

# European Learning Syllabus for outdoor Animators (ELESA)

By Herman Smulders, Jean-Yves Lapeyrere & Dries De Ruytter

## **1. Life Long Learning and the results of the EQFOA & CLO2 projects.**

The European LEarning Syllabus for outdoor Animators (ELESA) is a follow-on project of two previous projects on vocational and higher educational training in the outdoors: EQFOA (2006-2008) <sup>1</sup> and CLO2 (2008-2010) <sup>2</sup>.

As both projects contributed to the professional training and mobility of Outdoor Animators in Europe they also favoured the development of Life Long Learning (LLL). Both projects were funded by the European Commission under the Leonardo da Vinci programme.

The European Qualification Framework for Outdoor Animators (EQFOA) focussed mainly on the description of the functions of, and the competences required by an 'Outdoor Animator'. The outcomes of this project were basically threefold:

1. Occupational map: occupational description of an Assistant Outdoor Animator, Outdoor Animator, Specialised Outdoor Animator and coordinator / supervisor. (APPENDIX I)
2. Functional map: identifying the functions an 'Outdoor Animator' carries out on a day by day basis. (APPENDIX II)
3. Competence Framework: outlines the competences required by an Outdoor Animator to deliver an outdoor session in a safe and efficient way. In other words: a description of the behaviour, knowledge and skills an Outdoor Animator should possess. (APPENDIX III)

The CLO2 project subsequently focused on bridging the gap between the competences (EQFOA) and Learning Outcomes to be delivered by a training provider. The latter resulted in the 'Learning Outcomes Framework'. (APPENDIX IV)

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<sup>1</sup> <http://www.ec-oe.eu/projects/eqfoa/>

<sup>2</sup> <http://www.ec-oe.eu/projects/clo2/>

However, before even starting to work on the Learning Outcomes Framework, the CLO2 consortium had to agree on the level of qualification the Outdoor Employers deemed appropriate for an Outdoor Animator. Thus bringing in line the European Qualifications Framework for Outdoor Animators with the preconceived Learning Outcomes Framework.

It was agreed that the initial level would be Level 5 (EQF) taking into account that certain Outdoor Animators can also act at other EQF levels. (APPENDIX V)<sup>3</sup> Focussing on a specific EQF (5) level was estimated very important because the vast number of workers in the outdoor sector operate at this level.

The transition from the Competence Framework to the Learning Outcomes Framework at EQF level 5 resulted in a matrix of 8 modules totalling 42 learning outcomes. Furthermore 6 'learning strategies' and 5 'assessment strategies' were identified. The matrix was completed with information on 'learning efforts' (direct learning, self learning, workplace learning) for each learning outcome. ECVET<sup>4</sup> points were allocated and finally a separate column was added to the matrix in order to enhance comparability between the Competence Framework and the Learning Outcomes Framework, by way of listing the competence references in line with the learning outcomes.

As stated above, the Outdoor Employers acknowledged the fact that Outdoor Animators can work at different EQF levels. Moreover the existing educational programs throughout Europe are also structured at different levels: vocational, bachelor, master.

After numerous and valuable discussions amongst EQFOA/CLO2 partners it became clear that the 'sector of the outdoors' should progress in developing a proper European Learning Syllabus for Outdoor Animators. Moreover, it was recognised that in order to improve mobility of workers as well as to promote the concept of Life Long Learning (LLL), a European approach in training 'outdoor animators' is the appropriate way to reach these goals.

This is exactly what the ELESA project is about.

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<sup>3</sup> [http://ec.europa.eu/education/lifelong-learning-policy/doc44\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)

<sup>4</sup> ECVET: European Credit System in Vocational Education and Training

The actual consortium piloted by the European Confederation of Outdoor Employers (EC-OE) wants to proceed in this next step in the organisation of the profession. Together with leading European higher education institutions the employer federations will **develop a Learning Syllabus for Outdoor Animators** (at EQF level 5), that is to say to move towards a proper European training program available **not only for VET purposes, but also for “Adult” and “Higher Education” Learning** in an integrated transversal set-up.

