CLO2

"Professionalising training & mobility for Outdoor Animators in Europe bridging the gap between sector Competences & Learning Outcomes"

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Result 9
Competence Framework for Outdoor Animators

Education and Culture DG

Lifelong Learning Programme

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Forward

This document has been produced by the Leonardo da Vinci CLO2 –project "Professionalising training and mobility for outdoor animators in Europe, bridging the gap between sector competences and learning outcomes".

At a European level, the outdoors sub-sector is a fast growing and developing activity area. The outdoors thrives in a wide range of delivery and employment contexts including public sector, commercial, charitable, not-for-profit and voluntary. As a consequence, workforce needs (both paid and voluntary) are increasing rapidly and organisations operating within the sector are seeking well trained, quality workers (animators in this context), able to match the requirements of more and more demanding clients and users.

One of the CLO2 project's key objectives was to refine the Competence Framework developed during the previous EQFOA project. Specifically, there was a need to indicate to the project's training providers a weighting, importance and level of each competence listed in line with the EQF levels.

Links to the full EQFOA Functional Map document referred to in this paper can be found below:

http://www.eqfoa.eu/fichiers/EQFOA_Functional_Map_Outdoor_Sector_(en).pdf

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PART 1 - Weighting

'Weighting' is not a common or well known concept in occupational standards, training and qualifications development. 'Importance' could be said to relate to 'weighting' – the weighting or importance is assigned to competences by those who provide the jobs for which the competences are descriptors of the performance required in a particular part of the job.

In the outdoors, it has been identified most clearly that there is a wide range of jobs using different titles. Even within each title, there is variation dependant on the needs of:

a) the employer (including the voluntary sector) and what the organisation offers;

b) the employee and what s/he is capable of delivering in terms of activity (and levels of complexity), the range of purposes in terms of the reason for doing the activity and the range of types of people involved – all linked to a) above;

c) the participants/customers and their needs, wants and expectations.

So there is variation in many roles and within individual organisations. In the EQFOA Industry Functional Map, these variations were summarised in what were described in the document as 'core' functions – those linked to the basic delivery of the activity session and noted in Key Role F1 – Deliver the Service.

Other roles within the job of animator, and listed in other Key Functions in the same document were originally described as 'options'. However, through discussion, partners agreed that 'additional' is a better choice of word than 'optional' when talking about 'core and options' relating to job specificities.

Core job specificities have been agreed (Key Functions) in the F1 group of the Functional Map (see pages 6 & 7). These are frequently known as 'units of competence'. EQFOA's occupational descriptions can be used for clear indicators regarding the potential additional role requirements. For example, it is clear that in the occupational description for the outdoor animator role, 'Animation and Instruction' would be considered by most as being a 'core' or central function of the animator: 'Commercial Activities' though may only be in the role of some animators, depending on their employer/organisation. These can be cross referenced with other relevant areas of the functional map to give a fairly accurate picture of these additional areas of job activity.

Units of competence (not competences) and their performance indicators and behaviours (but missing the original knowledge and understanding statements) are listed in the EQFOA competence framework and in the original functional map. In the functional map, these have been grouped into those units that are core to the animator role and those that, whilst important to individual roles, may differ in each organisation. For example, one organisation may require more of an input from animators in the retail/shop setting, whereas others may require animator input in the stores/maintenance role.

This core and additional competences/units of performance approach is common in a number of partner countries. This tends to be where there has been significant and often long term development and experience of using a functional analysis approach to occupational standards development. This can then lead onto a range of work-

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based learning and development activities, including the development of training standards, assessment tools and qualification development.

The core units (and by inference additional units) relevant to the animator role have been identified and highlighted in the functional map. It is important to appreciate that the list of additional units of performance is not intended to be a final or definitive one. That would be a mistake as roles, like industries and occupational sectors develop and change over time for a host of reasons.

At some stage, specific key roles in the E, F and G areas, for example, may need expanding to identify individual units of competence as we have done in F1.

Ultimately, the concept of “weighting” is an informal one in this context. At best, employers may give an indication of what aspects or parts of a particular role are seen as important in the delivery of the service or product. Some elements will be more or less important than others. They may do this through a rank-ordering process, or assignment of percentages, etc.. However, experience shows that there are no known absolute agreements on these – employers, sub sectors and other groupings are all very different – and even more so when a pan-European view is taken.

Of course, any assignment of weighting by employers is not directly related to the length of time that learning and/or training will take for this aspect of the role to be developed in the learner – what is known by some as the credit value. Simply put, the credit value is a measure of the “quantity” of learning based on time which the average learner will take to achieve a particular unit or module of learning. This differs from the ‘level’ which is a measure of difficultly.

When employers assign ‘weight’ to the job requirements, functions and competences that come together in a holistic amalgamation to deliver a ‘performance’ in a role, it gives some general indication of importance to those employers, concerning a job or jobs and these individual parts of the performance that make up the job overall.

Generally, employers know what they require as an acceptable work performance in technical (hard) and soft skills, knowledge and behaviours terms. However, it is usually not in their area of expertise to be able to analyse the specific functions and competences within a job role – they are generally interested in the outcome.

