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Vocational Training Training
Lifelong Learning and Youth*

TRAINING GUIDE

Specialty: Mountain Escort

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Introduction

The purpose of this manual is to describe teachers and others specifications for the implementation of an initial professional program training in the specialty "Mountain Escort" and the information of all taking into account the content of the tasks and the its peculiarities, as well as the current institutional constraints in the field. Aimed primarily at candidates and / or incumbents

trainees, design executives, program trainers, as well as the relevant bodies for their implementation - in the Institutes Training. Respectively, it is a useful manual for total of the remaining potential rates of an initial program vocational training, especially to those involved in its implementation

internship / apprenticeship. This Guide is a systematic basis that includes

important information for understanding its own field specific specialty, but also the necessary conditions for design, implementation and evaluation of any program which aims at the quality and effective training of a team trainees. In this direction, for each program of initial professional

training that can be implemented, it is necessary to take systematically taking into account the educational contents, but also the methodological ones specifications included. In particular, the Training Guide consists of four (A-D) parts.

A Part A provides all the relevant information, with the broad meaning, the definition of the specialty, both as an active field of work experience as well as the field of implementation of relevant initial programs training. It includes the definition and description of the specialty, the basic ones

her job duties, her employment prospects, the relevant legislation and its recognized professional rights, in force its correspondences, the conditions of enrollment and the duration of their studies programs implemented, the enrollment rankings of other titles vocational education and training in the specialty, the assigned credit units, as well as the classification of the program in the National Framework Qualifications, accompanied by a list of suggested sources information on the specialty.

B Part B focuses on defining the broader and the individual Units of his expected learning outcomes curriculum. Refers to the activities that one will be able to perform

trainee after completing his overall training in the course of the specific specialty.

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Γ Part C focuses on its content and structure curriculum, as well as its educational specifications its implementation.

Outlines the basic contents and educational goals of each learning unit, recording a summary as well as suggestions for main and complementary sources of its study. In addition, it includes a number other specifications, such as the necessary equipment and their profile trainers, the necessary health and safety rules for training in the specialty, the proposed educational methodology, as well as and all the examination procedures they are required to trainees face both for completing their studies as well as for the certification of knowledge, skills and abilities that acquired during them.

Δ Part D focuses on the description of the content of characteristics and specifications for the implementation of the practice practice / apprenticeship.

Practice and apprenticeship are described in reverse, so that they are the distinction between their existing differences is understandable. At the same time, they are provided Useful instructions for the trainee / trainee, the employer and the instructor in the workplace. Finally, the syllabus is presented of the "Apprenticeship Program at IEK", while in the Annex is attached one useful tool for quality monitoring of the institution of practice practice / apprenticeship, the "Learning Diary - Apprenticeship Class IEK".

This methodology contains important innovative elements that are required has a modern Training Guide and adds new elements and sections in relation to the previous ones, which, however, constituted the base. Christos worked for its current development and specialization Goulas, Rena Varvitsioti, Eleni Theodori, Makis Karatrasoglou, Despina Babanelou and Panagiotis Natsis, while the editorial supervision was undertaken by Despina Babanelou. The methodology was completed under her supervision Committee for the Reform of the Post-Secondary Training Guides Vocational Training, of which they particularly contributed to the completion

Part A

SPECIFICATION OF SPECIALTY

1. Title of the specialty and orientation group

1.1 Title of specialty

"MOUNTAIN SESSION"

1.2 Orientation group (professional sector)

The specialty belongs to the orientation group "Sub-sectors and professions".

2. Brief description of the specialty

2.1 Definition and description of specialty

The "Mountain Escort" develops its professional activity by exercising climbing escort duties mainly in mountaineering and mountain hiking, as well as in other mountain activities, within the technical framework listed below and in harmonization with the Tyrol Declaration, with the drawing up of an ascent route and / or especially in an alpine plain and group guidance in a mountain area or specific mountain area or also in an area of mountain interest where including national, regional and provincial parks, as well as other forms potentially protected areas. Guides his team as much as possible security in the pre-determined target. In the field of professional practice of activity include: a mountain range or a specific mountain area or also an area of special natural interest, such as national parks, marked or non-marked paths, gorges, mountains, shelters, etc. Exercises his profession as main or secondary, full-time or part-time or

seasonal, in areas where there is dry and / or snowy field, with vegetation (forested) or alpine, where mountaineering may be required for its ascent or crossing materials and techniques, in rocky areas or passages of non-continuous difficulty and low exposure and risk (up to level UIAA III), and, finally, in those winter fields that require the use of field-inclined technical means to promote up to 30°