## 2. Description of the ELESA Project

The ELESA project aims at designing one main product that consists of a comprehensive **innovative Learning Syllabus for outdoor animators**, built in correspondence with the Life Long Learning Programme and the results of the sectoral Leonardo projects EQFOA and CLO2, usable in Higher Education, VET and Adult Learning contexts.

The promoter of the project is KH Leuven <sup>5</sup> ; EC-OE <sup>6</sup> will act as overall internal controller of the project and SNELM <sup>7</sup> assisted by KH Leuven will act as coordinator of the core work packages of the operations. Ten other partners will participate and bring their expertise into the project. (APPENDIX VI)

The ELESA project is organised around 5 “**Work Packages**”: 3 administrative packages: “WP1 General Management”, “WP2 Quality Plan” and WP3 “Dissemination”.

The **main work package (WP4)** will focus on providing a ‘ready to use’ learning syllabus. As for the production of the Learning syllabus the operations have been organised in 3 sub-work packages:

**WP 4.1** allows time for partners to fine-tune their views on the sectoral training ‘environment’ (VET, adult and higher education) and the sectoral specificities (learning outcomes). This work package will focus on drawing a ‘comparative / transversal summary’ of the European education scene regarding vocational training

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<sup>5</sup> KH Leuven: University College Leuven (Belgium)

<sup>6</sup> EC-OE: European Confederation of Outdoor Employers ([www.ec-oe.eu](http://www.ec-oe.eu))

<sup>7</sup> SNELM: Syndicat National des Entreprises de Loisirs Marchands (France)

and higher education in the outdoors. The idea behind this is to make sure that all partners are familiar with the background of the project and fully understand possible drawbacks and / or specificities of both higher education and the work place environment.

**WP 4.2** corresponds to the construction of the learning syllabus in 4 stages.

- 4.2.1 will overview (select, compare, analyse...) existing outdoor qualifications and training programs that are offered in higher education, adult education, by National Training Bodies related to the outdoor sector and in VET educational environments, and design the framework that will “host” the learning syllabus.
- 4.2.2 is the core of the project, focussing on the compilation of information from different countries, processing the collected information and producing a ‘ready to use’ learning syllabus in accordance with the Competence Framework and the Learning Outcomes (as identified by the EQFOA and CLO2 projects) into the agreed framework.
- 4.2.3 then deals with the Professional Technical Capacity (PTC) that the outdoor animator has to possess in specific outdoor settings, in order to demonstrate that he/she is sufficiently technically skilled and experienced.
- 4.2.4 will test, amend (if necessary) and validate the ELESA learning syllabus against the EQFOA and CLO2 results.

**WP 4.3** will address issues such as good practices, transfer to new users and decision-makers at European, National and local level. Other issues that will be treated in this work package deal with:

- Professional cards and a register of professionals,
- European accreditation
- E-learning
- Validation of good practices

Finally, **WP5** will concentrate on the “physical” production of the syllabus and its dissemination amongst Europe’s leading policy and decision makers.

### **3. Conclusions**

The ELESA project is comprehensive in its approach of the subject and aims at producing a clearly strong “ready to use” product that higher education institutions, adult education and / or vocational training centres can use as soon as the project is finished.

EQFOA and CLO2 already produced extremely valuable tools that could however not be directly used by training providers in “real life”. The ELESA project will result in a concrete tangible product that can easily be applied in all countries, and by all training providers.

The partners are convinced that such a tool will have dramatic impact on the mobility and the life long learning of workers, the transparency of qualifications and a very strong added value to the tourism and leisure industry.

Tens of thousands of young people across Europe are potentially targeted by this project and consequently the millions of holidaymakers who actively visit our territories every year will be co-beneficiaries too.

# APPENDIX I

## Occupational Map <sup>8</sup>

The organization of the outdoor industry is very varied and relatively recent what makes it difficult to distinguish levels in job profiles. Nevertheless it seems to be logic that there is no only one kind of job such as the “outdoor animator”, which is the “subject” of this Leonardo project.

There exist other indications for, apparently different types and professional levels of outdoor jobs: manager, instructor, coach, trainer, teacher, educator, guide and still more other indications in other languages.