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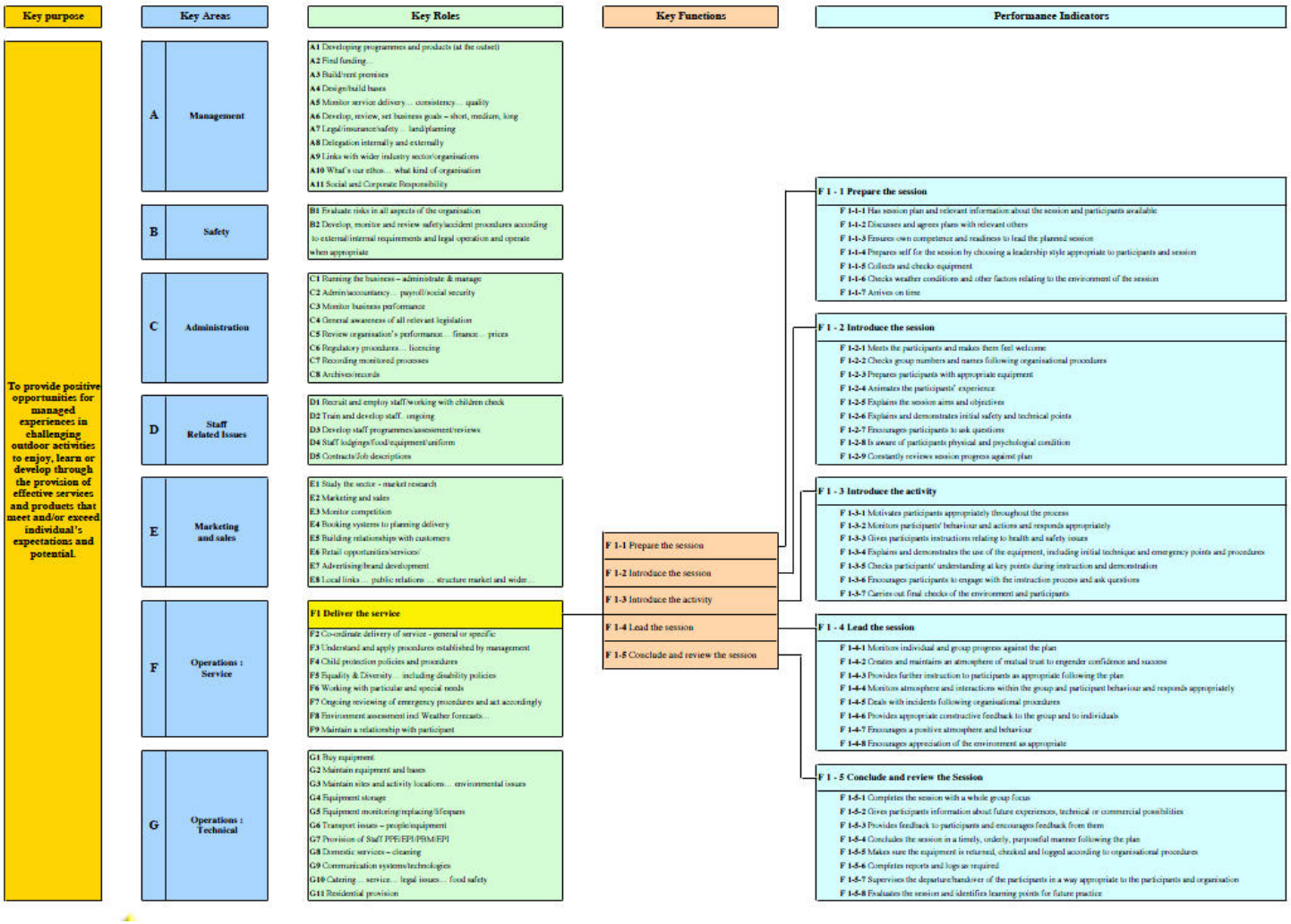
Key purpose
To provide positive opportunities for managed experiences in challenging outdoor activities to enjoy, learn or develop through the provision of effective services and products that meet and/or exceed individual's expectations and potential.
Key Areas
A Management
B Safety
C Administration
D Staff Related Issues
E Marketing and sales
F Operations : Service
G Operations : Technical
Key Roles
A1 Developing programmes and products (at the outset)
A2 Find funding…
A3 Build/rent premises
A4 Design/build bases
A5 Monitor service delivery… consistency… quality
A6 Develop, review, set business goals – short, medium, long
A7 Legal/insurance/safety… land/planning
A8 Delegation internally and externally
A9 Links with wider industry sector/organisations
A10 What's our ethos… what kind of organisation
A11 Social and Corporate Responsibility
B1 Evaluate risks in all aspects of the organisation
B2 Develop, monitor and review safety/accident procedures according to external/internal requirements and legal operation and operate when appropriate
C1 Running the business – administrate & manage
C2 Admin/accountancy… payroll/social security
C3 Monitor business performance
C4 General awareness of all relevant legislation
C5 Review organisation's performance… finance… prices
C6 Regulatory procedures… licencing
C7 Recording monitored processes
C8 Archives/records
D1 Recruit and employ staff/working with children check
D2 Train and develop staff…ongoing
D3 Develop staff programmes/assessment/reviews
D4 Staff lodgings/food/equipment/uniform
D5 Contracts/Job descriptions
E1 Study the sector - market research
E2 Marketing and sales
E3 Monitor competition
E4 Booking systems to planning delivery
E5 Building relationships with customers
E6 Retail opportunities/services/
E7 Advertising/brand development
E8 Local links… public relations… structure market and wider…
F1 Deliver the service
F2 Co-ordinate delivery of service - general or specific
F3 Understand and apply procedures established by management
F4 Child protection policies and procedures
F5 Equality & Diversity… including disability policies
F6 Working with particular and special needs
F7 Ongoing reviewing of emergency procedures and act accordingly
F8 Environment assessment incl Weather forecasts…
F9 Maintain a relationship with participant
G1 Buy equipment
G2 Maintain equipment and bases
G3 Maintain sites and activity locations… environmental issues
G4 Equipment storage
G5 Equipment monitoring/replacing/lifespans
G6 Transport issues – people/equipment
G7 Provision of Staff PPE/EPI/PRM/EPI
G8 Domestic services – cleaning
G9 Communication systems/technologies
G10 Catering… service… legal issues… food safety
G11 Residential provision
Key Functions
F 1-1 Prepare the session
F 1-2 Introduce the session
F 1-3 Introduce the activity
F 1-4 Lead the session
F 1-5 Conclude and review the session
Performance Indicators
F 1 - 1 Prepare the session
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 Ensures own competence and readiness 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
F 1 - 2 Introduce the session
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
F 1 - 3 Introduce the activity
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
F 1 - 4 Lead the session
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 Deals 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
F 1 - 5 Conclude and review the Session
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

