 & 3	1, 2 & 3
6	Lectures (Presentations, etc.)	1, 2, 3, 4 & 5	1, 2 & 3

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	1, 2, 3, 4 & 5	C
2	Performance assessment in the Outdoors	4	C
3	Portfolio, cases and projects assessment	1, 2 & 3	F
4	Reflective journal assessment	N/A	N/A
5	Written assessment	1, 2, 3, 4 & 5	F

Syllabus Items		
Item	Hours	Content
1	History, culture & social environment DL = 80 SL = 20 WL = 0	<ul style="list-style-type: none"> • World and national classified heritage • Other material and immaterial heritage and traditions in the landscape: architecture mountain/country style, local building techniques, history, ethnography, instruments and work tools, ... • Prehistory and history • Cultural environment: arts; folklore, songs, tales and legends learning, dressing codes and styles; gastronomy and oenology: principles and key information • Traditional economic activities in local and regional perspective
2	Natural environment DL = 60 SL = 20 WL = 0	<ul style="list-style-type: none"> • Geography • Key elements of characteristic landscapes: sites knowledge and geomorphology • Zoning natural areas: mountain, forest, rivers etc. • Orientation & navigation techniques: orienteering, topography, accessories knowledge, natural marks • Meteorology: clouds, rainfall, aerology, hygrometry, atmospheric pressure, storms, thunder, fog, ... • Climatology: climate, micro-climate, outdoor specificities • Water knowledge: hydrology and dam created floods, storms, altitude differences, groundwater, natural floods • Snow and avalanches: snowfalls, transformation, wind and heat influence • Natural habitats and classified areas • Principles and classification of flora and fauna biodiversity • Ecology
3	Outdoor activities: norms, regulations, impacts and infrastructures DL = 40 SL = 20 WL = 0	<ul style="list-style-type: none"> • Law, rules and norms for natural environment (context) • Delivering outdoor activities in diverse natural environments (concept) • Outdoor infrastructures & facilities (resorts, tourism offices, local governments, lift companies, ski patrols, shops, hotels, travel agencies, tour operators ...): constructions, revitalisation and uses • Concept of global sustainability • Relationship between human activity and environment • Strategies of "Leave no Trace", outdoor ethics • Outdoor activities: the importance of ecology, natural and cultural heritage routes • Researching the environment into the planning and conduction of the activity • Influence of climate on tourist territories • Landscape as a tourism resource and source of work • General framework and key of geography in tourism maps

Reading list					
Book Title	ISBN	Author(s)	Publisher	Year / Edition	
1					
2					

Journals, Websites & Course Material	
Type	Description
1	
2	

2. Outdoor animation as a profession

Module Description/Aims

At the end of this module the student will be able to outline the concept, history and culture of the professional environment and background of Active Leisure in general and the Outdoors in particular.

The student will also be able to analyse the professional position of the Outdoor Animator in this context and apply best practice in terms of service delivery.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
140	20	300	460	17

Prerequisite knowledge

Basic knowledge of different outdoor activities

Learning Outcomes

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

1	Identify and explain the characteristics of a professional Outdoor Animator.
2	Explain and apply best practices in leading outdoor activities (active).
3	Respond appropriately to changing circumstances in an activity session.

Teaching & Learning Strategies

	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	N/A	N/A
2	Practice to lead outdoor activities	2 & 3	3 & 4
3	Peer Leadership practice, Micro teaching / Role Play	2 & 3	3 & 4
4	Practice observation of Outdoor Animators at work	1	3 & 4
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	1	1 & 2
6	Lectures (Presentations, etc.)	1, 2 & 3	1, 2, 3 & 4

Assessment Strategies

	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	2 & 3	C
2	Performance assessment in the Outdoors	2 & 3	C
3	Portfolio, cases and projects assessment	2	F
4	Reflective journal assessment	2 & 3	F
5	Written assessment	1	F

Syllabus Items			
Item		Hours	Content
1	Sector context	DL = 45 SL = 5 WL = 50	<ul style="list-style-type: none"> • The concept of “Active Leisure” and the Outdoors, tourism and sport • Definition of active leisure, evolution of tourism and leisure: history, consumers’ approach evolution, social evolutions, perspectives
2	Active Leisure context	DL = 45 SL = 5 WL = 50	<ul style="list-style-type: none"> • Traditions of outdoor learning • Expectation of participants from outdoor activities • Current trends and issues in adventure leadership and animation • Methodology of adventure activities; active leisure programme, course of recreational activities • Models of practice in outdoor learning, learning cycles
3	Professional ethics	DL = 25 SL = 5 WL = 100	<ul style="list-style-type: none"> • Personal appearance and behaviour; savoir vivre • Personal attitude and attributes • Professional ethics • Codes of welfare for children
4	Professional identity	DL = 25 SL = 5 WL = 100	<ul style="list-style-type: none"> • Understanding the concept of competence • Developing one’s own professionalism • Competences of a tourist guide and Outdoor Animator • Personal profile in outdoor and tourism activities • Management of information and technology

Reading list					
Book Title	ISBN	Author(s)	Publisher	Year / Edition	
1					
2					

Journals, Websites & Course Material		
Type	Description	
1		
2		

3. Basic safety programme

Module Description/Aims
In this first module about safety, the student is introduced to the basic knowledge, skills and attitude required to ensure a safe environment for the clients and the Outdoor Animator him(her)self.
At the end of this module the student will be able to identify and explain European and national safety legislation for the Outdoors and to demonstrate First Aid skills appropriate for the Outdoor sector.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
40	20	0	60	2

Prerequisite knowledge
Module 2: Outdoor animation as a profession

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Identify and explain national safety legislation relating to outdoor programmes.
2	Apply and justify the national and local regulations relating to outdoor programme safety.
3	Gain first aid competences appropriate for the Active Leisure and the Outdoor sector and competently demonstrate the skills involved.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	3	3
2	Practice to lead outdoor activities	N/A	N/A
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	N/A	N/A
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	1, 2 & 3	3
6	Lectures (Presentations, etc.)	1, 2 & 3	1, 2 & 3

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	2	C
2	Performance assessment in the Outdoors	3	C
3	Portfolio, cases and projects assessment	N/A	N/A
4	Reflective journal assessment	N/A	N/A
5	Written assessment	1, 2 & 3	F



Syllabus Items

Item		Hours	Content
1	Liability & responsibility; insurance	DL = 10 SL = 10 WL = 0	<ul style="list-style-type: none"> • Concept of responsibility of Outdoor Animators and customers • Principles of liability: professional indemnity • Insurances: civil responsibility, employees and client personal insurance • Child protection awareness programme
2	Introduction to risk management	DL = 5 SL = 0 WL = 0	<ul style="list-style-type: none"> • Risk management terminology • Outdoor paradox and the balance of risk • Use of operations' manuals: practical tasks, introduction
3	Wilderness and outdoor first aid	DL = 25 SL = 10 WL = 0	<ul style="list-style-type: none"> • First aid in the wilderness and the Outdoors • Emergency care • Management of injuries • Dealing with incidents and unexpected situations • Emergency management • First aid kit: content, packaging, use and refit

Reading list

Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material

Type	Description
1	
2	

4. Managing general technical resources

Module Description/Aims
<p>This module is designed to prepare students to manage outdoor technical resources and equipment in a safe and efficient way.</p> <p>At the end of this module the student will be able to select, use and maintain all necessary tools, equipment, clothing and protective devices, as per related legislation, regulations, rules, norms, manufacture guidelines and trade best practice.</p>

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
200	60	130	390	15

Prerequisite knowledge
N/A

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Explain how to use equipment according to operational guidelines issued by manufacturers.
2	Comprehend and analyse how equipment works in order to make the activity happen; explain key features.
3	Take responsibility for the equipment in one's charge.
4	Monitor the use of equipment and recognise inadequate and unsafe use.
5	Identify and report problems and incidents relating to equipment.
6	Interpret the guidelines for equipment inspection and maintenance.
7	Identify and locate new information about activity equipment.
8	Follow procedures for stock control and storage.
9	Comprehend, explain and interpret EC marks.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	1, 2, 3, 4, 5, 6, 7, 8 & 9	3 & 4
2	Practice to lead outdoor activities	1, 2, 3, 4 & 5	3 & 4
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	N/A	N/A
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	9	1 & 2
6	Lectures (Presentations, etc.)	2, 6, 7, 8 & 9	1, 2 & 4

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	1, 2, 3, 4, 5, 6, 8 & 9	C
2	Performance assessment in the Outdoors	1, 2, 3, 4, 5 & 8	C
3	Portfolio, cases and projects assessment	2, 6 & 7	F
4	Reflective journal assessment	N/A	N/A
5	Written assessment	6 & 7	F

Syllabus Items			
Item		Hours	Content
1	Legislation & rules	DL = 20 SL = 10 WL = 10	<ul style="list-style-type: none"> • Legislation, standards, marks (symbols), certification applicable to equipment • Marking of equipment • Sourcing information about equipment manufacturer
2	Equipment general information	DL = 40 SL = 40 WL = 20	<ul style="list-style-type: none"> • Material behaviour, physics, composition and behaviour of materials, plastics and fibres, textiles, aluminium, iron and composite, prices, value for money, manufacturers visits, ... • Identify and locate new information about activity equipment
3	Use, storage & stock-control	DL = 80 SL = 5 WL = 50	<ul style="list-style-type: none"> • Instructions and rules related to equipment, adequate use as per manufacturers guidelines and trade best practice, work experience in an outdoor shop • Choose right equipment and clothing for the activities • Appropriate use of equipment • Storage usage recording and stock control
4	Misuse, incidents, reporting & repairing	DL = 60 SL = 5 WL = 50	<ul style="list-style-type: none"> • Problems due to equipment misuse and environmental impact • Possible incidents and accidents • Prepare and compile a report according to the problems and incidents relating to equipment • Repairing equipment: normal conditions and emergency