The partners in the EQFOA project agreed that the Outdoor Jobs can be differentiated in 8 occupations.

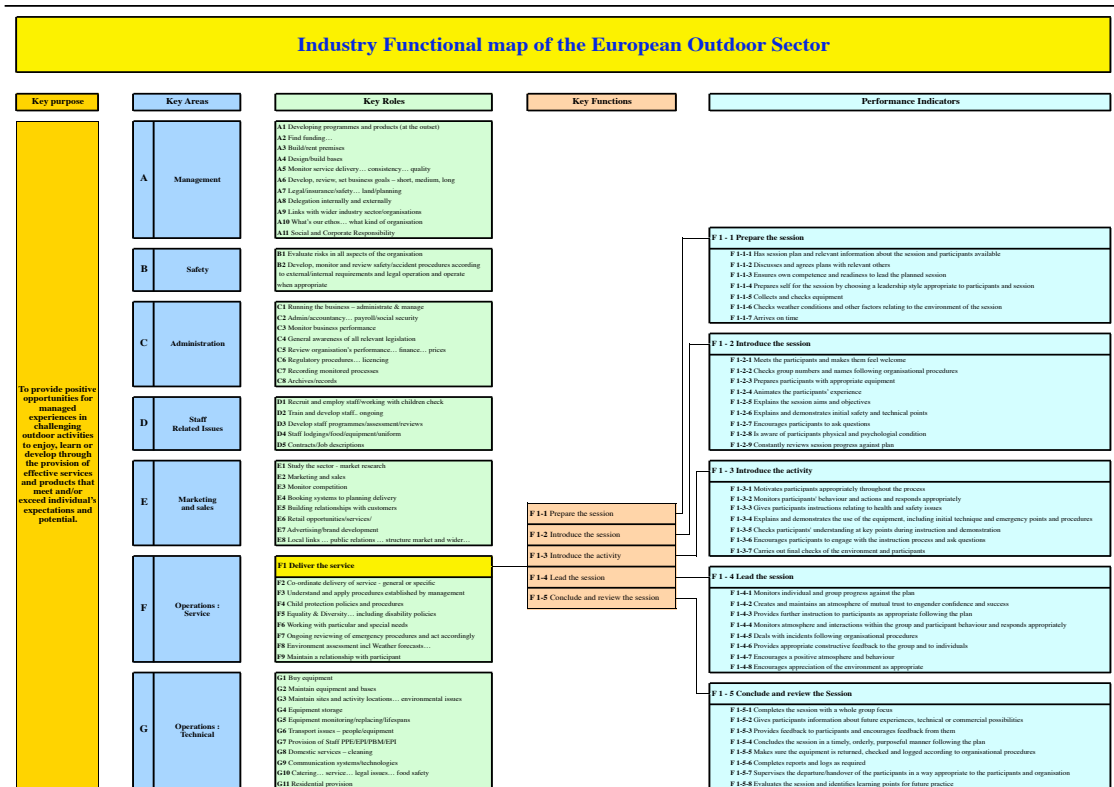
There are the “main” jobs and the “related” jobs.

<b>Main Jobs</b>
<ul style="list-style-type: none"><li>&gt; <b>Coordinator/supervisor</b></li><li>&gt; <b>Specialized Outdoor Animator</b></li><li>&gt; <b>Outdoor animator</b></li><li>&gt; <b>Assistant Outdoor Animator</b></li></ul>
<p style="text-align: center;"><b>Related jobs</b></p> <p>Head of unit / Managing director Safety manager Sales / Planning person Maintenance / Technical / Transport / Logistic person</p>

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<sup>8</sup> [www.ec-oe.eu/projects/eqfoa/](http://www.ec-oe.eu/projects/eqfoa/)

