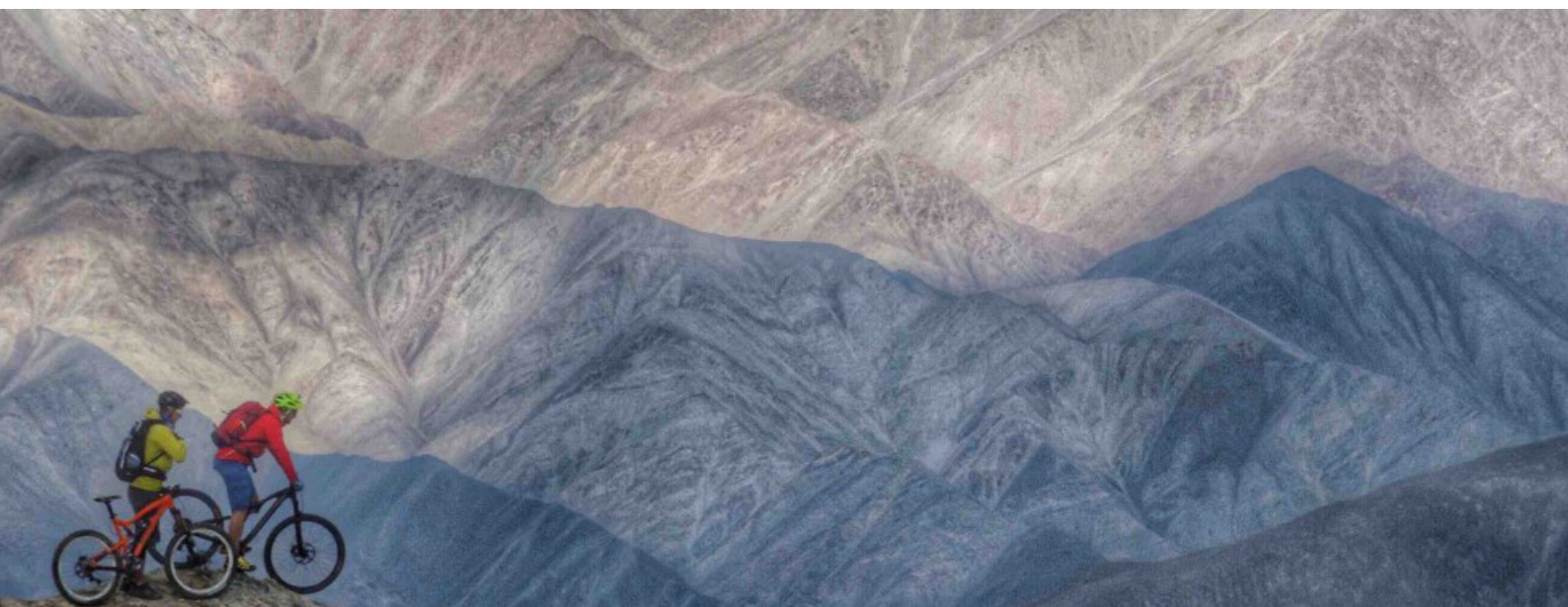


CAPS MTB



Creating a European Professional Standard for Mountain Bike Instructor-Guides



D4.1 - Benchmarking documents for partner countries with pre-existing training schemes.

The French benchmarking document is presented partially in French accompanied by a full translation of the French training content.



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Training Organisation: (ex. NTFU etc):

Qualification:

SKILL (Subject)	Teaching hours: EO-MTBI nG	DETAILS (if needed)	Individual topics covered within subject	Any further details/information on these topics	Theory/scientific research paper relating to topic	Harvard reference for any research papers mentioned in column F
1) Safety management and Risk assessment		12 First Aid and Rescue Management				
		1 Basic weather				
		6 Bike + equipment check				
		18 Safety management/risk assessment and mountain environment safety				
2) Mechanics		6 Basic Mechanic Skills (Trailside Repair)				
		5 Bike Setup/workshop maintenance				
3) Orientation and navigation		12				
		15 map technique (not rely on GPS)				
		15 Use of GPS/new technology (internet resources)				
		20 Orienteering practice on the terrain				
4) Tour / Route planning and logistics		10 Theory - research on destination				
		20 in the field - plan, recon, guide				
5) Tour / route leading techniques (theory + practice)		20				

