



DELIVERABLE 3.1

Water Sports Tourism Educational Methodology and Framework

M14 – December 2020
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PROJECT: NAUTILUS

Education & Certification Framework for Blue Career in Water Sports Tourism

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Glossary

Abbreviation / Acronym	Meaning
AUTH/SJMC	Aristotle University of Thessaloniki/ School of Journalism and mass media
CEDEFOP	European Centre for the Development of Vocational Training
CV	Curriculum Vitae
DoA	Description of Action
EASME	European Agency for SMEs
EC	European Commission
EMFF	European Maritime and Fisheries Fund
ESCO	European Classification of Skills/Competences, Occupations and Qualifications
GA	Grant Agreement
GR	Greece
ICT	Information and Communications Technology
IKO	International Kitesurf Organisation
ILO	International Labour Organisation
IPR	Intellectual Property Rights
ISCO	International Standard Classification of Occupations
LLC	Lifelong Learning Centres
LO	Learning Outcomes
OVATE	Online Vacancy Analysis Tool for Europe
SUP	Stand Up Paddle
TR	Turkey
UAG	User Advisory Group
UNWTO	United Nations World Tourism Organization
WP	Work Package
WS	Water Sports
WST	Water Sports Tourism
WSTP	Water Sports Tourism Professionals

1 Executive Summary

This document presents the instructional design framework and the methodology for the NAUTILUS educational and training programme. This programme is being developed for the **NAUTILUS Water Sports Tourism Professionals** and particularly for the Water Sports Tourism Instructors' occupational category.



*The **NAUTILUS Water Sports Instructors** work in the water sports tourism industry.*

NAUTILUS Water Sports Instructors (WSI) introduce visitors and tourists to non-motorised water sports, teach them the skills required for water sports' safe performance, and share the fun and enjoyment of all water-related recreational activities. They are working in water areas (sea, river, lake, ocean, marine coastal zone, aqua parks) and can teach at least two water sports. The NAUTILUS water sports are wind-based such as windsurfing, kitesurfing, surfing, sailing and non-wind, such as stand up paddling (SUP), canoeing and kayaking.

NAUTILUS Water Sports Instructors can work in a Water Sports (WS) club, WS centre, WS school or a hotel, a resort, a camp, a vessel, or other hospitality facilities that provide tourism services, water sports & leisure activities. They have a specialisation according to the water sports they teach.

NAUTILUS WS Instructors can also act as local ambassadors promoting travel destinations and raise awareness about preserving the seas and the oceans.

The NAUTILUS training methodology and certification scheme will be the basis for the professional recognition of water sports tourism (WST) occupations in the tourism sector and harmonising occupational skills and knowledge.

The proposed educational methodology aims to provide a flexible learning pathway for the targeted professional population in order to upskill or reskill them and provide them with the opportunity for career advancement. The training approach considers the heterogeneous groups of learners, their diversity and different knowledge and educational background. Moreover, by understanding that employees' wellbeing and job satisfaction is critical, this flexible programme structure aims to challenge and invite all water sports trainers to upskill and become **Water Sports Tourism Professionals** who will be welcomed for employment in the hospitality and water sports tourism sector.

The main objectives of NAUTILUS educational and training programme are to provide:

- basic theoretical knowledge in Hospitality and Water Sports Tourism industry
- practical training in customer service
- practical training and technical knowledge in water sports training for recreational purposes
- a deeper understanding of the Green and Blue Environment and its preservation
- a better understanding of the essential role of the water sports instructors in tourism and how this role affects the company's and the travel destination's reputation

The Nautilus training methodology proposes a competence-based and modular hybrid training programme which blends online with on-site training.

The online training modules will be delivered through a digital platform and designed to support a self-paced and self-regulating learning scenario. The programme will be taught in English.

The on-site training will be based on face-to-face instruction and interaction. It will also provide audio-visual material and self-evaluation quizzes that will enrich the learning experience and ensure the comprehension of the learning material.

The proposed assessment method consists of formative and summative evaluation techniques and tools. For the summative assessment that will lead to the certification of the trainees a databank of questions and working scenarios will be created, according to the knowledge, skills and competences that NAUTILUS water sports instructors should have.

The NAUTILUS educational programme will be implemented in three pilot training academies and evaluated and improved before the end of the project.

This document is submitted to EASME according to the DoA by the end of M14 (December 2020).

2 Introduction

2.1 Purpose

The purpose of this working document is to present the design and development of the NAUTILUS educational methodology.

Previous research results and analysis about (a) the water sports tourism occupations, (b) the labour market skills need, and (c) the employees training and learning needs, led to creating the NAUTILUS occupational profile. Based on the description of this occupational category, the knowledge, skills and competences, a hybrid educational scenario is proposed which blends online autonomous learning with on-site face-to-face team-based training. This flexible training programme is modular and offers different training paths according to the trainee's specialisation's water sports.

The structure of this document:

This document is structured in 5 chapters: **Chapter 1** is the summary. **Chapter 2** includes the introduction, the scope of use and presents the instructional design framework for the educational and training programme that is being developed.

