European LEarning Syllabus for outdoor Animators

ELESA Project

Project N° 539073-LLP-1-2013-1-BE-ERASMUS-EQR

Desk Research Summary

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

EACEA

General Introduction

" *The Desk Research Summary will present the results of the desk research which will consist of compilling training programs at national or local level, analyse and compare.*

The second part of this document will consist in presenting philososophy of the Learning Ssllabus by creating a framework designed to contain the various modules created within WP 4.2.2 for non-technical issues and WP 4.2.3 for the Professional Technical Capacities. "

Description of deliverable 10 / ELESA project application (p. 81)

In full compliance with the the above mentioned description the set-up of the **Desk Research Summary** is threefold:

A. Desk Research

B. Operational framework

C. Professional Technical Capacity (PTC)

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A. Desk Research

EACEA

Introduction

The ultimate aim of the ELESA project is to produce a ready to use learning syllabus for Outdoor Animators. In order to reach this goal the ELESA consortium will rely on the extensive information gathered through the previous EQFOA and CLO2 projects.

Two previous European Outdoor projects, the Competence Framework (EQFOA) [1] and the Learning Outcomes Framework (CLO2) [2], were primarily based on the findings and data collected by employer federations in the outdoor sector. The role of the training providers in these previous projects, was to provide an educational point of view, however their main task, was to 'translate' the identified sector-based competences into learning outcomes for a teaching and learning environment. Based on the insights of both the employers and training providers it was decided that the learning outcomes for the outdoor animator should be referenced to EQF [3] level 5. Level 5 is offered at Vocational Education Training level and also at an intermediate level between secondary school and higher education. This intermediate level is more commonly known as the 'Short Cycles in Higher Education' (SCHE) level, [4]

The following statements from the project application clarify the importance of the desk research carried out within the higher education environment.

- *ELESA will enable training programs that will fit Higher Education learning environments through a strong cooperation between higher education institutions (HEI's) and enterprises representatives (SME's [5]) as described and aimed at in the ERASMUS multilateral project. Moreover the cooperation will support HEI's in the development towards a curriculum that incorporates work-based learning, a particular challenge for HEI's.*
- *The syllabus will be an important benchmark for HEI's to organize Outdoor Training programs in their curriculum at EQF level 6 or 7. The syllabus based on the outdoor competence framework and agreed learning outcomes for the outdoor animator can be considered as an international standard for HEI's to develop attuned outdoor training programs and qualifications for bachelors and masters all over Europe.*

In order to produce the proposed European learning syllabus, the ELESA-consortium opted first of all to obtain a comprehensive overview of the relevant insights and knowhow within the 'educational environment'. The proposed desk research for a more in-depth analysis of existing outdoor training programs and curricula therefore will focus on such issues as:

- Curricula
- Learning outcomes
- Learning units
- Syllabus items based on learning outcomes
- Workload

[1] http://www.ec-oe.eu/projects/eqfoa/
[2] http://www.ec-oe.eu/projects/clo2/
[3] European Qualification Framework : *http://ec.europa.eu/eqf/documentation_en.htm*
[4] http://www.eurashe.eu/projects/l5missing/
[5] SME : Small and Medium size Enterprise

Though the scope of the desk research is restricted to the member states represented in the ELESA consortium, it is understood that the obtained results will provide more insight regarding the education environment which is relevant for the training of outdoor animators. Moreover, it is believed that this screening should also demonstrate the extent to which the existing education programs are **dedicated** to the learning outcomes based approach as advocated by ELESA.

Research methodology and results

Before proceeding to the core purpose of the ELESA project, the consortium wanted to scrutinize in more detail the content of relevant training programmes on offer throughout Europe.

It is anticipated that some training programs do exist but it is not clear to what extent these programs are really dedicated (according to the standards defined in EQFOA and CLO2) to the training of Outdoor Animators.

This desk research work package set up to scrutinize a selection of outdoor training programs on offer in the EU, is in three steps:

- The educational environment
- Workload
- Learning outcomes

As the scope of the desk research is limited to a number of member states represented in the ELESA consortium, the consortium is fully aware of the limited 'scientific' relevance of this desk research. It is however, believed that the obtained results will be useful to better underpin the ELESA training syllabus.

1. Educational environment

The first step in this desk research was to analyse the education environment in a number of member states represented in the ELESA consortium. The purpose of this research was to establish a coherent picture of the current 'Outdoor Animators' training setting

Partners were asked to analyse national and/or local qualifications relevant for the Outdoors. In order to structure the collected data, the '***Education and training environment matrix***' was developed.

From the beginning the competence of the professional Outdoor Animator was positioned at EQF level 5 (CLO2, 2012). Therefore the functioning of education and training structures at this EQF level is of particular interest for the ELESA project.

Hence the partners were asked to focus on bachelor and master programs as well as to scrutinize related programs in 'short cycles in higher education' and in vocational education.

In order to establish the general pattern of training programmes relevant for the Outdoor sector, the results of this first part of the desk research are summarised in the 'Education and training environment' matrix for Outdoor Animators (page 7).

1.1 Results

To interpret this matrix, the readers' attention is first drawn to the top row. The six levels identified across the education and training environment are drawn from the eight levels identified in EQF. These levels are used by individual EU nations to benchmark their own national qualifications frameworks (NQF's) and thus the level of their individual training and education programmes. The competence of individuals holding awards at these levels is articulated in the EU document known as the *Dublin Descriptors*. [6] These are also indicated in a row toward the base of the model.

While competence at different levels identified by the EQF is usually achieved and defined within the context of training and education awards, competence can also be established and referenced to individual awards and NQF's through a process of *Recognition of Prior Learning / Accreditation of Prior Learning*. This process is a core concept in Life Long Learning and therefore is a key tool in ELESA. In the lower most rows of the model, this capacity for individuals (including those from the Outdoors sector) to access accreditation for their work-based competence at different levels is indicated.

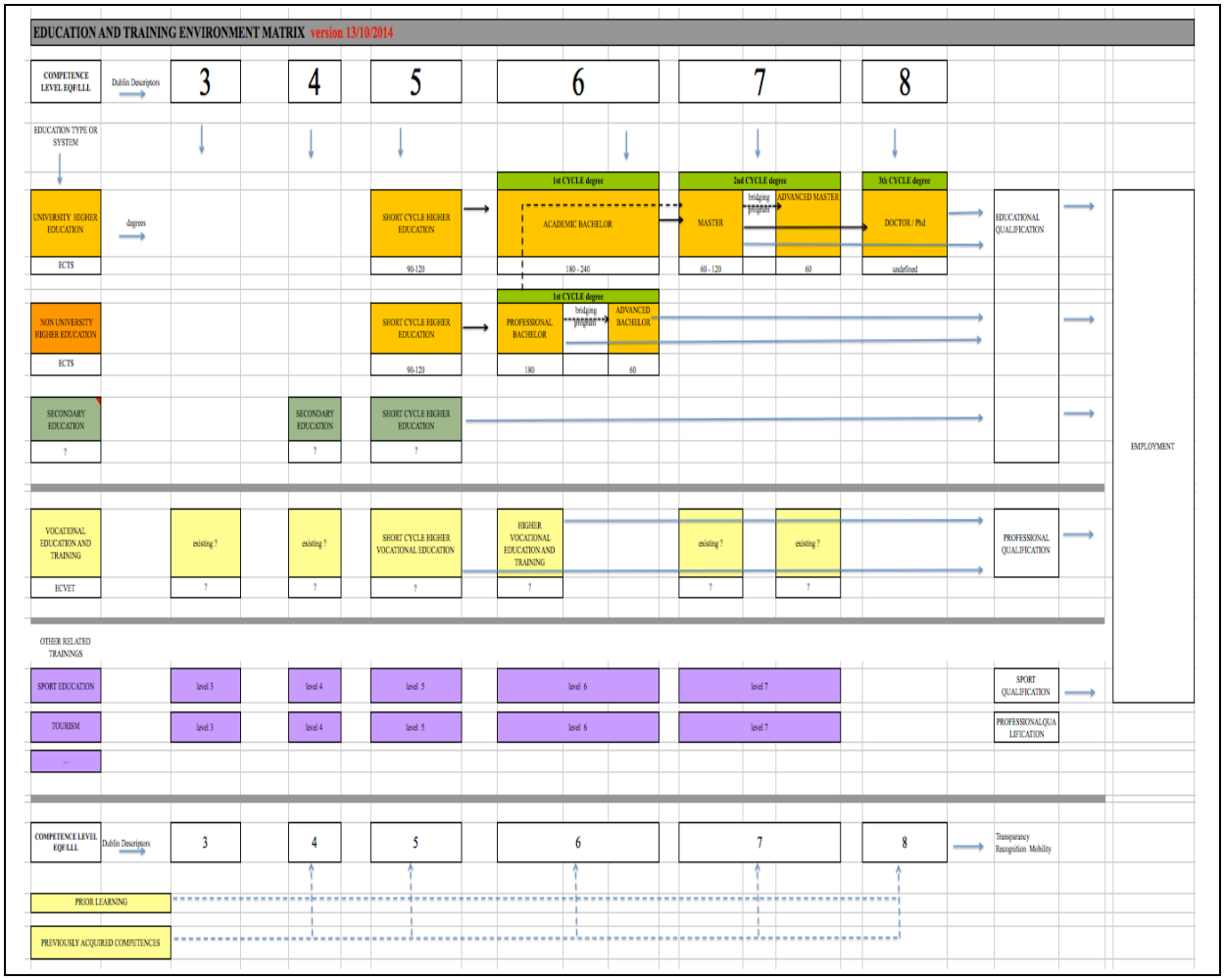
Five different types of institutions / organisations delivering training and education across the EQF levels are identified in the model. These are Tourism and Sport Education, Vocational Education & Training, Secondary education (post-primary), Non–University Higher education and University Higher Education. It can be seen that not all types of organisations deliver training and education programmes at all levels. As the Outdoor Animator has been defined as an occupation with a competency of EQF level 5, the main focus of the model is on organisations that deliver training and education programmes at this level.

Across the EU, there is a diversity of programmes and awards offered at level 5 on the EQF. Some of these are aligned with the *Bologna process*, and are classed as Short Cycles in Higher Education (SCHE) [7]. Although not every country in the EU offers SCHE programmes at this time, more than 50% do; as SCHE is a recognised element of the *Bologna process,* each country is in a position to recognise such SCHE awards that originate in other EU member states. Across the European Higher Education Area, learners with SCHE awards exit the educational system and enter the workplace. However, in several countries, SCHE is used

[6] http://ec.europa.eu/eqf/documentation_en.htm

[7] Kirsch M. and and Y.Beernaert: *L5Missing – Level 5 the Missing Link; Short cycle Higher Education in Europe,* - In: http://www.eurashe.eu/projects/l5missing/

as an access point to the first cycle in the *Bologna process*, the bachelor award (level 6). This can involve a bridging programme or the incorporation of the accumulated ECVET credits from the programme into the level 6 awards.



'Education and training environment matrix' for Outdoor Animators

(Annex 1)

In conclusion, it must be emphasised that the education and training matrix reflects the overall picture of relevant training structures for outdoor animators throughout the EU. This matrix does not suggest that all identified training structures are available in every single EU Member State.

2. Workload

For the second step of the desk research partners were asked to keep the education and training environment matrix in mind and accordingly select different types and levels of training programs (in their home country) for further analysis.

In order to facilitate reporting, a ***'Synoptic chart'*** was created.