6) Advanced teaching knowledge (theory and practice)		
	14	Learning Styles : visual, oral kinematic
	14	Pedagogical Styles : variety of styles
	20	Different client profiles : age, ability, handicap
	15	Basic biomechanics Knowledge
	15	Analysis of technical movement in MTB techniques
7) Interpersonal Leadership Skills		
	5	Communication Skills
	5	Motivation of clients
	5	conflict management
	5	Leadership roles
	10	Group dynamics & Social physiology
8) Wellbeing + Physiology	5	basic sports physiology
	5	Nutrition/hydration knowledge for MTB
9) Knowledge about Environment and Culture		
	4	Sustainability /environmental impact
	1	bike culture
10) Legal Issues	7	
		liability
		trail access
		traffic laws
		group size/mtb specific regulations
		working with kids
	4	europaen legislation
11) Business skills	15	product development/planning

	10	marketing
	10	accounting
Riding Performance (can be integrated into other workshops)	12	technical skills
	0	endurance
TOTAL TEACHING HOURS	341	
TOTAL INTERNSHIP HOURS		
TOTAL EO-MTBIInG HOURS		
The exams:		1. Personal skills
		2. Practical exam
		3. Theory exam
		4. Business project



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individual goal of the Certification	Training content
Module 5: preparing a coaching session	
objective 5.1: being able to analyze the context of session taking into account safety rules	
objective 5.1.1 take into account the rules concerning the discipline	Regulation of places of practice (highway code). Regulation of natural areas. Regulation of coaching (laws). Regulation of cycling, federal, non-federal activity
objective 5.1.2 take into account constraints related to the locational environment	Constraints of practice site (protected...) Constraints of the mountain environment. Weather constraints. Constraints of isolated environments.
objective 5.1.3 take into account the characteristics of the public	Differing psycho-pedagogical approach depending on students: appropriate pedagogy. Physical capacity of the different audiences with disabilities public child development
objective 5.1.4 being able to identify the key traits of each of every cycling discipline	Presentation of the different genres of cycling activities. The fundamentals of cycling: balance, propulsion, steering. History of the bicycle (Organization of federations, professional, practice hobbies). Evolution of the equipment used.
objective 5.1.5 evaluate the equipment and human resources necessary	Compliance with legislation, relative to the context (sport, ACM, communities, school...). Evaluate the equipment according to the locality
objective 5.2: preparing equipment	
objective 5.2.1 selecting the equipment suitable for riders	Knowledge of the equipment characteristics of the equipment according to the disciplines and location
objective 5.2.2 check the condition of the equipment	Rules of equipment audit for each taught discipline.
objective 5.2.3 preparing teaching equipment	Different possible layouts of the place of practice Types of educational equipment suitable for learning bike and road safety
objective 5.2.4 prepare equipment to ensure safety	Provisions to ensure safety and avoid accidents and incidents (protective equipment, first aid, mechanical Kit...). Communication and warning equipment. Markup and layout of a zone for its safety
Module 6: Coaching riders in the relevant cycling discipline	
objective 6.1 lead a coaching session in the cycling activity	
objective 6.1.1 define an appropriate pedagogical approach	Construction of a program with a coaching progression
objective 6.1.2 programming cycles and the sessions according to the objectives	Construction of sessions and cycles of progress with defined educational targets
objective 6.1.3 implement adapted teaching situations	leading coaching situations
objective 6.1.4 coaching riders so as to render them independent	Definition of roles. Outline and respect the rules of good practice

objective 6.2 being able to adapt coaching approach	
objective 6.2.1 being able to adapt approach to suit audience	leading sessions and ongoing adaptation: observe, analyze, adapt
objective 6.2.2 being able to adapt coaching to surroundings	Take into account the external conditions anticipate behaviour
objective 6.3 being able to evaluate one's own actions	
objective 6.3.1 being able to develop monitoring and evaluation tools	Establishment of evaluation sheet and sheet self-assessment
objective 6.3.2 detailing the manner of assessment of sessions	Assessment of his action (talk to riders, survey...)
objective 6.3.3 amend approaches on the basis of the evaluation	Adaptation of the instructions, contextualisation of the objective
Module 7: using the knowledge necessary for the effective practice of professional mountain biking activities	
objective 7.1 using knowledge related to the professional environment	
objective 7.1.1 being able to clarify the regulatory framework of the profession	Regulation of coaching and regulations concerning commerce and tourism
objective 7.1.2 being able to integrate different levels of responsibilities	Responsibilities and obligations of the sports educator . Legislation in coaching and cycling
objective 7.1.3 being able to identify the different legal status of professional activities	Legal status of coaching
objective 7.2 using knowledge related to the activity	
objective 7.2.1 being able to clarify the biomechanical principles related to the activity	Biomechanics of mountain biking
objective 7.2.2 being able to explain specific technical knowledge of the activity	riding mountain bikes
objective 7.2.3 being able to explain the technical characteristics of the different mountain biking disciplines	Knowledge about the equipment used and evolution of the discipline
objective 7.2.4 being able to identify the rules specific to the mountain bike discipline	Rules of practice for each disciplines of mountain biking Culture of each discipline of mountain biking
objective 7.2.5 Select areas and suitable routes	Regulation of areas allowing the practice of the mountain biking. site selection versus the public use of the site
objective 7.2.6 design a bike ride	Organization of a ride (preparation of the route, logistics, guide's bag..) Rules of navigation.Trail recce'ing
objective 7.2.7 read a topographical map	map reading
objective 7.2.8 plan trips over several days	Organization of excursions over several days (choice of accommodation, luggage logistics, specific equipment, repatriation...)
objective 7.3 using knowledge related to the local area	
objective 7.3.1 pass on codes of practice	Rules of practice for each disciplines of mountain biking rules of conduct issues of practice environmentally responsible (see MBF...)

