CLO 2

WP 4.1, 4.2

The Learning Outcome Framework

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*"Professionalising training and mobility for **O**utdoor animators in Europe bridging the gap between sector **C**ompetences and **L**earning **O**utcomes"* **CLO2**

UK/08/LLP-LdV/TOI/163_178

The **Matrix** presented within, is the result of a coherent sequence of development steps. These steps were designed to bring the statements describing the common elements in the profession of Outdoor Animator in the European Qualifications Framework for Outdoor Animators (EQFOA) to the identification of **specific Learning Outcomes**.

The first step in this process was the transformation of concepts of **ability**, **aptitude** and **competence** identified in the EQFOA into broad Learning Outcomes.

In order to do this the project group used Bloom's Taxonomy of Learning Outcomes (1956), the level descriptors from the European Qualifications Framework (EQF) and guidelines on setting learning outcomes at specific EQF levels from one of its member organisations: the National Qualifications Authority of Ireland (NQAI).

The result transformed the **65 statements of competence** in the EQFOA into **65 associated learning outcomes**. These learning outcomes were then compared and **some coalitions were made** for clarity and in order to match actual work and training environments among the nations of the project partners.

The resultant **50 learning outcomes** were then linked into "clusters" or groupings of Learning Outcomes which had a common theme or element. Sometimes the commonality related to the work of the Outdoor Animator as defined in the Occupational Map (EQFOA project) and at other times it related to themes which were derived from the practical delivery of training at the workplace or in a training institution's setting. They were further regrouped into **42 sub-modules**.

These clusters led to the development of **8 modules or units** totalling **42 Learning Outcomes**, otherwise referred to as sub-modules and positioned at the centre of the Matrix, looking as follows:

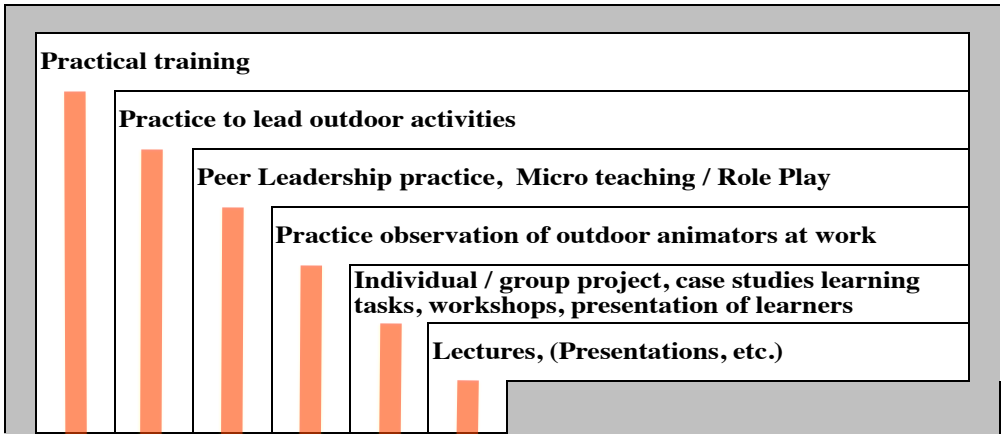
Module Titles
Animation Skills (C Module)
Identify and explain the characteristics of a professional outdoor animator
Explain & apply best practices while leading outdoor activities (active)
Respond appropriately to changing circumstances in an activity session
Animate independently groups of all types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

Extract 1 of the Matrix: 8 modules including 42 Learning Outcomes

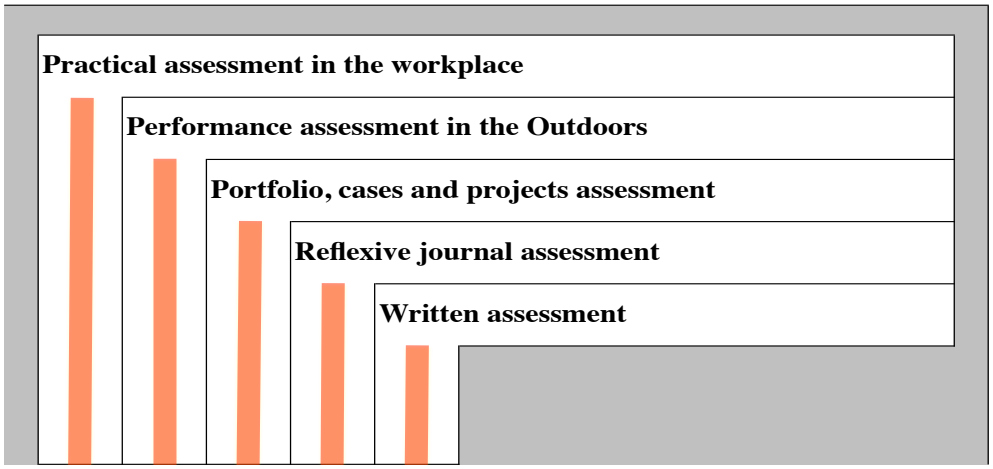
The partners then used a common module template design in order to define appropriate **"Teaching and Learning strategies"** and appropriate **"Assessment strategies"** for each module and sub-modules of Learning Outcome.