EQFOA Key Roles (A1 to G11) & Key Functions (F1.1 to F1.5)

A1 Developing programmes and products (at the outset)
A2 Find funding…
A3 Build/rent premises
A4 Design/build bases
A5 Monitor service delivery… consistency… quality
A6 Develop, review, set business goals – short, medium, long
A7 Legal/insurance/safety… land/planning
A8 Delegation internally and externally
A9 Links with wider industry sector/organisations
A10 What's our ethos… what kind of organisation
A11 Social and Corporate Responsibility

B1 Evaluate risks in all aspects of the organisation
B2 Develop, monitor and review safety/accident procedures according to external/internal requirements and legal operation and operate when appropriate

C1 Running the business – administrate & manage
C2 Admin/accountancy… payroll/social security
C3 Monitor business performance
C4 General awareness of all relevant legislation
C5 Review organisation's performance… finance… prices
C6 Regulatory procedures… licencing
C7 Recording monitored processes
C8 Archives/records

D1 Recruit and employ staff/working with children check
D2 Train and develop staff.. ongoing
D3 Develop staff programmes/assessment/reviews
D4 Staff lodgings/food/equipment/uniform
D5 Contracts/Job descriptions

E1 Study the sector - market research
E2 Marketing and sales
E3 Monitor competition
E4 Booking systems to planning delivery
E5 Building relationships with customers
E6 Retail opportunities/services/
E7 Advertising/brand development
E8 Local links … public relations … structure market and wider…

F1 Deliver the service

F2 Co-ordinate delivery of service - general or specific
F3 Understand and apply procedures established by management
F4 Child protection policies and procedures
F5 Equality & Diversity… including disability policies
F6 Working with particular and special needs
F7 Ongoing reviewing of emergency procedures and act accordingly
F8 Environment assessment incl Weather forecasts…
F9 Maintain a relationship with participant

F 1-1 Prepare the session
F 1-2 Introduce the session
F 1-3 Introduce the activity
F 1-4 Lead the session
F 1-5 Conclude and review the session

G1 Buy equipment
G2 Maintain equipment and bases
G3 Maintain sites and activity locations… environmental issues
G4 Equipment storage
G5 Equipment monitoring/replacing/lifespans
G6 Transport issues – people/equipment
G7 Provision of Staff PPE/EPI/PBM/EPI
G8 Domestic services – cleaning
G9 Communication systems/technologies
G10 Catering… service… legal issues… food safety
G11 Residential provision

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One group of employers completed an exercise to identify relative weighting of competences as structured in the front page of the competence framework. These comparative scores are given in the table "Weighting of Competences" below, and were useful in order to understand how employers could view 'weighting' from one particular sub-sector.