# APPENDIX II <sup>9</sup>



# APPENDIX III 10

European Competence Framework for Outdoor Animator (EQFOA Project)										Units of session F1			
<p>(SF) Security and Safety (SF)</p> <p>(SF-S1) Is vigilant for possible hazards</p> <p>(SF-S2) Accurately observes and analyses to calculate risks and acts or pre-empt security safety and hygiene issues so that unexpected events do not impede the achievement of objectives</p> <p>(SF-S3) Responds quickly to crisis and problems with a prepared course of action</p> <p>(SF-S4) Has detailed knowledge of security, safety and hygiene regulatory procedures and complies with them</p> <p>(SF-S5) Possesses the appropriate First Aid qualification and appropriate knowledge of anatomy and physiology</p> <p>(SF) Security and Safety (SF)</p>													
Layer 1 - Foundation competences		Layer 2 - Common to all outdoor activities		Layer 3 - (KS) Knowledge and Skills (KS) specific to the sub-sectors		Layer 4 - (KS) Knowledge and Skills (KS) specific to the activities							
General (B) Behaviour (B)		General (KS) Knowledge and Skills (KS)		Specific (KS) Knowledge and Skills (KS)		Specific (KS) Knowledge and Skills (KS)							
<p>(B) Interpersonal (B1)</p> <p>B1-01 Demonstrate a clear understanding of different cultures and their social and professional norms</p> <p>B1-02 Check the validity and reliability of information</p> <p>B1-03 Position objectives and plan work to make the best use of time and resources</p> <p>B1-04 Focus personal attention on specific details that are critical to achieving successful results</p> <p>B1-05 Comply with, and ensure others comply with legal regulations, company regulations, organisational policies and professional codes</p> <p>B1-06 Work to develop an atmosphere of professionalism and business like conduct and mutual respect</p> <p>B1-07 Act as an ambassador of the centre, its activities, objectives and corporate style and of professional ethics</p> <p>B1-08 Recognise the opportunities presented by the diversity of people</p> <p>B1-09 Take personal responsibility for making things happen</p> <p>B1-10 Act as a role model that promotes achievement, enthusiasm and commitment</p> <p>B1-11 Establish practical steps to motivate learners</p> <p>B1-12 Present information clearly, concisely and accurately and to ensure the message is understood</p> <p>B1-13 Show respect for other's needs, feelings and motivation and take an active interest in their concerns</p> <p>B1-14 Encourage and support others to make best use of their abilities</p> <p>B1-15 Handle behaviour that disrupts progress, discipline and commitment</p> <p>B1-16 Address multiple demands without losing focus or energy</p> <p>B1-17 Respond to the concerns and the requests of others</p> <p>B1-18 Recognise the environment and actively participate in its protection</p> <p>B1-19 Facilitate the development of participants in the activity</p> <p>B1-20 Listen actively, ask questions, clarify points and replace others' responses to check mutual understanding</p> <p>B1-21 Challenge and welcome feedback from others and use this to improve performance</p> <p>B1-22 Reflect regularly on one own's/other's experiences, and seek how to achieve better results</p>		<p>(KS) Interpersonal Communication (KS)</p> <p>KS-01 Promote appropriate psychological skills to address groups of all types of individuals</p> <p>KS-02 Promote the pedagogical skills inherent in the activity ranging from instruction to simple advice</p> <p>KS-03 Use the knowledge of contextual safety operations with clients</p> <p>KS-04 Use the appropriate language and resources appropriate to the situation</p> <p>KS-05 Promote knowledge and skills appropriate to the situation and participants</p> <p>KS-06 Understand how to handle a reflective practitioner in the context</p> <p>KS-07 Use knowledge of safety issues and have a capacity to respond them</p>		<p>(KS) Interpersonal Communication (KS)</p> <p>KS-01 Promote appropriate psychological skills to address groups of all types of individuals</p> <p>KS-02 Promote the pedagogical skills inherent in the activity ranging from instruction to simple advice</p> <p>KS-03 Use the knowledge of contextual safety operations with clients</p> <p>KS-04 Use the appropriate language and resources appropriate to the situation</p> <p>KS-05 Promote knowledge and skills appropriate to the situation and participants</p> <p>KS-06 Understand how to handle a reflective practitioner in the context</p> <p>KS-07 Use knowledge of safety issues and have a capacity to respond them</p>		<p>Interpersonal Communication</p> <p>To be identified</p>							
<p>(B) Environment (B2)</p> <p>B2-01 Recognise the opportunities presented by the diversity of people</p> <p>B2-02 Take personal responsibility for making things happen</p> <p>B2-03 Position objectives and plan work to make the best use of time and resources</p> <p>B2-04 Focus personal attention on specific details that are critical to achieving successful results</p> <p>B2-05 Comply with, and ensure others comply with legal regulations, company regulations, organisational policies and professional codes</p> <p>B2-06 Work to develop an atmosphere of professionalism and business like conduct and mutual respect</p> <p>B2-07 Act as an ambassador of the centre, its activities, objectives and corporate style and of professional ethics</p> <p>B2-08 Recognise the opportunities presented by the diversity of people</p> <p>B2-09 Take personal responsibility for making things happen</p> <p>B2-10 Act as a role model that promotes achievement, enthusiasm and commitment</p> <p>B2-11 Establish practical steps