Reading list				
Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material	
Type	Description
1	
2	



5. Applied physiology

Module Description/Aims
At the end of this module the student will be able to outline and interpret how the basic principles of physiology, anatomy and biomechanics apply to the preparation, delivery and adaptation of an outdoor programme.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
50	10	30	90	4

Prerequisite knowledge
N/A

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Take into consideration aspects of human physiology & anatomy when pursuing outdoor activities.
2	Evaluate what different participants of outdoor activities can do/ cannot do in the context of the Outdoors.
3	Identify and react/ respond to changing conditions and their effect on the human body.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	1, 2 & 3	1, 2 & 3
2	Practice to lead outdoor activities	1, 2 & 3	3
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	N/A	N/A
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	1, 2 & 3	2 & 3
6	Lectures (Presentations, etc.)	1, 2 & 3	1, 2 & 3

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	N/A	N/A
2	Performance assessment in the Outdoors	1, 2 & 3	C
3	Portfolio, cases and projects assessment	N/A	N/A
4	Reflective journal assessment	N/A	N/A
5	Written assessment	1, 2 & 3	F

Syllabus Items			
Item		Hours	Content
1	Human body in movement	DL = 15 SL = 5 WL = 0	<ul style="list-style-type: none"> Anatomy: skeleton, articulations, muscles, organs, nervous and vascular systems Biomechanics: study of applying forces, action upon tools and individuals, physical consequences
2	Human body functions	DL = 15 SL = 5 WL = 0	<ul style="list-style-type: none"> Physiology: muscular functioning, ventilation, digestion, circulation Energy systems, aerobic and anaerobic capacity
3	Human body in outdoor context.	DL = 20 SL = 0 WL = 30	<ul style="list-style-type: none"> Fitness and healthiness issues Impact of physical activity on fitness and health Effects of environment on participants: psychological involvement of customers, fears, vertigo, motivation Key concepts about metabolism and thermo-regulation Dehydration, hypothermia-hyperthermia, exhaustion, injuries, stress Dietetics: caloric balance, needs during the activity, energy expenditure Medical history: analyse, care and caution, drugs, emergencies, emergencies

Reading list				
Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material	
Type	Description
1	
2	



6. Workplace organisation - Management

Module Description/Aims

This module outlines the principles of how the Outdoor Animator operates in the workplace including rules and regulations, company operations and product design and development. At the end of this module the student will be able to analyse, apply and reflect on these principles in the workplace.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
60	50	120	230	8

Prerequisite knowledge

Module 2: Outdoor animation as a profession

Learning Outcomes

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

1	Articulate one's capacity to reflect on one's professional practice as an Outdoor Animator.
2	Identify and prioritise the key aspects of the outdoor activity.
3	Operate according to the rules and regulations that apply within the industry / sector.

Teaching & Learning Strategies

	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	N/A	N/A
2	Practice to lead outdoor activities	N/A	N/A
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	2	2
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	1, 2	1, 2 & 3
6	Lectures (Presentations, etc.)	1, 2 & 3	1, 2 & 3

Assessment Strategies

	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	N/A	N/A
2	Performance assessment in the Outdoors	N/A	N/A
3	Portfolio, cases and projects assessment	2	F
4	Reflective journal assessment	1	C
5	Written assessment	2 & 3	F

Syllabus Items

Item		Hours	Content
1	Rules & regulations	DL = 20 SL = 20 WL = 50	<ul style="list-style-type: none"> • Tourism legislation : travel agencies, tour-operators, ... • Work legislation: code of work, internal rules, collective bargaining, pay slip, social security, unemployment funds, retirement, other social protection costs, ... • National and international company laws and regulations: legal/fiscal matters, juridical structures, tax, accountancy
2	Company functioning	DL = 20 SL = 20 WL = 50	<ul style="list-style-type: none"> • Company organisation and management, understanding people's roles within the company • Dual "in the field" leadership specificities (tour operator representative + local guide): responsibilities, communication, daily management, problem reporting
3	Product design	DL = 20 SL = 10 WL = 20	<ul style="list-style-type: none"> • Product design, product development: data collection and production technics, pricing, validation, marketing, commercialisation, sales, after sales service • Outdoor tourism products and packages, relationship with suppliers • Key aspects of practical in the field activity programmes, truly client orientated

Reading list

Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material

Type	Description
1	
2	

7. Animation skills



Module Description/Aims
This is a practical module dedicated to “managing and leading a group” in the field. At the end of this module the student will be able to animate groups and apply best practice in leading outdoor activities in terms of group management and human interaction.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
140	10	400	550	20

Prerequisite knowledge
Basic knowledge of different outdoor activities

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Animate independently groups of all types of individuals in the way they need it.
2	Lead and take responsibility of a session in a dynamic and active manner.
3	Analyse and respond to the needs of different participants (including those with special needs).
4	Explain (identify) and apply best practices in leading outdoor activities (reflexive).

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	2 & 3	2
2	Practice to lead outdoor activities	1, 2, 3 & 4	1 & 2
3	Peer Leadership practice, Micro teaching / Role Play	1, 2 & 4	1 & 2
4	Practice observation of Outdoor Animators at work	1, 2 & 3	1 & 2
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	N/A	N/A
6	Lectures (Presentations, etc.)	1, 2, 3 & 4	1 & 2

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	1, 2, 3 & 4	C
2	Performance assessment in the Outdoors	1, 2 & 3	C
3	Portfolio, cases and projects assessment	4	F
4	Reflective journal assessment	2	C
5	Written assessment	3 & 4	F

Syllabus Items			
Item		Hours	Content
1	Human interaction	DL = 70 SL = 5 WL = 200	<ul style="list-style-type: none"> • Social sciences: main characteristics of socio-cultural environments, management of foreign tourists • Human sciences: human behaviour in unknown territory, individuals management, confidence building and human valorisation technics • Psychological approach of customers • Trust and interpersonal relationship, initial control and permanent assessment of clients' comfort • Decision making concept
2	Group management	DL = 70 SL = 5 WL = 200	<ul style="list-style-type: none"> • Group dynamics • Cooperative games • Group management technics: organization, leadership, management, coaching technics, including clients with special needs • Supervision technics: environment organisation, anticipating clients' needs including special needs, psychological assistance, group transportation and move • Outdoor leadership styles and teaching strategies, characteristics of leadership • Trip leader/guide responsibilities toward the client, the company and the public • Role of the skilled facilitator in balancing risk and experience • Development of leadership skills and identification of leadership styles for working in an outdoor environment • Best practice for leadership in the Outdoors • Ethical issues: values and ethics in outdoor leadership

Reading list				
Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material	
Type	Description
1	
2	

8. Use of specific technical resources

Module Description/Aims
<p>This module is designed to prepare students to use in a safe and efficient way, all equipment and technical resources necessary for the activities, particularly those in which they wish to specialise.</p> <p>At the end of this module the student will be able to outline the risks and responsibilities of transporting people and goods in the context of the profession and apply best practice in the field.</p>

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
70	40	120	230	8

Prerequisite knowledge
N/A

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Explain how to use equipment according to operational guidelines issued by manufacturers.
2	Comprehend and analyse how equipment works in order to make the activity happen; explain key features.
3	Take responsibility for the equipment in one's charge.
4	Monitor the use of equipment and recognise inadequate and unsafe use.
5	Select group safety equipment and PPE (Personal Protective Equipment) appropriate to two specific outdoor activities.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	1, 2, 3, 4 & 5	1 & 2
2	Practice to lead outdoor activities	1, 2, 3 & 4	1 & 2
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	1, 2, 3, 4 & 5	1 & 2
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	5	1 & 2
6	Lectures (Presentations, etc.)	2	1 & 2

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	1, 2, 3, 4 & 5	C
2	Performance assessment in the Outdoors	N/A	N/A
3	Portfolio, cases and projects assessment	2	F
4	Reflective journal assessment	N/A	N/A
5	Written assessment	5	F

Syllabus Items

Item		Hours	Content
1	Equipment	DL = 40 SL = 30 WL = 90	<ul style="list-style-type: none"> • Specific equipment requirements and limitations: lakes & sea, snow, earth, stream, air • Matching equipment and clothing with activities, conditions and users • The array and role of personal protective equipment • Safety accessories: improvement of the use of accessories • Instruct and supervise the clients' use of their and other recreation equipment • Be able to repair specific equipment (in emergency situations)
2	Transport	DL = 30 SL = 10 WL = 30	<ul style="list-style-type: none"> • Driving issues: general behavior, safety checks, standard procedures • Transporting people: application of legislative and company rules, safety checks • Transporting goods: vehicle and trailer loading, rules, safety checks • The use of ropes, slings, knots and clasps to restrain outdoor recreation equipment in transit • Towing equipment trailers and roof racks: tools, safety checks, loading technics • Transportation rules and best practices for people with disabilities • Contribute to transport safety

Reading list

Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material

Type	Description
1	
2	

9. Applied psychology



Module Description/Aims
At the end of this module the student will be able to outline and interpret how the basic principles of human psychology apply to the preparation, delivery and adaptation of client-centred outdoor programmes.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
70	10	30	110	4

Prerequisite knowledge
N/A

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Evaluate what different participants of outdoor activities can do/ cannot do in the Outdoor context.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	1	2
2	Practice to lead outdoor activities	1	2
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	N/A	N/A
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	N/A	N/A
6	Lectures (Presentations, etc.)	1	1 & 2

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	1	C
2	Performance assessment in the Outdoors	N/A	N/A
3	Portfolio, cases and projects assessment	N/A	N/A
4	Reflective journal assessment	1	C
5	Written assessment	1	F

Syllabus Items			
Item		Hours	Content
1	Human mind in movement	DL = 35 SL = 5 WL = 15	<ul style="list-style-type: none"> • Principles of psychology • Comfort zone concept • Mental fitness and healthiness principles • Psychophysiology
2	Human mind functioning in outdoor context	DL = 35 SL = 5 WL = 15	<ul style="list-style-type: none"> • Principles of psychology applied to the Outdoors • Applied psychophysiology • Social education and environmental impact on behaviour • Comfort zone applied to outdoor activities • Clients risk perception and induced behaviour

Reading list				
Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material	
Type	Description
1	
2	

10. Pedagogy and communication strategies



Module Description/Aims
At the end of this module the student will be able to communicate efficiently with all participants in the Outdoors in at least two languages and demonstrate pedagogical skills appropriate to the needs of the clients. He/she will also be able to demonstrate competent use of information and communications technology (ICT).