Weighting of Competences - Outdoor Animators: A French Commercial Outdoor Sector Example	
(SF) Security and Safety	**21.0**
(SF-B1) Is vigilant for possible hazards	**2.0**
(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	**7.0**
(SF-B3) Responds quickly to crisis and problems with a proposed course of action	**3.0**
(SF-KS1) Has detailed knowledge of security, safety and hygiene regulatory procedures and complies with them	**4.0**
(SF-KS2) Possesses the appropriate First Aid qualification and appropriate knowledge of anatomy and physiology	**5.0**
(IA) Inner Aptitude (IA)	**18.0**
(IA-B1) Demonstrates a clear understanding of different customers and their real and perceived needs	**1.5**
(IA-B2) Checks the validity and reliability of information	**1.0**
(IA-B3) Prioritises objectives and plans work to make the best use of time and resources	**0.5**
(IA-B4) Focuses personal attention on specific details that are critical to achieving successful results	**1.0**
(IA-B5) Complies with, and ensures others comply with legal requirements, industry regulations, organisational policies and professional codes	**1.0**
(IA-B6) Works to develop an atmosphere of professionalism and business-like qualities and mutual support	**0.5**
(IA-B7) Shows an awareness of own values, motivations, emotions and personal style and of professional ethics	**0.5**
(IA-B8) Recognises the opportunities presented by the diversity of people	**0.5**
(IA-B9) Takes personal responsability for making things happen	**0.5**
(IA-B10) Articulates a vision that generates excitement, enthusiasm and commitment	**1.0**
(IA-B11) Finds practical ways to overcome barriers	**1.0**
(IA-B12) Presents information clearly, cincisely, accurately and in ways that promote understanding	**0.5**
(IA-B13) Shows empathy with other's needs, feelings and motivations and takes an active interest in their concerns	**1.0**
(IA-B14) Encourages and supports others to make best use of their abilities	**1.5**
(IA-B15) Models behaviour that shows respect, helpfulness and cooperation	**1.0**
(IA-B16) Adresses multiple demands without losing focus or energy	**0.5**
(IA-B17) Recognises the achievements and the success of others	**0.5**
(IA-B18) Respects the environment and actively participates in it's protection	**1.5**
(IA-B19) Facilitates the development of participants in the activity	**1.0**
(IA-B20) Listens actively, asks questions, clarifies points and rephrases other's statements to check mutual understanding	**0.5**
(IA-B21) Encourages and welcomes feedback from others and uses this feedback constructively	**0.5**
(IA-B22) Reflects regularly on own and other's experiences, and uses these to inform future action	**0.5**
(IC) Interpersonal Communication (IC)	**22.0**
(IC-KS1) Possesses appropriate psychological skills to animate groups of all type of individuals	**7.0**
(IC-KS2) Possesses the pedagogical skills relevant to the activity ranging from instruction to simple advise	**2.5**
(IC-KS3) Has knowledge of commercial setting operations with clients	**3.0**
(IC-KS4) Has capacities to supervise and mentor apprentice animators	**2.0**
(IC-KS5) Possesses knowledge and skills appropriate to the context and participants	**4.0**
(IC-KS6) Understands how to become a reflective practitioner in the outdoors	**1.5**
(IC-KS7) Has knowledge of quality issues and has a capacity to implement them	**2.0**
(EV) Environment (EV)	**17.0**
(EV-KS1) Understands how to adapt to changing circumstances	**7.0**
(EV-KS2) Has appropriate knowledge of the natural and geographical environment of his/her working place	**2.5**
(EV-KS3) Has appropriate knowledge of the cultural, historical and local environment of his/her working place including international designations such as Specific Area of Conservation (SAC)	**2.0**
(EV-KS4) Possesses the relevant skills in orientation, navigation and self-location	**2.5**
(EV-KS5) Has knowledge and is able to gain experience in meteorology, and how it is affected by differing topography	**3.0**
(EQ) Equipment (EQ)	**22.0**
(EQ-KS1) Has awareness of CE marks	**1.0**
(EQ-KS2) Has appropriate knowledge of use of equipment in the role of the Outdoor Animateur	**7.0**
(EQ-KS3) Uses equipment in accordance with the operating guidelines issued by the manufacturers; records and monitors equipment use and knows when to remove equipment from active use	**2.5**
(EQ-KS4) Maintains an up-to-date knowledge and understanding of the activity	**1.0**
(EQ-KS5) Has universal Information Technology skills	**1.0**
(EQ-KS6) Details competently the function and application of collective and individual materials and techniques of their use	**2.0**
(EQ-KS7) Confidently demonstrates the safe use of equipment with participants in the activities	**2.5**
(EQ-KS8) Follows a defined regieme for equipment inspection and maintenance	**1.5**
(EQ-KS9) Takes responsibility for the equipment in their charge	**0.5**
(EQ-KS10) Oversees the use of the equipment and intervenes or report as appropriate	**1.5**
(EQ-KS11) Manages stock control and storage procedures	**1.0**
(EQ-KS12) Participates in the overall maintenance of the equipment stores	**0.5**
Total	**100.0**

Summary – Weighting

The information described above was passed to training providers to steer them in their writing of appropriate learning outcomes.

The partnership agreed that in the absence of a thorough understanding of 'weighting' as a concept by employers, the learning outcomes should consider the employer indications given above as an exploratory starting point. The group felt that a combination of level and credit value (with the latter evolving through the writing and testing of the outcomes by training providers and employers) would in turn lead to weighting organically emerging.

For more information on the methodology of the credit allocation process, please refer to Result 12 – the Learning Outcome Framework and its associated papers.

PART 2 – Levels

Background

Early discussions made it clear that the 'level' of the outdoor animator across a range of partner countries differed significantly. As an example, an outdoor animator operating within a Finnish winter experiences very different climatic challenges to those faced by the outdoor animator working on the Mediterranean coast in the height of summer. Irrespective of these differences, it was also acknowledged that both undertook the common role of maintaining participants' safety.