to motivate learners</p> <p>B2-12 Present information clearly, concisely and accurately and to ensure the message is understood</p> <p>B2-13 Show respect for other's needs, feelings and motivation and take an active interest in their concerns</p> <p>B2-14 Encourage and support others to make best use of their abilities</p> <p>B2-15 Handle behaviour that disrupts progress, discipline and commitment</p> <p>B2-16 Address multiple demands without losing focus or energy</p> <p>B2-17 Respond to the concerns and the requests of others</p> <p>B2-18 Recognise the environment and actively participate in its protection</p> <p>B2-19 Facilitate the development of participants in the activity</p> <p>B2-20 Listen actively, ask questions, clarify points and replace others' responses to check mutual understanding</p> <p>B2-21 Challenge and welcome feedback from others and use this to improve performance</p> <p>B2-22 Reflect regularly on one own's/other's experiences, and seek how to achieve better results</p>		<p>(KS) Environment (KS)</p> <p>KS-01 Understand how to relate to diversity in communication</p> <p>KS-02 Use appropriate knowledge of the cultural, historical and geographical environment of the working place</p> <p>KS-03 Use the appropriate knowledge of the cultural, historical and geographical environment of the working place, including professional regulations such as Specific, local and national laws (CNC)</p> <p>KS-04 Promote the culture skills in orientation, navigation and location</p> <p>KS-05 Use knowledge and skills to plan experience in monitoring, and have it affected by differing geography</p>		<p>(KS) Environment (KS)</p> <p>KS-01 Understand how to relate to diversity in communication</p> <p>KS-02 Use appropriate knowledge of the cultural, historical and geographical environment of the working place</p> <p>KS-03 Use the appropriate knowledge of the cultural, historical and geographical environment of the working place, including professional regulations such as Specific, local and national laws (CNC)</p> <p>KS-04 Promote the culture skills in orientation, navigation and location</p> <p>KS-05 Use knowledge and skills to plan experience in monitoring, and have it affected by differing geography</p>		<p>(KS) Environment (KS)</p> <p>KS-01 Understand how to relate to diversity in communication</p> <p>KS-02 Use appropriate knowledge of the cultural, historical and geographical environment of the working place</p> <p>KS-03 Use the appropriate knowledge of the cultural, historical and geographical environment of the working place, including professional regulations such as Specific, local and national laws (CNC)</p> <p>KS-04 Promote the culture skills in orientation, navigation and location</p> <p>KS-05 Use knowledge and skills to plan experience in monitoring, and have it affected by differing geography</p>		<p>(KS) Environment (KS)</p> <p>To be identified</p>					
<p>(B) Equipment (B3)</p> <p>B3-01 Use an awareness of CE marks</p> <p>B3-02 Use appropriate knowledge of use of equipment in the role of the Outdoor Animator</p> <p>B3-03 Use equipment in accordance with the following guidelines issued by the manufacturers' records</p> <p>B3-04 Maintain use and know how to correct equipment from activities</p> <p>B3-05 Maintain use and know how to correct knowledge and understanding of the activity</p> <p>B3-06 Use correct behaviour Technology skills</p>		<p>(KS) Equipment (KS)</p> <p>KS-01 Use an awareness of CE marks</p> <p>KS-02 Use appropriate knowledge of use of equipment in the role of the Outdoor Animator</p> <p>KS-03 Use equipment in accordance with the following guidelines issued by the manufacturers' records</p> <p>KS-04 Maintain use and know how to correct equipment from activities</p> <p>KS-05 Maintain use and know how to correct knowledge and understanding of the activity</p> <p>KS-06 Use correct behaviour Technology skills</p>		<p>(KS) Equipment (KS)</p> <p>KS-01 Use an awareness of CE marks</p> <p>KS-02 Use appropriate knowledge of use of equipment in the role of the Outdoor Animator</p> <p>KS-03 Use equipment in accordance with the following guidelines issued by the manufacturers' records</p> <p>KS-04 Maintain use and know how to correct equipment from activities</p> <p>KS-05 Maintain use and know how to correct knowledge and understanding of the activity</p> <p>KS-06 Use correct behaviour Technology skills</p>		<p>(KS) Equipment (KS)</p> <p>KS-01 Use an awareness of CE marks</p> <p>KS-02 Use appropriate knowledge of use of equipment in the role of the Outdoor Animator</p> <p>KS-03 Use equipment in accordance with the following guidelines issued by the manufacturers' records</p> <p>KS-04 Maintain use and know how to correct equipment from activities</p> <p>KS-05 Maintain use and know how to correct knowledge and understanding of the activity</p> <p>KS-06 Use correct behaviour Technology skills</p>		<p>(KS) Equipment (KS)</p> <p>KS-01 Use an awareness of CE marks</p> <p>KS-02 Use appropriate knowledge of use of equipment in the role of the Outdoor Animator</p> <p>KS-03 Use equipment in accordance with the following guidelines issued by the manufacturers' records</p> <p>KS-04 Maintain use and know how to correct equipment from activities</p> <p>KS-05 Maintain use and know how to correct knowledge and understanding of the activity</p> <p>KS-06 Use correct behaviour Technology skills</p>					
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(B) Environment (B2)		(KS) Environment (KS)		(KS) Environment (KS)		(KS) Environment (KS)							
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# APPENDIX IV <sup>11</sup>