objective 7.3.2 being able to clarify the regulation of different spaces and sites	Regulation of practice sites allowed the practice of mountain biking
7.3.3 objective awareness of the natural, cultural and human environment	Knowledge of the natural environment (fauna, flora...) Sources of information: heritage, history, human...
objective 7.4 using knowledge related to sustainable development	
7.4.1 objective raise awareness of bike mobility	Development of the concept of ' bike mobility' ,advantages and reasons to travel by bike
objective 7.4.2 take into account sustainable development in the activity	Concepts of sustainable development Solutions to reduce the environmental impact of our sport. assessment of the ecological impact of the practice of mountain biking
Module 8 c Carry out an educational session in mountain biking	
objective 8.1 prepare a mountain bike coaching session	
objective 8.1.1 being able to appreciate the level of riders	Assessment of different levels of practice
objective 8.1.2 be able choose the educational location	Organizing space to aid learning
objective 8.1.3 define a pedagogical progression by mountain bike	Didactics of mountain biking and its disciplines. Scale of progression for each discipline. rules of educational progression for each discipline of mountain biking
objective 8.1.4 provide equipment adapted to the objectives	Knowledge of equipment choices and setting up equipment to meet educational objectives
objective 8.1.5 propose objectives adapted to the level and the motivation of riders	Scale of progress taking account of the expectations of riders. teaching approach (evaluate, analyze, choice of the objective, explain, put in place, adjust)
objective 8.2 carry out a mountain bike coaching session	
objective 8.2.1 implement individual and collective scenarios	delivering educational situations (from initiation to development) differentiated learning in each of the disciplines of mountain biking
objective 8.2.2 being able to organize safety of riders and third parties	Safety rules
objective 8.2.3 being able to adapt the teaching on the basis of the reactions of the public	Management of group, decision-making and adaptation
objective 8.2.4 being able to evaluate the progress of the riders from observable criteria	Educational evaluation situations, knowledge of evaluation criteria
objective 8.2.5 lead a ride over one or more days	Management of a ride over several days. Notions of orientation on map and GPS
objective 8.3 being able to evaluate a mountain bike coaching session	
objective 8.3.1 create observation and assessment tools	Construction of evaluation. Using video
objective 8.3.2 being able to assess the satisfaction of riders	feedback forms
objective 8.3.3 being able to adapt coaching on the basis of the results of the evaluation	taking account of the expectations and objectives of riders
objective 8.3.4 being able to explain technical and educational choices	Adaptation of the educational objectives according to the level and the expectations of the customers. Clarify assessment techniques
Module 9: master the tools and techniques of mountain biking	
objective 9.1 demonstrate technical competence	
objective 9.1.1 demonstrate the technical gestures	riding in each discipline of mountain biking

objective 9.1.2 being able to explain the technical gestures	Biomechanics of riding techniques. verbalization and analytical description of the technical actions
objective 9.2 being able to ensure the maintenance of the equipment	
objective 9.2.1 being able to maintain mountain bikes	bike mechanics
objective 9.2.2 being able to keep track of equipment	management of a fleet of bicycles
objective 9.3 master professional techniques	
objective 9.3.1 being able to use specific equipment	Professional tools: GPS, cell timing, video, radio...
objective 9.3.2 participate in the establishment of areas of practice in mountain biking	Rules for signposting and maintenance of mtb sites. 'Labels Federal'. Creation of tourist routes
objective 9.4 perform the necessary safety precautions	
objective 9.4.1 being able to anticipate the potential risks for the rider	Taking medical information weather regulation of practice sites (decrees...) High-risk situations
objective 9.4.2 prevent risky behaviour	Situations and behaviours at risk (fatigue, euphoria...)
objective 9.4.3 what to do in case of incident or accident	Management of incidents in isolated areas. specific accidents. emergency access
objective 9.4.4 being able to provide technical assistance to riders	emergency repairs
objective 9.5. Being able to accompany rides	
objective 9.5.1 being able to use navigational tools	Use of navigation tools: map, compass, GPS mapping software
objective 9.5.2 help create autonomous riders	bring the rider to autonomy in the discipline
Module 10: Promote and sell a cycling coaching 'product'	
objective 9.1 demonstrate technical competence	
identify the supply and demand in terms of professional coaching	Rules of the commercial market (supply and demand) market research
create a 'product'	show different products
Being able to establish a budget to establish the cost price of the product	provisional budget
fix a selling price	decide price
seek distribution networks	Tourism Organization in France. Tourism in sports and recreation in nature providers (tour operators...) Cycling and tourism. canvassing of customers
publicize product	Communication media, websites and publicity tools
turn a profit	Accounting. Budgeting. rules of profitability