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
140	60	250	450	17

Prerequisite knowledge
N/A

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Communicate efficiently with participants, in more than one EU language.
2	Demonstrate pedagogical skills relevant to participants.
3	Provide, evaluate and respond constructively to feedback.
4	Analyse and respond to the needs of different participants (including those with special needs).
5	Competently use information Technology in line with the ECDL (European Computer Driving Licence) system.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	1, 2, 3 & 4	2, 3 & 4
2	Practice to lead outdoor activities	1 & 4	2, 3, 4 & 5
3	Peer Leadership practice, Micro teaching / Role Play	2 & 3	2, 3, 4 & 5
4	Practice observation of Outdoor Animators at work	1, 2, 3 & 4	2 & 4
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	5	5
6	Lectures (Presentations, etc.)	1, 2, 3, 4 & 5	1, 2, 3, 4 & 5

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	1, 2, 3 & 4	C
2	Performance assessment in the Outdoors	1, 2 & 4	C
3	Portfolio, cases and projects assessment	5	F
4	Reflective journal assessment	3	C
5	Written assessment	4 & 5	F

Syllabus Items			
Item		Hours	Content
1	Communication	DL = 40 SL = 15 WL = 70	<ul style="list-style-type: none"> Theoretical models of communication: self-introduction technics, code of conduct, verbal and nonverbal technics of communication and confidence building, signs of respect, body communication, vocabulary Social communication skills (practical) Oral expression: mind structuring, speech, diction and delivery techniques, theatrical experience Language and communication English language: grammar and specific vocabulary Dialects: acquisition of basic vocabulary corresponding to sites
2	Communication and interpersonal relationship	DL = 40 SL = 15 WL = 70	<ul style="list-style-type: none"> Communications technics Basic concepts of interpersonal relationships and communication Social and communication skills Language in communication and leadership Writing skills: textual typologies, comprehension practices and expressing through writing
3	Reflection and feedback	DL = 20 SL = 10 WL = 40	<ul style="list-style-type: none"> Principle of active reviewing Facilitation skills for outdoor learning Facilitating client reflection and feedback Reviewing and evaluation of experimental learning Feedback methods Structures and tool kit for effective facilitation Evaluation methods Self-reflection
4	Meeting clients need	DL = 20 SL = 10 WL = 40	<ul style="list-style-type: none"> Meeting the needs of clients including those with special needs Different groups with special needs and different levels Adaption of activities to people with special needs Handling of difficult clients and critical circumstances
5	ICT	DL = 20 SL = 10 WL = 30	<ul style="list-style-type: none"> Use of modern electronics devices (ICT = Information and communications Technology) to support the administration, programme delivery, logistics and safety of an outdoor provider

Reading list				
Book Title	ISBN	Author(s)	Publisher	Year / Edition
1				
2				

Journals, Websites & Course Material	
Type	Description
1	
2	

11. Safety management

Module Description/Aims
<p>In this second module of 'Safety Management' the student learns how to apply safety regulations and to demonstrate safe practices in the Outdoors in terms of risk analysis/management, programme safety, emergency action plans and safety management plans.</p> <p>At the end of this module, the student will be able to put safety legislation into practice and apply best practice of pre-emptive measures in order to minimise the risk of any outdoor activity.</p>

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
60	20	130	210	9

Prerequisite knowledge
Module 3: Basic safety programme

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Identify and explain national safety legislation relating to outdoor programmes.
2	Apply and justify the national and local regulations relating to outdoor programme safety.
3	Devise and demonstrate the application of responsible and safe practices for the Active Leisure and Outdoor sector.
4	Construct and carry out risk analysis and manage risks.
5	Formulate and analyse an emergency action plan for at least one outdoor activity.
6	Organise and implement a site/activity specific safety management plan.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	3, 4, 5, & 6	3, 4, 5, 6 & 7
2	Practice to lead outdoor activities	4	4, 5 & 6
3	Peer Leadership practice, Micro teaching / Role Play	3	5
4	Practice observation of Outdoor Animators at work	3	5
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	1, 2 & 5	3 & 4
6	Lectures (Presentations, etc.)	1, 2, 3, 4 & 5	1, 2, 3, 4, 5 & 6

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	2, 3 & 6	C
2	Performance assessment in the Outdoors	N/A	N/A
3	Portfolio, cases and projects assessment	3, 4, 5 & 6	F
4	Reflective journal assessment	N/A	N/A
5	Written assessment	1 & 2	F

Syllabus Items			
Item		Hours	Content
1	Legislation	DL = 15 SL = 5 WL = 30	<ul style="list-style-type: none"> • European directives and national legislation on outdoor activities, consumer safety, work safety • Safety related governing bodies, civil security, police
2	Non-regulatory measures		<ul style="list-style-type: none"> • Sector standards and best practice • Non-Governmental Bodies guidelines and best practice • General safety rules in the outdoor sector
3	Risk management theory and process	DL = 15 SL = 5 WL = 40	<ul style="list-style-type: none"> • Risk management theory • Risk management systems, principles and strategy • Processes and phases in risk management • Formulation of a risk management plan, technical aspects • Self-reflection
4	Risk assessment		<ul style="list-style-type: none"> • Activities risk assessment, hazard analysis
5	Preparing the activity	DL = 10 SL = 5 WL = 30	<ul style="list-style-type: none"> • Planning and preparing safe outdoor activities, writing operation manuals for different activities and environments, minimising risks • Anticipate changing circumstances • Use of operations' manuals: practical tasks, application
6	Emergency handling and rescue	DL = 10 SL = 5 WL = 20	<ul style="list-style-type: none"> • Emergency responses and procedures concepts • Behaviour in crisis situations, critical thinking • Systems of communication, communication in and about an emergency • Rescue bodies and services knowledge, rescue in specific outdoor environments • Basic survival techniques
7	Reporting procedures	DL = 10 SL = 0 WL = 10	<ul style="list-style-type: none"> • General reporting, trip reports • Accident reporting, registration, documentation • Report evaluation, identifying and understanding causes of accidents

Reading list					
Book Title	ISBN	Author(s)	Publisher	Year / Edition	
1					
2					

Journals, Websites & Course Material	
Type	Description
1	
2	

12. Workplace organisation service delivery

Module Description/Aims
At the end of this module the student will be able to plan, organise and deliver outdoor activities while adhering to rules, regulations, industry standards and best practice, and to demonstrate the ability to deliver the service independently.

Learning Effort				Credits
Directed Learning DL	Self-learning SL	Workplace Learning WL	Total Learning	ECVET
50	30	100	180	7

Prerequisite knowledge
Module 2: Outdoor animation as a profession

Learning Outcomes	
At the end of this module the learner will be able to:	
1	Plan and organise her/his work efficiently in a collaborative and/or autonomous way.

Teaching & Learning Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Syllabus Items
1	Practical training	1 & 2	1
2	Practice to lead outdoor activities	1 & 2	1
3	Peer Leadership practice, Micro teaching / Role Play	N/A	N/A
4	Practice observation of Outdoor Animators at work	N/A	N/A
5	Individual / group project, case studies learning tasks, workshops, presentation of learners	N/A	N/A
6	Lectures (Presentations, etc.)	1	1

Assessment Strategies			
	Practical >>>> Theoretical	Learning Outcomes	Continuous or Final
1	Practical assessment in the workplace	1 & 2	C
2	Performance assessment in the Outdoors	1 & 2	C
3	Portfolio, cases and projects assessment	N/A	N/A
4	Reflective journal assessment	N/A	N/A
5	Written assessment	N/A	N/A

Syllabus Items			
Item		Hours	Content
1	Service delivery	DL = 50 SL = 30 WL = 100	<ul style="list-style-type: none"> • Planning, organisation and delivery of outdoor activities, teaching strategies, group management, leadership, communication, decision making, quality service delivery, standards and best practice, reflection/self-evaluation, responding/adapting to change. • Concept of service delivery: concept, history, culture, evolution, perspectives, clients' level of expectation • Welcoming techniques: front desk and welcome organisation, social rules, techniques of customer handling

Reading list					
Book Title	ISBN	Author(s)	Publisher	Year / Edition	
1					
2					

Journals, Websites & Course Material	
Type	Description
1	
2	



2. Professional Technical Capacity (PTC)

The 16 PTC Descriptors are:

A. Lakes & Sea

1. Kayak / Canoe
2. Sea Kayak

B. Snow

3. Alpine ski
4. Snowboarding

C. Earth

5. Hiking – Walking
6. Orienteering
7. Mountain bike
8. Canyoning
9. Caving
10. High ropes parks
11. Top rope climbing
12. Via Ferrata
13. Archery

D. Stream

14. Kayak / Canoe
15. Rafting
16. White Water Swimming

ELESIA



1 Kayak / Canoe on lakes

PTC – Range of Action	
Outdoor Animator EQF 5: Kayak / Canoe on lakes – Overview	
Sub-sector	Lakes
Activity	Kayak & canoe trips on lakes (daytrips) CRAFT assessed*:
Professional Range of Action for service delivery	Inland waters, mostly within 300m from the shore with possible short crossing, in settled conditions and winds of generally up to force three.