Although many aspects of partner's views of the outdoor animator are common, discussions clearly drew attention to the need to recognise significant national differences when levelling outdoor animator roles against the European Qualifications Framework (EQF). Within this debate, it was also accepted that different outdoor animators within one country may also work at different levels. Plainly there was a need to devise an acceptable means of 'measuring' the outdoor animator's level in a manner that all partners could relate to and empathise with.

Level Identification

A model was proposed that gave a common structure to how each partner could map their outdoor animators to a level. Through discussion, it was agreed that an outdoor role can be summarised, broken down and viewed with four key variable elements of range:

- PEOPLE: What individuals and groups do they work with? What specific needs might individuals have? Are the groups small or large? Are they groups of children or adults? Is there any challenging behaviour? Are the participants socially excluded in some way? Is the group a corporate group? If they are, are they senior managers or workers?

- PURPOSE: Is the activity for fun, leisure or recreation? Is it for education, training, team building, personal or social development?

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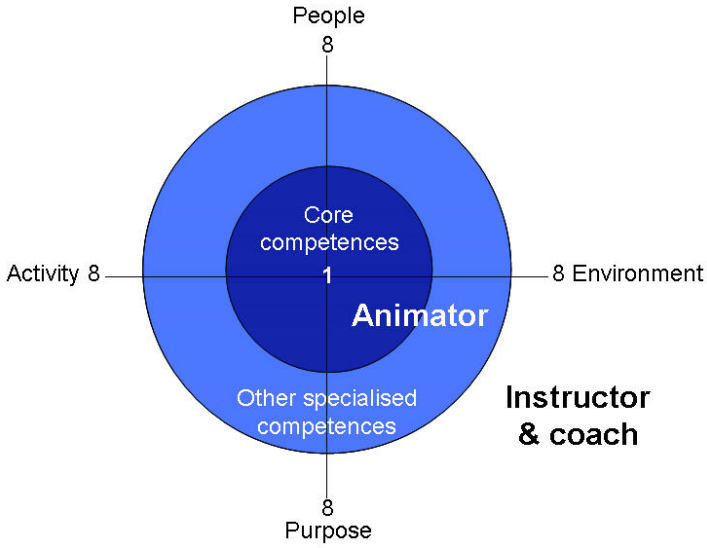
- ACTIVITY: What is the activity? How complex and technical is the activity? Does it have a high or low level of risk? Is it a 'taster' session, or is the focus more on teaching skills? Is the activity run according to a fixed plan? Does the outdoor animator have any autonomy in the planning and running of the session? Are they supervised directly or indirectly? How long is the session?

- ENVIRONMENT: Is it a controlled environment within the grounds of an outdoor centre? Is it using fixed equipment such as a ropes course, or does it involve setting up belays on a natural feature? Is it wilder and more remote terrain? How far away is assistance in the event of an incident? What sort of weather or season is it?

If through the use of EQF level descriptors (please use the following link for details http://ec.europa.eu/dgs/education_culture/publ/pdf/eqf/leaflet_en.pdf), a level of competence is then apportioned to each element, it is possible to plot roles graphically giving a basis for comparison and discussion across partner countries. The following draft model resulted, with the EQF level getting progressively higher as you move away from the centre of the graph:



The principle was discussed that the three recognised animator roles – assistant outdoor animator, outdoor animator & specialised outdoor animator – could be plotted simplistically as concentric circles, although this does assume that the individual is operating within a given role at a similar level for each of the elements – people, purpose, activity and environment. The model recognises that all outdoor animators have core competences, and that as the challenge of the people, purpose, activity or environment increases (including combinations of), so other specialised competences are required of the animator. It is in this outer ring, that the specialised outdoor animator may be found to be working, with more 'technical' instructor and performance coaching roles lying beyond. The boundaries will never be this clear-cut, and the rings never so perfectly concentric, but the model does allow a complex set of variables to be portrayed, analysed and compared in an understandable manner.

Using a variation of this model (below), employing partners were asked to write case studies for three different outdoor animators in their country. Using EQF level descriptors, they were also asked to plot the roles in terms of people, purpose, activity and environment. The sample used was comparatively small with a total of

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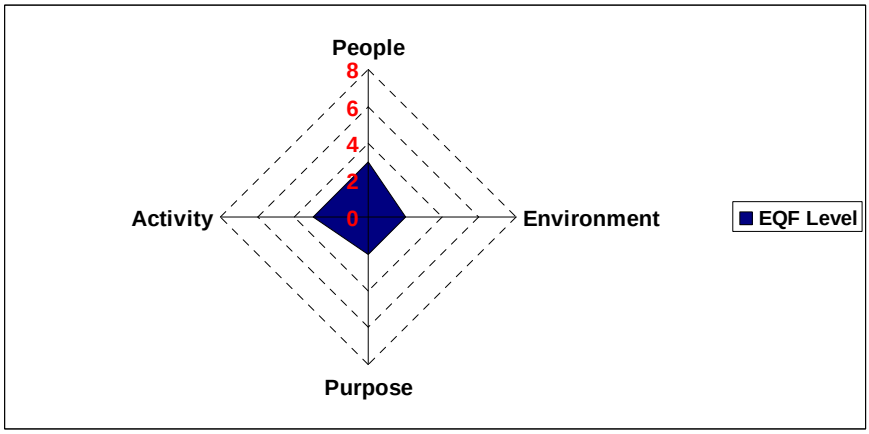
thirty-three case studies submitted, and the subjective nature of the levelling methodology was acknowledged from the outset. Crucially, what the exercise did permit was for an understandable and comparable picture to be painted of the perceived level of the outdoor animator role within partner countries.