Training Organisation: Slovenian Cycling

Qualification:

SKILL (Subject)	Actual Slovenian teaching hours (up to MTB guide level)	Teaching hours: EO-MTBInG standard	Remaining hours for new 'European' Slovenian course	DETAILS (if needed)	Individual topics covered within subject	Any further details/information on these topics	Theory/scientific research paper relating to topic	Harvard reference for any research papers mentioned in column H
1) Safety management and Risk assessment								
	12	28	16	First Aid and Rescue Management	Basic Life Support - Emergency Management Emergency Numbers/Summoning emergency services Role of the MTB Guide in emergency situation Organising the Accident site Awareness of own behaviour Organisation workflow First Aid Principles Mountain Rescue protocol - coordinates, apps etc		Isaac, J. (2013). Outward Bound Wilderness First Aid handbook. Rowman & Littlefield. Guilford, Connecticut.	
	1	2	1	Basic weather	BEFORE:Knowledge of where to obtain and interpret weather forecasts. How the weather forecast influences, planning, decision making and safety aspects for the mountain bike guide. DURING:Interpreting weather during a ride- cloud types indicating storms etc. Specific factors indicating weather change - barometric pressure. Dangers associated with different weather types		only dutch	

	2	2	0	Bike + equipment check
		18	18	Safety management/risk assessment and mountain safety

Check bike for most common dangers.
Wheels/axles tight and no play, brakes work, gears work, headset tight, suspension working.(M-check) Understanding of why this is important and should be carried out.
Mandatory personal equipment check - appropriate helmet/pads, essential spares, essential food/water, essential clothing. Why this is important.

Relationship between trail difficulty (technical and physical) and riding skills/fitness.
How best to estimate the guests skills relevant to the terrain
Know your group - riding (technical + physical), medical history, food requirements (vegan etc), professional skills (re. emergency)
Adapting the route as you go to suit time available and guests' physical and mental conditions
The most important safety relevant technique tips - list
Importance of reconnaissance
Recognising mistakes
Dealing with mistakes - protocol
Safety measures which

only dutch

Erpelding, M.A. & Harrison, G. (2012). *Outdoor Program Administration, practices and principles*. Human Kinetics. Leeds.

2) Mechanics	6	8	2	Basic Mechanic Skills (Trailside Repair)	<ul style="list-style-type: none"> Puncture Repair, Repair Tube/Replace Tube Replace Brake Pads Repair Broken Chain Buckled Wheel Broken Shifter Cable Simple repairs on the trail which could be expected on any tour. What to carry - list Tips and skills from pros
	9	12	3	Bike Setup/workshop maintenance	<ul style="list-style-type: none"> Suspension Setup Strip bike to frame and re-assemble Bleed hydraulic brakes Cockpit Setup Seat Height Adjustment Gear Indexing e-bike specifics knowledge of component compatilby, standards etc
3) Orientation and navigation			0		

only dutch

	5	15	10	map technique (not rely on GPS)	<p>Methods to relocate oneself on map - list techniques</p> <p>Knowledge of symbols, scale, contour lines, woodland, clearings, waterways, etc... reading from map</p> <p>Basic Compass theory</p> <p>Route planning from map</p> <p>Estimate</p> <p>Steepness/Distance/Ride time from map</p> <p>Judge trail segment based on map</p> <p>Road/Trail classification...</p> <p>Main road, secondary road, hiking path etc.</p> <p>Different map types across Europe (+ coordinate systems)</p>
	2	15	13	Use of GPS/new technology	<p>How GPS works</p> <p>Terminology - routes, tracks, waypoints etc</p> <p>Limitations</p> <p>Localisation based on GPS</p> <p>Advantages/Disadvantages of using routes</p> <p>Software for mapping routes</p> <p>Resources (apps, websites) for finding routes</p> <p>GPS as a Reconnaissance Tool</p> <p>Practical GPS use</p>