The upper part of the synoptic chart is designed to identify the delivering bodies and their respective qualifications but apart from this identification some more detailed information on these qualifications was also reported:

- Date of latest accreditation
- EQF level
- Type of content
- ECTS [8] or ECVET [9] credits

Within the context of the ELESA project particular attention must be paid to the ECTS and ECVET credit systems. [10]

ECTS credits express the volume of learning, based on the workload students need in order to achieve the expected learning outcomes of a learning process at a specified level. (One credit stands for ± 25-30 hours of workload).

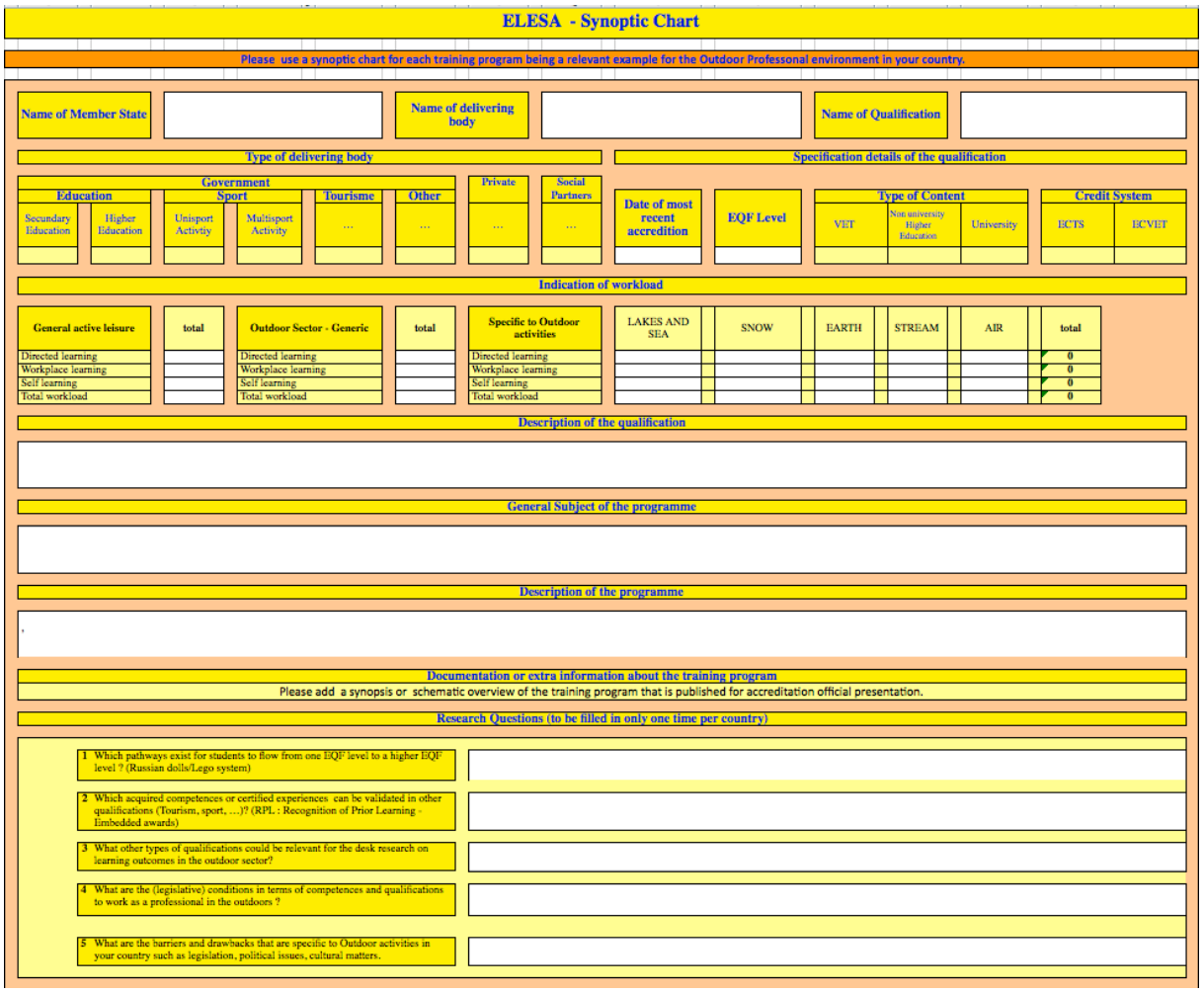
ECVET credits are a set of assessed learning outcomes that can be accumulated towards a qualification or transferred to other learning programs or qualifications. ECVET is expressed in ECVET points. 'ECVET points' mean a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

Whereas the ECTS credit system is devoted to higher education, the ECVET credit system is focussing on vocational education.

[8] ECTS: European credit transfer and accumulation system

[9] ECVET: European credit system for vocational education and training.

[10] http://www.unica-network.eu/sites/default/files/Be-TWIN_Methodological_Guide_July2010-FINAL.pdf (p. 18)



ELESA - Synoptic Chart

Please use a synoptic chart for each training program being a relevant example for the Outdoor Professonal environment in your country.

Name of Member State		Name of delivering body		Name of Qualification	

Type of delivering body

Government						Private	Social Partners
Education		Sport		Tourisme	Other		
Secundary Education	Higher Education	Unisport Activtiy	Multisport Activity	…	…	…	…

Specification details of the qualification

Date of most recent accredition	EQF Level	Type of Content			Credit System	
		VET	Non university Higher Education	University	ECTS	ECVET

Indication of workload

General active leisure	total	Outdoor Sector - Generic	total	Specific to Outdoor activities	LAKES AND SEA	SNOW	EARTH	STREAM	AIR	total
Directed learning		Directed learning		Directed learning						0
Workplace learning		Workplace learning		Workplace learning						0
Self learning		Self learning		Self learning						0
Total workload		Total workload		Total workload						0

Description of the qualification

General Subject of the programme

Description of the programme

Documentation or extra information about the training program

Please add a synopsis or schematic overview of the training program that is published for accreditation official presentation.

Research Questions (to be filled in only one time per country)

1 Which pathways exist for students to flow from one EQF level to a higher EQF level ? (Russian dolls/Lego system)	
2 Which acquired competences or certified experiences can be validated in other qualifications (Tourism, sport, …)? (RPL : Recognition of Prior Learning - Embedded awards)	
3 What other types of qualifications could be relevant for the desk research on learning outcomes in the outdoor sector?	
4 What are the (legislative) conditions in terms of competences and qualifications to work as a professional in the outdoors ?	
5 What are the barriers and drawbacks that are specific to Outdoor activities in your country such as legislation, political issues, cultural matters.	

Synoptic chart (Annex 2)

The middle part of the synoptic chart focuses more specific on the workload in terms of directed learning, self-learning and workplace learning.

- Directed learning: the sessions where the teacher/trainer interacts directly with the students
- Workplace learning: learning sessions in the real working environment
- Self-learning: preparations, rehearsal, practice… students work independent from a teacher /trainer
- Total: total workload (sum) students are supposed to invest in the training program.

Reporting on the workload is further structured through the boxes provided for storing information on such categories as:

- General active leisure learning units
- Outdoor sector generic learning units
- Specific outdoor activity learning units
- Lakes and sea
- Snow
- Earth
- Stream
- Air

The selected categories are derived from the Outdoor Animator Competence Framework [11] and the outdoor sub-sectors as identified in the Industry Occupational Map, [12] were included in the synoptic chart.

Finally, the lower part of the synoptic chart provides the opportunity to add non-compulsory 'open-ended' additional information.

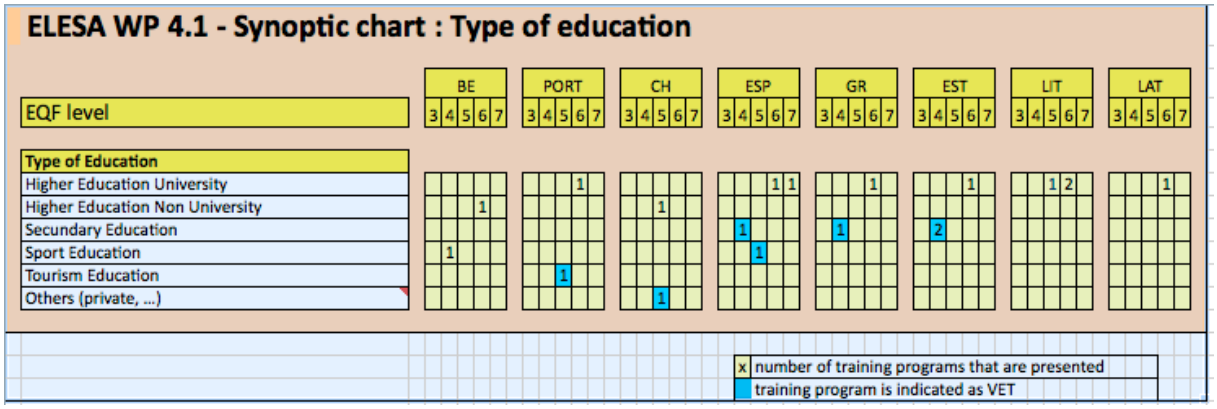
2.1 Results

During this second phase of the desk research, nineteen (19) training programs from eight (8) Member States were described: Belgium, Estonia, Latvia, Lithuania, Greece, Portugal, Spain and Switzerland.

As indicated earlier, the ELESA consortium is fully aware of the limited scope of this part of the desk research. In fairness it must be stated that the results do not allow for conclusions on the 'state of the art' of the provision or training programs for outdoor animators throughout the EU.

However, the analysis of the gathered data indicates that the developed methodology might be useful for the in-depth investigation of additional training programs.

By taking a closer look at 'type of education' findings, it is clear that this comparative chart can easily be extended to incorporate more programs and more countries.



Type of education

Furthermore, the explorative data demonstrate that outdoor training programs are indeed offered at different EQF levels. Moreover, the data also indicates the relative importance of VET (at EQF levels 4 & 5) for the provision of outdoor animator training programs.

[11] http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_D_The_Outdoor_Animator_Competence_Framework__en_.pdf

[12] http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_A_Industry_Occupational_Map_for_the_Outdoor_Sector__en_.pdf

As a second example of the utility of the developed research methodology, the section on the workload, in terms of directed learning, self-learning and workplace learning, is briefly illustrated.

ELESA - Synoptic Chart Synthesis Workload 01/12/2014

Indication of workload

KHLEUVEN Belgium - - Physical Education and leisure - EQF 6

General active leisure	total	Outdoor Sector - Generic	total	Specific to Outdoor activities	lakes and sea	snow	earth	stream	air	total
Directed learning	233	Directed learning	37	Directed learning	46	15	104	6	0	171
Workplace learning	157	Workplace learning	165	Workplace learning	0	0	0	0	0	0
Self learning	1050	Self learning	39	Self learning	27	0	83,5	4	0	114,5
Total workload	1440	Total workload	241	Total workload	73	15	187,5	10	0	285,5

SOA - Switzerland - Wanderleiter - EQF 5

General active leisure	total	Outdoor Sector - Generic	total	Specific to Outdoor activities	LAKES AND SEA	SNOW	EARTH	STREAM	AIR	total
Directed learning	16	Directed learning	56	Directed learning		112	76			188
Workplace learning		Workplace learning	20	Workplace learning		16				16
Self learning	38	Self learning		Self learning		60	32			92
Total workload	54	Total workload	76	Total workload	0	188	108	0	0	296

Workload

Just by comparing these two examples (KHLeuven / Belgium and SOA / Switzerland) the great variation in workload in training programs is clearly indicated. However this application of the methodology also idnetified some research questions that will have to be dealt with in future applications of the synoptic chart, for example:

- Does every correspondent understand the exact criteria for answering to these questions ?
- Is it sensible to compare training programs at different EQF levels ?
- What is the duration (semester, year, full curriculum) for reporting ?
- Etc.