2.2 Responsibilities / tasks

Professional duties

The "Mountain Escort" works by guiding and supporting groups or individuals who make ascents or crossings in mountainous areas volumes and activities in the mountains in general, within a competence such as this described above, always guided by the safety of hikers and secondarily entertainment.

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- . Plans and draws a hiking or mountaineering route depending on the needs and abilities of the team at each time accompanies.
- ☑ Knows in detail the route of the mountain massif and the field in which he and his team will move.
- . Informs the participating excursionists about the route and the requirements for their physical condition, for the necessary equipment each activity and control it before its commencement.
- . Checks the possible technical training of the interested excursionists in relation to the technical requirements of the expected project.
- . Checks the observance of the operating regulations and the relevant provisions protected forest areas and forest recreation areas.
- ☑ Informs participants about mountain survival issues, in emergencies.
- Peñ Adheres to and applies with absolute precision the safety rules against carrying out outdoor activities.
- ☑ Takes care of the possibility of safe withdrawal from the project, always giving priority to the safety of the participants, abandoning the original goal.

- ☒ Has the necessary formal qualifications but also the ability to drive a car, usually special type for mountain roads, in dry but also on a snowy rural road, as this is a common tool for transport of its excursion-customers.

2.3 Employment prospects in the sector or sector

With the increase of alternative forms of tourism in Greece, the need is observed specialized human resources for the provision of services within its competence. The "Mountain Escort" can work either as a freelancer or as

dependent worker:

- In mountain excursions - excursions which he organizes with without prejudice to article 9 of Law 393/1976.
- In mountaineering-hiking excursions organized by a tourist office.
- As an organizer of outdoor sports leisure activities.
- Graduates can also work independently as craftsmen service providers of outdoor tourism activities or as employees to legal entities providers of similar activities in the country. It is pointed out that, in case of exercising his duties in must comply with current foreign legislation.

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3. Registration conditions and duration of studies

3.1 Registration conditions

Conditions for registration of those interested in the specialty "Mountain Escort" are to be holders of diplomas, structures of non-compulsory secondary education education, as follows: General High School (GEL), Technical Vocational High School (TEL), Unified Multidisciplinary High School (EPL), Technical Vocational School (TEE) 2nd Cycle of Studies, Vocational High School (EPAL). The general conditions for registration in IEK are regulated by par. 1 of no. 1, par. 3 of no. 2, as well as Articles 12, 13 and 15 at YA 5954 "Regulation on the Operation of Vocational Training Institutes (IEK) which under the General Secretariat for Lifelong Learning (GGDBM). Interested students of this specialty are advised to

have very good physical condition and can maintain a high level physical exertion for an extended period of time.

3.2 Duration of studies

Vocational training in I.E.K. begins in the winter or spring semester, lasts at least four (4) and may not exceed five (5) total semesters, according to the Training Guides of the specialty, including the internship or apprenticeship period. The training of graduates of secondary vocational education (EPAL), as well as holders of equivalent vocational training qualifications, lasts in I.E.K. from two (2) to three (3) semesters, including internship or apprenticeship, if it is a title in specialty of the professional sector from which they graduated from EPAL. the equal structure of secondary vocational education

4. Awarded titles - Certificates - Certificates

The graduates of IEK after the successful completion of their training receive a Certificate of Vocational Training (VEC) and after successful their participation in the initial vocational training certification exams conducted by EOPPEP receive a Diploma of Professional Specialty Education and Training level 5. The graduates of IEK who succeeded in the initial vocational training certification examinations conducted by the EOPPEP until the issuance of the diploma receive a Certification Certificate Training.

5. Specialty assignments

The specialty has no other correspondences with the specialty of Greek education system.