The Learning and Assessment strategies were defined upon a continuum which ranged from **Practical to Theoretical**.

6 learning strategies and **5 assessment strategies** were identified in this process:



Extract 2 of the Matrix: 6 learning strategies

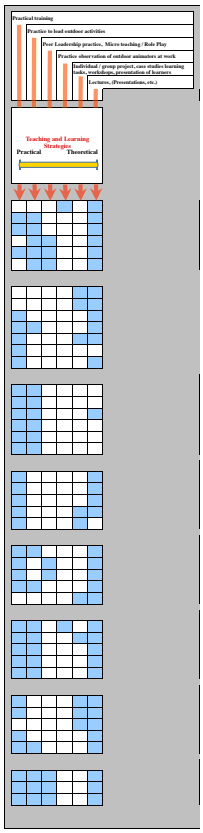


Extract 3 of the Matrix: 5 assessment strategies

CLO 2

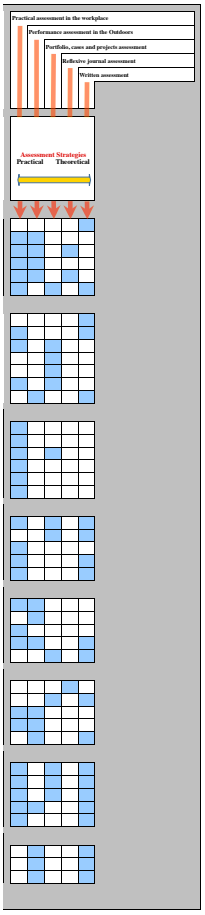
In order to capture **all these strategies** in a format which gave visual clarity, a Matrix was designed to indicate how each Learning Outcome may be **acquired and validated through assessment**.

The **"Teaching and Learning strategies"** was positioned on the left hand side of the modules presented above and the strategies chosen to match each module was indicated by a blue square positioned **in front of the corresponding sub-module**, **in the corresponding column**, as presented below:



Extract 4 of the Matrix: 6teaching and learning strategies per 42 sub-modules

The **"Assessment strategies"** was positioned on the right hand side of the modules presented above and the strategies chosen to match each module was indicated by a blue square positioned **in front of the corresponding sub-module**, **in the corresponding column**, as presented below:

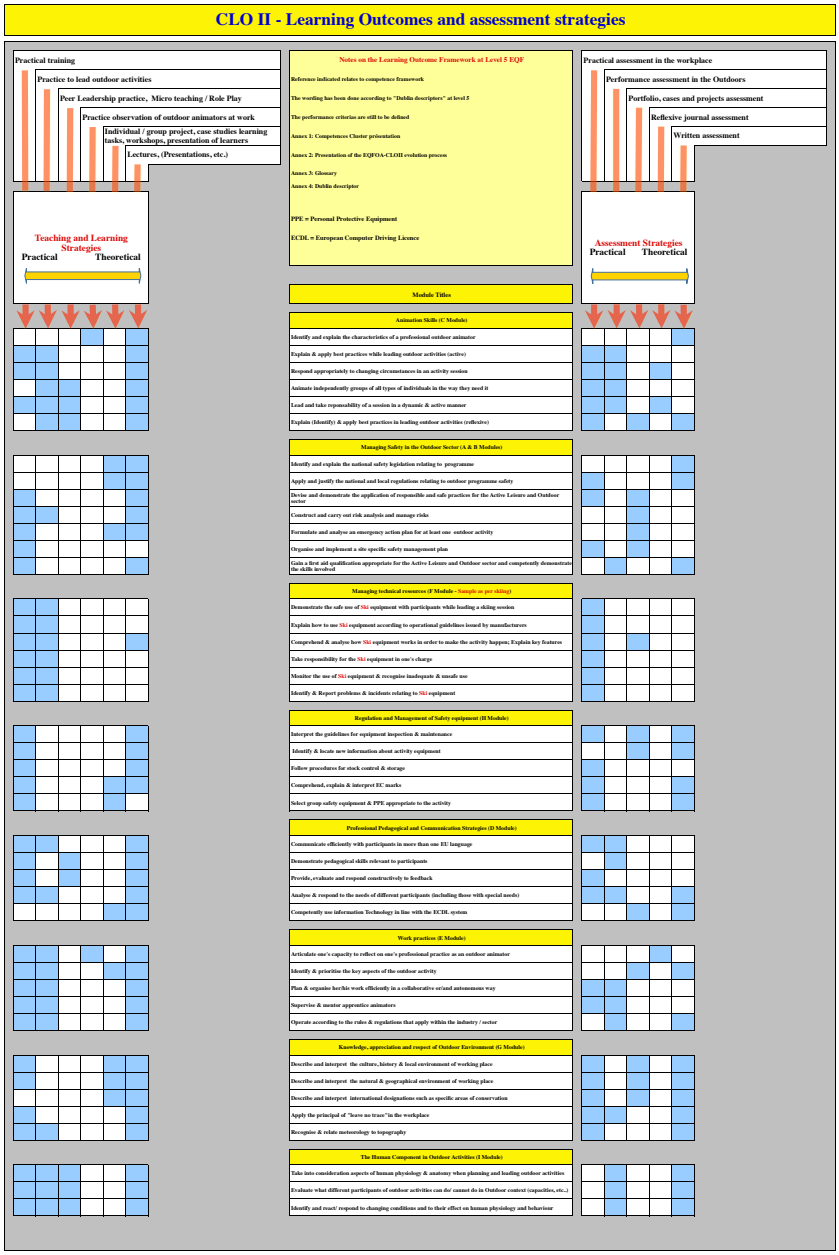


Extract 5 of the Matrix: 5 assessment strategies per 42 sub-modules

The **8 modules and 42 sub-modules**, together with their **teaching and learning strategies** and **assessment strategies**, constitute the essence of the Matrix.

The Matrix then looked as presented below:

CLO 2



CLO II - Learning Outcomes and assessment strategies

Practical training
- Practice to lead outdoor activities
- Peer Leadership practice, Micro teaching / Role Play
- Practice observation of outdoor animators at work
- Individual / group project, case studies learning tasks, workshops, presentation of learners
- Lectures, (Presentations, etc.)

Teaching and Learning Strategies
Practical — Theoretical

Notes on the Learning Outcome Framework at Level 5 EQF

Reference indicated relates to competence framework

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

The performance criterias are still to be defined

Annex 1: Competences Cluster présentation

Annex 2: Presentation of the EQFOA-CLOII evolution process

Annex 3: Glossary

Annex 4: Dublin descriptor

PPE = Personal Protective Equipment

ECDL = European Computer Driving Licence

Practical assessment in the workplace
- Performance assessment in the Outdoors
- Portfolio, cases and projects assessment
- Reflexive journal assessment
- Written assessment

Assessment Strategies
Practical — Theoretical

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

Extract 6 of the Matrix: a first draft

CLO 2

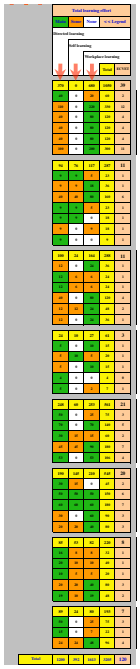
The partners then decided to complete the Matrix with further information and common decisions on the "Learning Efforts" required to each Learning Outcome.

A "brain storming" was conducted amongst the Employers groups' representatives who ensured a proper **balance of effort** to the development of a professional Outdoor Animator; this effort was split between " directed learning", ie: lectures …, "self learning" and "workplace learning".

Each sub-module was analysed and then marked in the corresponding column as "**green**" if the identified learning effort was the **main** one, "**orange**" if the learning effort was considered as participating in **some** acquisition, and finally "**white**" if the learning effort was **not relevant** to the considered sub-module.

