

## 1. BASIC DATA

<b>Subject</b>	Natural environment and active tourism
<b>Titration</b>	Bachelor's Degree in Physical Activity and Sport Sciences
<b>School/ Faculty</b>	Faculty of Physical Activity and Sports Sciences and Physiotherapy
<b>Course</b>	Third
<b>ECTS</b>	6 ECTS
<b>Character</b>	Obligatory
<b>Language/s</b>	Spanish
<b>Modality</b>	Face
<b>Semester</b>	S6
<b>Academic year</b>	2026-2027
<b>Coordinating Teacher</b>	Alberto Ochoa de Ocáriz

## 2. PRESENTATION

The direct connection with nature is becoming increasingly important for society. We attribute to nature incalculable values and a fundamental role in the complete development of people, especially in the formation of personality, as well as benefits for physical, mental and social health.

Nature inspires us to be the best version of ourselves and becomes a first-rate educational tool. In natural environments, whether mountains or coasts, we feel relaxed, happy and free to let our imagination run wild and enjoy countless activities. Active tourism takes advantage of these spaces to offer unique experiences that combine sport, adventure and learning.

In recent years, the need to seek new experiences, escape from routine and daily stress has made these activities very popular in society, regardless of age or physical condition. This represents a clear career opportunity for graduates in Physical Activity Sciences, especially in the field of active tourism, which requires trained professionals to design, organize and guide activities in nature.

Caring for the environment and respect for nature and animals should be taught from childhood. This will result in more responsible and eco-conscious adults in the future. Active tourism practiced responsibly can contribute to this environmental education, fostering respect for nature and promoting sustainable practices.

From our subject, we transmit these values and, above all, we try to get students to experience them directly, recognising the potential of active tourism as a tool to connect the population with nature, promoting a healthy and sustainable lifestyle.

### 3. LEARNING OUTCOMES

#### Knowledge

WITH3. It describes activities for the prevention, adaptation and improvement of physical-sports performance and health through physical condition and physical exercise.

- Describes the fundamental concepts related to the practice of physical activities in the natural environment.

#### Skills

HAB2. Design tasks, progressions, and physical exercise strategies aimed at health and sports performance based on individual variables and environmental conditions.

- Apply the knowledge when progressing in the field and using the material in the realization of practices in nature.
- Travel safely in the natural environment.
- Apply the basic principles of mountain sports training in a simulated context.
- Carry out tests and practices for the study of the techniques of the various sports modalities to be developed in nature in an efficient way.
- Carry out in-depth and synthesis work based on research in fundamental bibliographic sources and other technological resources, related to sports activities in nature.

#### Competences

COMP1. Describe, elaborate and apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports education; physical and sports training; physical exercise for health; physical activity and sport management).

COMP6. Identify, communicate and apply anatomical-physiological and biomechanical scientific criteria at an advanced level of skills in the design, development and technical-scientific evaluation of appropriate procedures, strategies, actions, activities and orientations; to prevent, minimise and/or avoid a health risk in the practice of physical activity and sport in all types of population.

COMP11. To analyse, identify, diagnose, promote, guide and evaluate strategies, actions and activities that encourage adherence to an active lifestyle and the participation and regular and healthy practice of physical activity and sport and physical exercise in an adequate, efficient and safe way by citizens in order to improve their overall health, well-being and quality of life, and with emphasis on special populations such as: the elderly (the elderly), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor) taking into account gender and diversity.

COMP37. Strategic communication: Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

COMP40. Teamwork: Cooperate with others in the achievement of a shared academic or professional goal, participating actively, empathetically and exercising active listening and respect for all members.

COMP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

## 4. CONTENTS

Topic 1. Areas of application and active tourism

Topic 2. The figure of the sports technician and legislation in the mountains

Topic 3. Basic orientation techniques with map, compass, gps and activity planning

Topic 4. Benefits of physical activities in the natural environment

Topic 5. Training for mountain sports

Topic 6. Basic technique of sport climbing, progression in winter terrain, summer, canyoning, overnight stays and different activities in the field of the natural environment

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Project-based learning
- Simulation environments

## 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	% of face-to-face attendance	Face-to-face hours
Lectures	12	100	12
Freelance work	56	0	0
Debates and colloquia	8	100	8
Tutorials	12	100	12
Face-to-face assessment tests	4	100	4
Practical Application Classes	18	100	18
Oral presentations of papers	2	100	2
Design of strategies and intervention plans	16	100	16
Preparation of reports and writings	22	0	0
<b>TOTAL</b>	<b>150</b>		<b>72</b>

## 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 assessment tests	40% (40-50%)
Oral presentations	10% (5-10%)
Work on the design of strategies and intervention plans	40% (25-40%)
Reports and Briefs	10% (10-20%)

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 obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

Obtain a grade equal to or greater than 5.0 in the written theoretical test.

Attend 85% of the classes in order to be evaluated through continuous evaluation.

Attend 100% of the practical classes where assessable activities are carried out.

### 7.2. Extraordinary call

To pass the subject in the extraordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

## 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

Running practices and orientation tours	September to December
Design of orientation dynamics	September to December
Climbing	February-May
Itinerary design and hiking	Throughout the course
Dossier of climbing techniques and exercises	During S2
Mountain Training Mesocycle Programming	March-May
Health in the Natural Environment Program	April-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 Editorial: Desnivel
- Mountaineer's Practical Manual. Author: Cameron Mcneish
- The knots. Outdoor techniques and applications. Author: Juan Carlos Lizama Publisher: Desnivel
- Budworth, G.; Dalton, J. (2016). Knots. 200 practical knots. Bookseller IBP S.L. Madrid.
- Raids. Lluís Capdevila and Mónica Aguilera. 2001 Editorial: Desnivel
- Basic survival manual. Author: Juan Carlos Lizama Date: 1998 Publisher: Desnivel 9
- Practical GPS manual. Author: Carlos Puch Date: 2001 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
- Burqueño, R., López, D., García, A. (2012). The transfer of physical activities from the natural environment to the urban environment: an innovative proposal.
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- Olivera, A., & Olivera, J. (1998). Analysis of the potential demand for physical adventure activities in nature in the city of Barcelona. Notes. Physical Education and Sports, 52, 92-103.
- Olivera, A. & Olivera J. (1999). Physical adventure activities in nature. Study of supply and demand in the business sector in Catalonia. Notes. Physical Education and Sports 57, 86-94

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- Olivera, A. & Olivera J. (1999). Physical adventure activities in nature. Study of supply and demand in the business sector in Catalonia. Notes. Physical Education and Sports 57, 86-94

Recommended bibliography is indicated below:

- [www.desnivel.com](http://www.desnivel.com)
- [www.outdoorpeactivities.com](http://www.outdoorpeactivities.com)

## 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](mailto: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.