A guidance manual to cope with these and other methodological questions appears to be required for further research applications.

On the other hand, the methodology developed so far can help to provide answers to other relevant research questions:

- What is the proportion between general, sector generic and activity specific courses ?
- What type of learning effort is required for specific outdoor activities ?
- What is the proportion of workplace learning and directed learning required for specific activities ?
- Etc.

This kind of quantitative information could probably also assist potential trainees to estimate the expertise of Outdoor Animator training providers. The validity of the data is therefore paramount.

As explained before (cfr. p.8) the concept of workload is specifically used in higher education to indicate the time students need in order to achieve the expected learning outcomes at a

specific level, such as the EQF levels 6 & 7. The ELESA syllabus however, is dedicated to vocational training (EQF 5) and therefore, measuring / researching the 'workload' of training programs for Outdoor Animators, is not of prime concern for the ELESA project.

Nevertheless the ELESA syllabus will ultimately serve as an important benchmark for higher education providers to organise outdoor training programs in their curriculum. The syllabus is after all based on common agreed learning outcomes for the outdoor animator and therefore has the potental to become an international standard for developing attuned outdoor training programs and qualifications for bachelor and master degrees all over Europe.

This latter goal of developing an international standard is the reason why the ELESA consortium deemed it necessary and appropriate to devote part of the desk research to explore the feasibility of gathering data on the workload in training programs.

3. Learning outcomes

In vocational education training programs (EQF levels 3, 4 & 5) learning outcomes are key. [13] Additionally, learning outcomes are expressed in 'ECVET points' and ECVET points mean 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.

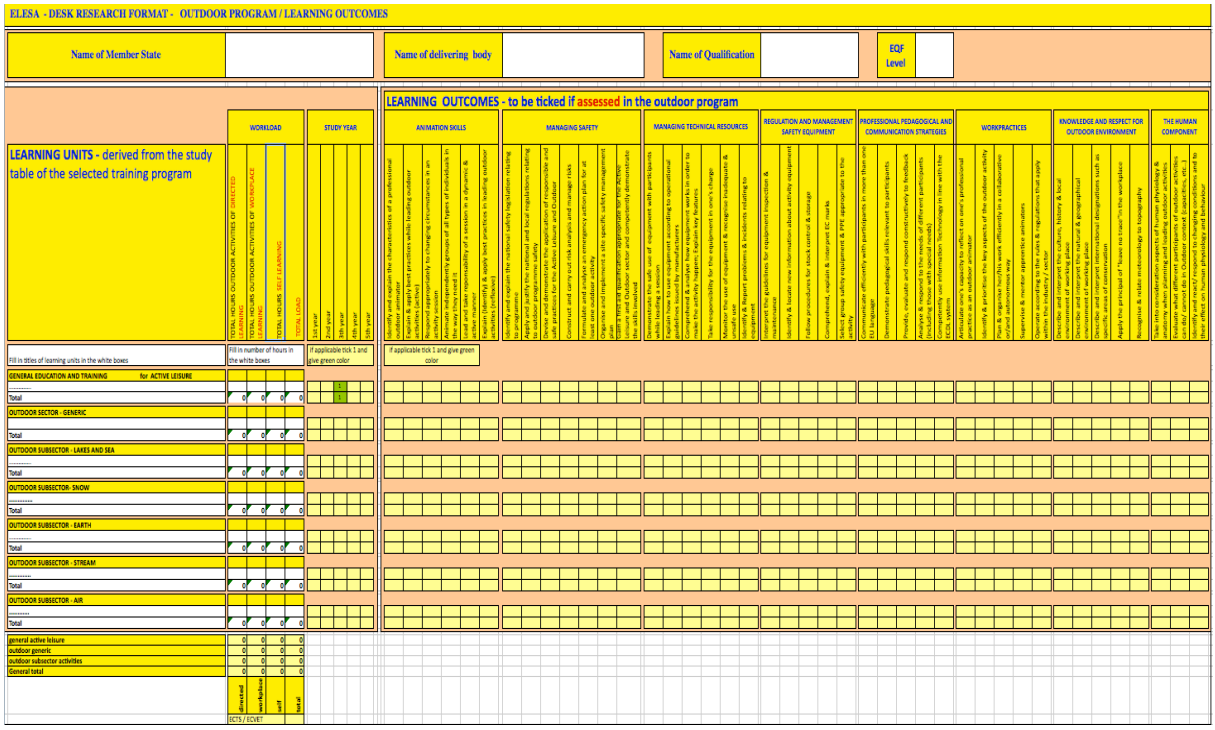
As the ultimate aim of the ELESA project is to produce a ready to use learning syllabus and according to the project description it is this syllabus's intention to use the CLO2 learning outcomes as stepping stones. The research question is now, if and how existing training programs that have already implemented (some of) these learning outcomes can be traced ? In other words, can ELESA benefit from prior developed expertise ?

Therefore this third and last phase in the desk research work package seeks to obtain a more in depth view on the use of learning outcomes in training programs.

The synoptic chart – provided some methodological adaptations are implemented – can indeed offer useful information on the wide spectrum of training programs and qualifications for Outdoor Animators throughout the EU. The synoptic chart however, does not provide any information on the use of learning outcomes in training programs.

To collect data on the use of learning outcomes the '***Desk research format'*** was thus designed as an additional research tool. In fact this format can be considered as a refined extension to the synoptic chart in the sense that it allows for the detailed registration of the application of every single identified learning outcome.

[13] CEDEFOP (2009), The shift to learning outcomes. Policies and practices in Europe. pp. 176



Desk Research Format (Annex 3)

For reasons of compatibility on the one hand and control (double check) on the other hand, the second column in this format recaptures information on workload from the earlier ELESA synoptic chart.

The main part of this Desk Research Format (DRF) focuses on the core business of the ELESA project, to evaluate to what extent learning outcomes are effectively covered in relevant existing training programs. The format therefore includes eight columns representing the eight (8) sets of learning outcomes as defined by CLO2.

In the first column, learning units can be added (white boxes) to each of the seven (7) indicated research categories. A 'learning unit' is considered to be the smallest significant element that can be identified as a thematic or logical element in a training program.

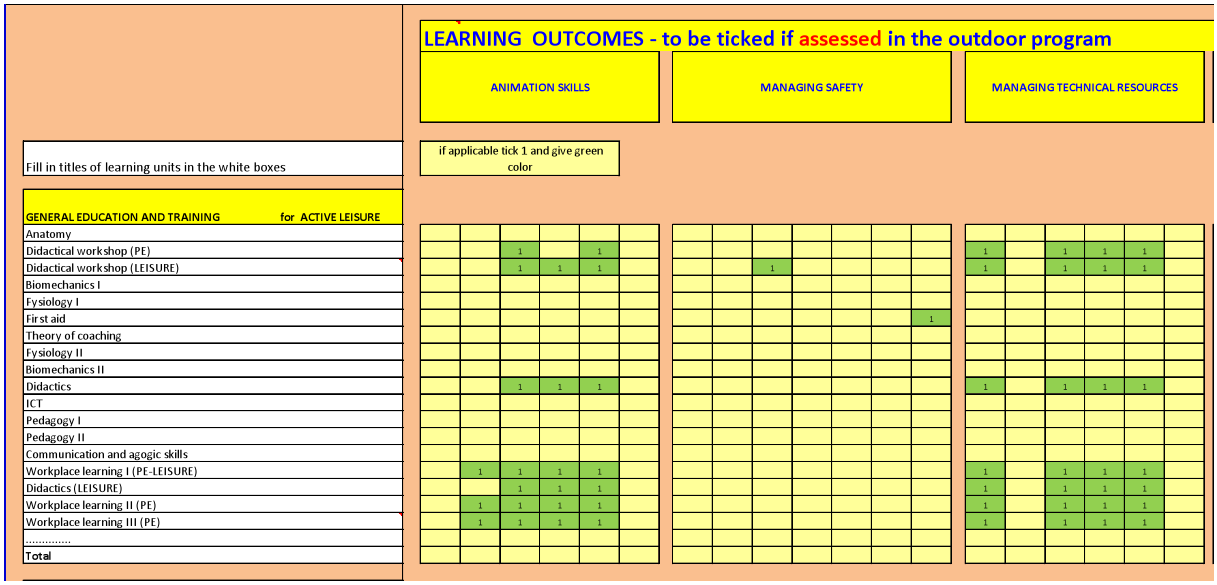
Partners were asked to indicate - per each learning unit that they identified - the learning outcomes covered in that learning unit. If learning outcomes are <u>assessed</u> in these learning units, they are highlighted in green. [14]

It was anticipated that cultural and/or linguistic sensitivity might complicate reporting. On the other hand, and thus hopefully to avoid interpretation difficulties, it was decided to allow for an open-ended input. Consequently, no preconceived categories of possible learning units were included in the DRF.

As the following reduced example demonstrates, a variety of 'learning units' for just one research category (generic education and training) have been generated .

[14] Assessment is essiential in the accriditation process for ECVET credit

To enable convenient reporting on the large amount of detailed and complex information gathered by the ELESA consortium however, some preparatory reshuffling of the collected learning units had to be considered.



	LEARNING OUTCOMES - to be ticked if assessed in the outdoor program		
	ANIMATION SKILLS	MANAGING SAFETY	MANAGING TECHNICAL RESOURCES
Fill in titles of learning units in the white boxes	if applicable tick 1 and give green color		
GENERAL EDUCATION AND TRAINING for ACTIVE LEISURE			
Anatomy			
Didactical workshop (PE)	1 1		1 1 1 1
Didactical workshop (LEISURE)	1 1 1	1	1 1 1 1
Biomechanics I			
Fysiology I			
First aid			1
Theory of coaching			
Fysiology II			
Biomechanics II			
Didactics	1 1 1		1 1 1 1
ICT			
Pedagogy I			
Pedagogy II			
Communication and agogic skills			
Workplace learning I (PE-LEISURE)	1 1 1 1		1 1 1 1
Didactics (LEISURE)	1 1 1		1 1 1 1
Workplace learning II (PE)	1 1 1 1		1 1 1 1
Workplace learning III (PE)	1 1 1 1		1 1 1 1
.....			
Total			

Extract of desk research format for 'general education and training'

As shown in the next tables, the reshuffling of learning units consisted of re-grouping the provided data according to the variety of outdoor activities identified in the EQFOA occupational map.

OUTDOOR SUBSECTOR - EARTH
Indoor climbing initiation
Orientering
Indoor climbing perfection
Rockclimbing initiation
Methodology/theory climbing
Ropes course low
Ropes course high toprope
Ropes course high lanyards
Climbing and rope techniques didactic exercises and (micro)teaching
3day outdoor course didactic exercises and (micro)teaching
Cooperation activities
Climbing and rope techniques methodology/theory
Ropes course methodology/theory

OUTDOOR SUBSECTOR - EARTH Reshuffeld
not specified
3day outdoor course didactic exercises and (micro)teaching
climbing
Indoor climbing initiation
Indoor climbing perfection
Rockclimbing initiation
Methodology/theory climbing
Climbing and rope techniques methodology/theory
Climbing and rope techniques didactic exercises and (micro)teaching
cooperation
Cooperation activities
mountaineering
mountainbike
orientering
Orientering
ropes course
Ropes course low
Ropes course high toprope
Ropes course high lanyards
Ropes course methodology/theory

Example of reshuffling learning units (subsector earth) according to outdoor activities

Except for the 'general education and training' category, the same reshuffling was realised for every category of learning outcomes

3.1 Results

The process of Reshuffling the collected data on learning outcomes enabled the consortium to obtain a better overall view on the use of these learning outcomes in training programs for Outdoor Animators. Moreover, as shown in the next reduced example, by using the desk research methodology a more specific insight on the learning outcomes per individual outdoor activity can be obtained.

