



THE OUTDOOR ANIMATOR COMPETENCE FRAMEWORK



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English version

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The Outdoor Animator Competence Framework
Page 1/11



Introduction to the methodology

After 2 years of extensive work and exchanges amongst the partners of the EQFOA project, a portfolio of documents has been produced which encapsulates the profession of an *Outdoor Animator*.

The first three documents in this portfolio are an *Occupational Map*, an *Occupational Description* and a *Functional Map*.

These documents have allowed the partners to obtain a clear vision of **the core job and the different functions** of an Outdoor Animator, within a given outdoor structure. There is now a common understanding and agreement across Europe of what an *Outdoor Animator* DOES at the heart of his/her profession and also in which order he/she does it.

It is conceivable that the *Outdoor Animator* COULD do other tasks within his/her occupation, but it was agreed that the aim of the partners was to concentrate on **the essence of his/her work within the occupation of an Outdoor Animator**. The partners have concentrated on those functions that *make* an outdoor animator what he or she is.

For example, “planning management” or “accountancy” or “attending exhibitions” can be dealt with in certain organisations by an *Outdoor Animator*, but these duties can **also be fulfilled by someone else**. Conversely, to “**deliver the service in an outdoor session**” is exclusively the function of an *Outdoor Animator*.

However, in addition to these occupation defining documents, it was then necessary to outline the competences required by an *Outdoor Animator* to deliver an outdoor session **in a safe and effective way**, and to organise these competences in such a way that anyone could clearly understand what represents a *Competent Outdoor Animator*.

In a sense, the competence framework to be developed was a virtual description, a sort of graphic illustration of the “**behaviour, knowledge and skills that anyone wishing to deliver an Outdoor session should possess**”. It was to illustrate how the *Outdoor Animator* **must be, must behave, must know and understand**. In a way, the descriptor below presents *WHO* an outdoor animator *IS*.

This is the purpose of the **Outdoor Animator Competence Framework** which has been designed primarily by the employers representative organisations from the Outdoor Sector.

Presentation of the content

The chart shown on page 4 represents the competences required by an Outdoor animator, seen from a global perspective.

It uses a “**layer**” **system** that presents the general behaviours required (Layer 1), then the knowledge and skills expected for any outdoor activity (Layer 2) , then goes through the sub-sectors specificities (Layer 3) and finally to the activity itself (Layer 4).

The representation clearly shows the “Safety and Security aspect” of the requested competences as **the** base of any action, since any one of the behaviour, knowledge or skills described sits **WITHIN THE CONTEXT of safety and security**, reflecting as such the concern of the partners.

This graphic then clearly shows (two arrows on the right hand side) that once these competences are acquired, the outdoor animator **may deliver the session efficiently through 5 sequential Units** constituting the essence of the animators job: **deliver the service**.

From this graph, the presentation continues through pages 5 and 6 which consist of a **general presentation** of the 5 Units mentioned above and their **main characteristics**.

The 5 following pages then present these 5 Units in **further details**: it first lists the “Performance Descriptors” issued from the functional map established by the partners in order to draw the attention to the specificity of each of the 5 Units, and secondly identifies the **main behaviours** required from the Outdoor Animator **in order to deliver each of these Units**.