	6	20	14	<p>Orienteering practice on the terrain</p> <p>Relocalisation based on map + compass</p> <p>Knowledge of symbols, scale, contour lines, woodland, clearings, waterways, etc... reading from map</p> <p>Basic Compass usage</p> <p>Route visualisation from map</p> <p>Estimate Steepness</p> <p>Memorise passages - make notes</p> <p>Judge trail segment based on map (exercise to determine if possible)</p> <p>Estimate distance and ascent while underway</p> <p>Road/Trail classification... Main road, secondary road, hiking path etc.</p> <p>Exercise to show understanding of basic map techniques</p> <p>Finding orienteering markers OFF the marked</p>
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4) Tour / Route planning and logistics - PLANNING	13	20	7	Theory - research on destination	Plan - Preparation - Guide EO-MTBIInG standard Client knowledge - what client information form info to collect Planning Tools - Map (1:25000), Photos, Tourist Panorama Maps, Google Earth, Tourist Information, Forums... Up-to-date info e.g. floods, storms (fallen trees) etc Distance/Ascent/Time (Naismith's rule?) Knowledge of area - geology, fauna, temperature Technical Difficulty Reco - Does it match up to the time/difficulty plan? Make Changes Risk Assessment form Understanding how to behave on the tour Escape plans Easier/shorter options Emergency access plans
PREPERATION	14	20	6	in the field - plan, recon, guide	Importance of reconaissance ride Plan route from map as group - Do Reco ride as group (map skills, blind guiding exercise) collect information for risk assessment: (list) Try options Examine escape points Late back procedure

5) Tour / route leading techniques (theory + practice) - GUIDE THE TOUR	12	20	8	
6) Advanced teaching knowledge (theory and practice)			0	
	7	14	7	Learning Styles : visual, oral kinematic
	9	14	5	Pedagogical Styles : variety of styles

Guiding Techniques -
 Front, Back, In the Middle,
 Freestyle, Signpost
 Method... Other ideas
 Discuss pros and cons
 Communication
 techniques: guide-to-
 guide, guide-to-client
 Radios v's phones
 Coping with guests of
 different skills
 levels/fitnesses/desires
 Briefings - evening
 briefing, pre-ride briefing,
 trail-head briefing
 Warm Up
 Difficulty relative to group
 members
 In-situ skills coaching
 Route choice for group
 Return to base

understanding learning
 styles and producing
 teaching styles to
 enhance learning
 try using the different
 styles

identifying learning
 styles, development of
 activities that suit
 different styles,
 connecting teaching
 styles to learning
 preferences

practise using full
 spectrum of teaching
 styles: from command
 style to self learning and
 the full range in
 between...
 exercise - plan teaching
 same skill with 2 different
 styles

The axiom of the decision
 making process; the
 anatomy : pre impact,
 impact and post impact;
 the decision makers:
 teacher or participant;
 teaching styles

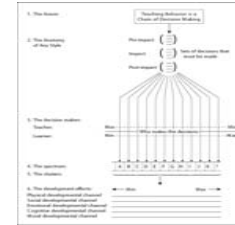


N.n. (2016). *Learning Styles: an overview* .
 Retrieved from the world
 Wide Web on Decembre
 27th 2016.
<http://www.learning-styles-online.com/overview/>

	9	20	11	Different client profiles : age, ability, handicap
	6	15	9	Basic biomechanics Knowledge
	13	15	2	Analysis of technical movement in MTB techniques
7) Interpersonal Leadership Skills			0	

les 5 qualités physiques
- psychopédagogie du développement de l'enfant
- les différents publics et leurs caractéristiques : petite enfance, enfance, adolescence, adultes, seniors
- les différentes déficiences (mentale, motrice, sensorielle, visuelle, auditive, cognitive)
- l'anatomie humaine
- la mobilité dans l'espace (axes, plans, mouvements...)
- la représentation en segments (kinogramme)
- les principes de mécanique (forces, énergies...)
- le fonctionnement du vélo (la démultiplication avec les vitesses, la géométrie d'un vélo)
- la biomécanique appliquée au cyclisme (ex : geste du pédalage, équilibre statique, équilibre dynamique, notamment en courbe...)
- la biomécanique appliquée

Insert your favourite skills book, so long as it isn't Lopes ;-)



Mosston, M. (2016). *Spectrum of Teaching Styles*. Retrieved from the world Wide Web on Decembre 27th 2016. <http://www.spectrumofteachingstyles.org/index.php>