Initially averaging of the four levelling elements was used to allow the case studies to be 'ranked'. This in turn allowed an indicative range for the European outdoor animator to be identified as a starting point for discussions.

The initial observation was the wide spectrum of levels seen to be the remit of the outdoor animator by partners – EQF 2 through to 8! Clearly, it is difficult to use such a broad range as a level for 'one' role. Equally, partners were reminded that the assistant outdoor animator and the specialised outdoor animator needed to top and tail the outdoor animator case studies provided. Again, with an outdoor animator levelling range encompassing 2 to 8, this would not be practical. Partners were asked to remember that the project focus was on *common minimum standards* – suggesting that higher levels be used as our base would work to exclude a number of partner countries who have outdoor animators operating at lower levels. This in turn would reduce potential mobility, a major anticipated outcome of the CLO2 project. An initial suggestion of EQF level 3/4 was made, as this encompassed the widest number of the submitted case studies when ranked using averaging.

Using averaging as a method was not acceptable to a number of partners, so an alternative method was proposed. Range was also used to replace averaging. To decide the level to be used by the project, the group talked through the EQF level descriptors, relating the varying levels of knowledge, skills and competence to the scope of the outdoor animator. This suggested that Level 2 be excluded, and broadly pointed towards levels 3, 4 & 5 as being acceptable to the whole group. As there was a specific need to communicate one level to project training providers for the basis of their project contribution, the group agreed on level 5 with the attached caveat of recognising that the identified in-scope range extended above, and more significantly, below this – level 5 is to be a starting point and other levels are needed and are relevant to a number of partners. Level 5 will need testing and/or reviewing. In support of this, there is concern amongst some that there is a risk of workforce entry for the outdoor animator being seen as needing higher level qualifications only – this is not the case and could be detrimental to worker mobility within Europe.

A tabled summary of the levelled roles used as an initial basis for discussions is attached (page 13).

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Summary – Levels

Throughout the CLO2 project, it was clear that the role of the outdoor animator meant different things to different people in different partner countries. Identifying and agreeing on a single level for a variety of roles proved to be a significant challenge.

By considering the outdoor animator in terms of people/environment/purpose activity, it was possible to achieve a common basis for group discussions. This exercise helped to guide the group towards some initial parameters for the outdoor animator role, although further scoping was required to refine this. Broadly the group agreed that the typical outdoor animator's skills, knowledge and competences fell into the range EQF 3 to 5. Further discussion of the animator's role in a vocational setting steered the group towards level 5 as a starting point for the project's development work, with an acknowledgement that this level could not relate to all situations in all partner countries. The level 5 work should be viewed as an initial building block, with further development activity on other levels adding to the body of work over time.

So what does this mean for the European outdoor sector employer? A key gateway for the CLO2 project was the handover of required competences to the training provider partners to allow the development of appropriate learning outcomes. Training providers have received a steer from employers to develop outcomes at a vocational level comparable to a foundation degree – EQF level 5. Foundation degrees are intended to give a basic knowledge in a subject to enable the holder to go on to employment (or further study) in that field.

Ultimately, those students graduating from benchmarked training providers are expected to be able to perform within an appropriate role in the workplace, and be capable of swiftly contributing to the organisation's goals through the demonstration of competent, safe outdoor animation.

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Organisation	Role	People	Environment	Purpose	Activity	Range	
VeBON	Outdoor Animator	3	2	3	2	2-3	Agreed outdoor animator range EQF level 3 to 6
UCBL	High Rope Park Operator	2	3	2	3	2-3	
SkillsActive	Climbing Wall Instructor	3	2	2	3	2-3	
SkillsActive	Multi-activity Instructor	3	3	2	3	2-3	
Vierumaki	Kayaking Instructor	3	3	3	2	2-3	
BFNO	Assistant Ropes Course Instructor	3	3	2	4	2-4	
Vierumaki	Sport Instructor	5	2	3	2	2-5	
VeBON	Paintball Instructor	3	3	2	5	2-5	
SkillsActive	Inland Flat-water Kayaking Instructor	3	3	3	3	3-3	
VeBON	Archery Instructor	3	4	3	3	3-4	
VeBON	Team Tower Instructor	3	3	4	4	3-4	
ILAM / Coaching Ireland	Basic Canoe Instructor	3	3	4	4	3-4	
SNELM	Biking Animator	4	4	3	4	3-4	
VeBON	Rope Adventure Animator	3	3	3	5	3-5	
SNELM	Ski Instructor	5	4	3	4	3-5	
VeBON	Bush Trail Animator	4	3	5	5	3-5	
SNELM	Rafting Guide	5	5	3	4	3-5	
BFNO	Outward Bound Instructor	6	3	5	3	3-6	
Vierumaki	Activator	4	3	4	6	3-6	
Vierumaki	Ski Instructor	4	5	3	6	3-6	
Vierumaki	Wilderness Guide	3	5	5	6	3-6	
Vierumaki	Snowmobile Guide	5	6	3	6	3-6	
VeBON	Ski Instructor	4	4	4	4	4-4	
VeBON	Kayak Instructor	4	4	4	5	4-5	
ILAM / Coaching Ireland	Intermediate Sailing Instructor	4	5	4	5	4-5	
UCBL	Ski Instructor	5	5	4	4	4-5	
VeBON	Team Trainer	6	4	6	6	4-6	
BFNO	Canyoning Guide	6	6	5	5	5-6	
ILAM / Coaching Ireland	Advanced Windsurfing Instructor	6	6	5	6	5-6	
UCBL	Sailing Instructor	5	7	5	6	5-7	
APECATE	Bird Watching Guide	5	7	5	7	5-7	
APECATE	Educational Caving Programme Animator	7	7	6	7	6-7	
APECATE	Geological Guide	7	8	6	8	6-8	
	EQF level range	**2-7**	**2-8**	**2-6**	**2-8**	**2-8**	
Agreed initial starting point for WP 3 and 4 - EQF level 5							

