

1. BASIC DATA

Subject	Outdoor Activities
Titration	Bachelor's Degree in Physical Activity and Sports Sciences
School/ Faculty	Medicine, Health & Sports
Course	Third
ECTS	6 ECTS
Character	Obligatory
Language/s	Spanish
Modality	Face
Semester	S5 and S6
Academic year	25-26
Coordinating Teacher	Alberto Ochoa de Ocáriz Benegas

2. PRESENTATION

Direct contact with nature is becoming increasingly important for society, since it is attributed with innumerable values and a decisive influence on the integral development of people, with special relevance in the personality itself.

Nature brings out the best in us by becoming a first-rate educational instrument and medium: in natural, mountain or maritime environments, we feel relaxed, happy and free to give free rein to our imagination and try a thousand and one games.

In recent years, the need to seek new sensations, escape, break with routine and daily stress, has made these activities one of the most demanded by society in general, regardless of age and physical level. Thus, it is still a clear professional niche for graduates in Physical Activity Sciences.

Caring for the environment and respect for nature and animals is something that must be instilled from childhood. This will result in more responsible adults in the future and with greater ecological awareness. From the subject they are transmitted and above all, we try to make these values live.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Self-confidence: Ability to assess our own results, performance and capabilities with the internal conviction that we are capable of doing things and the challenges that are posed to us
- CB2: Ability to adapt to new situations: being able to assess and understand different positions, adapting one's own approach as the situation requires it
- CB3: Organizational and planning skills: Ability to set goals and choose the means to achieve those goals using time and resources effectively
- CB4 - Students are able to transmit information, ideas, problems and solutions to both a specialised and non-specialised audience
- CB5 - Students must have developed the learning skills necessary to undertake further studies with a high degree of autonomy

Transversal competences:

- TC13: Problem solving: Ability to find a solution to a confusing issue or a complicated situation without a predefined solution, which makes it difficult to achieve an end.
- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common goals
- CT03 - Ability to adapt to new situations: being able to assess and understand different positions, adapting one's own approach as the situation requires it.
- CT10 - Initiative and entrepreneurial spirit: Ability to resolutely undertake difficult or random actions. Ability to anticipate problems, propose improvements and persevere in achieving them. Preference for assuming and carrying out activities.
- TC11 - Time planning and management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.

Specific competencies:

- CE01 - Ability to design, develop and evaluate teaching-learning processes related to physical activity and sport, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles.
- CE04 - Ability to analyse and apply physiological, biomechanical, psychological and social principles to the different fields of physical activity, sport and recreation.
- CE06 - Ability to assess the level of physical condition and motor ability by prescribing and programming health-oriented physical exercises at different ages.
- CE07 - Ability to promote and evaluate long-lasting and autonomous habits of health-oriented physical activity and sport.
- CE09 - Ability to select and know how to use the appropriate sports material and equipment for each type of activity, identifying the technical characteristics of the different sports spaces.

Learning outcomes:

- RA1: Understanding of fundamental concepts related to the use of the most important management techniques and tools applied to different organizations.
- RA2: Carrying out tests to study the variables and determinants that condition and define the quality of a physical activity and sports service.
- RA3: Carrying out in-depth and synthesis work based on a search in the fundamental bibliographic sources related to the continuous improvement cycle, process management and planning processes in sports organisations.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes that are pursued:

Competences	Learning Outcomes
CB1, CB2, CB3, CB4, CB5	RA1. Understanding of fundamental concepts related to the use of the most important management techniques and tools applied to different organizations.
CB1, CB2, CB3, CT13, CT17, CT03, CT10, CT11	RA2. Carrying out tests to study the variables and determinants that condition and define the quality of a physical activity and sports service.

CT17, CT03, CT10, CT11, CE01, CE04, CE06, CE07, CE09	RA3. Carrying out in-depth and synthesis work based on a search in the fundamental bibliographic sources related to the continuous improvement cycle, process management and planning processes in sports organizations.
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4. CONTENTS

This section indicates each of the topics contained in the learning units:

- Physical activity and sports services.
- Planning, organization and evaluation of services.
- Preparation of intervention projects.
- Quality in the management of sports organizations.
- Management models in public administration.
- Tools and good management practices.
- Continuous improvement as a path to excellence.