* **Remark:** The Professional Technical Capacity of the animator will be assessed and awarded for one of the following craft: non-inflatable kayak, inflatable kayak/fun-yak, inflatable canoe, open canoe or sit-on-top. Hence the **type of craft** used by the animator in the assessment will be identified in the title of the awarded PTC.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Lake

Technical capacity required from the animator.	1	Lift and carry, launch and land the vessel.
	2	Competently steer the vessel, also in rough conditions.
	3	Self-rescue.
	4	Rescue clients and boats/equipment.
	5	Swim competently.
	6	Competently use the throw bag.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Lift, carry, launch and land with minimum impact on person and craft, in different environments (e.g. sandy, rocky) and conditions (e.g. calm, waves).
	2	Use the appropriate paddling techniques (forward, backward, rudders, draw-strokes, brace, ...) to stabilize, stop, change direction and move sideward.
	3	Re-enter the vessel from deep water. Complete a roll in case of use of a kayak.
	4	Retrieve swimmer and equipment. Tow boat and person. Organise assisted rescue and deep-water re-entry. For non-inflatable kayak also roll up the kayak with a person in the kayak.
	5	Complete a parcours in a limited time.
	6	Use the throw bag on command accurately and in a limited time. Deploy throw bag twice in a limited time, with accuracy & speed.

2 Sea Kayak

PTC – Range of Action	
Outdoor Animator EQF 5: Sea Kayak PTC– Overview	
Sub-sector	Lakes & Sea
Activity	Sea kayaking (Daytrips)
Professional Range of Action for service delivery	Coastal waters, mostly within 300m from the shore with possible short crossing bays, in settled sea states and winds of generally up to force three.

Possible Further Options	
More demanding Range of Action	Requirement to be specified.

PTC – Requirements	
Environment used for test	Sea according to Range of Action.

Technical capacity required from the animator.	1	Lift and carry, launch and land the kayak.
	2	Competently navigate vessel, also in rough conditions.
	3	Handle the kayak in surf conditions.
	4	Self-rescue.
	5	Rescue of clients and boats/equipment.
	6	Prove 'seamanship'.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Carry, launch and land in a safe way, with minimum impact on person and kayak, in different environments (e.g. sandy, rocky) and conditions (e.g. calm, waves, surf).
	2	Use the appropriate paddling techniques (forward, backward, rudders, draw-strokes, brace, ...) to stabilize, stop and change direction in various wind conditions.
	3	Follow, surf and back-off a wave, hold a line, show sound judgement.
	4	Roll the boat in rough conditions, deep-water re-entry.
	5	Retrieve swimmer and equipment. Tow boats and person. Organise assisted rescue and deep-water re-entry. Roll up a kayak with a person in the kayak.
	6	Recognise and interpret tides and currents, winds and drift. Decide appropriate route.

3 Alpine ski

PTC – Range of Action	
Outdoor Animator EQF 5: Alpine Skiing – Overview	
Sub-sector	Snow
Activity	Alpine skiing
Professional Range of Action for service delivery	Marked runs that are opened and closed by ski patrol.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Blue (unprepared and groomed), red and black runs.

Technical capacity required from the animator.	1	Demonstrate long radius turns.
	2	Demonstrate short and medium radius turns.
	3	Execute turns on a steep slope.
	4	Execute a descent on an unprepared terrain.
	5	Demonstrate basic flat land tricks.
	6	Execute a basic jump.
	7	Demonstrate a set of beginner manoeuvres.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	On a blue run, link turns leaving evidence of carving from both skis at consistent speed.
	2	On a red run and in that order, link 6 medium radius steered turns immediately followed by 10 short radius turns in rhythm, at constant speed and following the fall line.
	3	On a black run, link a set of controlled turns showing no substantial acceleration and generally staying in line.
	4	Ski down a blue slope type un-groomed terrain, showing good balance and recovery and adequate choice of terrain line.
	5	On a blue run, complete 2 unlinked and controlled switch, followed by 3 turns on the inside ski only, followed by 3 turns on the outside ski only.
	6	Complete a clean well landed green 1 meter jump.
	7	On a blue run, link a set of 4 snowplough turns, followed by 4 Stem Christie turns, at constant speed, in line and with rhythm.

4 Snowboarding

PTC – Range of Action	
Outdoor Animator EQF 5: Snowboarding – Overview	
Sub-sector	Snow
Activity	Snowboard
Professional Range of Action for service delivery	Marked runs that are opened and closed by ski patrol.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Red run & park

Technical capacity required from the animator.	1	Demonstrate short radius turns.
	2	Demonstrate long radius turns.
	3	Demonstrate basic flat land tricks.
	4	Execute a basic jump.
	5	Demonstrate a set of beginner manoeuvres.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	On a red run, link 8 controlled short radius turns using 2 main rotation techniques out of the 4 commonly used.
	2	On a red run, link long radius carved turns using a neutral and a dynamic position.
	3	In a park, demonstrate a fakie/switch ride, a 360 sliding, wheeling, slide, Ollie, 2 different 180's.
	4	In a park, on a green jump, complete a 1 meter clean well landed basic air and a complete well landed air with a grab.
	5	In a park, demonstrate 2 beginner manoeuvres.

5 Hiking - Walking

PTC – Range of Action	
Outdoor Animator EQF 5: Hiking & Walking – Overview	
Sub-sector	Earth
Activity	Hiking & Walking
Professional Range of Action for service delivery	One day trips in non-hazardous terrains in favourable conditions.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Suitable, natural environment.

Technical capacity required from the animator.	1	Hike with a rucksack.
	2	Show an awareness of the cultural and natural environment.
	3	Make simple route choice decisions.
	4	Orientate a map and use a compass and GPS.
	5	Read and interpret the weather before and during the hike/walk.

PTC – Assessment Criteria		
Performance criteria used by the jury to assess the technical capacity of the animator	1	Hike 12km in 3 hours with a rucksack weighting 20% of body weight on suitable terrain where the level of exertion is similar to a minimum elevation of 600m.
	2	Conduct 15 minute talk about general features in the environment.
	3	Identify a minimum of 5 cultural and natural features specific to the hike/walk.
	4	Walk for 30 minutes without a map and then identify position on the map using a map and GPS.
	5	Produce and explain the weather forecast before the hike/walk and possible implications for the hike/walk.

6 Orienteering

PTC – Range of Action	
Outdoor Animator EQF 5: Orienteering – Overview	
Sub-sector	Lakes
Activity	Orienteering.
Professional Range of Action for service delivery	Park, wood or hills.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Park, wood or hills.

Technical capacity required from the animator.	1	Design an orienteering route.
	2	Orienteering a map using terrain features and a compass.
	3	Use different types of maps and interpret control descriptions.
	4	Navigate over short distances using simple contour features and other landscape features.
	5	Use a compass and GPS to make a shortcut between two line features.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Design an appropriate orienteering route with 10-12 features/caches for a specific target group.
	2	Determine position on different types of maps using contour features and a compass.
	3	Navigate a course not more than 5km using simple contour features and other landscape features.
	4	Use a compass and GPS to make a shortcut between two line features.

7 Mountain Biking (MB1 and MB2)

PTC – Range of Action MB1		PTC – Range of Action MB2	
Outdoor Animator EQF 5: Mountain Biking Overview		Outdoor Animator EQF 5: Mountain Biking – Overview	
Sub-sector	Earth	Sub-sector	Earth
Activity	Mountain biking MB1	Activity	Mountain Biking MB2
Professional Range of Action for service delivery	Parkland, open tracks, woods, hills and countryside.	Professional Range of Action for service delivery	Marked MTB runs or recognised multi-use trails that are within the designated domain of a mountain resort, mountain-bike-park or recognised trail centre in non-winter conditions.

Possible Further Options		Possible Further Options	
See below		Mountain Biking MB2	

PTC – Requirements MB1		PTC – Requirements MB2	
Environment used for test	Hilly terrain with different natural surfaces.	Environment used for test	Tarmac or gravel Car Park area. Blue or Red graded maintained Mountain Bike trail.

Technical capacity required from the animator.	1	Choose appropriate materials and clothing and conduct a visual bike inspection. Competently adjust the saddle height and positioning.	Technical capacity required from the animator.	1	Demonstrate a controlled track-stand
	2	Demonstrate correct cycling position and basic gear selection technique.		2	Demonstrate a static bunny hop
	3	Competently and fluently demonstrate the basic bike techniques: climbing, descending, cornering and braking.		3	Demonstrate a controlled wheelie
	4	Competently demonstrate repair skills regarding the most common breakdowns.		4	Demonstrate a Drop Off to Flat Landing
				5	Ride up a square-edged step
				6	Demonstrate technical ability in trail-side repairs
				7	Perform bike setup, safety check and basic adjustments
				8	Execute a free-run on a red graded mountain bike trail (or nearest available equivalent trail) to include uneven surfaces, off-camber, climbs, descents, open / high-speed and tight / low-speed corners.