Head, A. & Laar, M. (2013). *Mountainbiken. Alpin Lehrplan 7*. Deutscher Alpen Verein. BLV

		5	5	Communication Skills
		5	5	Motivation of clients

Learn the basics of successful Communication
 Awareness of Body language and verbal communication
 Develop clear communication techniques
 Getting attention
 position group
 how to stand
 where to look
 how to talk - slow, loud, clear
 different scenarios - skills, traffic, river crossing etc
 skills - be nice
 safety - be firm and clear
 Can be practised with a presentation (film it) to a group

Self Determination Theory Intrinsic vs Extrinsic motivation; Basic psychological needs of people in learning processes: Autonomy, Competence and Relatedness

		5	5	conflict management	<p>Recognise conflicts and learn tools for conflict management</p> <p>Understand own strengths and weaknesses and how to use them to your advantage</p> <p>Importance of effective communication</p> <p>Introduction, Understanding the situation, clarification of the needs of both sides, search for a solution, make a decision</p> <p>Effect of leadership styles</p> <p>Tuckmans stages of group development</p> <p>Application of conflict management - between clients, with other users (walkers, hunters, farmers)</p>
		5	5	Leadership roles	<p>Situational leadership techniques - understand and usage</p> <p>Understand the decision making process</p> <p>Development of decision making tools - 1+</p> <p>Self Awareness</p> <p>Awareness of Others</p> <p>Selective Awareness - Problems</p>



Deci, E., & Ryan, R. (2002). *Handbook of self-determination research*. Rochester. University of Rochester Press

	3	10	7	Group dynamics & Social physiology	Learn the phases of a group (Tucker) Influencing the formation of a group Roles of the Participants Role of the guide
8) Wellbeing + Physiology	5	5	0	basic sports physiology	(find reference textbook) Why it's important for MTB How to avoid problems What to do if there is a problem
	2	5	3	Nutrition/hydration knowledge for MTB	(find reference textbook) Why it's important for MTB How to avoid problems What to do if there is a problem
9) Knowledge about Environment and Culture					
	4	4	0	Sustainability /environmental impact	talk to Mark at IMBA local issues /considerations eg soil type, fragile ecosystems, many trail users, rain, protected areas, Other land uses and users - hunting, bird watching
	1	1	0	bike culture	Brief history of MTB and riding styles
10) Legal Issues	6	7	1		



Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). Outdoor Leadership. Stanningley: Human Kinetics.
Hersey, P., Blanchard, K.H. & Johnson, D.E. (2007). Management of Organizational Behavior: Leading Human Resources.



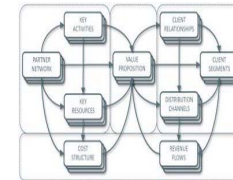
Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). Outdoor Leadership. Stanningley: Human Kinetics.

			0 liability	<p>Varies in each country BUT EO-MTBInG standards of working conduct (in development), safety procedures etc WHAT SHOULD A GUIDE DO DAY-TO-DAY This will rely on standardising: skills, trail difficulty and terms (speed etc)</p> <p>Your national rules concerning: Civil and Statutory Laws Liability Insurance Criminal Vs Private charges Criminal Law, Negligence, Gross Negligence, Duty of Care Contract Law Terms & Conditions, Legal Disclaimers and their Legal Value</p>
			0 trail access	<p>Trail access in your country (where can bikes go) Summary of trail access across Europe</p>
			0 traffic laws	<p>Traffic Laws (crossing roads, riding in groups on the road, left or right side of road)</p>
			0 group size/mtb specific regulations	<p>MTB specific regulations in your country (guide:client ratio etc) Summary of MTB specific regulations across Europe</p>
			0 working with kids	<p>is there mandatory training in your country? (called Child Protection Training in Britain)</p>

		4	4	european legislation	Combine information from all member countries to form a European resource
11) Business skills		15	15	product development/planning	Develop a business canvas with own business model/idea
	5	10	5	marketing	Market analysis and observation How to market your business Social media Industry relations PR
		10	10	accounting	How to run your own business: doing accounts Creating invoices taking payments - online, card machine, cash, paypal, cheques Paying tax legal structure (ltd company etc) cash flow loans
Riding Performance (can be integrated into other workshops)	12	12	0	technical skills	Actual riding level defined in the final European exam (low speed, high speed skills) These skills can be practised throughout the training courses (eg reciprocal coaching between students)
		0	0	endurance	Specified in final European exam. Swiss candidates are expected to regularly ride >1000m vertical metres/day over the course of their training.
TOTAL TEACHING HOURS	164	361	197		



Shooter, W., Sibthorp, J., & Paisley, K. (2009). Outdoor Leadership skills: A Program Perspective, *Journal of Experiential Education*, 32-1.