Chapter 3 presents the study results about the Water Sports Tourism Professionals, according to international and European classification systems. The second part of this chapter presents in detail the NAUTILUS Water Sports Tourism Professionals occupational profile.

Chapter 4 presents the Educational and Training Approach and the final **chapter 5** refers to the pilot training academies where the implementation of the training programme will take place and will be evaluated.

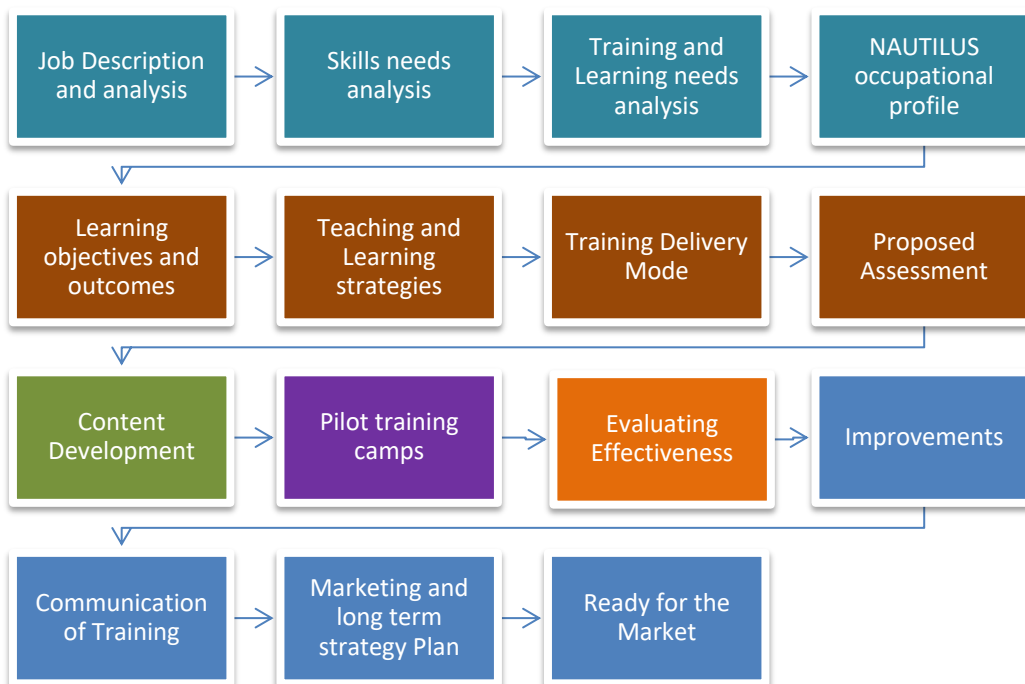
2.2 Scope of use

The scope of this document is to present the instructional design framework and all stages of the educational methodology for the NAUTILUS training programme and certification scheme.

The NAUTILUS training methodology and certification scheme will be the basis for the professional recognition of water sports tourism (WST) occupations in the tourism sector and harmonising occupational skills and knowledge. Therefore, it is crucial to **create a detailed occupational profile** based on essential knowledge, skills and competences, the primary and secondary tasks, duties and responsibilities of this professional category. This will enable the design, development and implementation of a high-quality informal training programme and the respective certification scheme.

2.3 Instructional Design framework

Following the ADDIE¹ model process, which consists of five phases, the **Analysis**, **Design**, **Development**, **Implementation**, and **Evaluation**, the following working stages are planned and will result to the Improvement of the educational and training programme, its promotion and strategic marketing.



The previous stages of NAUTILUS project focused on the skills needs, and the training and learning needs analysis of the Water Sports Tourism Professionals². According to the studies' results and the detailed job description and analysis of the water sports tourism professionals' **work duties and responsibilities**, their occupational profile is created and presented in the following section. This profile will be the basis to design the learning objectives and the learning outcomes of the training programme and to decide on the appropriate teaching and learning strategies that will be implemented for successful and effective learning and training. The learning outcomes will be the **assessment criteria** for the suggested formative and summative assessment that will lead to the trainees' certification.

¹ Allen WC. Overview and evolution of the ADDIE training system. Adv Dev Hum Resour (2006) 8:43041.10.1177/1523422306292942

² See reports for deliverables D.2.2, D.2.3

3 The Water Sports Tourism Professionals

3.1 Classification of Occupations (ISCO/ ESCO/NACE)

The Water Sports Tourism personnel categories that dominated in the study results³ are required to operate the different sorts of water sports schools/ clubs/camps and water sports facilities/centres and provide hospitality services and sports & leisure activities. According to the ISCO-08 classification, those occupations match and can be divided into the following groups and sub-groups, with the coding 1431, 3423, 3422 (Figure 1).