PTC – Assessment Criteria MB1		PTC – Performance Criteria MB2			
Criteria used by the jury to assess the technical capacity of the animator.	1	Choose a suitable bike and make adjustments using the right criteria.	Performance criteria used by the jury to assess the technical capacity of the animator.	1	Remain in near stationary, balanced free-standing position whilst on the bike, without putting a foot on the ground, for at least 5 seconds, whilst remaining inside a 2m x 2m area.
	2	Explain a proper riding position and gear selection technique, and demonstrate this fluently.		2	Whilst moving, lift both wheels off the ground at least 5 cm in height. (One wheel may be lifted before the other, so long as both wheels are at some point in the air at the same time).
	3	Demonstrate basic bike riding technique in a hilly terrain on a variety of trail surfaces (climbing, descending, gear selection, cornering and braking techniques).		3	Execute a controlled front-wheel lift, whilst moving.
	4	Demonstrate the repair of one of the most common breakdowns by using the basic repair kit.		4	Execute a controlled drop-to-flat of minimum 30 cm in height (a raised platform or from higher - to lower - level ground) with proper and safe technique. (Both wheels must leave the ground)
				5	Ride up a square step of approx. 10 cm in height while maintaining full balance and control.
				6	Perform on demand any of the following (temporary) trailside repairs using only tools carried at all times by the guide: Flat tyre, broken chain, brake pad replacement, gear indexing, broken / loose spoke.
				7	Perform a thorough bike safety check to include the following points: <ul style="list-style-type: none"> • Frame Size: sufficient stand-over height clearance • Wheels: hubs, axle bolts/quick releases, spokes. Rotates freely. • Tyres: Inflation pressures and general condition • Brakes: correct and safe operation both front and rear, excessive pad wear • Headset, Handlebars, Cranks, Pedals: All tight and secured • Perform bike setup to include the following adjustments: tyre pressures, seat-post height, shock pressures.
				8	Demonstrate competence, confidence and proper technique as a Mountain Bike rider, including correct use of gears, controlled braking (including independent use of front and rear brakes as appropriate), good body positioning & weight distribution, sensible line-choice, appropriate pedal position in corners, over obstacles and in off-camber and rider balance.

8 Canyoning



PTC – Range of Action	
Outdoor Animator EQF 5: Canyoning – Overview	
Sub-sector	Earth
Activity	Canyoning
Professional Range of Action for service delivery	Canyons 1.1.I to 3.3.III

Possible Further Options	
Canyons above 3.3.III	Canyons above 3.3.III: extra training modules, can explore and equip a new canyon, can prepare and safely descend a canyon 5.5.V as a team leader.

PTC – Requirements	
Environment used for test	4.4.III

Technical capacity required from the animator.	1	Use safely and conduct a visual inspection for damages for all necessary individual and collective canyon equipment used in canyons 4.4.III.
	2	Evaluate and connect appropriate anchor points in canyons.
	3	Swim competently in a 4.4.III canyon environment.
	4	Rescue a blocked participant on a rope from above (standing at the anchor point) and from below (standing at the bottom of the rappel).
	5	Estimate the canyons flow rate and the chance of a flush on the basis of guidebooks, topographic maps, weather forecast, vegetation and geology of the canyon.
	6	Prepare and safely descend a canyon 4.4.III (as a team leader).

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	10 questions about equipment and anchor points in canyons.
	2	Show and explain the steps how to evaluate an anchor point.
	3	Descend a 4.4.III canyon (with an examiner).
	4	Rescue a blocked participant on a rope from above and from below.
	5	Estimate and explain the chance of a flush for a given canyon case.
	6	Swim a technical track in a 4.4.III canyon environment.

9 Caving

PTC – Range of Action	
Outdoor Animator EQF 5: Caving – Overview	
Sub-sector	Earth
Activity	Caving
Professional Range of Action for service delivery	Simple day trips in horizontal caves, with pitches of no more than 10m in height.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Horizontal caves with some vertical pitches of 10 -25m in height.

Technical capacity required from the animator.	1	Choose appropriate equipment and material for the caving journey to be undertaken.
	2	Competently and fluently use personal safety systems and belaying techniques.
	3	Control competently and fluently the safety of a caving partner.
	4	Demonstrate the safe rescue of a person from a rope under tension.
	5	Demonstrate competently the set-up of a rope line.
	6	Demonstrate competently the set-up of an anchor.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Differentiate between the right equipment to be used for horizontal and vertical caving situations and choose the adequate containers to carry food and water.
	2	Fluently and competently traverse a cave by using different safety systems and belaying techniques.
	3	Belay safely a caving partner with the single rope technique.
	4	Apply fast and safely determined procedures appropriately.
	5	Set-up competently a new rope line.
	6	Set-up competently a new anchor point.

10 High Ropes Parks

PTC – Range of Action	
Outdoor Animator EQF 5: High Ropes Parks – Overview	
Sub-sector	Earth
Activity	High ropes courses.
Professional Range of Action for service delivery	To operate on artificial constructed ropes courses.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	High ropes course that includes at least three different track elements.

Technical capacity required from the animator.	1	Conduct a visual inspection for damages for all necessary climbing and safety equipment.
	2	Manage competently safety systems and belaying techniques.
	3	Operate autonomously, fluently and competently on the high ropes track.
	4	Demonstrate the safe evacuation of a person in difficulty from any part of the track.
	5	Undertake routine visual inspections.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Differentiate between the right equipment to be used on a variety of ropes course.
	2	Fluently and competently traverse a high ropes course by using different safety systems and belaying techniques.
	3	Use the appropriate technique to autonomously access, cross and leave the high ropes track at any place and at any time.
	4	Apply determined procedures appropriately by using the rescue equipment available on the park.
	5	Check the high ropes environment for hindering and / or dangerous objects.

11 Top Rope Climbing

PTC – Range of Action	
Outdoor Animator EQF 5: Top Rope Climbing – Overview	
Sub-sector	Earth
Activity	Rock climbing
Professional Range of Action for service delivery	Top rope climbing on single pitch crags/cliffs/climbing walls and other structures where there are bolts in place that are controlled and monitored.

Possible Further Options	
Lead climbing	Similar climbing venues but ones where ‘natural’ or ‘traditional’ protection systems are used

PTC – Requirements	
Environment used for test	The venue must be accessible by foot without the need to use climbing or scrambling techniques.

Technical capacity required from the animator.	1	Use safely and conduct a visual inspection for damages for all necessary climbing equipment.
	2	Put up the rope to be used for the activity.
	3	Demonstrate competently climbing techniques.
	4	Manage safety of the climber partner.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	10 questions about equipment and belaying.
	2	Install a top rope.
	3	Climb efficiently and competently a 5a route (French grades).
	4	Belay safely the climber partner.

12 Via Ferrata

PTC – Range of Action	
Outdoor Animator EQF 5: Via Ferrata – Overview	
Sub-sector	Earth
Activity	Via Ferrata
Professional Range of Action for service delivery	Fully equipped Ferrata which is monitored for the safety of the equipment and other hazards. It should be of Via Ferrata grade 1 or 2

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Via Ferrata grade 3

Technical capacity required from the animator.	1	Conduct a visual inspection for damages for all necessary personal climbing and safety equipment.
	2	Evaluate a Via Ferrata in terms of safety including recognising the quality of equipment (visual inspection of bolts and chains).
	3	Operate autonomously, fluently and competently on the Via Ferrata.
	4	Install a place of safety.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Make judgements accurately about personal and collective safety equipment for the Via Ferrata.
	2	Fluently and competently climb and descend a Via Ferrata grade 3.
	3	Use the appropriate technique to autonomously access, cross and if possible to leave the Via Ferrata track at any place and at any time.
	4	Improvise and install a place of safety by using the available Via Ferrata climbing equipment.

13 Archery

PTC – Range of Action	
Outdoor Animator EQF 5: Archery – Overview	
Sub-sector	Earth
Activity	Archery
Professional Range of Action for service delivery	Controlled area.

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	Controlled area (10 x 30 metres)

Technical capacity required from the animator.	1	Set up an appropriate shooting area.
	2	Demonstrate how to correctly shoot a bow and arrow.
	3	Conduct a safety and technical briefing.
	4	Identify and demonstrate specific commands related to archery.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Competently set up a safe shooting area adapted to the terrain.
	2	Competently shoot a bow and arrow and hit a target (minimum distance 10 metres).
	3	Competently conduct a safety and technical briefing specific to archery.
	4	Apply competently specific commands related to archery.



14 Canoe on streams

PTC – Range of Action	
Outdoor Animator EQF 5: Kayak / Canoe on streams – Overview	
Sub-sector	Streams
Activity	Kayak & canoe trips on streams CRAFT assessed*:
Professional Range of Action for service delivery	WW1 to WW2

***Remark:** The Professional Technical Capacity of the animator will be assessed and awarded for one of the following craft: non-inflatable kayak, inflatable kayak, inflatable canoe, open canoe or sit-on-top. Hence the **type of craft** used by the animator in the assessment will be identified in the title of the awarded PTC.

Possible Further Options	
Above WW2	Requirements to be specified.

PTC – Requirements	
Environment used for test	WW3 - rapid

Technical capacity required from the animator.	1	Lift, carry, launch and land the vessel effectively.
	2	Competently navigate the vessel in and through rapids.
	3	Perform a self-rescue.
	4	Rescue clients and boats/equipment.
	5	Swim competently in WW3.
	6	Competently use the throw bag.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Launch and land in stream and currents with appropriate techniques, stabilising the craft without falling into the water.
	2	Use appropriate paddling techniques (forward, backward, rudders, draw-strokes, braces, turns) to stabilise, stop, change direction and move sideward. Complete a track through a rapid choosing a logical line and using the main paddle and boat techniques (ferry glide, eddy catching, stopping, edging).
	3	Re-enter the boat (get boat to shore & get back in). For non-inflatable kayak also perform an Eskimo type roll
	4	Retrieve swimmer and equipment. Tow boat and person. Organise assisted rescue. For non-inflatable kayak also right the kayak with an unconscious or injured paddler on board. Knowledge of river hazards and site safety. Demonstrate white water rescue techniques (incl. dealing with foot-entrapments, a wrapped/pinned boat, victim extraction and the use of zip-lines).
	5	Swim with a buoyancy aid in a controlled and determined manner down and across a rapid.
	6	Demonstrate the accurate and timely use of a throw bag from the bank. Deploy the throw bag twice in a limited time, with accuracy and speed.