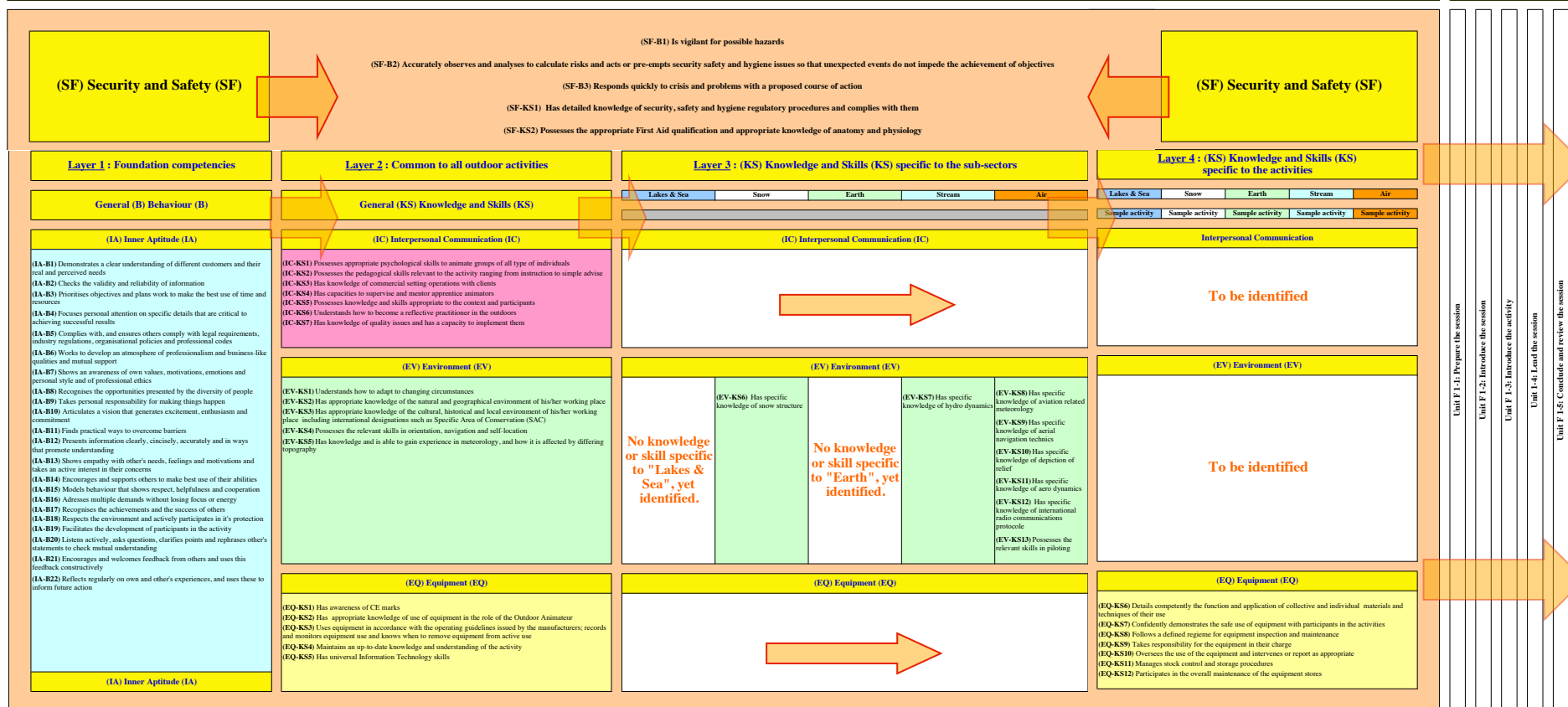
Of course some behaviours are required in more than one unit and they are presented in order of appearance and the classification used is more linear than related to their comparative importance within a Unit.

The objective of the EQFOA project being indeed to identify these competences (behaviour, knowledge and skills) and not to assess the “inner weight” of each of them, nor to compare them.

Of course the understanding of the present document could be easily done the other way round: the linear approach first, then followed by the global vision !

European Competence Framework for Outdoor Animator (EQFOA Project)

Units of session F1



Units Summary

According to the "Functional Map" description, notably the sequential detailed description of the "Key Role" of the animator "F1: Deliver the service", "key Functions" can be split into 5 parts the detail of which is described within the "Performance Indi

These 5 units together are about **delivering an outdoor activity session to the participants**

These 5 units are respectively about:

Prepare the session	Ref: F1-1
Introduce the session	Ref: F1-2
Introduce the activity	Ref: F1-3
Lead the session	Ref: F1-4
Conclude and review the session	Ref: F1-5

The purpose of the session could be to:

Give people an introduction to an outdoor activity	X
Offer people fun and enjoyable recreational activity	X
Help people to grow as individuals	X
Develop their social skills	X
Encourage future participation, adhérence and/or progress in a sport or active leisure activity	X

The participants could be:

	New participants	Participants with some experience
Adults	X	X
Children and young people	X	X
People with particular needs	X	X

Who are the 5 Units for ?

The units are for an **animator working in the Outdoors**.