ECVET points were only allocated as a total of 120 points, but not yet dispatched amongst the modules and/or sub-modules.

The summarizing chart looked as such:

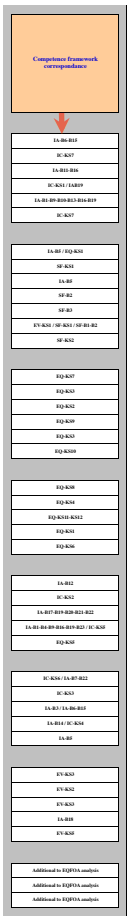


Extract 7 of the Matrix: the learning efforts

Finally, the partners decided to check that each learning effort did correspond to the competences identified through the EQFOA project.

A fourth column was therefore added to the Matrix, presenting the reference code to the competence or competences concerned by the corresponding Learning Outcome.

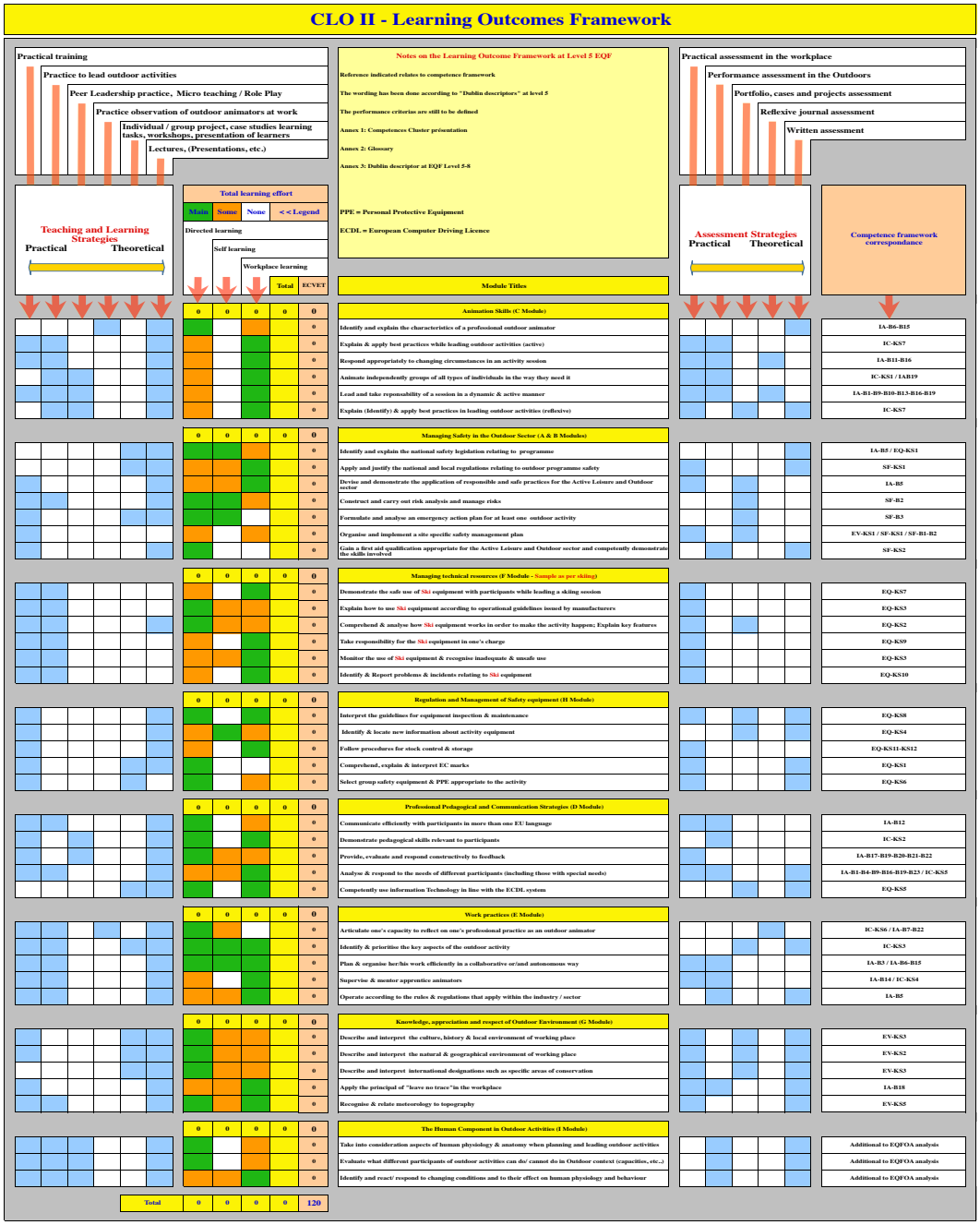
This “fourth column” looked as such:



Extract 8 of the Matrix: correspondence with EQFOA defined competences

The result of this whole process is the Learning Outcome Framework below:

CLO 2



CLO II - Learning Outcomes Framework

Practical training
- Practice to lead outdoor activities
- Peer Leadership practice, Micro teaching / Role Play
- Practice observation of outdoor animators at work
- Individual / group project, case studies learning tasks, workshops, presentation of learners
- Lectures, (Presentations, etc.)

Notes on the Learning Outcome Framework at Level 5 EQF

Reference indicated relates to competence framework

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

The performance criterias are still to be defined

Annex 1: Competences Cluster présentation

Annex 2: Glossary

Annex 3: Dublin descriptor at EQF Level 5-8

PPE = Personal Protective Equipment

ECDL = European Computer Driving Licence

Practical assessment in the workplace
- Performance assessment in the Outdoors
- Portfolio, cases and projects assessment
- Reflexive journal assessment
- Written assessment

Teaching and Learning Strategies: Practical – Theoretical

Total learning effort: Main | Some | None | < < Legend

Directed learning | Self learning | Workplace learning | Total | ECVET

Assessment Strategies: Practical – Theoretical

Competence framework correspondance

Module Titles	Directed learning	Self learning	Workplace learning	Total	ECVET	Practical training	Practical assessment in the workplace	Competence framework correspondance
Animation Skills (C Module)	0	0	0	0	0			
Identify and explain the characteristics of a professional outdoor animator					0			IA-B6-B15
Explain & apply best practices while leading outdoor activities (active)					0			IC-KS7
Respond appropriately to changing circumstances in an activity session					0			IA-B11-B16
Animate independently groups of all types of individuals in the way they need it					0			IC-KS1 / IAB19
Lead and take reponsability of a session in a dynamic & active manner					0			IA-B1-B9-B10-B13-B16-B19
Explain (Identify) & apply best practices in leading outdoor activities (reflexive)					0			IC-KS7
Managing Safety in the Outdoor Sector (A & B Modules)	0	0	0	0	0			
Identify and explain the national safety legislation relating to programme					0			IA-B5 / EQ-KS1
Apply and justify the national and local regulations relating to outdoor programme safety					0			SF-KS1
Devise and demonstrate the application of responsible and safe practices for the Active Leisure and Outdoor sector					0			IA-B5
Construct and carry out risk analysis and manage risks					0			SF-B2
Formulate and analyse an emergency action plan for at least one outdoor activity					0			SF-B3
Organise and implement a site specific safety management plan					0			EV-KS1 / SF-KS1 / SF-B1-B2
Gain a first aid qualification appropriate for the Active Leisure and Outdoor sector and competently demonstrate the skills involved					0			SF-KS2
Managing technical resources (F Module - Sample as per skiing)	0	0	0	0	0			
Demonstrate the safe use of Ski equipment with participants while leading a skiing session					0			EQ-KS7
Explain how to use Ski equipment according to operational guidelines issued by manufacturers					0			EQ-KS3
Comprehend & analyse how Ski equipment works in order to make the activity happen; Explain key features					0			EQ-KS2
Take responsibility for the Ski equipment in one's charge					0			EQ-KS9
Monitor the use of Ski equipment & recognise inadequate & unsafe use					0			EQ-KS3
Identify & Report problems & incidents relating to Ski equipment					0			EQ-KS10
Regulation and Management of Safety equipment (H Module)	0	0	0	0	0			
Interpret the guidelines for equipment inspection & maintenance					0			EQ-KS8
Identify & locate new information about activity equipment					0			EQ-KS4
Follow procedures for stock control & storage					0			EQ-KS11-KS12
Comprehend, explain & interpret EC marks					0			EQ-KS1
Select group safety equipment & PPE appropriate to the activity					0			EQ-KS6
Professional Pedagogical and Communication Strategies (D Module)	0	0	0	0	0			
Communicate efficiently with participants in more than one EU language					0			IA-B12
Demonstrate pedagogical skills relevant to participants					0			IC-KS2
Provide, evaluate and respond constructively to feedback					0			IA-B17-B19-B20-B21-B22
Analyse & respond to the needs of different participants (including those with special needs)					0			IA-B1-B4-B9-B16-B19-B23 / IC-KS5
Competently use information Technology in line with the ECDL system					0			EQ-KS5
Work practices (E Module)	0	0	0	0	0			
Articulate one's capacity to reflect on one's professional practice as an outdoor animator					0			IC-KS6 / IA-B7-B22
Identify & prioritise the key aspects of the outdoor activity					0			IC-KS3
Plan & organise her/his work efficiently in a collaborative or/and autonomous way					0			IA-B3 / IA-B6-B15
Supervise & mentor apprentice animators					0			IA-B14 / IC-KS4
Operate according to the rules & regulations that apply within the industry / sector					0			IA-B5
Knowledge, appreciation and respect of Outdoor Environment (G Module)	0	0	0	0	0			
Describe and interpret the culture, history & local environment of working place					0			EV-KS3
Describe and interpret the natural & geographical environment of working place					0			EV-KS2
Describe and interpret international designations such as specific areas of conservation					0			EV-KS3
Apply the principal of "leave no trace"in the workplace					0			IA-B18
Recognise & relate meteorology to topography					0			EV-KS5
The Human Component in Outdoor Activities (I Module)	0	0	0	0	0			
Take into consideration aspects of human physiology & anatomy when planning and leading outdoor activities					0			Additional to EQFOA analysis
Evaluate what different participants of outdoor activities can do/ cannot do in Outdoor context (capacities, etc..)					0			Additional to EQFOA analysis
Identify and react/ respond to changing conditions and to their effect on human physiology and behaviour					0			Additional to EQFOA analysis
Total	0	0	0	0	120			