ELESA DESK RESEARCH LEARNING OUTCOMES SYNTHESIS

learning activities			ANIMATION SKILLS						MANAGING SAFETY						
			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 reponsability of a session in a dynamic & active manner	Explain (Identify) & apply best practices in leading outdoor activities (reflexive)	Identify and explain the national safety legislation relating to programme	Apply and justify the national and local regulations relating to outdoor programme	Devise and demonstrate the application of responsible and safe practices for the Active	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
OUTDOOR SECTOR - GENERIC	COUNTRY	EQF													
	BE	6	2	2	1	1	1	2	1	3	2	3	1	3	0
	NL	4	1	0	1	0	0	0	2	1	1	1	1	0	0
		6	4	3	4	4	3	1	4	2	1	2	1	1	1
	CH	5	0	0	0	0	0	0	1	0	0	0	0	0	0
		5	2	1	1	1	1	1	1	0	0	1	0	0	2
	SP	6	2	3	3	3	3	1	2	2	3	2	2	3	0
		7	1	2	1	1	2	2	2	1	2	1	1	1	1
		5	0	3	0	2	0	2	1	3	1	3	3	3	2
	EST	6	5	0	0	0	0	0	1	1	0	1	1	1	0
	GR	4	1	2	2	0	0	0	0	0	2	1	1	1	1
	IER	6	3	7	7	6	6	7	1	7	7	4	4	4	4
OUTDOOR SUBSECTOR - LAKES AND SEA	COUNTRY	EQF													
not specified	BE	6	0	1	1	1	1	1	0	0	1	1	0	1	0
	SP	6	1	1	1	1	1	0	0	1	1	1	1	1	0
		7	0	0	0	0	0	0	0	1	1	0	0	0	0
	NL	6	2	2	1	2	2	1	0	0	1	1	1	1	0
	EST	6	1	1	1	1	1	1	0	0	1	0	0	0	0
kayak and canoeing	BE	6	1	1	1	1	1	1	0	0	1	1	0	0	0
	GR	4	0	0	0	0	0	1	0	0	0	0	0	0	0
		6	0	0	0	0	0	0	0	0	0	1	0	0	0
	NL	4	1	1	1	1	1	1	1	1	1	1	1	0	0
		6	0	1	1	1	1	1	1	1	1	1	1	1	0
orientering	SP	5	0	1	1	0	0	1	0	0	1	0	1	0	0
raft building	NL	4	1	1	1	1	1	1	1	1	1	1	0	0	0

Extract of the desk research synthesis for 'lakes and sea' activities

The reshuffling process also surfaced the idea of clustering learning outcomes as per outdoor activity. In other words, cross referencing i.e. 'animation skills' with the given outdoor activity 'kayak & canoe', not only highlights the relevant training programs but more importantly, it also indicates the specific learning outcomes that can be expected to be achieved through the activity 'kayak & canoe'.

Obviously the validity of the results obtained by using the '*desk research format*' can only be checked by applying this format to a much larger sample of test cases in terms of both training programs and the countries involved. However, it is believed that this explorative desk research, as executed so far, will be of added value for the realisation of the main purpose of the ELESA project, the development of the syllabus. Certainly the effort made by the ELESA consortium to reflect and contribute to the methodology and content of the desk research, has really stimulated every single partner to focus on and understand the key building stones of the ELESA learning syllabus: **the learning outcomes**.

Conclusions

This work package on 'Desk Research' (WP 4.2.1) was primarily set up to underpin the construction of the ELESA syllabus but already at an early stage it was realised that, because of the specific nature of information to be collected, the quest for valid and significant findings would be challenging. Indeed, searching for data on such issues as workload, learning outcomes, ECTS and ECVET credits, etc., necessitates an in-depth study of the training programs. Even where such appropriate training documents exist, it takes time to find them and training providers in most cases don't treat their training programs as publically accessible documents.

Some training providers use 'study tables' and / or 'time tables' but this type of documentation is not always available. Moreover, because training staff are mostly involved in teaching specific 'learning units', they do not always have an overarching view of the training program and an additional challenge is to find the right correspondent.

Nevertheless, the ELESA consortium was committed to go ahead with the desk research but with the focus slightly shifted from gathering data to developing a sector specific research method. In other words, the information the consortium could collect was used to test and validate the explorative research methodology.

The methodology was developed in three steps:

- In the first step the relevant educational environment for outdoor animators in the EU was scrutinised and presented in the '***Education and training environment matrix***' for Outdoor Animators.

  This matrix reflects the overall picture of relevant training structures for outdoor animators throughout the EU, but it does not suggest that all training structures are identical in every single EU Member State.

  From a methodological point, by applying this matrix one should be able to compare a given national situation with the overall EU situation.

- The second step focused on gathering information on workload in outdoor training programs. The appropriate use of the proposed '***Synoptic chart'*** as a research tool was effective in providing comparative quantitative information.

The competence of the professional Outdoor Animator was positioned at EQF level 5. On the one hand, training programs of this level are offered as Vocational Education and Training (**VET**), which are regulated by the ECVET system. On the other hand the concept 'workload' expressed in '**ECTS** credits' refers to EQF levels 6 and 7.
The latter seems to indicate that the mere use of 'workload' therefore is not really appropriate for reaching the goal of the ELESA project.

- The third step in the desk research work package explored a methodology to collect data on 'learning outcomes'. After fine tuning and reshuffling the '***Desk research format'*** it turns out that this format indeed can provide useful information on the use of relevant 'learning outcomes' as building stones for the ELESA syllabus.

To sum up, it is believed that the 'desk research' :

- Provided a methodology to further scrutinise training programs for training Outdoor Animators;
- Can serve as a useful tool for training providers to benchmark their training programs against;
- Pointed out the substantial difference between ECTS and ECVET credits;
- Detected most learning outcomes as identified in CLO2;
- Indicated that none of the training programs identified so far, is really dedicated to the Outdoors;
- Indicated that none of the training programs identified so far, is transferable to the needs of the ELESA project:
- Confirms the views of the partners that there is a need for the ELESA Syllabus as a specific training program for the Outdoor Animator;
- Demonstrates the innovative character of the syllabus under construction and as such also demonstrates the relevance of the ELESA project;
- Provided for an agreement on the procedure to produce the ELESA syllabus.

In more general terms it can be concluded that:

- Training providers will certainly be able to use the ELESA learning syllabus to benchmark their training programs for the outdoor sector at levels 5 to 7;

- On a longer term, quantitative information on training programs could probably also serve potential trainees to estimate the expertise of training providers for Outdoor Animators;

- With regards to 'learning outcomes', it is imperative to understand the concept of '**ECVET** credits'; learning outcomes are expressed in ECVET credits (points) and ECVET points relate to vocational training at EQF 5;

- The desk research particularly helped the partners from the employer's side to better understand both the educational environment and the appropriate terminology in that environment. The desk research thus facilitated the agreement on the procedure to be used to produce the ELESA syllabus. In particular it was agreed to populate the

syllabus by using predesigned templates for the future collection of more precise data on learning outcomes.

- Finally, it is also believed that the basic principles of this desk research might also function as a useful tool for validation / accreditation of training programs for Outdoor Animators. More precisely, the procedure to assess the transfer of accumulated 'prior acquired competences' to / from other learning programs or qualifications, might be derived from this desk research.

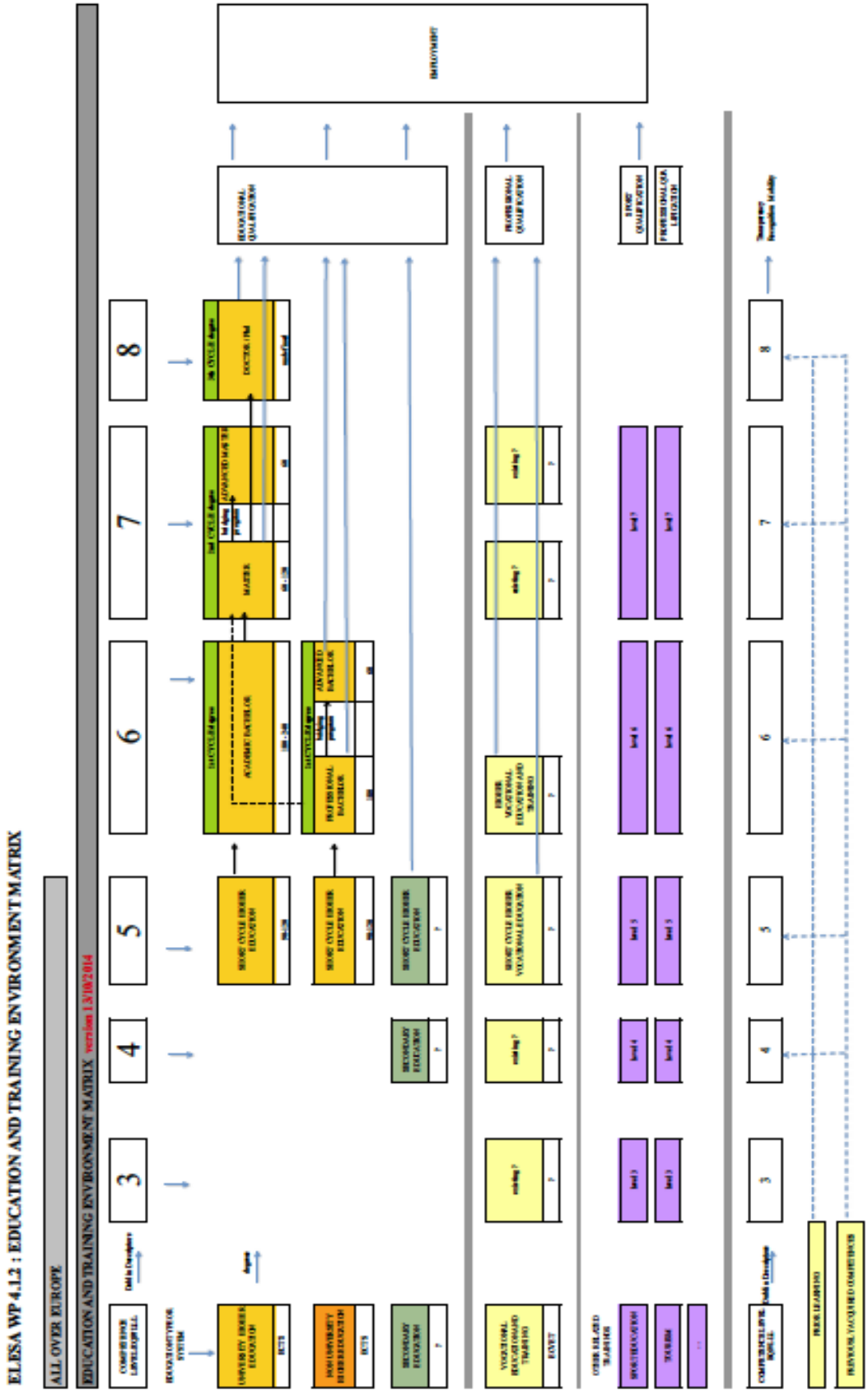
Annexes

1. 'Education environment framework matrix' for Outdoor Animators

2. Synoptic chart

3. Desk research format

1. ‘Education environment framework matrix’ for Outdoor Animators



2. Synoptic chart

ELESA - Synoptic Chart

Name of Member State		Name of delivering body		Name of Qualification	

Type of delivering body

Government						Private	Social Partners
Education		Sport		Tourisme	Other		
Secundary Education	Higher Education	Unisport Activtiy	Multisport Activity	...	...	...	...