15 Rafting

PTC – Range of Action	
Outdoor Animator EQF 5: Rafting – Overview	
Sub-sector	Stream
Activity	Rafting
Professional Range of Action for service delivery	WW1 to WW3.

Possible Further Options	
Above WW3	

PTC – Requirements	
Environment used for test	WW3 rapid

Technical capacity required from the animator.	1	Swim competently in WW3.
	2	Competently use the throw bag.
	3	Flip and re-flip the raft.
	4	Navigate a WW3 rapid with a crew.
	5	Stop and secure a raft with a crew.
	6	Recover a raft.
	7	Recover a swimmer.
	8	Knowledge of river signals.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Swim in a controlled and determined manner down and across a rapid.
	2	Demonstrate accurate and timely use of a throw bag from the bank. Deploy throw bag twice in a given time, with accuracy and speed.
	3	Flip and re-flip the raft in the current and bring it to shore within a limited distance.
	4	Complete a track including ferry glides, eddy catching and efficient use of crew choosing and executing a logical line within a limited time.
	5	Bring a raft with crew to complete stop and secure position within a limited distance/time.
	6	Recover of a stuck raft by using ropes in a safe and efficient way.
	7	Recover a swimmer while the raft is in motion in a limited time. Demonstrate white water rescue techniques (incl. dealing with foot-entrapments, unwrapping boats, victim extraction, river hazards, site safety, and zip-lines).
	8	Demonstrate knowledge and fluent use of river signals.

16 White Water Swimming

PTC – Range of Action	
Outdoor Animator EQF 5: White Water Swimming – Overview	
Sub-sector	Streams
Activity	White water swimming
Professional Range of Action for service delivery	WW1 to WW3

Possible Further Options	
None	

PTC – Requirements	
Environment used for test	WW3 - Rapid

Technical capacity required from the animator.	1	Swim competently in WW3 without flippers.
	2	Have an appropriate level of fitness and be technically a good swimmer with flippers.
	3	Rescue clients and equipment.

PTC – Assessment Criteria		
Criteria used by the jury to assess the technical capacity of the animator.	1	Move in a controlled and determined manner down and across a rapid.
	2	Complete a parcours in a limited time (with flippers).
	3	Rescue and assist a client in a pro-active way and limited time. Demonstrate white water rescue techniques (incl. dealing with foot-entrapments, river hazards, site safety, and zip-lines).

ANNEXES



Co-funded by
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Programme
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ANNEX 1

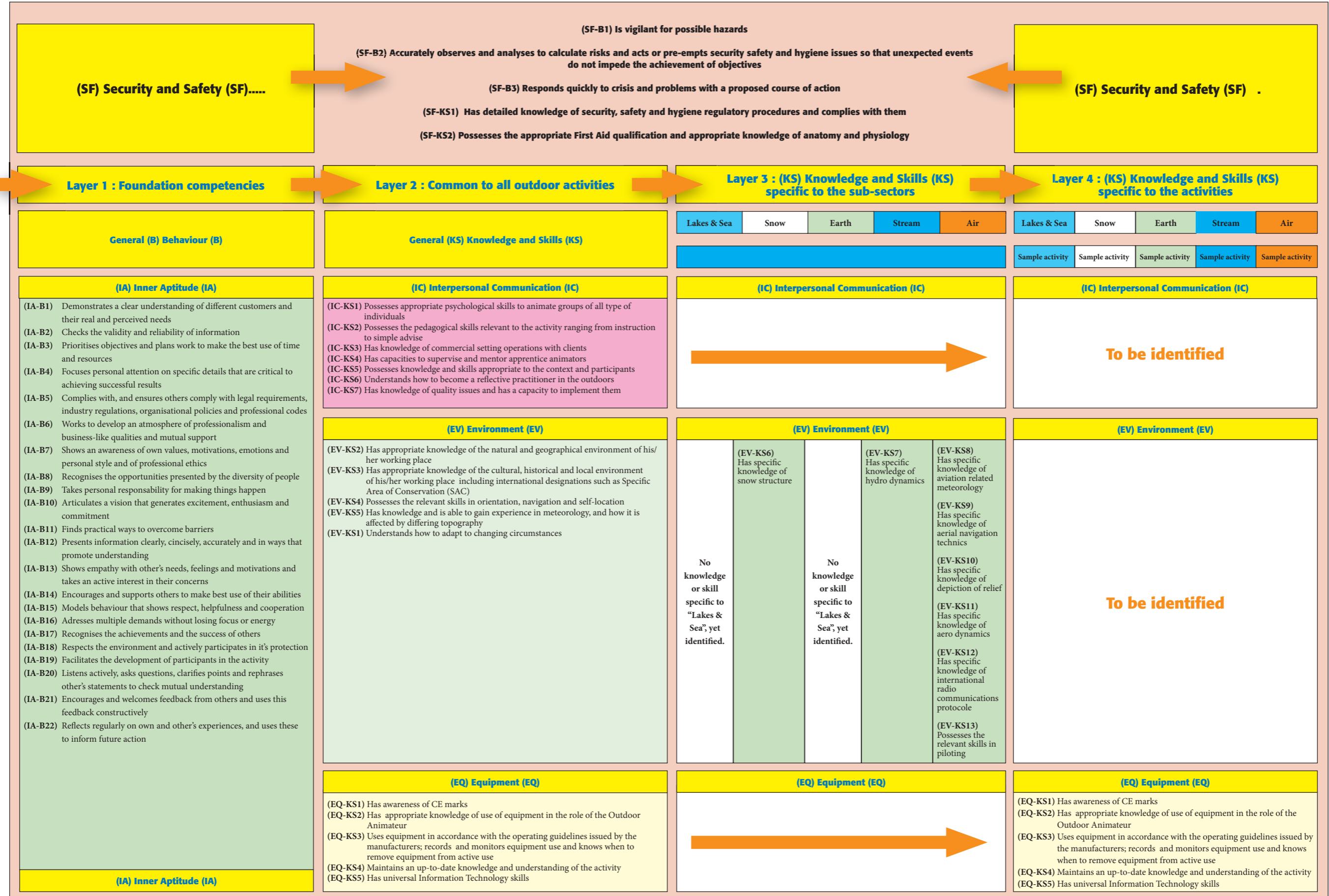
List of Outdoor Activities ³⁵

Lakes & sea	Snow	Earth	Stream	Air
Main Activities	Main Activities	Main Activities	Main Activities	Main Activities
Beach games	Alpine skiing	Group A	Canoeing	Hot air balloon
Board surfing	Crosscountry skiing	Hiking - Walking	Fishing	Parachuting
Body board surfing	Ice fishing	Nature discovering	Hydro speed	Paragliding
Buggy sailing	Ice skating	Nordic walking	Kayaking	Parapenting
Canoeing	Kick sledding	Orienteering	Rafting	ULM flying
Deep sea fishing	Kite skiing		Rapid swimming	
Diving	Mountaineering	Group B		
Jet skiing	Musher	4X4 driving		
Kayaking	New tools	ATB biking		
Kite surfing	Ski joering	Cycling		
Parasailing	Ski trekking	Horse riding		
Sailing	Sledging	Quad riding		
Wake boarding	Snow shoes trekking	Roller skating		
Water skiing	Snowboarding			
Wind surfing	Snowmobile	Group C		
	Telemark skiing	Abseiling		
		Bungee jumping		
		Canyoning		
		Caving		
		High ropes parks		
		Rock climbing		
		Via ferrata		
		Group D		
		Archery		
		Assault courses		
		Paint ball		
		Shooting activities		

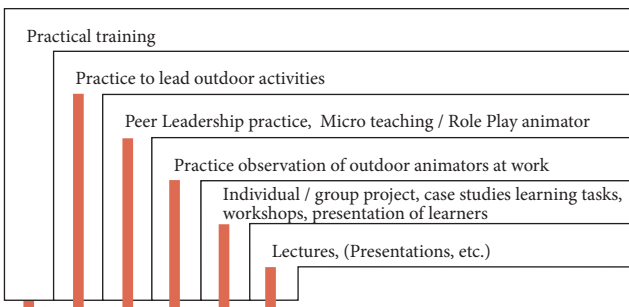
³⁵ http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_A_Industry_Occupational_Map_for_the_Outdoor_Sector_en.pdf, p. 11

European Competence Framework for Outdoor Animator (EQFOA Project) ³⁶

Units of session F1



36 http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_D_The_Outdoor_Animator_Competence_Framework__en_.pdf



Notes on the Learning Outcome Framework at Level 5 EQF

Reference indicated relates to competence framework

The wording has been done according to "Dublin descriptors" at level 5

The performance criterias are still to be defined

Annex 1: Competences Cluster présentation

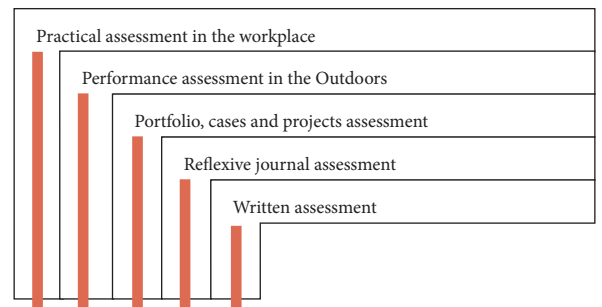
Annex 2: Glossary

Annex 3: Dublin descriptor at EQF Level 5-8

Notes on the Learning Outcome Framework at Level 5 EQF

PPE = Personal Protective Equipment

ECDL = European Computer Driving Licence



Total learning effort				
Main	Some	None	<< Legend	
Directed learning				
Self learning				
Workplace Learning				
			Total	ECVET