The contents to be developed in the subject are distributed in the following learning units:

1.- Introduction to the natural environment and areas of action in nature

2.- The figure of the mountain sports technician

- Initiation certificate, middle and upper cycle
- Competences

3.-Basic Orientation Techniques with Map, Compass and GPS

- Introduction and Orientation Careers
- Projection, scales, interpretation and calculations
- Orientation techniques with map and GPS

4.- Civil liability in the mountains 5.-

Material and clothing in the

mountains

- Introduction and history
- Fabrics and costumes
- Progression material

6.- Mountaineering, Hiking and Mountaineering

- Introduction and history
- Health Benefits of Nature Activities
- Design of itineraries
- Application management and new technologies

7.- Climbing

- History, modalities and Olympic Games
- Main injuries
- Sport climbing training
- Basic gestural technique in bouldering

8.- Other contents of the Natural Environment:

- Hands-on training in the natural environment

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Cooperative Learning
- Problem-Based Learning (PBL)

6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below:

Face-to-face modality:

Training activity	Number of hours	Face-to-face
Master Classes (modality face-to-face)	16	100
Asynchronous Master Classes (Face-to-face modality)	8	0
Case analysis (face-to-face modality)	40	50
Search for resources and selection of sources of information (modality face-to-face)	10	10
Preparation of reports and writings (face-to-face modality)	20	15
Essays, text comments and analysis critics of texts. (face-to-face modality)	18	30
Group Participatory Activities (seminars, participation in forums...) (face-to-face modality)	30	50
Tutoring (face-to-face modality)	8	100
TOTAL	150	

7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Face-to-face modality:

Evaluation system	Weight
Face-to-face knowledge tests	30% (20-30%)
Participation in classroom activities	30% (20-30%)
Oral presentations	40% (40-70%)

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

7.1. Ordinary call

To pass the subject in the ordinary call you must

- Pass the face-to-face tests of theoretical-practical knowledge. with a grade higher than 5 points each (they do not make an average).
- Get a minimum of 5 in the attendance section of all practical outings.
- Pass the compulsory practical tests of Design and Route Guide with a grade higher than 5.
- Pass the orienteering career block with a grade higher than 4.
- Pass the climbing block with a grade above 4.
- Pass the block of practices and work with a grade above 5.

7.2. Extraordinary call

There are two types of Extraordinary Call.

Failure of partial contents of the Subject. To pass the extraordinary exam session you must:

- Pass the tests of the contents not passed during the ordinary call (theoretical tests or practical tests).

Full extraordinary call, for those students who do not attend 50% of the subject, or do not exceed 50% of the contents. To pass the extraordinary exam session you must:

- Submit route, orientation and climbing design work not submitted during the course.
- Pass the theoretical knowledge test with a minimum of 5.
- Pass the mandatory practices of itinerary design and guide of this in July.

In the event of not being able to carry out the practical training in the natural environment of the subject, the pending departures in the extraordinary call must be attended during the month of July

8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Internships outside school hours	Throughout the course
Theoretical-practical exam	December/June
Orientation tour practices	September to December
Route Guide Practices	October to May
Climbing	February to April
Work on itineraries	Throughout the course
Climbing work	June
Classroom activities	During S1
Theoretical and practical work Climbing	April-May
End of Course Departure	May

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- VVAAA. "Manual of Mountain Techniques and Interpretation of Nature". Ed. Paidotribo, 2006
- López Moreno, G. "Practical Manual of Hiking". Sta. Cruz Tenerife. Prames, 1998.
- Mountaineering. Practical manual. Francisco Aguado. Publisher: The Traveling Owl Penthalon Editions. 1985
- Safety and risk. Author: Pit Schubert. 2001 Publisher: Desnivel•Practical manual for the mountaineer. Author: Cameron Mcneish
- The knots. Outdoor techniques and applications. Author: Juan Carlos Lizama Publisher: Desnivel
- Raids. Lluís Capdevila and Mónica Aguilera. 2001 Editorial: Desnivel
- Basic survival manual. Author: Juan Carlos Lizama Date: 1998 Publisher: Desnivel

- Orientation. From the map and compass to GPS and orienteering races. Eusebio García Gómez. 2000. Slope
- The mountain. Methods of orientation. Geograf Salvador Llobet.
- Orientation in nature. Basic Initiation Manual. Pablo José Costa Cánovas/Lázaro Giménez Martínez. 1998. Ed. ASSEF
- FEDME.es. Official website of the Spanish Federation of Mountain Sports and Climbing. Retrieved from: <https://fedme.es/escalada/>

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the

degree. Thank you very much for your participation.