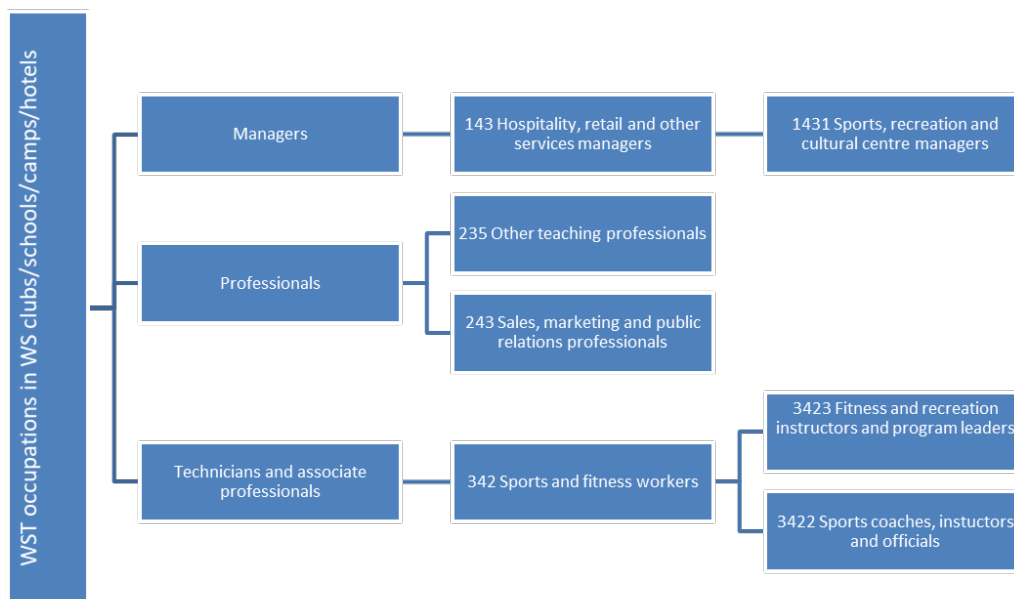


Figure 1-WST occupations according to ISCO-08

Occupational classifications define occupations and occupational groups according to the most common combinations of tasks and duties⁴. Therefore, some jobs do not correspond precisely to those specified in the ISCO-08 or other classifications.

According to the **European Classification of Skills/Competences, Occupations and Qualifications (ESCO)**, the '3423 Fitness and recreation instructors and program leaders' are described as follows:

Fitness and recreation instructors and programme leaders guide and instruct groups and individuals in recreational, fitness or outdoor adventure activities.

Tasks include:

- a) planning and carrying out recreational and fitness activities;
- b) monitoring recreational, sports or fitness activities to ensure safety and provide emergency or first aid assistance when required;

³ See submitted report 'D.2.2 Nautilus WST Professionals Learning Needs Analysis'

⁴ http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_172572.pdf

- c) evaluating and monitoring clients' abilities and fitness and recommending activities;
- d) demonstrating and teaching body movements, concepts and skills used in fitness routines and recreational activities;
- e) instructing in the use of equipment;
- f) explaining and enforcing safety procedures, rules and regulations.

Some examples of the occupations classified here are the following:

- Fitness instructor
- Horse riding instructor
- Outdoor adventure guide
- Personal trainer
- Sailing instructor
- Underwater diving instructor

Under the category '**342- Sports and fitness workers**' the code 3422.5 embraces all categories of **sports instructors** with the following description⁵:

Sports instructors introduce people to a sport and teach them the skills required for the performance of sport. They have a strong grip on one or more sports, which are often adventure sports, and know how to motivate others and share with them the enjoyment of the activity.

Examples of occupations:

- gymnastics teacher
- tennis instructor
- tennis teacher
- ski teacher
- **water sports instructor**
- **surf instructor**
- swimming instructor
- sports instructor
- ski instructor
- polo instructor
- gym instructor
- **windsurf instructor**
- water-ski instructor
- kayak instructor
- **kite surf instructor**
- snowboard instructor
- swim instructor

⁵ <http://data.europa.eu/esco/occupation/11695786-9fb7-4895-b161-0480419107e4>

3.2 *The occupational profile of the Water Sports Tourism Instructors*

The main and most important personnel category in water sports tourism is the water sports instructor. This is the **target group for the NAUTILUS educational and training programme**. According to the research data that was collected within the year (2020), the occupational profile of this category can be defined as follows:

General Title: NAUTILUS WATER SPORTS TOURISM PROFESSIONALS

Occupational Title: NAUTILUS Water Sports Instructor

Water sports specialisation: 1. _____

2. _____

3.2.1 *General Description*

*The NAUTILUS Water Sports Instructors work in the **Water Sports Tourism industry**.*

NAUTILUS Water Sports Instructors (WSI) introduce visitors and tourists to non-motorised water sports, teach them the skills required for water sports' safe performance, and share the fun and enjoyment of all water-related recreational activities. They are working in water areas (sea, river, lake, ocean, canal, creek, stream, waterway, marine coastal zone, aqua parks) and can teach at least two water sports. The NAUTILUS water sports are wind-based such as windsurfing, kitesurfing, surfing, sailing and non-wind, such as stand-up paddling (SUP), canoeing and kayaking.