Appendices

Appendix 1 - EQFOA: The Outdoor Animator Competence Framework

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EU standards for Outdoor Animators

THE OUTDOOR ANIMATOR COMPETENCE FRAMEWORK

Education and Culture DG
Lifelong Learning Programme

Ref : EQFOA - *UK/06/B/F/PP-162_622*
Project funded by the European Commission under the Leonardo da Vinci Programme

English version

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EU standards for Outdoor Animators

The Outdoor Animator Competence Framework
Page 1/11

Education and Culture
Leonardo da Vinci
European Training for the UK

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 animator's job: **deliver the service**.

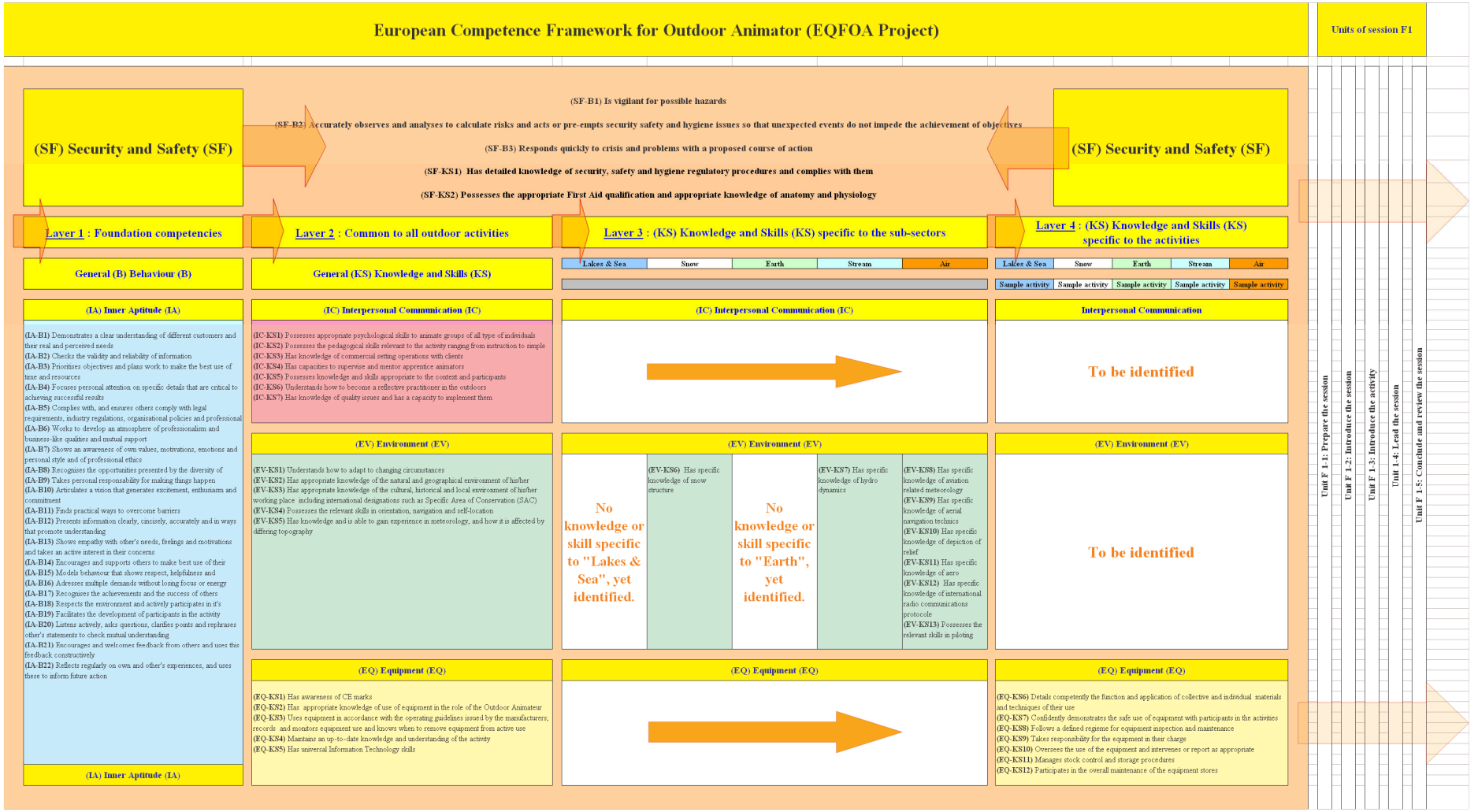
From this graph, the presentation continues through pages 5 and 6 which consist of a **general presentation** of the 5 Units mentioned above and their **main characteristics**.