Links between the 5 Units

The units below: 1-1, 1-2, 1-3, 1-4 and 1-5 are linked in a sequential way

Main Skills

Listed below are the **main generic** "Skills" which need to be applied in each of the units. These skills are explicit/implicit in the detailed content of each unit (part 1) and are listed below as **additional information**

	Unit F 1-1	Unit F 1-2	Unit F 1-3	Unit F 1-4	Unit F 1-5
Self organisation					
Researching					
Group management					
Animating/motivating					
Giving feedback					
Organising information					
Empathising					
Receiving feedback					
Communication					
Managing external resources					
Reviewing					
Risk management					
Specific technical skills					
Evaluating					
Monitoring evaluating					
Monitoring intervening					
Risk assessment					
Negotiating					

Colour code	Skills relating to	Reference
<i>Red for attention</i>	Security and Safety	SF
<i>Blue for inner life</i>	Inner Aptitude	IA
<i>Pink for people</i>	Interpersonal Communication	IC
<i>Green for outdoors</i>	Environment	EV
<i>Yellow for fun</i>	Equipment	EQ

F 1 - 1 Prepare the session

Performance Indicators

F 1-1-1	Has session plan and relevant information about the session and participants available
F 1-1-2	Discusses and agrees plans with relevant others
F 1-1-3	Make sure you are competent and ready to lead the planned session
F 1-1-4	Prepares self for the session by choosing a leadership style appropriate to participants and session
F 1-1-5	Collects and checks equipment
F 1-1-6	Checks weather conditions and other factors relating to the environment of the session
F 1-1-7	Arrives on time

Behaviours

SF-B1	Is vigilant for possible hazards
SF-B2	Accurately observes and analyses to calculate risks and acts or pre-empts security safety and hygiene issues so that unexpected events do not impede the achievement of objectives
SF-B3	Responds quickly to crisis and problems with a proposed course of action
IA-B1	Demonstrates a clear understanding of different customers and their real and perceived needs
IA-B2	Checks the validity and reliability of information
IA-B3	Prioritises objectives and plans work to make the best use of time and resources
IA-B4	Focuses personal attention on specific details that are critical to achieving successful results
IA-B5	Complies with, and ensures others comply with legal requirements, industry regulations, organisational policies and professional codes
IA-B6	Works to develop an atmosphere of professionalism and business-like qualities and mutual support
IA-B7	Shows an awareness of your own values, motivations, emotions and personal style and of professional ethics

F 1 - 2 Introduce the session

Performance Indicators

F 1-2-1	Meets the participants and makes them feel welcome
F 1-2-2	Checks group numbers and names following organisational procedures
F 1-2-3	Prepares participants with appropriate equipment
F 1-2-4	Animates the participants' experience
F 1-2-5	Explains the session aims and objectives
F 1-2-6	Explains and demonstrates initial safety and technical points
F 1-2-7	Encourages participants to ask questions
F 1-2-8	Is aware of participants physical and psychological condition
F 1-2-9	Constantly reviews session progress against plan

Behaviours

SF-B1	Is vigilant for possible hazards
SF-B2	Accurately observes and analyses to calculate risks and acts or pre-empts security safety and hygiene issues so that unexpected events do not impede the achievement of objectives
SF-B3	Responds quickly to crisis and problems with a proposed course of action
IA-B1	Demonstrates a clear understanding of different customers and their real and perceived needs
IA-B4	Focuses personal attention on specific details that are critical to achieving successful results
IA-B5	Complies with, and ensures others comply with legal requirements, industry regulations, organisational policies and professional codes
IA-B6	Works to develop an atmosphere of professionalism and business-like qualities and mutual support
IA-B8	Recognises the opportunities presented by the diversity of people
IA-B9	Takes personal responsibility for making things happen
IA-B10	Articulates a vision that generates excitement, enthusiasm and commitment
IA-B11	Finds practical ways to overcome barriers
IA-B12	Presents information clearly, concisely, accurately and in ways that promote understanding
IA-B13	Shows empathy with other's needs, feelings and motivations and takes an active interest in their concerns
IA-B14	Encourages and supports others to make best use of their abilities

F 1 - 3 Introduce the activity

Performance Indicators

F 1-3-1	Motivates participants appropriately throughout the process
F 1-3-2	Monitors participants' behaviour and actions and responds appropriately
F 1-3-3	Gives participants instructions relating to health and safety issues
F 1-3-4	Explains and demonstrates the use of the equipment, including initial technique and emergency points and procedures
F 1-3-5	Checks participants' understanding at key points during instruction and demonstration
F 1-3-6	Encourages participants to engage with the instruction process and ask questions
F 1-3-7	Carries out final checks of the environment and participants