NAUTILUS Water Sports Instructors can work in a Water Sports (WS) club, WS centre, WS school or a hotel, a resort, a camp, a vessel, or other hospitality facilities that provide tourism services, water sports & leisure activities. They have a specialisation according to the water sports they can teach.

NAUTILUS WS Instructors can also act as local ambassadors promoting travel destinations and raise awareness about preserving the seas and the oceans.

Similar Existing Professional Titles

Water sports **coach, trainer, teacher, guide**

kitesurfing/ kiteboarding/kite/wing surf/windsurf/sailing/SUP/ canoeing/surfing **instructor**

ISO-08 / ESCO classification and hierarchy

- 3 - Technicians and associate professionals
 - 34 - Legal, social, cultural and related associate professionals
 - 342 - Sports and fitness workers
 - **3422** - Sports coaches, instructors and officials
 - sports instructor

To become NAUTILUS WSI:

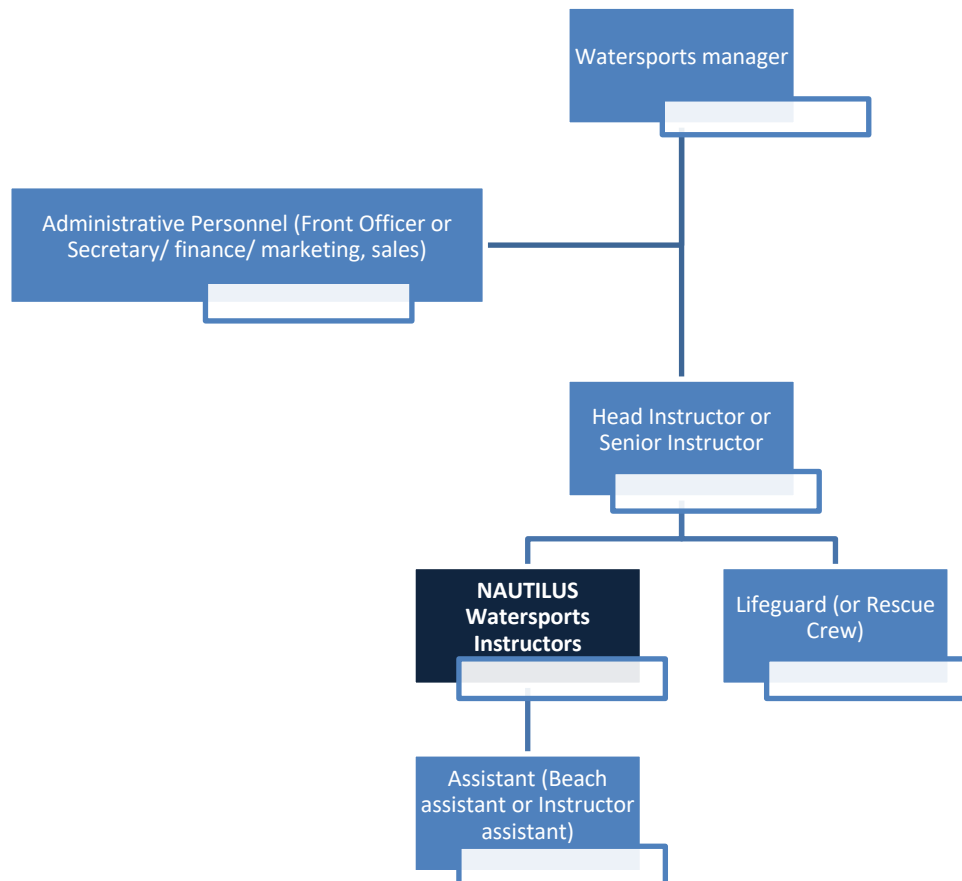
Delegates must be experienced practitioners of the two water sports they would like to become certified as NAUTILUS WS instructors. A diagnostic assessment is obligatory before the training, to assess the riding skills level, water safety and rescue skills, technical knowledge and understanding of the terminology.

Eligible participants for the NAUTILUS training:

Case	Participant's Technical Experience	The NAUTILUS Education and training offer
1	The participant is an experienced practitioner but has no technical certification in any water sport	→ ability to be trained to become a Level 1 instructor at minimum 2 out of the 6 offered sports of his/her selection and acquire additional theoretical knowledge and skills by attending the online course modules
2	The participant holds a certification in one of the six sports and desires to be trained in one more (e.g., on kitesurfing and desires a certification in windsurfing)	→ ability to be trained technically to become a Level 1 instructor at the sport of his/her selection and acquire additional theoretical knowledge and skills by attending the online course modules
3	The participant holds all technical certifications that he/she is interested in acquiring theoretical knowledge in Hospitality and sustainable water sports tourism	→ ability to acquire theoretical knowledge and skills by attending the online course modules

3.2.2 Main characteristics of the job:

Hierarchy in a Water sports club



Essential Knowledge (general- professional)