Practical	Theoretical	Total	ECVET
370	0	680	1050
40	0	20	60
110	0	220	330
40	0	80	120
40	0	80	120
40	0	80	120
100	0	200	300

Module Titles

Animation Skills (C Module)
Identify and explain the characteristics of a professional outdoor animator
Explain & apply best practices while leading outdoor activities (active)
Respond appropriately to changing circumstances in an activity session
Animate independently groups of all types of individuals in the way they need it
Lead and take responsibility of a session in a dynamic & active manner
Explain (Identify) & apply best practices in leading outdoor activities (reflexive)

Practical	Theoretical
IA-B6-B15	
IC-KS7	
IA-B11-B16	
IC-KS1 / IAB19	
IA-B1-B9-B10-B13-B16-B19	
IC-KS7	

Practical	Theoretical	Total	ECVET
94	76	117	287
9	9	5	23
9	9	18	36
40	40	80	160
9	9	5	23
9	9	0	18
9	0	9	18
9	0	0	9

Managing Safety in the Outdoor Sector (A & B Modules)
Identify and explain the national safety legislation relating to programme
Apply and justify the national and local regulations relating to outdoor programme safety
Devise and demonstrate the application of responsible and safe practices for the Active Leisure and Outdoor sector
Construct and carry out risk analysis and manage risks
Formulate and analyse an emergency action plan for at least one outdoor activity
Organise and implement a site specific safety management plan
Gain a first aid qualification appropriate for the Active Leisure and Outdoor sector and competently demonstrate the skills involved

Practical	Theoretical
IA-B5 / EQ-KS1	
SF-KS1	
IA-B5	
SF-B2	
SF-B3	
EV-KS1 / SF-KS1 / SF-B1-B2	
SF-KS2	

Practical	Theoretical	Total	ECVET
100	24	164	288
12	0	24	36
12	6	6	24
12	6	6	24
40	0	80	120
12	12	24	48
12	0	24	36

Managing technical resources (F Module - Sample as per skiing)
Demonstrate the safe use of Ski equipment with participants while leading a skiing session
Explain how to use Ski equipment according to operational guidelines issued by manufacturers
Comprehend & analyse how Ski equipment works in order to make the activity happen; Explain key features
Take responsibility for the Ski equipment in one's charge
Monitor the use of Ski equipment & recognise inadequate & unsafe use
Identify & Report problems & incidents relating to Ski equipment

Practical	Theoretical
EQ-KS7	
EQ-KS3	
EQ-KS2	
EQ-KS9	
EQ-KS3	
EQ-KS10	

Practical	Theoretical	Total	ECVET
24	10	27	61
5	0	10	15
5	10	5	20
5	0	10	15
4	0	0	4
5	0	2	7

Regulation and Management of Safety equipment (H Module)
Interpret the guidelines for equipment inspection & maintenance
Identify & locate new information about activity equipment
Follow procedures for stock control & storage
Comprehend, explain & interpret EC marks
Select group safety equipment & PPE appropriate to the activity

Practical	Theoretical
EQ-KS8	
EQ-KS4	
EQ-KS11-KS12	
EQ-KS1	
EQ-KS6	

Practical	Theoretical	Total	ECVET
248	60	253	561
50	0	25	75
70	0	70	140
30	15	15	60
45	45	90	180
53	0	53	106

Professional Pedagogical and Communication Strategies (D Module)
Communicate efficiently with participants in more than one EU language
Demonstrate pedagogical skills relevant to participants
Provide, evaluate and respond constructively to feedback
Analyse & respond to the needs of different participants (including those with special needs)
Competently use information Technology in line with the EC DL system

Practical	Theoretical
IA-B12	
IC-KS2	
IA-B17-B19-B20-B21-B22	
IA-B1-B4-B9-B16-B19-B23 / IC-KS5	
EQ-KS5	

Practical	Theoretical	Total	ECVET
248	60	210	545
30	15	0	75
50	50	50	150
60	60	60	180
30	0	60	90
20	20	40	80

Work practices (E Module)
Articulate one's capacity to reflect on one's professional practice as an outdoor animator
Identify & prioritise the key aspects of the outdoor activity
Plan & organise her/his work efficiently in a collaborative or/and autonomous way
Supervise & mentor apprentice animators
Operate according to the rules & regulations that apply within the industry / sector

Practical	Theoretical
IC-KS6 / IA-B7-B22	
IC-KS3	
IA-B3 / IA-B6-B15	
IA-B14 / IC-KS4	
IA-B5	

Practical	Theoretical	Total	ECVET
85	53	82	220
16	8	8	32
20	10	10	40
10	5	5	20
20	20	40	80
19	10	19	48

Knowledge, appreciation and respect of Outdoor Environment (G Module)
Describe and interpret the culture, history & local environment of working place
Describe and interpret the natural & geographical environment of working place
Describe and interpret international designations such as specific areas of conservation
Apply the principal of "leave no trace" in the workplace
Recognise & relate meteorology to topography

Practical	Theoretical
EV-KS3	
EV-KS2	
EV-KS3	
IA-B18	
EV-KS5	

Practical	Theoretical	Total	ECVET
85	53	82	220
16	8	8	32
20	10	10	40
10	5	5	20

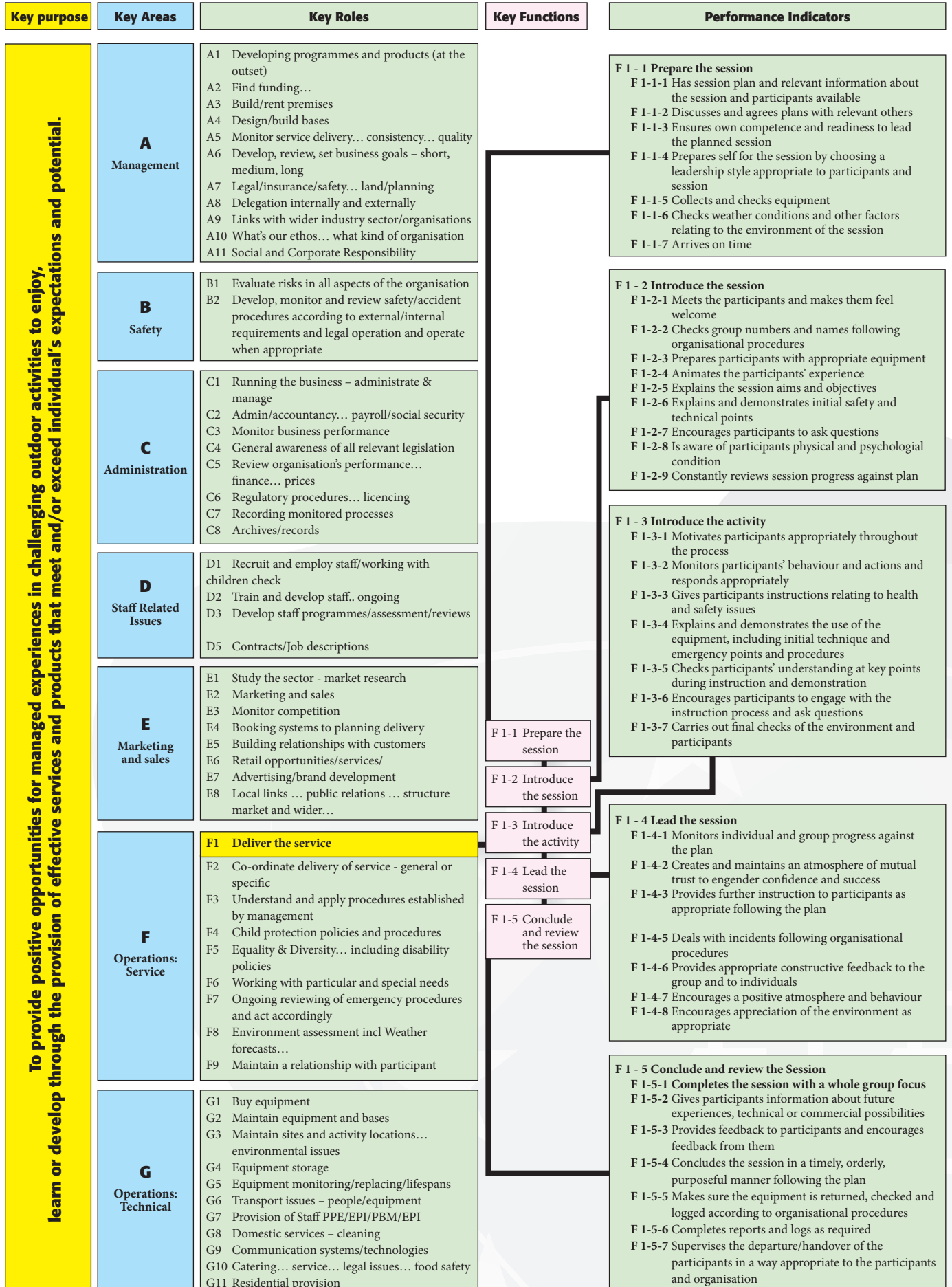
The Human Component in Outdoor Activities (I Module)
Take into consideration aspects of human physiology & anatomy when planning and leading outdoor activities
Evaluate what different participants of outdoor activities can do/ cannot do in Outdoor context (capacities, etc.)
Identify and react/ respond to changing conditions and to their effect on human physiology and behaviour

Practical	Theoretical
Additional to EQFOA analysis	
Additional to EQFOA analysis	
Additional to EQFOA analysis	

Total	1200	392	1613	3205	120

ANNEX 4

Industry Functional map of the European Outdoor Sector ³⁸



ANNEX 5

GLOSSARY

PREAMBULE

Definitions have been established by the ELESA Consortium to determine the most commonly used expression in the documents prepared during the ELESA project.