Specification details of the qualification

Date of most recent accredition	EQF Level	Type of Content			Credit System	
		VET	Non university Higher Education	University	ECTS	ECVET

Indication of workload

General active leisure	total	Outdoor Sector - Generic	total	Specific to Outdoor activities	LAKES AND SEA	SNOW	EARTH	STREAM	AIR	total
Directed learning		Directed learning		Directed learning						0
Workplace learning		Workplace learning		Workplace learning						0
Self learning		Self learning		Self learning						0
Total workload		Total workload		Total workload						0

Description of the qualification

General Subject of the programme

Description of the programme

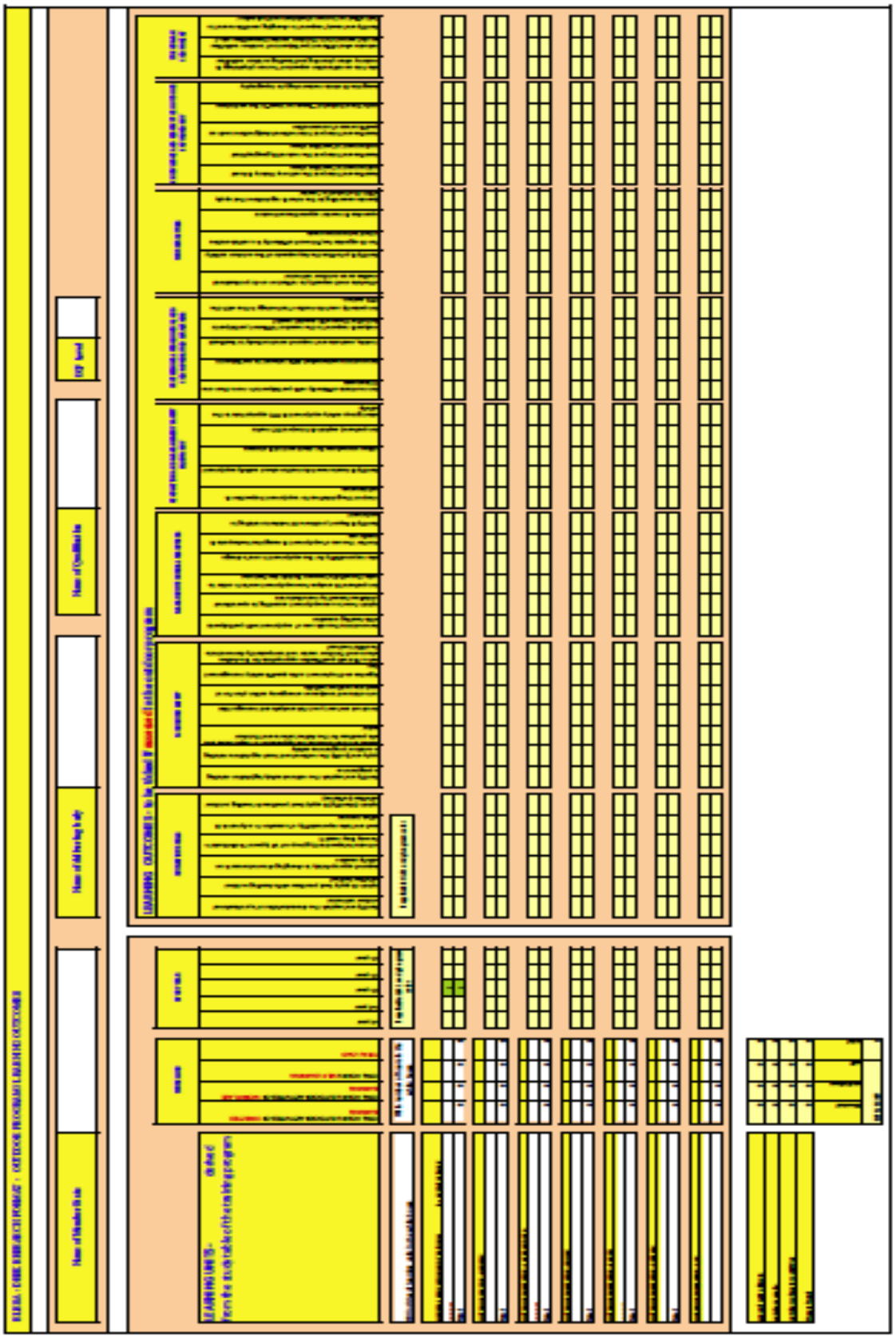
Documentation or extra information about the training program

Please add a synopsis or schematic overview of the training program that is published for accreditation official presentation.

Research Questions (to be filled in only one time per country)

1 Which pathways exist for students to flow from one EQF level to a higher EQF level ? (Russian dolls/Lego system)	
2 Which acquired competences or certified experiences can be validated in other qualifications (Tourism, sport, ...)? (RPL : Recognition of Prior Learning - Embedded awards)	
3 What other types of qualifications could be relevant for the desk research on learning outcomes in the outdoor sector?	
4 What are the (legislative) conditions in terms of competences and qualifications to work as a professional in the outdoors ?	
5 What are the barriers and drawbacks that are specific to Outdoor activities in your country such as legislation, political issues, cultural matters.	

3. Desk research format



European LEarning Syllabus for outdoor Animators

ELESA Project

Project N° 539073-LLP-1-2013-1-BE-ERASMUS-EQR

B. Operational framework

European Commission

EACEA

Introduction

In accordance with the description of the deliverable on the *Desk Research Summary*, this second part will focus on the work undertaken by the ELESA consortium to create a ready to use syllabus designed to contain detailed information on the various learning outcomes as they were identified in the previous CLO2 project. Furthermore, the consortium also agreed to populate the syllabus by using predesigned templates for the collection of more precise data matching learning outcomes (cfr. p. 13). Creating this template is of paramount importance to deliver the planned ready to use ELESA syllabus.

As discussed in the first part of this deliverable the empirically developed tools – and in particular the *'Desk Research Format'* – can be helpful to collect information (cfr. p. 14).

Taking into account that CLO2 had identified eight (8) sets of learning outcomes with a combined total of forty-two (42) individual learning outcomes, it was anticipated that the vast amount of detailed information to be gathered would have to be monitored very efficiently.

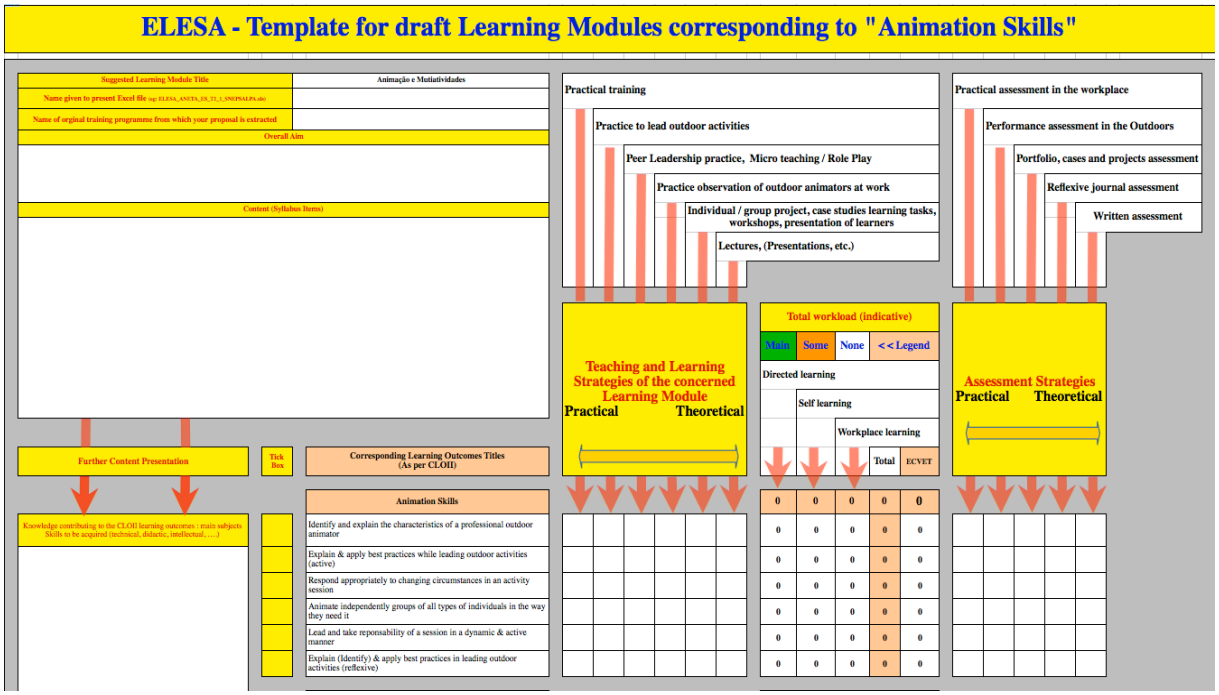
The data the consortium must collect are not restricted to 'pure' syllabus items as such but for each of the reported syllabus items information on workload, teaching and assessment strategies will have to be collected and reported as well.

The steps which were undertaken to collect and process this data and produce a ready to use framework to populate the ELESA syllabus will be discussed in more detail.

1. Collecting data

As the desk research (part A: Desk Research) confirmed that no existing training program throughout the EU really matched the Competence Framework designed by the Employer's organizations (EQFOA), nor the Learning Outcome Framework designed by the Training Providers (CLO2), the consortium decided to:

- Collect data on learning outcomes from different learning programs (as per set of Learning Outcomes identified in CLO2);
- Create a template (based on CLO2) to collect '*Syllabus Item Proposals'*.



Similar templates deducted from the CLO2 Learning Outcomes Matrix [15], were designed for in total 7 sets of learning outcomes. These templates were used to register more specific data on aims, content and didactical issues.

The learning outcomes set '*Managing Technical Resources'* (as per activity) was not included in this stage of the research. It was originally intended that these learning outcomes would be integrated in work package 4.2.3: '*Produce ready to use standards for Professional Technical Capacity (PTC)*'. However, as will be explained further on (cfr. infra p. 27), the consortium needed to review this position and reintegrate this set of learning outcomes.

Given the amount of information to be collected an agreement on managing these data was identified:

- Partners in charge of collecting and managing were as follows:
    1) Animation Skills: SNEPSALPA (FR)
    2) Managing Safety: SOA (CH)
    3) Safety Equipment: HATEOA (GR)
    4) Professional Strategies: APECATE (PT)
    5) Work Practice: VEBON (NL)
    6) Outdoor Environment: ANETA (ES)
    7) Human Components: APECATE (PT)
- All documents were uploaded into the ELESA Dropbox.
- Only the partner in charge was entitled to adjust and/or reshuffle the collected templates in his/her attributed work package.
- Any alteration in the files had to be validated by the concerned partner.