Document 9: The final Matrix

CLO 2

From this Matrix, two tests were organised with a French and a Hungarian University; the results of the tests are presented within a document called “CLO2_LOF_Testing”.

Improvement was brought to the Matrix above, bringing to the final version below:

CLO II - Learning Outcomes Framework

Practical training
- Practice to lead outdoor activities
- Peer Leadership practice, Micro teaching / Role Play
- Practice observation of outdoor animators at work
- Individual / group project, case studies learning tasks, workshops, presentation of learners
- Lectures, (Presentations, etc.)

Notes on the Learning Outcome Framework at Level 5 EQF

Reference indicated relates to competence framework

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

The performance criterias are still to be defined

Annex 1: Competences Cluster présentation

Annex 2: Glossary

Annex 3: Dublin descriptor at EQF Level 5-8

PPE = Personal Protective Equipment

ECDL = European Computer Driving Licence

Practical assessment in the workplace
- Performance assessment in the Outdoors
- Portfolio, cases and projects assessment
- Reflexive journal assessment
- Written assessment

Teaching and Learning Strategies: Practical — Theoretical

Assessment Strategies: Practical — Theoretical

Competence framework correspondance

Total learning effort: Main | Some | None | < < Legend

Directed learning	Self learning	Workplace learning	Total	ECVET	Module Titles	Competence framework correspondance
370	0	680	1050	40	**Animation Skills (C Module)**	
40	0	20	60	3	Identify and explain the characteristics of a professional outdoor animator	IA-B6-B15
110	0	220	330	12	Explain & apply best practices while leading outdoor activities (active)	IC-KS7
40	0	80	120	5	Respond appropriately to changing circumstances in an activity session	IA-B11-B16
40	0	80	120	5	Animate independently groups of all types of individuals in the way they need it	IC-KS1 / IAB19
40	0	80	120	4	Lead and take reponsability of a session in a dynamic & active manner	IA-B1-B9-B10-B13-B16-B19
100	0	200	300	11	Explain (Identify) & apply best practices in leading outdoor activities (reflexive)	IC-KS7
94	76	117	287	10	**Managing Safety in the Outdoor Sector (A & B Modules)**	
9	9	5	23	1	Identify and explain the national safety legislation relating to programme	IA-B5 / EQ-KS1
9	9	18	36	1	Apply and justify the national and local regulations relating to outdoor programme safety	SF-KS1
40	40	80	160	4	Devise and demonstrate the application of responsible and safe practices for the Active Leisure and Outdoor sector	IA-B5
9	9	5	23	1	Construct and carry out risk analysis and manage risks	SF-B2
9	9	0	18	1	Formulate and analyse an emergency action plan for at least one outdoor activity	SF-B3
9	0	9	18	1	Organise and implement a site specific safety management plan	EV-KS1 / SF-KS1 / SF-B1-B2
9	0	0	9	1	Gain a first aid qualification appropriate for the Active Leisure and Outdoor sector and competently demonstrate the skills involved	SF-KS2
100	24	164	288	10	**Managing technical resources (F Module - Sample as per skiing)**	
12	0	24	36	1	Demonstrate the safe use of Ski equipment with participants while leading a skiing session	EQ-KS7