Definitions in Italic have been established by third parties and were extracted from the Internet.

Accessory

What is being commonly used with a tool (as per definition below) for example a pair of ski poles, a paddle, an electronic device fixed on a bike, a saddle.

Active Leisure

Is a combination of fitness and outdoor-based activities that are generally unstructured and non-competitive. They promote active, healthy lifestyles through activities, events and exercise. They are commonly provided under the direction of qualified animators or instructors so that the activities are tailored to match the abilities of the participants and meet their needs in an enjoyable and safe way.

http://www.ec-oe.eu/fileadmin/user_upload/Active_Leisure/Sector_Position__Active_Leisure_.pdf

Further information about Active Leisure can be found on:

http://www.eurofound.europa.eu/sites/default/files/ef_files/pubdocs/2013/211/en/1/EF13211EN.pdf

Assessment of learning outcomes

Means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0011.01.ENG

Assessment strategies

1. Practical assessment in the workplace

This is the assessment of the student in practical delimited and defined tasks in a workplace to evaluate if he/she meets one or more learning outcomes. Evaluation of the learning outcomes can be based on tangible indicators.

2. Performance assessment in the Outdoors

This is the global assessment of the professionalism of a student in the Outdoors in general. It is rather an evaluation of the maturity and the overall generic competence that is expected from a professional.

3. Portfolio, cases and projects assessment

Assessment portfolio is the systematic collection of student work measured against predetermined scoring criteria.

http://wikieducator.org/Assessment_portfolio

4. Reflective journal assessment

A reflective journal is a personal record of student's learning experiences. It is a space where a learner can record and reflect upon their observations and responses to situations, which can then be used to explore and analyse ways of thinking. Journals, although generally written, can also contain images, drawings and other types of reference materials.

http://wikieducator.org/Reflective_journals

5. Written assessment

Means an evaluation of performance or potential by means of a written task.

Classified Areas

An outdoor natural area such as 'Natura 2000' areas and other national conservation areas'.



CLO2 (Professionalising training and mobility for Outdoor animators in Europe bridging the gap between sector Competences and Learning Outcomes)

The second of a set of 3 EU projects aiming at designing a 'Learning Outcome Matrix'.

<http://www.ec-oe.eu/projects/clo2/>

Competence

Means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Competence Framework

The summary of the minimum competences required from an Outdoor Animator, resulting from the work carried out during the EQFOA project.

http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_D_The_Outdoor_Animator_Competence_Framework_en_.pdf

Credit for Learning Outcomes

Means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning outcomes or qualifications.

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0011.01.ENG

EACEA (Education, Audiovisual and Culture Executive Agency)

Its mission is to implement a number of strands of more than 15 Community funded programmes and actions in the fields of education and training, active citizenship, youth, audiovisual and culture. Bringing these programmes under a single banner allows to coordinate management and provide programme beneficiaries with a fully comprehensive service. While the agency has its own legal identity, it reports to three Directorates-General of the European Commission: Education and Culture (EAC), Communication (COMM) and EuropeAid Cooperation Office, which remain responsible for programming, evaluating, and issuing policies.

http://europa.eu/about-eu/agencies/executive_agencies/eacea/index_en.htm

EC-OE (European Confederation of Outdoor Employers)

An umbrella confederation based in Huldenberg (Brussels) since 2007 that regroups, represents and defends at EU level the interests of national employer' associations which in turn regroup outdoor SME's throughout Europe.

<http://www.ec-oe.eu/home/>

ECTS (European Credit Transfer and accumulation System)

ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course, a student can transfer their ECTS credits from one university to another so they are added up to contribute to an individual's degree programme or training.

http://ec.europa.eu/education/ects/ects_en.htm

ECVET (European Credit system for Vocational Education and Training)

ECVET means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0011.01.ENG

ELESA (European Learning Syllabus for Outdoor Animators)

Following on from the EQFOA (2006 – 2008) and CLO2 (2008-2010) projects, ELESA is the keystone of this three projects cycle culminating in a dedicated training programme for Outdoor Animators. <http://www.elesa-project.eu/home/>



EQF (European Qualification Framework)

The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

[https://ec.europa.eu/ploteus/search/site?f\[0\]=im_field_entity_type%3A97](https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97)

EQFOA (European Qualification Framework for Outdoor Animators)

The first of a set of 3 EU level projects aiming at designing an 'Occupational Map', an 'Occupational Description', an 'Industry Functional Map' and a 'Competence Framework'.

<http://www.ec-oe.eu/projects/eqfoa/>

Functional Map

The EQFOA project partners have identified the functions that 'Outdoor Animators' carry out on a day-to-day basis as part of their involvement in the sector. A functional map is not a list of job descriptions. Instead, it is a structured way of describing the functions of the Outdoors, starting from a 'Key Purpose' and then breaking it down into smaller functional areas, each a subset of the last. The functional map is not a list of skills or knowledge required to perform these functions but it should include all the functions within the Outdoors, from 'Management' to 'Technical Operations'.

<http://www.ec-oe.eu/projects/eqfoa/> : Functional Map definition

International Sectoral Organisation

Means an association of national organisations, including, for example, employers and professional bodies, which represents the interests of national sectors.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Knowledge

Means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Learning effort

The total formal and informal learning process, together with the self-learning and workplace learning effort required to achieve the corresponding learning outcomes. Learning effort corresponds to a certain number of credits, whether in terms of ECVET or ECTS.

Learning Outcomes

Means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Module Descriptor

Format representing the various single units of study that together constitute a programme. These single units of study (Modules) are described in terms of Aims, Learning efforts and credits, Prerequisite knowledge, Learning outcomes, Teaching and learning strategies, Assessment strategies, Syllabus items (including hours and content), Reading lists and Journals, websites and course material.

National Qualifications Framework

Means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))



National Qualifications System

Means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A National Qualifications System may be composed of several subsystems and may include a National Qualifications Framework.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Outdoors (The)

The Outdoors provides an expansive and diverse range of experiences that span the spectrum of human activity and in particular learning and recreation.

The outdoor sector uses outdoor related activities (canoe, rafting, horse riding, etc.) as the basis for the delivery of a recreational service. The outdoor sector uses qualified animators or instructors to deliver these outdoor activities in a context of fun, recreation, tourism, outdoor learning or engagement with the natural environment. Outdoor providers do not generally offer competition, or performance coaching.

A common feature of the Outdoors is the use of the natural environment, with some notable exceptions, such as indoor climbing walls.

Outdoor activities can be used for a wide range of outcomes, most planned, but sometimes, and equally valuable, not planned.

The outdoor activity outcomes may range from personally recreational, through to social recreation, to the use of the outdoor activity and the environment as a vehicle for learning and development of personal and interpersonal attitudes (and even into relatively new areas such as adventure therapy). Finally, an activity can be used as a basis for formal school-based learning in areas such as science, natural history, geology, mathematics etc.

http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_A_Industry_Occupational_Map_for_the_Outdoor_Sector_en_.pdf

Outdoor Animator

The generic name of the professional who safely leads groups within the Outdoors, who may be called 'guide', 'instructor', 'leader', 'moniteur', ... depending on the countries. The competence of the professional Outdoor Animator has been positioned at EQF level 5 (EQFOA & CLO2).

http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_B_Industry_Occupational_Description_for_the_Outdoor_Sector_en_.pdf

Professional Technical Capacity (PTC)

The minimum level of activity skill or 'hard skill' of an Outdoor Animator in a given activity, that is necessary to safely lead the clients of an outdoor organisation, within a determined range of action.

Qualification

Means a formal outcome of an assessment and validation process that is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Range of Action

The environment within which animators with initial or intermediate skills animate and instruct clients and in so doing safely and successfully deliver the outdoor activities.

Range of Action (Specialised)

The environment within which animators animate and instruct so as to safely and successfully deliver the outdoor activities to more advanced and/or more demanding clients, in terms of either their particular needs, abilities or disabilities or in more hazardous environments/conditions.

Recognition of Learning Outcomes

Means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0011.01.ENG

Recreation

Recreation is an activity of leisure, leisure being discretionary time. The 'need to do something for recreation' is an essential element of human biology and psychology. Recreational activities are often done for enjoyment, amusement or pleasure and are considered to be fun.

<https://en.wikipedia.org/wiki/Recreation>

Sector

Means a grouping of professional activities on the basis of their main economic function, product, service or technology.

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Skills

Means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008H0506(01))

Teaching and Learning strategies

1. Practical training

The acquiring or repetition of skills in an 'applied environment' (not with clients or participants), i.e. by doing them and not by studying them in the classroom.

2. Practice to lead outdoor activities

Means the acquiring or repetition of skills by guiding participants or clients in an outdoor activities setting.

3. Peer Leadership practice, Micro teaching / Role Play

Micro-teaching is an organised teaching improvement technique where the experimental teacher teaches a small group of audience (peers), which is recorded for review after each teaching section. The teacher reviews the recorded footage, makes correction where necessary, improves and re-teach until the desired result is achieved/learned.

Tool

The specific equipment used to participate in the outdoor activity, for example a pair of skis, a bicycle, a raft.

Unit of Learning Outcomes

Means a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0011.01.ENG

Validation of Learning Outcomes

Means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0011.01.ENG