In total 75 templates were collected:

[15] http://www.ec-oe.eu/fileadmin/Projekte/CLO2/2_Learning_Outcomes_Matrix_English.pdf

ELESA : Summary of Templates suggested by partners													
Templates for proposals	Partner in charge	ANETA	Coaching Ireland	HATEOA	ID TOUR	ITTralee	KH Leuven	SNEPSALPA	SOA	TLU	UPE	VEBON	Total
Animation Skills	SNEPSALPA	1	1	2	1	1	1	1	1	1	1	3	14
Managing Safety	SOA	1	3	1	2	1	1	1	0	1	1	2	14
Safety Equipment	HATEOA	1	0	1	0	1	0	1	1	0	0	0	5
Professional Strategies	APECATE	2	1	0	2	1	2	1	1	0	0	1	11
Work Practice	VEBON	1	1	1	3	1	1	1	1	0	0	3	13
Outdoor Environment	ANETA	2	0	0	3	1	1	1	2	1	0	0	11
Human Components	APECATE	1	0	0	1	0	1	1	1	1	1	0	7
	Total	9	6	5	12	6	7	7	7	4	3	9	75

Templates collected per partner

The 75 templates included a total of 411 proposed 'Syllabus Items':

ELESA - Summary of number of suggested Syllabus Items per partner													
	Partners N° of proposals >	ANETA	HATEOA	ID TOUR	ITTRALEE	Coaching Ireland	KHLEUVEN	SNEPSALPA	SOA	TLU	UPE	VEBON	Total per learning Outcome
Partners in charge of collecting the "Syllabus Items" and corresponding CLO2 Learning Outcomes	SNEPSALPA Animation skills	6	6	3	18	6	4	6	11	6	12	5	83
	SOA Managing safety in the outdoors	8	8	9	20	10	4	7	0	4	13	4	87
	HATEOA Regulation, management of safety equipment	5	10	0	3	0	0	6	7	0	0	0	31
	APECATE Professional pedagogical & communication strategies	3	0	7	14	3	7	8	12	0	0	2	56
	VEBON Work practice	6	7	17	5	2	3	3	12	0	0	10	65
	ANETA Knowledge, appreciation & respect of outdoor environment	15	0	17	7	0	1	11	5	5	0	0	61
	APECATE The human components in outdoor activities	2	0	2	0	0	3	6	6	3	6	0	28
	Total	45	31	55	67	21	22	47	53	18	31	21	411

Number of syllabus items suggested by partners

From this overview, comments on the collected date can be summarised as follows:

1. The volume of material found by all committed partners was very important, since each partner came up with an average of over 37 Syllabus Item proposals (total = 411) and the number of proposals per set of Learning Outcomes ranged from 87 (managing safety) to 28 (human component).

2. The tables clearly show that 9 out of 11 partners could not find Syllabus Items matching every single Learning Outcome, which confirms the conclusions of the *Desk Research* that there was no 100% training program dedicated to the needs of the Outdoors. In fact (and this also includes the 2 partners who did find material matching every single Learning Outcome) all partners had to extract proposals from multiple training programs.

3. Going into more detail, it turned out that not only every proposed Syllabus Item matched at least one sub-Learning Outcome and remarkably, every single sub-Learning Outcome was 'hit' at least once by a proposal. This clearly demonstrates the pertinence of the conclusions of the CLO2 Matrix as well as the accuracy and the quality of the proposals made by the partners. Moreover, the latter also confirms the correspondence between past work (EQFOA & CLO2) and the actual work in progress (ELESA), and of course the benefit of the collective work performed by the consortium, since it is only due to a collective approach of the research and investigation that every sub-Learning Outcome could be matched.

4. Finally, it must be pointed out that some templates concerned an 8th Learning Outcome set that was originally removed from the scope of the investigations. This Learning Outcome set is the one concerning '*Managing Technical Resources'*.

The reason for this is that initially the assumption was that this set of learning outcomes would be matched by the research concerning the Professional Technical Capacities (PTC) in work package 4.2.3.

As it turns out this was partly a mistake. Indeed, the PTC issue only concerns 1 (one) of the sub-Learning Outcomes of this set (*Demonstrate the safe use of equipment with participants while leading a session*).

Therefore, it was decided to re-integrate the 5 other sub-Learning Outcomes within an 8th corresponding template, which explains why the present step concerns only 7 templates whereas the next step will again concern 8 templates as per the number of Learning Outcome sets issued from the CLO2 matrix.

2. Processing data

Processing 411 item syllabus proposals gathered from a multitude of scrutinised training programs in 10 EU Member States – translated (by the partners) into English – turned out to be a very challenging and time consuming endeavour.

In first instance the task for each of the 'leading partners' was to arrange, classify, reshuffle, crosscheck all input in their designated learning outcomes set (cfr. supra).
From there on, it took two 'brainstorming partner meetings' (Segovia–ES: 25-26 September 2014; Budapest–HG: 19-20 March 2015), numerous Skype conferences and email exchanges, to reshuffle information across the different learning outcome sets and in case of overlap, to reduce the number of syllabus item propositions.

The ELESA Dropbox again served as a useful tool not only to store the collected information but it also enabled partners to crosscheck and provide feedback during the entire processing period.

The coordination of this process was entrusted to SNEPSALPA (employer) and KHLeuven (training provider).

During this extended phase in processing the collected data some crucial decisions were agreed on:

1. First of all as mentioned before, the 8th learning outcome set on '*Managing Technical Resources*' was reintegrated into the research.
2. The second major decision was a switch in the methodology used to classify the learning outcomes according to the CLO2 Learning Outcomes Matrix (8 sets).

Up to this point, data have always been classified according to the CLO2 framework.

However, due to the amount of data gathered this method became gradually untenable. Moreover, during the extended period of processing these data, partners more and more sensed the need to further diversify within the 8 sets of learning outcomes.

After a long and challenging period of consultation, amending and validation the consortium finally agreed on a switch from the initially 8 sets of learning outcomes (CLO2) to a set of 12 '**Module Descriptors**' in order to classify all recorded syllabus item propositions.

The 12 selected Module Descriptors are:

1. Outdoor environment
2. Outdoor animation as a profession
3. Basic safety program
4. Managing general technical resources
5. Applied physiology
6. Workplace organization – 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

As a final step in the process of processing the data the exercise was made to check if the newly developed 'Module Descriptors' matched with the learning outcomes as listed in the initial CLO2 Learning Outcomes Matrix. [16]

This crosscheck was needed to ensure that the consortium was still on track with the initial outcomes of the CLO2 project. However, as discussed above, the learning outcome '*Demonstrate the safe use of equipment with participants while leading a session'* was not included into this check, leaving a total of 41 learning outcomes to be scrutinised.

Remarkably, only 1 of the initial 41 learning outcome listed in CLO2 was not covered by any single one of the 'Module Descriptors': Work practice: *Supervise & mentor apprentice*

[16] This crosscheck complies with WP 4.2.4 (*Draw, validate and test the ELESA syllabus*)

animators. [17]

On the one hand the latter really validates the outcomes of the CLO2 project but it surely also confirms the soundness and the thoroughness of the ELESA consortium.

Reflecting on the ultimate omission of the purposed learning outcome, '*Superve & monitor apprentice animators*', this learning outcome is not perceived by the outdoor sector as a relevant training need for an outdoor animator at EQF level 5.

In conclusion, this validation process indicates the need for a total of 40 different learning outcomes instead of the 42 learning outcomes as put forward by CLO2.

[17] http://www.ec-oe.eu/fileadmin/Projekte/CLO2/2_Learning_Outcomes_Matrix_English.pdf

ELESA Module Descriptors Overview													
	ELESA Module Descriptors N°												
Learning Outcomes CLO2													
Animation Skills													
Identify and explain the characteristics of a professional outdoor animator		1											1
Explain & apply best practices while leading outdoor activities (active)		1					1						2
Respond appropriately to changing circumstances in an activity session		1											1
Animate independently groups of all types of individuals in the way they need it							1						1
Lead and take reponsability of a session in a dynamic & active manner							1						1
Explain (Identify) & apply best practices in leading outdoor activities (reflextive)							1						1
Managing Safety in the Outdoor Sector													0
Identify and explain the national safety legislation relating to programme			1								1		2
Apply and justify the national and local regulations relating to outdoor programme safety			1								1		2
Devise and demonstrate the application of responsible and safe practices for the Active Leisure and Outdoor sector											1		1
Construct and carry out risk analysis and manage risks											1		1
Formulate and analyse an emergency action plan for at least one outdoor activity											1		1
Organise and implement a site specific safety management plan											1		1
Claim a first aid qualification appropriate for the Active Leisure and Outdoor sector and competently demonstrate the skills involved			1								1		2
Managing technical resources (Sample as per skiing)													0
Demonstrate the safe use of Ski equipment with participants while leading a skiing session												1	1
Explain how to use Ski equipment according to operational guidelines issued by manufacturers				1									1
Comprehend & analyse how Ski equipment works in order to make the activity happen; Explain key features				1									1
Take responsibility for the Ski equipment in one's charge				1									1
Monitor the use of Ski equipment & recognise inadequate & unsafe use				1									1
Identify & Report problems & incidents relating to Ski equipment				1									1
Regulation and Management of Safety equipment													0
Interpret the guidelines for equipment inspection & maintenance				1									1
Identify & locate new information about activity equipment				1									1
Follow procedures for stock control & storage				1									1
Comprehend, explain & interpret EC marks				1									1
Select group safety equipment & PPE appropriate to the activity								1					1
Professional Pedagogical and Communication Strategies													0
Communicate efficiently with participants in more than one EU language										1			1
Demonstrate pedagogical skills relevant to participants										1			1
Provide, evaluate and respond constructively to feedback										1			1
Analyse & respond to the needs of different participants (including those with special needs)							1			1			2
Competently use information Technology in line with the ECDL system										1			1
Work practices													0
Articulate one's capacity to reflect on one's professional practice as an outdoor animator						1							1
Identify & prioritise the key aspects of the outdoor activity						1							1
Plan & organise her/his work efficiently in a collaborative or/and autonomous way												1	1
Supervise & mentor apprentice animators													0
Operate according to the rules & regulations that apply within the industry / sector						1						1	2
Knowledge, appreciation and respect of Outdoor Environment													0
Describe and interpret the culture, history & local environment of working place	1												1
Describe and interpret the natural & geographical environment of working place	1												1
Describe and interpret international designations such as specific areas of conservation	1												1
Apply the principal of "leave no trace"in the workplace	1												1
Recognise & relate meteorology to topography	1												1
The Human Component in Outdoor Activities													0
Take into consideration aspects of human physiology & anatomy when planning and leading outdoor activities					1								1
Evaluate what different participants of outdoor activities can do/ cannot do in Outdoor context (capacities, etc.)					1				1				2
Identify and react/ respond to changing conditions and to their effect on human physiology and behaviour					1								1

Crosscheck ‘CLO2 learning outcomes’ with ‘Module Descriptors’

3. Producing a 'ready to use' template

As mentioned above, during the Budapest meeting the consortium reached an agreement on a final layout of a '**Module Descriptor** template' to be used for the creation of the ELESA training syllabus.

Again, to make sure that the consortium was on track with the initial outcomes of the CLO2 project, it was also important to check the level of correspondence between the workload, the teaching and assessment strategies reported in CLO2 (8 sets of Learning Outcomes) and the workload, teaching and assessment strategies mentioned in the ELESA propositions (12 Module Descriptors).