Osterwalder A. & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley & Sons Inc. Hoboken.

Erpelding, M.A. & Harrison, G. (2012). *Outdoor Program Administration, practices and principles*. Human Kinetics. Leeds.

Lopes, B. & McCormack, L. (2011). *Mastering Mountainbike Skill*. Human Kinetics. Leeds.

TOTAL INTERNSHIP HOURS	200	200	0	
TOTAL EO-MTBIInG HOURS				
The exams:				1. Personal skills
				2. Practical exam
				3. Theory exam
				4. Business project



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Training Organisation: Swiss Cycling

Qualification:

SKILL (Subject)	Teaching hours: EO-MTBI nG	DETAILS (if needed)	Individual topics covered within subject	Any further details/information on these topics	Theory/scientific research paper relating to topic	Harvard reference for any research papers mentioned in column F
1) Safety management and Risk assessment						
	28	First Aid and Rescue Management	Basic Life Support Emergency Management Emergency Numbers/Summoning emergency services Role of the MTB Guide in emergency situation Organising the Accident site Awareness of own behaviour Organisation workflow First Aid Principles	New 2 day First-Aid course in development for spring 2017 - Further details will be added shortly.		
	2	Basic weather	Knowledge of where to obtain and interpret weather forecasts. How the weather forecast influences, planning, decision making and safety aspects for the mountain bike guide			

	2	Bike + equipment check	<p>Check bike for most common dangers.</p> <p>Wheels/axles tight and no play, brakes work, gears work, headset tight, suspension working.</p> <p>Understanding of why this is important and should be carried out.</p>			
	18	Safety management/risk assessment and mountain environment safety	<p>Influencing factors and their connection with riding skills</p> <p>How best to estimate the guests skills relevant to the terrain</p> <p>The most important safety relevant technique tips</p> <p>Understanding how to behave on the tour</p> <p>Importance of recognisance</p> <p>Recognising mistakes</p> <p>Measures which can be taken at the start of a trail</p> <p>Riding with the "Guests Eyes"</p> <p>Trail riding with judgement</p> <p>Difficult/dangerous segments</p> <p>Steps&Drops</p> <p>3x3</p> <p>Graphical Reductions Method</p>	<p>The 3x3 method from Werner Munter and the Graphical Reduction method from Avalanche safety have been adapted to provide useful decision making tools for guides working in alpine terrain with guests. These form an important part and function as an umbrella to cover other topics in the area.</p>		

2) Mechanics		8 Basic Mechanic Skills (Trailside Repair)	Puncture Repair, Repair Tube/Replace Tube Replace Brake Pads Repair Broken Chain Buckled Wheel Broken Shifter Cable Simple repairs on the trail which could be expected on any tour.			
		12 Bike Setup/workshop maintenance	Suspension Setup Cockpit Setup Seat Height Adjustment Gear Indexing			
3) Orientation and navigation						

	15	map technique (not rely on GPS)	<p>Methods to localise oneself on map</p> <p>Knowledge of symbols, scale, contour lines, woodland, clearings, waterways, etc... reading from map</p> <p>Basic Compass theory</p> <p>Route planning from map</p> <p>Estimate</p> <p>Steepness/Distance/Ride time from map</p> <p>Judge trail segment based on map</p> <p>Road/Trail classification...</p> <p>Main road, secondary road, hiking path etc.</p>			
	15	Use of GPS/new technology (internet resources)	<p>Localisation based on GPS</p> <p>Advantages/Disadvantages of using routes</p> <p>Resources for finding routes</p> <p>GPS as a Reco Tool</p>			

	20	Orienteering practice on the terrain	Localisation based on map Knowledge of symbols, scale, contour lines, woodland, clearings, waterways, etc... reading from map Basic Compass usage Route visualisation from map Estimate Steepness Memorise passages Judge trail segment based on map (exercise to determine if possible) Estimate distance and ascent while underway Road/Trail classification... Main road, secondary road, hiking path etc. Exercise to show understanding of basic map techniques			
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4) Tour / Route planning and logistics	20	Theory - research on destination	Plan - Preparation - Guide Idea or Request Planning Tools - Map (1:25000), Photos, Tourist Panorama Maps, Google Earth, Tourist Information, Forums... Distance/Ascent/Time Technical Difficulty Reco - Does it match up to the plan Make Changes Documentation			
	20	in the field - plan, recon, guide	Importance of Reco Plan route from map as group - Do Reco ride as group (map skills, risk assesment, blind guiding exercise)			
5) Tour / route leading techniques (theory + practice)	20		Guiding Techniques - Front, Back, In the Middle, Freestyle, Signpost Method... Other ideas Discuss pros and cons Coping with guests of differencnt skills levels/fitnesses/desires Briefing Warm Up Route/Trail description Difficulty relative to group members Route choice for group Return to base			