- Oral and Written Communication in the mother language and at least in one foreign language
- Intercultural communication, verbal and non-verbal communication
- Technical and practical knowledge about water sports and equipment
- Technical and equipment terminology
- Teaching and Training
- Basic knowledge of Teaching Psychology
- Basic knowledge of ICTs
- Basic knowledge of Tourism and Hospitality
- Knowledge of Customer and personal service
- Basic Knowledge of Water sports tourism and tourists
- Basic knowledge of Management (self-management/ operations management/ facility management/ risk & crisis management)
- Basic knowledge of Sales and Marketing
- Risk & Crisis Communication

- Rescue and safety procedures
- First Aid
- Weather, water and wind
- Green and Blue Environment

Essential Skills

- Analytical thinking
- Critical thinking
- Coordination and working with others
- Teaching strategies
- Monitoring Progress
- Following Procedures and guidelines
- Documenting/ recording information
- Human resource management
- Making decisions and solving problems
- Risk assessment
- Taking initiatives
- Reflecting
- Evaluating information to determine compliance to standards
- Equipment selection
- Equipment maintenance
- Rescue & self-rescue
- Adaptability
- Commitment
- Positive attitude
- Readiness
- Flexibility
- Punctuality and time management
- Politeness
- Kindness
- Patience
- Self- awareness
- Environmental and societal awareness

Essential Competences (Personal/ Social/ Methodical)

- Communication
- Persistency
- Cooperation
- Self-control
- Patience
- Stress control
- Integrity

- Empathy and concern for others
- Demonstrate a professional attitude to clients
- Adaptability/ Flexibility
- Leadership
- Service- orientation
- Instruct in water sport
- Establish and maintain interpersonal relationships
- Assist and care for others
- Sell and influence others
- Resolve conflicts and negotiate with others
- Work in a team
- Judgement and decision making
- Perform self-assessment
- Time management
- Scheduling classes and activities
- Organising, planning and prioritising
- Assessing the weather, water and wind conditions
- Training and teaching others
- Guiding, directing and motivating others
- Responsibility for learning outcomes
- Monitoring progress
- Estimation of risks
- Emergency management
- Implementing an emergency action plan
- Impact of decisions to students, co-workers and company reputation
- Acting for the environment

Work values and challenges

- Self-awareness and water sports tourism market awareness
- Inclusiveness, gender and age balance
- Work together with colleagues in a friendly non-competitive environment
- Provide high-quality hospitality services
- Provide safety and comfort to customers
- Raise awareness about sea & ocean-related issues
- Care for the environment and the human eco-footprint
- Act as a local ambassador and promote the human, cultural and natural environment of the travel destination

Primary Tasks and Responsibilities

1. Teaching - Instructing: provide beginner and advanced lessons to individuals or groups

1.1. Before the lesson

- 1.1.1. Follow specific training methodology and have a lesson plan
- 1.1.2. Weather and wind check
- 1.1.3. Practice and lesson area inspection

- 1.1.4. Spot risk assessment
- 1.1.5. Equipment checks
- 1.1.6. Rescue crew and boat availability check/ emergency alternatives
- 1.1.7. First aid kit check
- 1.1.8. Self- preparation
- 1.1.9. Students profile check/ specific learning and physical disabilities/ health condition
- 1.1.10. Select ideal equipment for students
- 1.2. During the lesson**
 - 1.2.1. Set-up and trim equipment
 - 1.2.2. Lesson topics and learning outcomes presentation
 - 1.2.3. Train according to methodology, safety procedures and student's learning style, physical/ emotional state and mental condition.
 - 1.2.4. Monitor student's performance
 - 1.2.5. Continuous weather and wind condition assessment
 - 1.2.6. Continuous risk assessment (beach, surroundings and water monitoring)
 - 1.2.7. Continuous assessment of the emotional and physical state of the student
- 1.3. After the lesson**
 - 1.3.1. Evaluate progress and learning outcomes
 - 1.3.2. Inform students about their progress and define the next step
 - 1.3.3. Register tuition hours at the reception
 - 1.3.4. Book next class
 - 1.3.5. Document and report students' progression and learning outcomes
 - 1.3.6. Self-evaluation, reflection on student's assessment results
 - 1.3.7. Inspect and count equipment used for classes
 - 1.3.8. Report any damaged equipment
 - 1.3.9. Report to head instructor about the lesson procedure, the learning outcomes, the time management, and any emergency cases, injuries or special needs of clients
- 2. Safety control**
 - 2.1. Learn and follow the safety rules/ procedures and protocols
 - 2.2. Inspection of the spot and training area
 - 2.3. Check First aid kit
 - 2.4. Check the weather, water and wind
 - 2.5. Check equipment
 - 2.6. Check rescue boat and availability of the rescue crew during classes
 - 2.7. Ensure safety in the water and the perimeter of the school/club/centre
 - 2.8. Continuous risk assessment in overcrowded areas (beach/water)
 - 2.9. Self-evaluation regarding the physical condition and mental state
 - 2.10. Evaluation of the physical and emotional condition and mental state of the clients
- 3. Implement Emergency and Rescue plan**
 - 3.1. Learn the emergency and rescue protocols
 - 3.2. Participate in the drills and mock activities
 - 3.3. Cooperate with the team and report to the Head Instructor
- 4. Customer service**