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
(SF) Security and Safety (SF)
(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
(SF-KS1) Has detailed knowledge of security, safety and hygiene regulatory procedures and complies with them
(SF-KS2) Possesses the appropriate First Aid qualification and appropriate knowledge of anatomy and physiology
(SF) Security and Safety (SF)
Layer 1 : Foundation competencies
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)
Lakes & Sea
Snow
Earth
Stream
Air
Sample activity
(IA) Inner Aptitude (IA)
(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
(IA-B6) Works to develop an atmosphere of professionalism and business-like qualities and mutual support
(IA-B7) Shows an awareness of own values, motivations, emotions and personal style and of professional ethics
(IA-B8) Recognises the opportunities presented by the diversity of
(IA-B9) Takes personal responsability 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
(IA-B15) Models behaviour that shows respect, helpfulness and
(IA-B16) Adresses 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 it's
(IA-B19) Facilitates the development of participants in the activity
(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
(IA) Inner Aptitude (IA)
(IC) Interpersonal Communication (IC)
(IC-KS1) Possesses appropriate psychological skills to animate groups of all type of individuals
(IC-KS2) Possesses the pedagogical skills relevant to the activity ranging from instruction to simple
(IC-KS3) Has knowledge of commercial setting operations with clients
(IC-KS4) Has capacities to supervise and mentor apprentice animators
(IC-KS5) Possesses knowledge and skills appropriate to the context and participants
(IC-KS6) Understands how to become a reflective practitioner in the outdoors
(IC-KS7) Has knowledge of quality issues and has a capacity to implement them
(IC) Interpersonal Communication (IC)
Interpersonal Communication
To be identified
(EV) Environment (EV)
(EV-KS1) Understands how to adapt to changing circumstances
(EV-KS2) Has appropriate knowledge of the natural and geographical environment of his/her
(EV-KS3) Has appropriate knowledge of the cultural, historical and local environment of his/her working place including international designations such as Specific Area of Conservation (SAC)
(EV-KS4) Possesses the relevant skills in orientation, navigation and self-location
(EV-KS5) Has knowledge and is able to gain experience in meteorology, and how it is affected by differing topography
(EV) Environment (EV)
No knowledge or skill specific to "Lakes & Sea", yet identified.
(EV-KS6) Has specific knowledge of snow structure
No knowledge or skill specific to "Earth", yet identified.
(EV-KS7) Has specific knowledge of hydro dynamics
(EV-KS8) Has specific knowledge of aviation related meteorology
(EV-KS9) Has specific knowledge of aerial navigation technics
(EV-KS10) Has specific knowledge of depiction of relief
(EV-KS11) Has specific knowledge of aero
(EV-KS12) Has specific knowledge of international radio communications protocole
(EV-KS13) Possesses the relevant skills in piloting
(EV) Environment (EV)
To be identified
(EQ) Equipment (EQ)
(EQ-KS1) Has awareness of CE marks
(EQ-KS2) Has appropriate knowledge of use of equipment in the role of the Outdoor Animateur
(EQ-KS3) Uses equipment in accordance with the operating guidelines issued by the manufacturers; records and monitors equipment use and knows when to remove equipment from active use
(EQ-KS4) Maintains an up-to-date knowledge and understanding of the activity
(EQ-KS5) Has universal Information Technology skills
(EQ) Equipment (EQ)
(EQ) Equipment (EQ)
(EQ-KS6) Details competently the function and application of collective and individual materials and techniques of their use
(EQ-KS7) Confidently demonstrates the safe use of equipment with participants in the activities
(EQ-KS8) Follows a defined regieme for equipment inspection and maintenance
(EQ-KS9) Takes responsibility for the equipment in their charge
(EQ-KS10) Oversees the use of the equipment and intervenes or report as appropriate
(EQ-KS11) Manages stock control and storage procedures
(EQ-KS12) Participates in the overall maintenance of the equipment stores
Unit F 1.1: Prepare the session
Unit F 1.2: Introduce the session
Unit F 1.3: Introduce the activity
Unit 1.4: Lead the session
Unit F 1.5: Conclude and review the session

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 inviduals	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**.

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					
Negociating					

Colour code	Skills relating to	Reference
Red for attention	Security and Safety	SF
Blue for inner life	Inner Aptitude	IA
Pink for people	Interpersonal Comunication	IC
Green for outdoors	Environment	EV
Yellow for fun	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 psychologial 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 responsability 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, cincisely, 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 responsability for making things happen
IA-B10	Articulates a vision that generates excitement, enthusiasm and commitment
IA-B12	Presents information clearly, cincisely, 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 responsability for making things happen
IA-B12	Presents information clearly, cincisely, 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	Adresses 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 it's 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