12	6	6	24	1	Explain how to use Ski equipment according to operational guidelines issued by manufacturers	EQ-KS3
12	6	6	24	1	Comprehend & analyse how Ski equipment works in order to make the activity happen; Explain key features	EQ-KS2
40	0	80	120	4	Take responsibility for the Ski equipment in one's charge	EQ-KS9
12	12	24	48	2	Monitor the use of Ski equipment & recognise inadequate & unsafe use	EQ-KS3
12	0	24	36	1	Identify & Report problems & incidents relating to Ski equipment	EQ-KS10
24	10	27	61	5	**Regulation and Management of Safety equipment (H Module)**	
5	0	10	15	1	Interpret the guidelines for equipment inspection & maintenance	EQ-KS8
5	10	5	20	1	Identify & locate new information about activity equipment	EQ-KS4
5	0	10	15	1	Follow procedures for stock control & storage	EQ-KS11-KS12
4	0	0	4	1	Comprehend, explain & interpret EC marks	EQ-KS1
5	0	2	7	1	Select group safety equipment & PPE appropriate to the activity	EQ-KS6
248	60	253	561	20	**Professional Pedagogical and Communication Strategies (D Module)**	
50	0	25	75	3	Communicate efficiently with participants in more than one EU language	IA-B12
70	0	70	140	5	Demonstrate pedagogical skills relevant to participants	IC-KS2
30	15	15	60	2	Provide, evaluate and respond constructively to feedback	IA-B17-B19-B20-B21-B22
45	45	90	180	6	Analyse & respond to the needs of different participants (including those with special needs)	IA-B1-B4-B9-B16-B19-B23 / IC-KS5
53	0	53	106	4	Competently use information Technology in line with the ECDL system	EQ-KS5
190	145	210	545	20	**Work practices (E Module)**	
30	15	0	45	2	Articulate one's capacity to reflect on one's professional practice as an outdoor animator	IC-KS6 / IA-B7-B22
50	50	50	150	6	Identify & prioritise the key aspects of the outdoor activity	IC-KS3
60	60	60	180	6	Plan & organise her/his work efficiently in a collaborative or/and autonomous way	IA-B5 / IA-B6-B15
30	0	60	90	3	Supervise & mentor apprentice animators	IA-B14 / IC-KS4
20	20	40	80	3	Operate according to the rules & regulations that apply within the industry / sector	IA-B5
85	53	82	220	10	**Knowledge, appreciation and respect of Outdoor Environment (G Module)**	
16	8	8	32	2	Describe and interpret the culture, history & local environment of working place	EV-KS3
20	10	10	40	2	Describe and interpret the natural & geographical environment of working place	EV-KS2
10	5	5	20	1	Describe and interpret international designations such as specific areas of conservation	EV-KS3
20	20	40	80	3	Apply the principal of "leave no trace"in the workplace	IA-B18
19	10	19	48	2	Recognise & relate meteorology to topography	EV-KS5
89	24	80	193	5	**The Human Component in Outdoor Activities (I Module)**	
50	0	25	75	2	Take into consideration aspects of human physiology & anatomy when planning and leading outdoor activities	Additional to EQFOA analysis
15	0	7	22	1	Evaluate what different participants of outdoor activities can do/ cannot do in Outdoor context (capacities, etc..)	Additional to EQFOA analysis
24	24	48	96	2	Identify and react/ respond to changing conditions and to their effect on human physiology and behaviour	Additional to EQFOA analysis
Total	1200	392	1613	3205	120	

CLO 2

Annexes

Annex 1: Competences Cluster presentation

Annex 2: Glossary

Annex 3: Dublin descriptor at EQF Level 5-8