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6. Registration rankings of other professional education titles and training in the specialty

The specialty does not work in other educational units or training and, therefore, there is no possibility of classification.

7. National Qualifications Framework

The "National Qualifications Framework" classifies the degrees that acquired in the country in 8 Levels. The Diploma of Professional Specialty, Education and Training provided to IEK graduates after certification corresponds to the 5th of the 8 levels. The classification of the titles of the Greek educational system and

initial training system at the levels of the National Qualifications Framework is available on the website of EOPPEP.

8. Credits

Credits are determined on the basis of the European System Credits for Vocational Education and Training (ECVET) by the body that has the legal right to design and approve them education and training programs. ECVET is one of the European ones tools developed for identification, collection and transport credits in the field of vocational education and training. With this system they can be evaluated and certified the knowledge, skills and abilities (learning outcomes) that acquired a person during his vocational training and within its own country and in other Member States The European Union. The credit units for the specialties of IEK will be determined by them

competent bodies when the national credit system is developed for vocational education and training.

9. Relevant legislation

Listed below is the current institutional framework regarding their operation IEK and the specific regulations concerning the specialty:

1. Law 3879/2010 "Development of Lifelong Learning and other provisions" (Government Gazette A 163 / 21-09-2010), as in each case.
2. Law 4186/2013 "Restructuring of Secondary Education and others provisions" (Government Gazette A 193 / 17-9-2013), as in each case.
3. YA 5954 (Government Gazette B1807 / 2-7-2014) "Regulation for the Operation of Institutes Vocational Training (IEK) under the General Secretariat for Lifetime Learning (GGDBM) ".

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4. YA 5955 / 23-06-2014 on the subject: "Matching Old Specialties with New Specialties of Vocational Training Institutes (IEK) belonging to General Secretariat for Lifelong Learning (GGDBM) ".

5. Law 4582/2018 [Government Gazette 208 / tA / 2018], which provides in article 7 the future issuance of a JM for the qualification of the practitioners of the specialty.

A change in the institutional framework is imminent after the enactment of Law 4763/20

10. Professional rights

For the specialty "Mountain Escort" have not been determined yet professional rights. The issuance of its planned JMC is expected article 7 of Law 4582/2018 [Government Gazette 208 / tA / 2018], which will determine the formal and essential qualifications of the practitioner. At European level, the regulation of the European Commission applies

[European Commission EU 2015/983 (4209) final 3.2.5], based on which the interested Community citizen wishing to pursue the profession in host country should comply with the conditions laid down by existing national legislation.

11. Additional sources of information

☒ Hellenic Mountaineering - Climbing Federation: www.eooa.gr

Δία Federation of Nature-loving and Excursion Clubs of Greece:
www.ofoese.gr

☒ Mountain Escorts Association: grmountainleaders@yahoo.gr

☒ Association of Greek Mountain Guides: www.hmga.gr

Ti Tyrol Declaration:

http://www.eooa.gr/wp-content/uploads/2010/07/diakiriksi_tyrolo.pdf

☒ Union of International Mountain Leader Associations: <https://uimla.org/>

☒ International Climbing and Mountaineering Federation:
<https://www.theuiaa.org/>

Part B.

PURPOSE & EXPECTED LEARNING

RESULTS OF THE PROGRAM

SPECIALTY STUDIES

1. Main purpose of the curriculum of the specialty

The main purpose of the specialty curriculum is to acquire the trainee all the knowledge, skills and abilities that are necessary for the exercise of the specialty "Mountain Escort".

2. Expected learning outcomes of the program studies

The individual sections of expected learning outcomes cover whole curriculum of the specialty and aim at systematic organization of the knowledge, skills and abilities that will be acquired by trainees during their training. More specifically, for the specialty "Mountain Escort" we distinguish the following sections of expected learning outcomes:

- a) Anatomy and physiology of exercise
- b) Navigation, orientation and weather forecast
- c) First aid and rescue
- d) Team leadership
- e) Traffic in winter mountain plain
- f) Legal and economic framework related to the profession
- g) Safe movement and overnight in a mountainous field

More specifically, the following sub-expected learning outcomes clearly identify what graduates will know and / or be able to do to do so, after completing the curriculum of the specific specialty.