ELESA Module Descriptors Overview													
	ELESA Module Descriptors N°												
	1	2	3	4	5	6	7	8	9	10	11	12	
TEACHING AND LEARNING STRATEGY													
Practical training	1	1		1	1		1	1	1	1	1	1	
Practice to lead outdoor activities	1	1		1	1		1	1	1	1	1	1	
Peer Leadership practice, Micro teaching / Role Play					1		1		1	1			
Practice observation of outdoor animators at work		1				1							
Individual / group project, case studies learning tasks, workshops, presentation of learners	1		1	1		1		1		1	1		
Lectures, (Presentations, etc.)	1	1	1	1	1	1	1	1	1	1	1	1	
ASSESSMENT STRATEGIES													
Practical assessment in the workplace	1	1	1	1			1	1		1	1	1	
Performance assessment in the Outdoors	1	1	1		1		1		1	1	1	1	
Portfolio, cases and projects assessment	1	1		1		1	1	1		1	1		
Reflexive journal assessment		1				1	1						
Written assessment	1	1	1	1	1	1	1	1	1	1	1		
WORKLOAD													
Directed Learning	180	140	40	200	50	60	140	70	70	140	60	50	1200
Self Learning	60	20	20	60	10	50	10	40	10	60	20	30	390
Workplace Learning	0	300	0	130	30	120	500	120	30	250	30	100	1610
Total	240	460	60	390	90	230	650	230	110	450	110	180	3200
ECVET Credit : Total / 25	9,60	18,40	2,40	15,60	3,60	9,20	26,00	9,20	4,40	18,00	4,40	7,20	128
ECVET CREDITS													
Total	9	17	2	15	4	8	25	8	4	17	4	7	120
Comments on the color coding as per EQFOA Compentence Framework	Environment		Inner aptitude		Safety		Equipment		Interpersonal Communication		Workplace		
Credits per theme	9		42		6		23		25		15		

Crosscheck workload, teaching and assessment strategies
(CLO2 versus Module Descriptors)

This crosscheck did not identify any discrepancies.

The final version of the Module Descriptor (cfr. Annex 4) provides space to add information on:

- Description of the module;
- Learning effort *(hours)*;
- Learning outcomes;
- Teaching and learning strategies (***Continuous or Final***);
- Assessment strategies;

- Syllabus items;
- Reading list;
- Journals, websites and course material.

As was the case during the phase of processing the collected data, the coordination of this process was again entrusted to SNEPSALPA (employer) and KHLeuven (training provider).

Both partners not only developed the 'Module Descriptor Template' but in the meantime they also drafted an elaborated template for each of the 12 module descriptors. These drafts obviously were populated by the properly processed and selected Syllabus items proposals.

It is anticipated that once the process of amending and validating these 12 draft propositions is concluded by the consortium the framework of the ELESA syllabus will be accomplished. The latter however, is subject to 'Deliverable 11' of the **E**uropean **LE**arning **S**yllabus for outdoor **A**nimators (ELESA).

Conclusions

In this second part of the *Desk Research Summary*, the methodology used to collect and process the data needed to produce a template in order to populate the ELESA training syllabus was discussed. Final decisions were made on the content and layout of this template and the whole process resulted in the creation of **12 Module Descriptors**. However, the issue on the learning outcomes set '*Managing Technical Resources'* as discussed above (cfr. p. 25) still has to be resolved.

It can be argued that the 12 Module Descriptors primarily deal with what can be described as 'soft' skills. But as the ELESA syllabus should also cover the 'hard' skills or technical activity skills, the next and final part of the '*Desk Research Summary'* (as per work package 4.2.3) will focus on the development of '*ready to use standards for Professional Technical Capacity (PTC)*'.

As it has never been the intention to create a new set of activity specific awards, certificates, diplomas, …etc., the emphasis in part 3 will indeed be on defining the '***professional***' technical capacity an individual outdoor animator needs to function in his/her job. ELESA was not set up to create a 'technical' outdoor animator 'award'; the initial set-up of ELESA was to create an 100% dedicated outdoor animator training program.

The unique sector driven concept of ELESA will become more explicit through the combination of training (soft skills) and PTCs (hard skills) to assess future Outdoor Animators.

Annex

4. Module Descriptor Template

4. Module Descriptor Template

ELESA Learning Syllabus
Module descriptor

Module title:	

Module Description/Aims

Learning Effort *(hours)*				Credits
Directed learning	Self learning	Workplace learning	Total learning	ECVET

Prerequisite knowledge

Learning Outcomes	
1	
2	
3	
4	

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

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

Syllabus Items			
Item		**Hours**	**Content**
1			
2			
3			

Reading list					
Book Title		ISBN	Author(s)	Publisher	Year / Edition
1					
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Module Descriptor Template

European LEarning Syllabus for outdoor Animators

ELESA Project

Project N° 539073-LLP-1-2013-1-BE-ERASMUS-EQR

C. Professional Technical Capacity (PTC)

European Commission

EACEA

Introduction

Following on from the EQFOA (2006 – 2008) and CLO2 (2008-2010) projects, ELESA is the keystone of this three projects cycle. It's 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 project the focus was always on the competences an Outdoor Animator needed to master, in order to operate successfully in the commercial Outdoor sector. The CLO2 project literally bridged the gap between 'competences' on the one hand, and 'learning outcomes' on the other.

Looking back at this process, it was these learning outcomes and the primary focus on the so-called 'soft skills' which avoided the pitfall of the over focus on 'hard skills' typically found in other outdoor training programs. As often is the case in the 'Sport and Active Leisure' sector – striving for a compromise i.e. to achieve a European standard on activity specific training (i.e. climbing -, kayak-, horse riding -, skiing techniques, … etc.) in most cases leads to dead-end discussions. [18]

In fact, the outcomes of CLO2 indicate only 1 (one) single identified learning outcome related to 'hard skills': '*Demonstrate the safe use of … equipment with participants while leading a … session'*.

From the very start of the ELESA project, the consortium agreed that Outdoor Animators should meet the '***P**rofessional **T**echnical **C**apacity*' (**PTC**) requirements (as put forward by the sector) in at least 2 outdoor activities and acquire technical competence in these outdoor activities outside of the ELESA process.

[18] The 'ISIA Minimum Standards' for skiing (ISIA = International Ski Instructors Association) is a rare exception in this context.

With ELESA the Outdoor Animators develop a set of 'soft skill' competencies which allows them to translate their activity specific skills - the 'hard skills' to be obtained outside of ELESA - into a meaningful, enjoyable and safe outdoor recreation experience for their clients. Put simply, ELESA is about tuning 'hard skills' so as to animate an outdoor activity for a client appropriate to his/her expectations.

As already discussed and concluded in Part 2 of this *Desk Research Summary* (cfr. p.32), it has never been the intention of the ELESA consortium to create a new and yet another set of activity specific technical or 'hard skill' awards, certificates, diplomas, …etc. ELESA instead will provide a 100% dedicated Outdoor Animator training program.

Nevertheless, the ELESA training process should also confirm that the Outdoor Animator does in fact have these 'hard' technical activity skills. Therefore the emphasis in this part of the Desk Research Summary is on identifying and confirming the **Professional** **T**echnical **C**apacity required for an individual Outdoor Animator in order to function in his/her job.

The next and final part of the '*Desk Research Summary'* (as per work package 4.2.3) will thus focus on the development of '*ready to use standards for Professional Technical Capacity'*.

1. Range of action

While the core focus of the ELESA syllabus is on the development of generic competencies and the 'soft skills' involved in outdoor animation, 'hard skills' are equally important for Outdoor Animators and thus they are included in the syllabus. These hard skill requirements (per selected outdoor activity) are outlined in the '***P**rofessional **T**echnical **C**apacities*' (**PTCs**) documents which identify the minimum technical ability / competence required for an Outdoor Animator to operate in a given commercial setting.

PTCs do not replace national awards or training but the PTC process will be used to assess an Outdoor Animator's technical competence to operate effectively in the commercial outdoor environment. The PTCs therefore 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, see, lake, …etc.)

- The *technical environment* in which the 'normal, day-to-day' activity typically takes place (river grade, climbing grade, weather conditions, …etc.)

Consequently, by using this approach certain PTCs may be different (for the same type of activity) according to the different types of physical and technical environments. For instance, the PTC for hiking in the Alps might be different from the PTC for hiking in Scandinavia. In other words, the required PTC will - to a large extent - depend on the commercial / physical environment of the service provider.

The latter implies that, before describing any kind of PTC for a particular outdoor activity it is imperative to first of all analyse and define the '**Range of action'** encountered within a 'normal' and 'day-to-day' setting for a particular outdoor activity.

This analysis was conducted in four stages and addressed the following issues:

- What are the most popular activities sought by the market and offered by a typical provider?
- What is the specific Range of Action (physical and technical environment), for every activity?
- What are the 'hard skills' required by the animator to effectively and safely deliver this activity within that Range of Action?
- How should the PTC be structured so that it can assess the animator's ability to work within this 'Range of Action'?

2. Selection of 16 outdoor activities

In accordance with WP 4.2.3 the consortium made a selection of 16 outdoor activities in order to produce 'ready to use Standards for Professional Technical Capacity' (PTCs) for each of these activities. The criteria to select these activities were threefold:

- The activity should figure on the 'List of Outdoor activities' according to EQFOA; [19]
- The selected activities are considered to be 'normal, day-to-day' activities offered by outdoor service providers;
- The selected activities are the most common offered activities across Europe.

This list of activities is an initial list. In other words, if in the near future more PTCs are needed, obviously 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.

[19] http://www.ec-oe.eu/fileadmin/Projekte/EQFOA/EQFOA_A_Industry_Occupational_Map_for_the_Outdoor_Sector__en_.pdf

Lakes & Sea	Snow	Earth	Stream	Air
Non-inflatable Kayak/Canoe	Alpine ski	Hiking Walking	Inflatable Kayak/Canoe	
Sea Kayak	Snowboarding	Orienteering	Rafting	
		Mountain Bike	White Water Swimming	
		Canyoning		
		Caving		
		High Ropes Parks		
		Top Rope Climbing		
		Via Ferrata		
		Archery		

Selection of activities

3. General principles of PTC

As mentioned above, the concept of PTC does not intend to replace or discredit any existing training award, diploma, certificate, …etc. On the contrary, every PTC will very specifically focus on the **professional technical capacity** an Outdoor Animator should have in order to meet the needs of the typical activity provider in that sector. A PTC in fact can be considered as the means of connecting the 'soft skills' (theoretical training) of the animator with the service delivery needs of the employer. It is therefore indispensible that the sector stakeholders are involved and consulted in the process of creating and validating a PTC.

Moreover, the adverb **professional** relates to both the physical and the technical environment (Range of action) of a given outdoor activity and the ability of the Outdoor Animator to:

- Successfully delivering the outdoor activity;
- Provide customer service through animating and instructing;
- Operate in a safe manner.

From the very start of the ELESA project the consortium estimated that every future Outdoor Animator should at least specialise in two outdoor activities (from different groups of outdoor activities; according to the EQFOA list of activities). Furthermore, it was agreed that the assessment of the technical competence of the animator would be based on PTC templates. Moreover, the consortium also anticipated that certain Outdoor Animators at a later date might expand their 'hard skills' into more than just two activities.

Specialisation in this context refers to the competence of meeting the PTC requirements (as identified by the sector) for a particular outdoor activity. [20] The selected PTCs are to be considered as an integrated part of the ELESA training syllabus. As such PTCs do not stand alone, nor are they related to any specific level of technicality in training or performance. [21]

As the number of PTCs will have to be extended in time this also implies that the PTCs will have to be revised and up-dated on a regular basis. Hence the range or number of PTCs is dynamic and consequently the relevant (sub)-sector stakeholders will also have to be consulted on a regular basis.