CLO II - Learning Outcomes Framework																																																	
<p><b>Practical training</b></p> <ul style="list-style-type: none"> <li>Practice to lead outdoor activities</li> <li>Peer Leadership practices, Micro teaching / Role Play</li> <li>Practice observation of outdoor animators at work</li> <li>Individual / group project, case studies learning tasks, workshops, presentation of learners</li> <li>Lectures, (Presentations, etc.)</li> </ul>		<p><b>Notes on the Learning Outcomes Framework at Level 5 EQF</b></p> <p>Reference indicated relates to competence framework</p> <p>The weighting has been done according to "Dublin descriptors" at level 5</p> <p>The performance criteria are still to be defined</p> <p>Annex 1: Competence Charter presentation</p> <p>Annex 2: Chemistry</p> <p>Annex 3: Dublin descriptor at EQF Level 5-6</p> <p>PPF = Personal Protective Equipment                      ECDL = European Computer Driving Licence</p>				<p><b>Practical assessment in the workplace</b></p> <ul style="list-style-type: none"> <li>Performance assessment in the Outdoors</li> <li>Portfolio, cases and projects assessment</li> <li>Reflexive journal assessment</li> <li>Written assessment</li> </ul>																																											
<p><b>Teaching and Learning Strategies</b></p> <p>Practical <math>\longleftrightarrow</math> Theoretical</p>		<p><b>Total learning effort</b></p> <p>Directed learning</p> <p>Self learning</p> <p>Workplace learning</p>		<p><b>Assessment Strategies</b></p> <p>Practical <math>\longleftrightarrow</math> Theoretical</p>		<p><b>Competence framework correspondences</b></p>																																											
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Module	Practical	Theoretical	Total	ECTS																																													
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Module	Practical	Theoretical	Total	ECTS																																													
1	5	0	5	1																																													
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Module	Practical	Theoretical	Total	ECTS																																													
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# APPENDIX V <sup>12</sup>