SECTIONS OF EXPECTED RESULTS	
Unity expected results	INDIVIDUAL LEARNING OUTCOMES Upon completion of the study program, the graduate will be able to:
A. Anatomy and her physiology exercise	<ul style="list-style-type: none"> ☑ Possess basic knowledge of physical ability and preparing for movement in the mountain plain. ☑ Has basic knowledge of anatomy and physiology exercise. Λαμβάνει Prevents injuries.

	<ul style="list-style-type: none"> . Recognizes symptoms of fatigue and its recovery. ☒ Recognizes symptoms of hypothermia and heatstroke, as well as altitude sickness. ☒ Has basic diet rules in the field.
B. Navigation, orientation and forecast weather	<ul style="list-style-type: none"> . Knows and applies orientation and engraving techniques map, paths, preparation and execution hiking or mountaineering route in dry or snowy field. Πίζει Knows the full use of compass, map and electronic equipment for safe tracking and implementation in the field. . Knows basic characteristics of weather and change and can make basic predictions with data that collects / observes in the field.
C. First aids and rescue	<ul style="list-style-type: none"> Xει Provides first aid in a mountain environment, both in summer as well as winter scenarios. ☒ Organize rescue (both improvised and in cooperation with the official rescue agency). ☒ Uses the appropriate communication equipment, including mobile and satellite telephones, radio stations and staff tracking signals while familiar with its use 146,500 frequency. ☒ Communicates in a foreign language depending on the origin of its customers.
Δ. Team leadership	<ul style="list-style-type: none"> . Presents the program of the activity. ☒ Understands team psychology. ☒ Manages, guides and encourages a team in mountain plain, while taking them into account objective and subjective risks of the route. . Organizes and controls the team in all its stages activity. ☒ Communicates in a foreign language depending on the origin of its customers. . Behaves by displaying the necessary professionalism to its customers.
E. Movement in winter mountain field	<ul style="list-style-type: none"> ☒ Plans the appropriate route avoiding traffic in

	<ul style="list-style-type: none"> passages. . Moves safely in a snowy field in conditions low visibility, using map, compass and altimeter. . Leads a team in difficult conditions (cold, strong winds, darkness). ☒ Selects and uses the individual mountaineering equipment both for himself and for the team, suitable for the field and the prevailing conditions. . Assess snow conditions and avalanche risk. Ανα Performs a search in a field that has been hit by avalanche, undertaking the detection and the rescue of a buried victim.
	<ul style="list-style-type: none"> . Knows the legal basis for regulating the profession.

<p>F. Legal and economical framework on by profession</p>	<ul style="list-style-type: none"> . Knows the applicable taxation and social security for the specific profession. ☑ Knows the civil, administrative and criminal responsibilities during exercise of his duties. ☑ Provides the optimal insurance coverage for the team in cooperation with the insurance company. Πίζη Knows the economic environment of these activities. . Knows the marketing methods / methods for promotion of its services.
<p>Z. Safe movement and overnight in mountain field</p>	<ul style="list-style-type: none"> ☑ Can move safely in any kind of mountain plain up to 30 degrees. . Plans, plans and informs them excursionists for the route. ☑ Manages the material, equipment, food for activity in both summer and winter conditions. ☑ Selects the appropriate location (either shelter or outdoor) overnight for the team in the field. . Safely organizes camping and overnight for the team.

20 field over 30 degrees, avoiding hard rocky

Part C.

