

1. OVERVIEW

Subject area	Outdoor Activities
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Exercise and Sport Sciences and Physiotherapy
Year	Third
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/ English
Delivery mode	On campus
Semester	S5 and S6
Academic year	2024-2025
Coordinating professor	Alberto Ochoa de Ocariz

2. INTRODUCTION

Direct contact with nature is increasingly important for society as it has been linked to numerous benefits and has a decisive influence on people's holistic development, especially in terms of personality.

Nature brings out the very best in us, making it a first-rate educational tool: in natural environments, mountains or oceans, we feel relaxed, happy and at liberty to give free rein to our imagination and try out countless new games.

In recent years, the need to find new sensations, to escape and break away from the routine and the stress of daily life, has caused a surge in the popularity of these activities across society as a whole, regardless of age or level of physical fitness. As such, it remains a clear professional niche for Exercise Science graduates.

Protecting the environment and respecting nature and animals is something that should be taught from early childhood. This would create more responsible adults in the future who are more ecologically aware. This subject area aims to transmit and, above all, bring to life these values.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Self-confidence: Ability to evaluate one's own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives
- CB2: Ability to adapt to new situations: Being able to evaluate and understand different points of view, adapting one's own approaches to suit the situation
- CB3: Organisational and planning skills: Ability to set objectives and choose the right means to achieve them, making efficient use of time and resources.
- CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5 - Students have developed the necessary learning skills to undertake further study with a high degree of autonomy

Transversal skills (CT, by the acronym in Spanish):

- CT13: Problem solving: Ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.
- CT03 - Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT10 - Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT11 – Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.

Specific skills (CE, by the acronym in Spanish):

- CE01 – Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to the necessary educational, technical and curricular principles.

- CE04 – Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE06 – Ability to assess levels of physical fitness and motor skills, prescribing and planning health-orientated physical exercises in different age groups.
- CE07 – Ability to promote and assess long-lasting and autonomous habits of health-orientated physical activity and sport.
- CE09 – Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To understand key concepts related to using the most important management techniques and tools applied at different organisations.
- RA2: To produce essays in order to study the variables and determining factors that condition and define the quality of an exercise and sport service.
- RA3: To produce in-depth analysis and summaries based on searches of key literature about the continuous improvement cycle, process-based management and the planning processes at sports organisations.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5	RA1. To understand key concepts related to using the most important management techniques and tools applied at different organisations.
CB1, CB2, CB3, CT13, CT17, CT03, CT10, CT11	RA2. To produce essays in order to study the variables and determining factors that condition and define the quality of an exercise and sport service.
CT17, CT03, CT10, CT11, CE01, CE04, CE06, CE07, CE09	RA3. To produce in-depth analysis and summaries based on searches of key literature about the continuous improvement cycle, process-based management and the planning processes at sports organisations.

4. CONTENTS

This section lists each of the topics in the learning units:

- Exercise and sport services.
- Planning, organisation and assessment of services.
- Creation of intervention projects.
- Quality in the management of sports organisations.
- Management models in government bodies.
- Management tools and good practices.
- Continuous improvement as the path to excellence.

The subject area content is organised into the following learning units:

1. Introduction to the natural environment and different fields of activity in nature

2. The profile of a mountain guide

- Entry level, intermediate and advanced qualifications [*iniciación, ciclo medio and ciclo superior*, respectively, under the Spanish qualification system]
- Skills

3. Basic orienteering techniques using a map, compass and GPS

- Introduction and orienteering races
- Projection, scales, interpretation and calculations
- Orienteering techniques using a map and GPS

4. Civil liability in the mountains

5. Mountain equipment and clothing

- Introduction and history
- Fabrics and clothing
- Rock climbing equipment

6. Mountaineering, hiking and alpinism

- Introduction and history

- Health benefits of activities in nature
- Route planning
- Use of apps and new technologies

7. Climbing

- History, disciplines and the Olympics
- Main injuries
- Training for sport climbing
- Basic bouldering techniques

8. Other natural environment content:

- Practical training in natural environments

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Collaborative learning
- Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours	On campus
Lectures (on campus)	16	100
Asynchronous lectures (on campus)	8	0
Case studies (on campus)	40	50
Search for resources and choosing sources of information (on campus)	10	10
Reports and written work (on campus)	20	15

Essays, text commentaries and critical text analysis. (on campus)	18	30
Group work (seminars, forum participation, etc.) (on campus)	30	50
Tutorials (on campus)	8	100
TOTAL	150	

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
On-campus knowledge tests	30% (20–30%)
Participation in classroom activities	30% (20–30%)
Oral presentations	40% (40–70%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must:

- Pass the practical/theory on-campus knowledge tests with a grade of over 5 points.
- Achieve 2 points through the completion of external practical excursions.
- Pass the compulsory practical tests: Orienteering and Route Guide.
- Pass the orienteering races unit with a grade of over 5.
- Pass the practical and theory of climbing unit with a grade of over 5.

- Pass the practical activities and projects unit with a grade of over 5.

7.2. Extraordinary exam period (resits)

There are two types of extraordinary exam periods.

Failing part of the subject area content. In order to pass the subject area in the extraordinary exam period, you must:

- Pass the subject area content tests that were not passed in the ordinary exam period (practical or theory tests).

Full resit – for students who fail to attend 50% of the subject area or who fail 50% of the content. In order to pass the subject area in the extraordinary exam period, you must:

- Submit the work completed during the course
- Pass the theory test
- Pass the compulsory practical activities: orienteering and GPS

If students cannot complete the subject area's practical training sessions in natural environments, they must go on the remaining excursions in the extraordinary exam period in June and July.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Practical activities outside of class time	Throughout the course
Practical/theory exam	December/June
Practical activities on orienteering routes	September to December
Practical activities on routes with GPS	Throughout the course

Climbing	March–May
Work on itineraries	Throughout the course
Work on climbing	June
Classroom activities	During S1 and S2
Orienteering exam	October-November
GPS exam	Throughout the course

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

- VVAAA. “Manual de Técnicas de Montaña e Interpretación de la Naturaleza”. Ed. Paidotribo, 2006
- López Moreno, G. “Manual práctico de Excursionismo”. Sta. Cruz Tenerife. Prames, 1998.
- Montañismo. Manual práctico. Francisco Aguado. Editor: El Buho Viajero Penthalon Ediciones. 1985
- Seguridad y riesgo. Autor: Pit Schubert. 2001 Editorial: Desnivel•Manual práctico del montañero. Autor: Cameron Mcneish
- Los nudos. Técnicas y aplicaciones de aire libre. Autor: Juan Carlos Lizama Editorial: Desnivel
- Raids. Lluís Capdevila y Mónica Aguilera. 2001 Editorial: Desnivel
- Manual básico de supervivencia. Autor: Juan Carlos Lizama Fecha: 1998 Editorial: Desnivel
- Manual práctico del GPS. Autor: Carlos Puch Fecha: 2001 Editorial: Desnivel
- Orientación. Desde el mapa y la brújula hasta el GPS y las carreras de orientación. Eusebio García Gómez. 2000. Desnivel
- La montaña. Métodos de orientación. Geograf Salvador Llobet.
- Orientación en la naturaleza. Manual básico de iniciación. Pablo José Costa Cánovas/Lázaro Giménez Martínez. 1998. Ed. ASSEF

10. DIVERSITY AWARENESS UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.

3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa@universidadeuropea.es

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.