## European Qualifications Framework (EQF) (levels 1 – 4)



### THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

#### DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

		KNOWLEDGE	SKILLS	COMPETENCE
<b>LEVEL 1</b>	The learning outcomes relevant to <b>Level 1</b> are	<ul style="list-style-type: none"> <li>basic general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>work or study under direct supervision in a structured context</li> </ul>
<b>LEVEL 2</b>	The learning outcomes relevant to <b>Level 2</b> are	<ul style="list-style-type: none"> <li>basic factual knowledge of a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</li> </ul>	<ul style="list-style-type: none"> <li>work or study under supervision with some autonomy</li> </ul>
<b>LEVEL 3</b>	The learning outcomes relevant to <b>Level 3</b> are	<ul style="list-style-type: none"> <li>knowledge of facts, principles, processes and general concepts, in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>take responsibility for completion of tasks in work or study</li> <li>adapt own behaviour to circumstances in solving problems</li> </ul>
<b>LEVEL 4</b>	The learning outcomes relevant to <b>Level 4</b> are	<ul style="list-style-type: none"> <li>factual and theoretical knowledge in broad contexts within a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</li> <li>supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li> </ul>

<sup>12</sup> [http://ec.europa.eu/education/lifelong-learning-policy/doc44\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)

# European Qualifications Framework (EQF)

## (levels 5 – 8)

LEVEL 5*	The learning outcomes relevant to <b>Level 5</b> are	<ul style="list-style-type: none"> <li>➤ comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>➤ a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ exercise management and supervision in contexts of work or study activities where there is unpredictable change</li> <li>➤ review and develop performance of self and others</li> </ul>
LEVEL 6**	The learning outcomes relevant to <b>Level 6</b> are	<ul style="list-style-type: none"> <li>➤ advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</li> </ul>	<ul style="list-style-type: none"> <li>➤ advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>➤ manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</li> <li>➤ take responsibility for managing professional development of individuals and groups</li> </ul>
LEVEL 7***	The learning outcomes relevant to <b>Level 7</b> are	<ul style="list-style-type: none"> <li>➤ highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</li> <li>➤ critical awareness of knowledge issues in a field and at the interface between different fields</li> </ul>	<ul style="list-style-type: none"> <li>➤ specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</li> </ul>	<ul style="list-style-type: none"> <li>➤ manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</li> <li>➤ take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</li> </ul>
LEVEL 8****	The learning outcomes relevant to <b>Level 8</b> are	<ul style="list-style-type: none"> <li>➤ knowledge at the most advanced frontier of a field of work or study and at the interface between fields</li> </ul>	<ul style="list-style-type: none"> <li>➤ the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</li> </ul>

### Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

\* The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.

\*\* The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

\*\*\* The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

\*\*\*\* The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

## APPENDIX VI

### ELESA : List of partner organisations

Partner	Role	Organisation	Acronym	City	Country
P 1	Promoter	Katholieke Hogeschool Leuven	KH Leuven	Leuven	Belgium
P 2	Internal Controler	European Confederation of Outdoor Employers	EC-OE	Huldenberg	Belgium
P 3	Coordinator	Syndicat National des Entrprises de Loisirs Marchands	SNELM	Paris	France
P 4	Partner	Vereniging Buitensport Ondernemingen Nederland	VeBON	Ermelo	Netherlands
P 5	Partner	Associação Portuguesa de Empresas de Congressos, Animação Turística e Eventos	APECATE	Lisboa	Portugal
P 6	Partner	Swiss Outdoor Association	SOA	Zurich	Switzerland
P 7	Partner	Asociacion Nacional de Empresas de Turismo Activo	ANETA	Huesca	Spain
P 8	Partner	Hellenic Association of Tourist Enterprises of Outdoor Activities	HATAOA	Athens	Greece
P 9	Partner	ID Tours Unique Solution	ID TOUR	Aveiro	Portugal
P 10	Partner	Institute of Health Sciences and Sports	Tallinna ÜLI	Tallin	Estonia
P 11	Partner	Institute of Technology, Tralee	ITTRALEE	Tralee	Ireland
P 12	Partner	Semmelweis University Faculty of Ph. Education and Sport Sciences	SEMMELWEIS EGY	Budapest	Hungary
P 13	Partner	Coaching Ireland	Coaching Ireland	Limerick	Ireland