Properly defined PTCs will serve at least two purposes:

- PTCs will inform the candidate about the technical activity skills which the sector expects him/her to be able to perform;
- PTCs provide structure to the content and format of the candidate's technical skills assessment.

In full compliance with the characteristics of the '**Range of action**', assessment by default will take place in the typical physical environment of the given outdoor activity. No part of an assessment can be taken in an a-typical setting. For instance an Eskimo Roll (as a possible PTC for kayaking) cannot be tested in a swimming pool but must be assessed outdoors on a river or lake, the physical environment where the activity will typically take place.

Given that an Outdoor Animator must have superior technical ability than his/her clientele, the technical environment assessment must take place in a more difficult environment level than the '**normal, day-to-day'** level offered by the outdoor service provider.

Again, using the example of kayaking, given the fact that 'normal, day-to-day' kayak trips are organised on a white water level 2 (WW-2) maximum, the PTC assessment for kayaking should be taken on a WW-3 level. It will be up to the discretion of the sector however, to decide on the detail of these standards.

Finally, it does not matter where and 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.

Without doubt good 'activity technical' skills certainly will be needed to complete a given PTC assessment successfully.

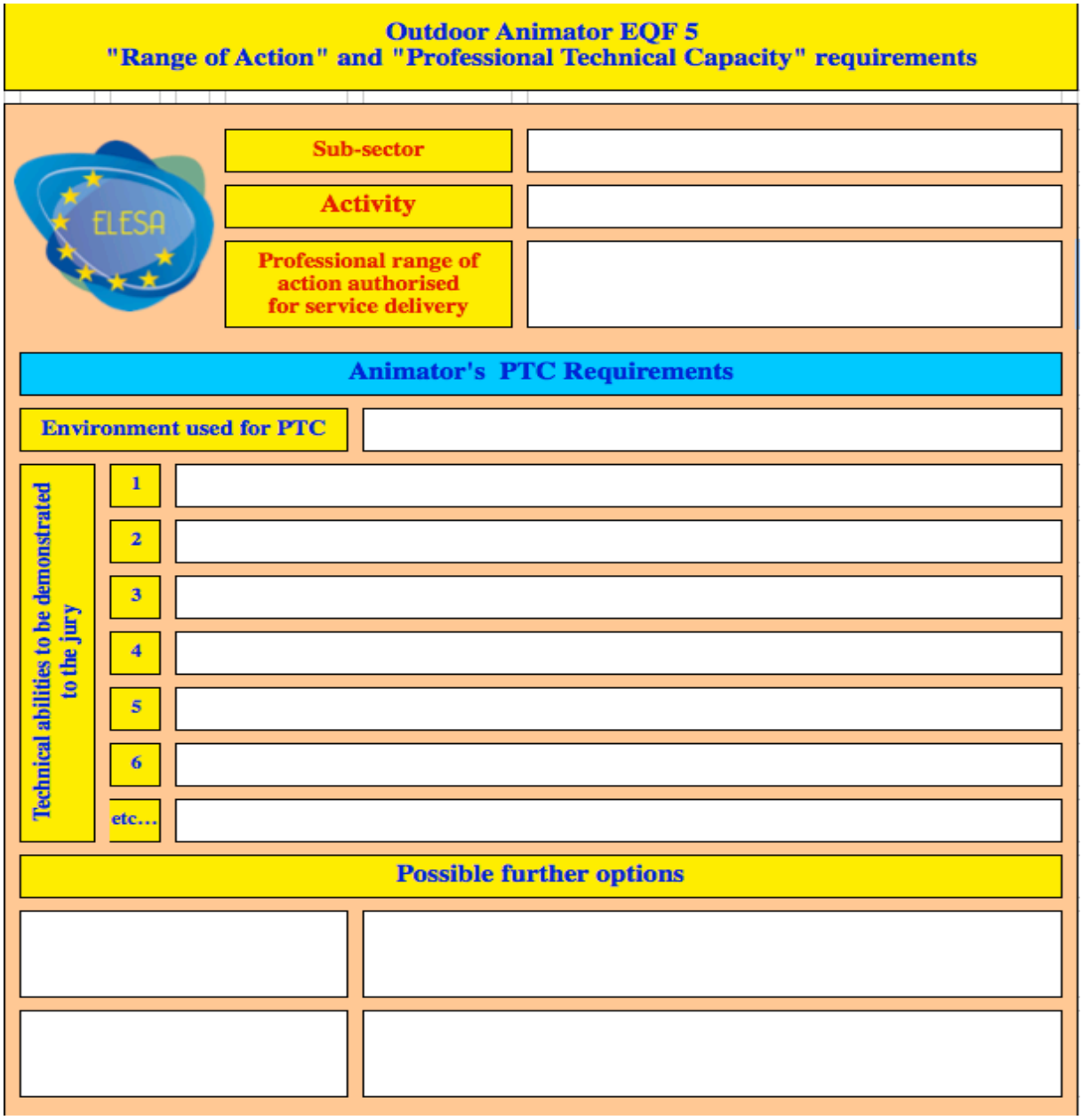
[20] Metaphorically speaking, a school does not need a Formula 1 pilot to drive the school bus nor does an outdoor company need a cycling world champion to guide a site seeing bicycle tour around the local lake.
[21] European Qualification Framework: *http://ec.europa.eu/eqf/documentation_en.htm*

4. Producing a 'ready to use' PTC template

The final piece of the *Desk Research Summary* is the production of a ready to use template in order to structure the different items of this unique sector driven PTC concept.

Paramount in each PTC are the ranges of action and the minimum technical abilities / competences required for an Outdoor Animator to operate in a given commercial setting.

The PTC template indicates the *activity* and the *related range* of action. Moreover the template also allows the listing of the *minimum technical requirements* identified by the sector. [22]

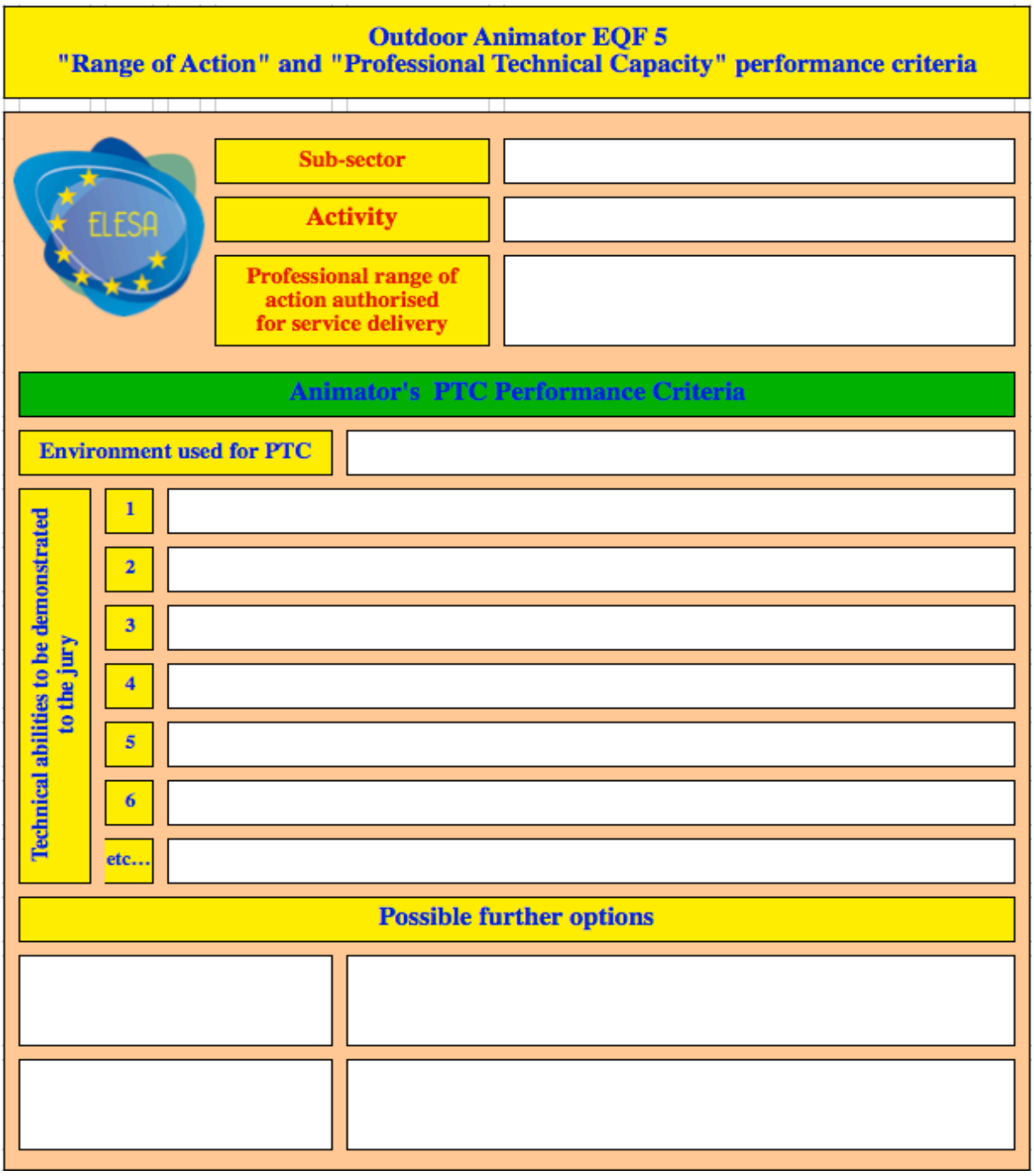


PTC requirements template

[22] If the sector stakeholders decide that more than 7 requirements need to be listed, extra lines can be added.

At the bottom end of the template some boxes are provided to indicate possible future options, extensions or links to other PTCs.

It is the ambition of the consortium to complement the PTC template with relevant information on assessment procedures. In particular the performance criteria that the Outdoor Animator must meet for each of the PTC requirements, for example the speed of efficiency at which they complete a required PTC technical task, will also be provided. To standardise this procedure the 'Performance Criteria' layout mirrors that of the 'Animator Requirement' PTC and as such every *requirement* can easily be matched with the relevant *performance criteria*.



PTC performance criteria

The latter will certainly be beneficial for the learners to help them understand and prepare for the technical requirements with full knowledge of how the sector wants them to operate.

In fact, for each activity the overall PTC is a combination of two sub-templates:

1. The PTC requirements template;
2. The PTC performance template.

Conclusions

This third and last part of the *Desk Research Summary* focused on identifying and confirming the ***Professional*** ***T****echnical* ***C****apacity* (PTC) required for an individual Outdoor Animator to animate a '***normal', 'day-to-day'*** outdoor activity offered by a typical outdoor service provider.

Key to understanding the philosophy behind the PTCs is the concept of '*Range of Action*' referring to both the physical and technical context within which the animator will work.

This unique sector driven concept of the PTCs does not replace or discredit any existing training award, diploma, certificate, …etc. Moreover, the underlying assumption is that it does not matter where and 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.

Finally, the consortium produced a twofold 'ready to use' template in order to identify the PTC *requirements* on the one hand, and the related *performance criteria* on the other hand.

It is assumed that by combining the PTC template with the Module Descriptors (as developed in part 2 of this Desk Research Summary) the consortium - according to Work Package 4.2 - will be able to construct the **E**uropean **LE**arning **S**yllabus for Outdoor **A**nimators (**ELESA**).