EDUCATIONAL SPECIFICATIONS AND ANALYTICAL CONTENT OF THE CURRICULUM

N / A	LEARNING UNITS / LESSONS	Θ				Σ				Ε				Σ				
		Θ	Σ	Ε	Σ	Θ	Σ	Ε	Σ	Θ	Σ	Ε	Σ	Θ	Σ	Ε	Σ	
1	PHYSICAL GEOGRAPHY GREECE - MOUNTAINOUS AREAS - MOUNTAINOUS SETTLEMENTS	2	2															
2	TOURISM - LEGAL ISSUES	2	2															
3	TEAM LEADERSHIP - BASIC PRINCIPLES MOUNTAINING AND CLIMBING	1	3	4	2	3	5	1	4	5								
4	TOPOGRAPHY - ORIENTATION - METEOROLOGY	2	2	4	1	1	2											
5	ANATOMY - PHYSIOLOGY - NUTRITION	3	3															
6	LEADERSHIP TECHNIQUES MOUNTAINING GROUP - CAMP AND OUTDOOR OVERNIGHT	1	4	5	6	6	4	4										
7	FIRST AID MOUNTAIN 2 2																	
8	WINTER FIELD 5 5 5 5																	
9	DOWN HIKING GORGE 2 2																	
10	RADIO COMMUNICATIONS IN MOUNTAIN - BASIC PRINCIPLES RESCUE - EMERGENCY SITUATIONS 4 4																	
	TECHNICAL TRAINING IN FIELD 20 20 20 20 20																	

2. Curriculum

2.1 SEMESTER A

2.1.1 LEARNING MODULE: PHYSICAL GEOGRAPHY OF GREECE - MOUNTAINOUS AREAS - MOUNTAIN SETTLEMENTS

☒ Summary of the learning unit

This learning unit includes its introduction trainee in the natural geography of the country and in particular in the protected ones areas (National parks, monuments of special natural beauty, protected areas).

Δο Expected learning outcomes

- When they complete the learning module, the trainees will be able to:
- o Describe basic concepts of natural geography and soil.
 - o They know the main mountains, rivers, lakes of Greece.
 - o They know the protected areas (NATURA) and the national ones forests of Greece.
Describe the characteristics of its mountainous areas Greece, as well as the problems they face.

Ασ Keywords - Key concepts

- o Natural geography - Mountain environment
- o Soil morphology
- o Mountains - Rivers - Lakes of Greece
- o Protected areas - Forests - NATURA

. Distribution into learning subsections

NATURAL ENVIRONMENT - MOUNTAIN GEOGRAPHY Titles of learning subsections	
1	Physical Geography - Structure of the Earth - Geomorphology - Climatology - Oceanography - Biogeography - Hydrogeography
2	Soil morphology - Concepts - Formation forces - Continental relief - Vertical relief division (Mountains, Mountains, Mountains, Hills, Plateaus, Plains, Valleys, Gorges, Gorges, Caves, Rivers) - Horizontal division (Islands, Gulfs, Cape, Peninsulas, Isthmus, Straits) Submarine relief (Underwater mountain ranges, Sea basins, Trenches)
3	Geomorphology of Greece - Basic concepts
4	The mountains of Greece - The species of mountains - Mountain ranges of Greece - Characteristics of the mountains of Greece - The most important mountains of Greece (name, altitude, location, rocks, flora and fauna) - Mountains with

	special tourist interest
5	The rivers of Greece - Basic concepts (River genesis - Water cycle - Stages of river development - River species) - The main rivers of Greece per geographical area (names, sources, estuaries, tributaries) - Rivers with special tourist interest
6	Lakes of Greece - Genesis of lakes - Natural evolution of a lake - Types of lakes (natural, dragon lakes, lagoons, artificial) - Characteristics, area and fauna
7	Gorges of Greece - Definition - Main gorges of Greece (name, location, key features)
8	Caves of Greece - The main caves of Greece (location name, special features)
9	Waterfalls of Greece - The main waterfalls of Greece (name location, special features)
10	Mountain Protected Areas - Natural Protected Areas (Natural Protected Areas), Definitions, NATURA 2000 Network / NATURA 2000 sites in Greece (purposes, selection criteria, operations, management), National Parks, Parks
11	Tourist routes - Networking - Cultural paths
12	Art and culture - Contemporary cultural movement - Management and organization of cultural events - Festivals - Traditional festivals - Trade fairs - Exhibition tourism
13	Highlighting of traditional mountain settlements - Hotel accommodation in traditional settlements - Impact of tourism on traditional settlements; - Integration of new leisure and tourism uses in traditional ones settlements
Total: 13	

☒ Suggested study sources

Ladies

1. Apostolopoulos, K. and Sdrali, D. (2009). *Alternative and mild Rural tourism*, Athens: Ellinoekdotiki.
2. Fate, P. (2005). *Tourist geography of Greece*, Athens: Interbooks.