6) Advanced teaching knowledge (theory and practice)			TMD 1&2			
	14	Learning Styles : visual, oral kinematic	The most important principals and tools of teaching methods and didactics			
	14	Pedagogical Styles : variety of styles				
	20	Different client profiles : age, ability, handicap	Individual learning speeds and the correlation with safety when teaching MTB skills			
	15	Basic biomechanics Knowledge	Basics of kinematics and the consequences for teaching MTB skills			
	15	Analysis of technical movement in MTB techniques	Video analysis of own and others skills Technical possibilities and opperunities from video analysis (TMD2)		Mountain Biking Skills, Lopes, McCormack	
7) Interpersonal Leadership Skills			GDF			

	5	Communication Skills	Learn the basics of succesful Communication Awareness of Body language and verbal communication Develop clear communication techniques	Four sided communication model from Schulz von Thun	<p>Friedemann Schulz von Thun: Miteinander reden: Störungen und Klärungen. Psychologie der zwischenmenschlichen Kommunikation. Rowohlt, Reinbek 1981. ISBN 3-499-17489-8</p> <p>http://www.schulz-von-thun.de/index.php?article_id=71</p> <p>Handbook for outdoor guides - Hans Peter Hufenus - ISBN 3-93421478-1</p> <p>Wie die Gruppe Laufen Lernt - Barbara Langmaack, Michael Braune-Krickay - ISBN 978-3-621-27679-5</p>	
	5	Motivation of clients				

	5	conflict management	<p>Recognise conflicts and learn tools for conflict management</p> <p>Understand own strengths and weaknesses and how to use them to your advantage</p> <p>Importance of effective communication</p> <p>Introduction, Understanding the situation, clarification of the needs of both sides, search for a solution, make a decision</p> <p>Effect of leadership styles</p> <p>Tuckmans stages of group development</p>		<p>Tuckans stages of group development</p>	<p>Tuckman, Bruce W (1965). "Developmental sequence in small groups". Psychological Bulletin. 63 (6): 384–399.</p>
	5	Leadership roles	<p>Situational leadership techniques - understand and usage</p> <p>Understand the decision making process</p> <p>Development of decision making tools - 1+</p> <p>Self Awareness</p> <p>Awareness of Others</p> <p>Selective Awareness - Problems</p>		<p>Handbook for outdoor guides - Hans Peter Hufenus - ISBN 3-93421478-1</p> <p>Wie die Gruppe Laufen Lernt - Barbara Langmaack, Michael Braune-Krickay - ISBN 978-3-621-27679-5</p>	

	10	Group dynamics & Social physiology (psychology???)	Learn the phases of a group Influencing the formation of a group Roles of the Participants Role of the guide			
8) Wellbeing + Physiology	5	basic sports physiology				
	5	Nutrition/hydration knowledge for MTB				
9) Knowledge about Environment and Culture						
	4	Sustainability /environmental impact	Covered in practice throughout the course			
	1	bike culture	Introdction to Grundcourse - Brief history of MTB and riding styles			
10) Legal Issues	7					
		liability	Civil and Statutory Laws Liability Insurance Criminal Vs Private charges Criminal Law, Negligence, Gross Negligence, Duty of Care Contract Law Terms & Conditions, Legal Disclaimers and their Legal Value			
		trail access	Laws for various			
		traffic laws	Traffic Laws, Forst Laws, Areas where it is forbidden to ride			

		group size/mtb specific regulations	Recommendations made regarding group size, risk management and terrain			
		working with kids				
	4	European legislation				
11) Business skills	15	product development/planning	Develop a business canvas with own business model/idea			
	10	marketing	Market analysis and observation			
	10	accounting	Aspects of liquidity, turnover, and calculations Pricing and price model Guide honorar			
Riding Performance (can be integrated into other workshops)	12	technical skills	Covered in Entrance Exam Slow Speed Skills - Track Stand, Bunny Hop, Tight Corners/Switchbacks, Hopping in a circle Riding Skills tested on a single track loop with various obstacles and examiners placed to see clean riding of the obstacles and overall position skill level on the bike			
	0	endurance	Candidates will be expected to comfortably ride >1000m and 50km over the course of their training.			

TOTAL TEACHING HOURS	361					
TOTAL INTERNSHIP HOURS						
TOTAL EO-MTBIInG HOURS						
The exams:		1. Personal skills				
		2. Practical exam				
		3. Theory exam				
		4. Business project				