- 4.1. Follow the company's procedures, guidelines and policies
- 4.2. Welcome guests and help them familiarise with the school facilities
- 4.3. Provide accurate, and complete information about the water sports teaching methods and the expected learning outcomes
- 4.4. Assess customers' needs to achieve satisfaction
- 4.5. Recommend potential products or services according to customer needs and wishes
- 4.6. Promote school's services
- 4.7. Support other activities during non-wind days
- 4.8. Keep records and handle customer complaints; provide appropriate solutions and alternatives; follow up to ensure resolution
- 4.9. Help customers to set up equipment
- 4.10. Monitor progress and be alerted to assist in all emergencies
- 4.11. Familiarise customers with the local culture, customs and traditions
- 4.12. Inform customers about the local environment and the 'green policy' of the company
- 4.13. Interact with customers during their stay to motivate them and help them feel secure, confident and comfortable

Secondary Tasks and Responsibilities

5. Operating the school/club/centre

- 5.1. Open and close the school and facilities before and after the lessons
- 5.2. Check all the equipment is in place
- 5.3. Assist with equipment rentals
- 5.4. Lessons sales

6. Equipment maintenance

- 6.1. Check the equipment condition before and after each lesson and report it to the head instructor if there is a damage
- 6.2. Know the types of available equipment and check the rental lists and records before the lessons
- 6.3. Count the equipment at the end of each day and keep records

7. Marketing of the company's services, equipment and products

- 7.1. Familiarise with the company's hospitality and water sports services, water sports equipment, and touristic products
- 7.2. Follow the company's policy
- 7.3. Recommend and promote the company's services, equipment and products
- 7.4. Use social media to promote the company's services, equipment and products
- 7.5. Engage and motivate potential customers to use the company's services, equipment and products
- 7.6. Empower the company's brand

8. Environmental protection and awareness

- 8.1. Follow the waste treatment and recycling procedures of the company
- 8.2. Check and clean the beach and the facilities every evening
- 8.3. Raise environmental awareness to students
- 8.4. Networking with locals and support local environmental policies and actions

Optional Tasks and Responsibilities according to experience, specific skills and lack of specialised personnel

9. Maintain the rescue boat

- 9.1. Prepare the boat
- 9.2. Check the gasoline and fill in if necessary
- 9.3. Make a test run in the water
- 9.4. Anchor the boat at the designated area
- 9.5. Fill in the backup gasoline tanks from the gas station
- 9.6. Take the boat out of the water
- 9.7. Clean the boat
- 9.8. Take off fuel tanks
- 9.9. Cover the boat and secure it

10. Organise special events and activities in non-wind days

11. Participate at clinics

12. Repair the damaged equipment

13. Launch kite from a vessel (catamaran, yacht)

4 Educational and Training Approach

The aim of the proposed educational methodology is to provide a flexible learning pathway for the targeted professional population in order to upskill or reskill them and provide them the opportunity for career advancement. The training approach takes into consideration the heterogeneous groups of learners, their diversity and different knowledge and educational background. Moreover, by understanding that employees' wellbeing and job satisfaction is critical, this flexible programme structure aims to challenge and invite all **water sports trainers** to upskill and become **water sports tourism professionals** who will be welcomed for employment in the hospitality and water sports tourism sector.

4.1 Learning Objectives and Outcomes

The general **objectives** of the NAUTILUS training programme are to provide:

- *basic theoretical knowledge in Hospitality and Water Sports Tourism industry*
- *practical training in customer service*
- *practical training and technical knowledge in water sports training for recreational purposes*
- *a deeper understanding of the Green and Blue Environment and its preservation*
- *a better understanding of the essential role of the water sports instructors in tourism and how it affects the company's and the travel destination's reputation*

After successful completion of the NAUTILUS training modules, learners will be able to:

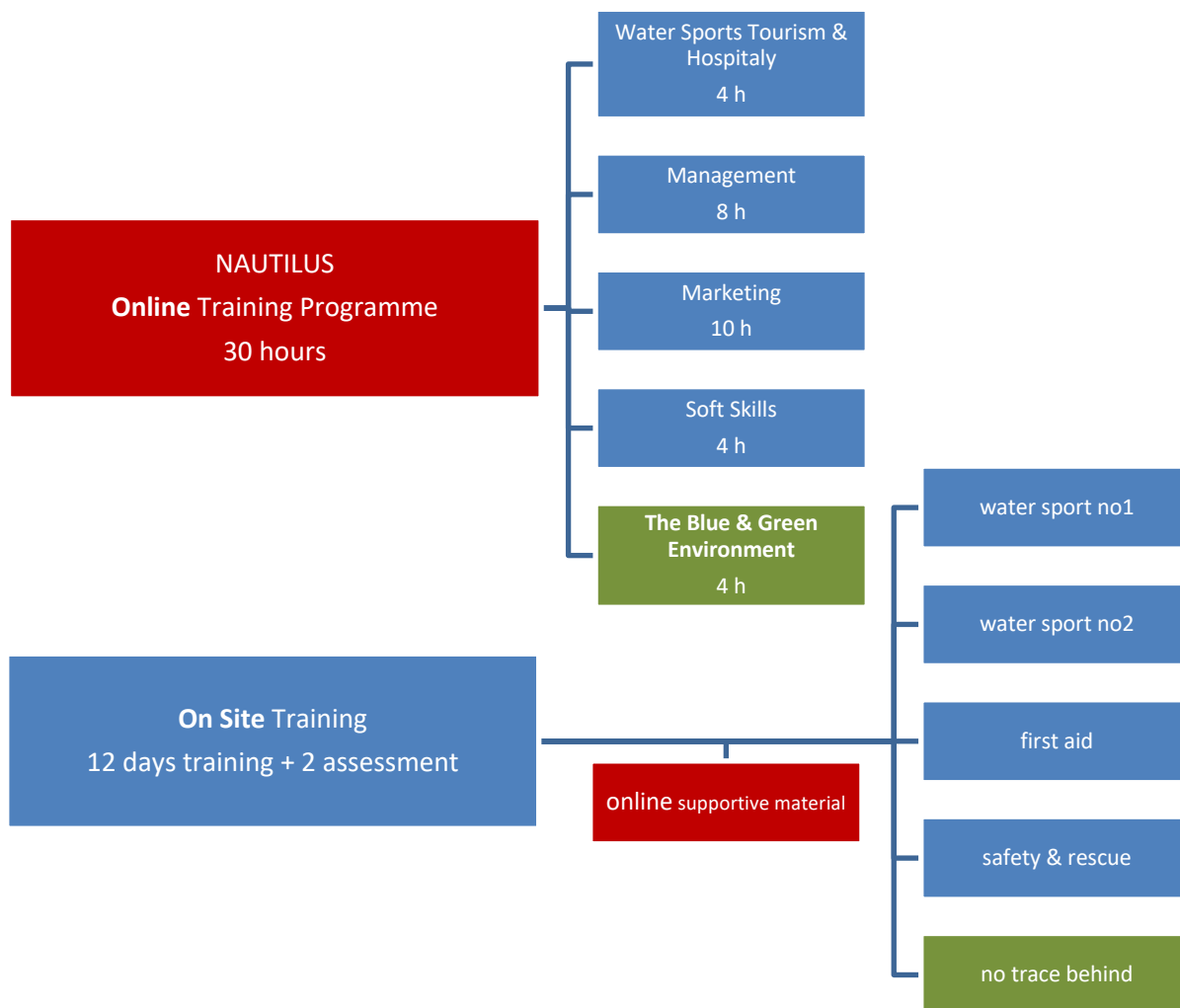
- *train and teach others two water sports*
- *schedule classes and activities*
- *guide, direct and motivate others*
- *monitor students' progress*
- *report progress and register tuition hours*
- *maintain and inspect the equipment*
- *implement an emergency action plan*
- *assess the weather, water and wind conditions*
- *perform a risk assessment and take initiatives, according to safety protocols and procedures*
- *perform self-assessment*
- *work together with colleagues in a friendly non-competitive environment*
- *resolve conflicts and negotiate with others*
- *provide high-quality hospitality services*
- *demonstrate a professional attitude to clients*
- *provide safety and comfort to customers*
- *demonstrate empathy and concern for others*
- *promote the company's products and services*
- *act for the environment and leave no trace behind*
- *demonstrate knowledge and raise awareness about sea & ocean-related issues*

- *act as local ambassadors and promote the human, cultural and natural environment of the travel destination*

4.2 Educational Scenario - Teaching and Learning Strategies

The Nautilus training methodology proposes a competence-based and modular hybrid training programme which blends online with on-site training. More specifically:

- An **online training programme** which employs a self-paced and self-regulating learning strategy. Five core building modules with multiple submodules will offer the basic theoretical knowledge in 'Water Sports Tourism & Hospitality', 'Management', 'Marketing', 'Soft Skills' and the 'Environment'. Audio-visual material, presentations, case studies, case scenarios, infographics, reports and publications will form the online modules' content.
- A **competence and skills-based workplace** training which includes 8 - 10 days of targeted, on the spot, theoretical and field practical instruction and 2 days of assessment and certification. The training scheme consists of team-based workshops with real scenarios, theoretical and practice sessions, simulations, hands-on activities and role play tasks. Team- and self-assessment will help trainees to monitor their progress.
- Online audio-visual and textual material will also support the learning process and will be available to trainees during and after the training period.



4.3 Training Delivery

The online training modules will be delivered through a digital platform, created and supported by 'LearnWorlds' Nautilus Partner. The modules will be designed in a way to support a self-paced and self-regulating learning scenario. The programme will be taught in English and will provide instructions for non-experienced users.

Each module will consist of:

- Overview of the core module (total duration, type of study material, mode of delivery, language)
- Submodules
- Learning Objectives and Learning Outcomes
- Learning Content- Study material
- Glossary/ terminology
- Self- evaluation checklist
- Assessment quiz

The on-site training will be based on face-to-face instruction and interaction. It will also provide audio-visual material and self-evaluation quizzes that will enrich the learning experience and ensure the comprehension of the learning material.