Complementary

1. Vavizos, G., Verriopoulos, G. and Bentali, Fr. (2008). *Study manual natural environment, evolution, situation, ideologies, protection, pressures, legal framework, environmental studies*, Athens: Papatotiriou.

2.1.2 LEARNING MODULE: TOURISM - LEGAL ISSUES

☒ Summary of the learning unit

This learning unit includes its introduction trainee in the concept of the tourist phenomenon, in its forms, in its evolution, as well as its multifaceted impact on society and economy. Also, the trainee will be taught its basic concepts legislation relating to the pursuit of the profession of self-employed person, basic concepts of contracts and contractual obligations.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o They know its history, forms, evolution and effects tourist phenomenon.
- o They know basic concepts regarding the legislation that is related to the freelancer.
- o They know basic concepts of contract theory.
- o Recognize contractual obligations.
- o They know the professional ethics that governs him professional.

Ασ Keywords - Key concepts

- o Tourism - Tourism product
- o Forms of tourism
- o Impacts of tourism
- o Legislation
- o Freelancer
- o Contracts - Obligations
- o Declaration of Tyrol

. Distribution into learning subsections

TOURISM - LEGAL ISSUES	
Titles of learning subsections	
1	Introduction - Historical development of the tourism phenomenon - Development factors - Importance of the phenomenon in modern society
2	The definition of tourism, tourist and excursionist
3	Tourism product - Features, resources, particularities
4	Tourist demand and tourist incentives
5	Forms of tourism - Basic forms - Thematic tourism (tourism rural tourism, sports tourism, cultural tourism, religious - Pilgrimage tourism, conference tourism, educational tourism,

	health tourism etc.)
6	The effects of tourism (economic - social - cultural - environmental)
7	Elements of tourism legislation
8	Freelancer-starter with provider start outdoor leisure services
9	Reference to a possible future version of the JMC
10	Taxation of a sole proprietorship
11	Insurance contributions
12	Tax and accounting liabilities - Fines - Interest
13	Liabilities on interest and liabilities
14	Concept of the contract
15	Mandate contract
16	Concept of protection
17	Contractual obligations
18	Legal act - tort
19	Liability - Accountability - Guilt (civil, criminal, administrative)
20	Tyrol Declaration
21	Professional ethics
22	Model liability insurance policy
23	Legislation and regulation of shelters
24	Special health provisions
Total: 24	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 2 (Theory)

☒ Suggested study sources

1. Civil Code in force (Especially the provisions governing the work, the work, contracts liability and fault, protection).
2. *Apostolopoulos, K. and Sdrali, D. (2009). Alternative and mild Rural tourism*, Athens: Ellinoekdotiki.
3. Fate, P. (2005). *Tourist geography of Greece*, Athens: Interbooks.

2.1.3 LEARNING MODULE: TEAM LEADERSHIP - BASIC PRINCIPLES OF MOUNTAINING AND CLIMBING

☒ Summary of the learning unit

This learning unit includes an introduction to its concepts leadership of a group in the context of outdoor activities, its dynamics team, as well as elements of animation and psychology in the leadership diptych; team. It also includes the basic principles of hiking, mountaineering and climbing, as well as the equipment deemed necessary for him route planning, all forms of movement and stay in the mountain plain, as well as the management of problems, risks and crises.

Δο Expected learning outcomes

- When they complete the learning module, the trainees will be able to:
- o Recognize the meaning and characteristics of the team.
 - o Know basic leadership principles.
 - o Know the meaning of mountaineering and separate from it mountain hiking both theoretically and acquire experiential knowledge of their difference in the field.
 - o Realize the need for security in an unfriendly environment, such as the mountain.
 - o Know the basic principles that govern its activities mountaineering and its equipment.