Behaviours

SF-B1	Is vigilant for possible hazards
SF-B2	Accurately observes and analyses to calculate risks and acts or pre-empts security safety and hygiene issues so that unexpected events do not impede the achievement of objectives
SF-B3	Responds quickly to crisis and problems with a proposed course of action
IA-B1	Demonstrates a clear understanding of different customers and their real and perceived needs
IA-B4	Focuses personal attention on specific details that are critical to achieving successful results
IA-B5	Complies with, and ensures others comply with legal requirements, industry regulations, organisational policies and professional codes
IA-B6	Works to develop an atmosphere of professionalism and business-like qualities and mutual support
IA-B8	Recognises the opportunities presented by the diversity of people
IA-B9	Takes personal responsibility for making things happen
IA-B10	Articulates a vision that generates excitement, enthusiasm and commitment
IA-B12	Presents information clearly, concisely, accurately and in ways that promote understanding
IA-B13	Shows empathy with other's needs, feelings and motivations and takes an active interest in their concerns
IA-B14	Encourages and supports others to make best use of their abilities

F 1 - 4 Lead the session

Performance Indicators

F 1-4-1	Monitors individual and group progress against the plan
F 1-4-2	Creates and maintains an atmosphere of mutual trust to engender confidence and success
F 1-4-3	Provides further instruction to participants as appropriate following the plan
F 1-4-4	Monitors atmosphere and interactions within the group and participant behaviour and responds appropriately
F 1-4-5	Deal with incidents following organisational procedures
F 1-4-6	Provides appropriate constructive feedback to the group and to individuals
F 1-4-7	Encourages a positive atmosphere and behaviour
F 1-4-8	Encourages appreciation of the environment as appropriate

Behaviours

SF-B1	Is vigilant for possible hazards
SF-B2	Accurately observes and analyses to calculate risks and acts or pre-empts security safety and hygiene issues so that unexpected events do not impede the achievement of objectives
SF-B3	Responds quickly to crisis and problems with a proposed course of action
IA-B1	Demonstrates a clear understanding of different customers and their real and perceived needs
IA-B5	Complies with, and ensures others comply with legal requirements, industry regulations, organisational policies and professional codes
IA-B9	Takes personal responsibility for making things happen
IA-B12	Presents information clearly, concisely, accurately and in ways that promote understanding
IA-B13	Shows empathy with other's needs, feelings and motivations and takes an active interest in their concerns
IA-B14	Encourages and supports others to make best use of their abilities
IA-B15	Models behaviour that shows respect, helpfulness and cooperation
IA-B16	Addresses multiple demands without losing focus or energy
IA-B17	Recognises the achievements and the success of others
IA-B18	Respects the environment and actively participates in its protection
IA-B19	Facilitates the development of participants in the activity

F 1 - 5 Conclude and review the session

Performance Indicators

F 1-5-1	Completes the session with a whole group focus
F 1-5-2	Gives participants information about future experiences, technical or commercial possibilities
F 1-5-3	Provides feedback to participants and encourages feedback from them
F 1-5-4	Concludes the session in a timely, orderly, purposeful manner following the plan
F 1-5-5	Makes sure the equipment is returned, checked and logged according to organisational procedures
F 1-5-6	Completes reports and logs as required
F 1-5-7	Supervises the departure/handover of the participants in a way appropriate to the participants and organisation
F 1-5-8	Evaluates the session and identifies learning points for future practice

Behaviours

SF-B1	Is vigilant for possible hazards
SF-B2	Accurately observes and analyses to calculate risks and acts or pre-empts security safety and hygiene issues so that unexpected events do not impede the achievement of objectives
SF-B3	Responds quickly to crisis and problems with a proposed course of action
IA-B1	Demonstrates a clear understanding of different customers and their real and perceived needs
IA-B5	Complies with, and ensures others comply with legal requirements, industry regulations, organisational policies and professional codes
IA-B13	Shows empathy with other's needs, feelings and motivations and takes an active interest in their concerns
IA-B17	Recognises the achievements and the success of others
IA-B20	Listens actively, asks questions, clarifies points and rephrases other's statements to check mutual understanding
IA-B21	Encourages and welcomes feedback from others and uses this feedback constructively
IA-B22	Reflects regularly on own and other's experiences, and uses these to inform future action