4.4 *Proposed Training Modules Template*

For the collaborative development of the educational material, a syllabus template has been created that incorporates all basic elements according to the educational methodology (see Appendix 1).

4.5 *Proposed Assessment*

The proposed assessment method consists of formative and summative evaluation techniques and tools.

4.5.1 *Online Training*

- **Formative Evaluation:** During the online training modules (after each submodule) learners will be invited to complete a self-evaluation checklist or performance quiz with rating scales.
- **Summative Assessment:** A final quiz will assess the learning content comprehension. The learning outcomes will define the assessment criteria, and a databank of questions will be created. The assessment quiz can include a variety of questions (closed types of multiple-choice, true/false, matching, 'drag and drop onto image/into text', 'select missing words', etc.), scenario-based exercises that assess the critical decisions, peer-to-peer evaluation and in important subjects even a capstone project where the participants can submit a document (a presentation, a video, or a text describing how they would handle a situation).

4.5.2 *On-site Training*

The on-site training begins with a **diagnostic assessment** of the participants. A quiz in combination with a performance-based assessment will define the practitioners' skills level, the ability to apply safety and rescue procedures, the level of technical knowledge and the understanding of the terminology. Such assessment may be conducted prior the arrival of the participant to the camp (through a video, photos, previous certifications etc.) to ensure eligibility. Participants who pass the diagnostic assessment will be eligible to take part in the on-site workplace NAUTILUS training and have the chance to become well-trained and certified **NAUTILUS Water sports tourism professionals**.

During the days of training, performance-based formative assessment will be implemented at the end of each session. For the summative assessment that will lead to the trainees' certification, a questions databank and a working scenarios databank will be created, according to the knowledge, skills, and competencies that NAUTILUS water sports instructors

should have. The summative assessment form will be defined as soon as the detailed syllabi, and learning content are developed.

5 Pilot Implementation and Evaluation

The WP5 of the NAUTILUS PROJECT includes three pilot training academies to implement, evaluate and improve the NAUTILUS Educational and Certification scheme.

The pilot implementation will take place in Greece, Turkey and Italy during 2021-2022. Qualitative and quantitative research methods will evaluate the Educational and training programme. Questionnaires, interviews and focus groups, online progress monitoring, learning analytics and participant observation during the on-site training will provide the necessary data to evaluate the learning content, training procedure and assessment methods. All parts of the educational and certification scheme may be improved according to the pilot training academies' evaluation outcomes.

At the end of the project, the NAUTILUS EDUCATIONAL AND TRAINING PROGRAMME & NAUTILUS CERTIFICATION will be ready for the market.



6 Appendix1- Syllabus Template

Thematic Module:	e.g. Management
Total duration:	
Learning Outcomes:	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Submodules:	<ol style="list-style-type: none"> 1. 2. 3.
Type of study material: <i>(delete those not applicable and add as many as necessary)</i>	<ul style="list-style-type: none"> • Slide Presentations • Video lectures • Podcast • Multimedia • Interactive exercises • Audio-visual content • Notes • Infographics • Other •
Language:	English
Mode of Delivery:	e-learning/ e-platform

Title of Submodule 1:	
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Learning Objectives:
Learning Outcomes:
Knowledge-
Skills-
Competences-
Learning Scenario:
<i>e.g. slide presentations for self-study / videos of case scenarios self-evaluation quiz at the end of each module topic, etc.</i>

Type of Learning Content/Study material

delete those not applicable and add as many as necessary

- Slide Presentations
- Video lectures
- Podcast
- Multimedia
- Interactive exercises
- Audio-visual content
- Notes
- Infographics
- Other

Glossary/Terminology

Yes No

Type of Assessment

Formative

- Self-evaluation quiz/ checklist
- **Summative** (*check the suggested types of assessment that are suitable for the assessment of the learning outcomes*)

Learning Outcomes							
Knowledge	Written examination	Oral examination	Multiple Choice Quiz	Assignment	Task observation	Interview	Other (define)
			X				
Skills							
Competence							

Title of Submodule 2:	
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Learning Objectives:
Learning Outcomes:
Knowledge-
Skills-
Competences-

Learning Scenario:
<i>e.g. slide presentations for self-study / videos of case scenarios</i> <i>self-evaluation quiz at the end of each module topic, etc.</i>

Type of Learning Content/Study material
delete those not applicable and add as many as necessary

- Slide Presentations
- Video lectures
- Podcast
- Multimedia
- Interactive exercises
- Audio-visual content
- Notes
- Infographics
- Other

Glossary/Terminology

Yes No

Type of Assessment

Formative

- Self-evaluation quiz/ checklist
- **Summative** (*check the suggested types of assessment that are suitable for the assessment of the learning outcomes*)

Learning Outcomes							
Knowledge	Written examination	Oral examination	Multiple Choice Quiz	Assignment	Task observation	Interview	Other (<i>define</i>)
			X				
Skills							
Competence							