Ασ Keywords - Key concepts

- o Leader - Team
- o Hiking - Mountaineering - Mountaineering terminology
- o Objective and subjective hazards in the mountain

. Distribution into learning subsections

TEAM LEADERSHIP - BASIC PRINCIPLES OF CLIMBING AND CLIMBING Titles of learning subsections	
1	Personality
2	Leadership - Motivation - Animation
3	Cohesion and team dynamics
4	Psychological intervention techniques - Principles of motor behavior
5	Reduce unwanted behaviors and increase responsibility
6	Basic principles of hiking

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7	Geomorphological elements of the activity area
8	Feedback from participants about their satisfaction
9	Mountaineering ethics - Tyrol Declaration on mountaineering
10	Environmental Behavior - Leave-no-trace
11	Walking on dry ground, sara, with slope, ascent and descent
12	Accommodation (shelters, tents, natural accommodation, shelter regulations)
13	History of mountaineering, Greek and world
17	Clothing and footwear for the mountain plain
15	Equipment (selection, use, maintenance)
16	Dangers in the mountains (large slopes and vertical field, stone falls, water obstacles, snow-ice, avalanches, extreme weather, dangerous flora and fauna, anthropogenic hazards) and treatment - Safety against moving and staying in an organized or unorganized outdoor environment
Total: 16	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 1 (Theory), 3 (Laboratories)

☒ Suggested study sources

1. Voutyropoulos, G. (2018). Mountaineering: Introduction to hiking and climbing, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). The art of the mountain, volume A, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). The art of the mountain, volume B ', Maroussi: Going up.

☒ Summary of the learning unit

This learning unit includes the presentation of its concept topography, orientation and techniques used for drawing and keeping a safe course with the help of basic equipment (compass, map, altimeter / altimeter, electronic media). Also the trainees will teach the basic concepts of meteorology and climate, as well as their ways to read a weather report and maps.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o They know how to orient themselves with the help of a topographic map.
- o Handle compass and technological means of routing.
- o To carve and maintain a safe course on a mountain environment.
- o They know basic principles of meteorology and climate.

Ασ Keywords - Key concepts

- o Orientation
- o Map - Compass
- o Find - Route

. Distribution into learning subsections

TOPOGRAPHY - ORIENTATION - METEOROLOGY Titles of learning subsections	
1	Orientation equipment
2	Basic principles of cartography - The depiction of the relief of the Earth in two dimensions - Projection techniques and distortions in the maps - Its meaning geoid - Coordinate systems - Earth's magnetic field - Horizontal and magnetic needle deflection and correction techniques - Maps: legend, isosceles, scale, magnetic deviation (I)
3	Reading a mountain map (I + E)
4	Identification in the physical environment of elements read on the map and vice versa (E)
5	Map orientation only
6	Orientation using a compass (Θ + E)
7	Tracing and tracking exercises (E)
8	Time and distance calculation - Match (I), (E)
9	Introduction to GPS (I)
10	Learning and using Google Earth (I)
11	Track on a computer, smartphone with free navigation programs and its observance (I + E)
12	Digital orientation tools and their use - Altimeter, barometer, distance meter, clocks (Θ + E)
Total: 12	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 2 (Theory) and 2 (Laboratories)

☒ Suggested study sources

1. Kouniakis, Chr. Orientation, Online version
<http://hmqg.gr/storehouse/word-acrobat/Orientation.pdf>
2. Viglas, P. (2007). Introduction to Meteorology, Environmental Center. Makrinitisa Education Makrinitisa. In the
<https://www.ebooks4greeks.gr/%ce%b5%ce%b9%cf%83%ce%b1%ce%b3%cf%89%ce%b3%ce%b7-%cf%83%cf%84%ce%b7-%ce%bc%ce%b5%cf%84%ce%b5%cf%89%cf%81%ce%bf%ce%bb%ce%bf%ce%b3%ce%b9%ce%b1>

2.1.5 LEARNING MODULE: ANATOMY - PHYSIOLOGY - NUTRITION

☒ Summary of the learning unit

This learning unit includes the teaching of the basics anatomy of the human body, its physiology, and changes performed on him during long and intense exercise even after the injury case. In the section are included basic nutrition principles as well as basic training process principles for achieving the optimal physical condition of the trainee.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o They know the basic anatomy of the human body.
- o They know the basic physiology of the human body and effects of strenuous exercise on him.
- o Know the principles of coaching theory.
- o They know the theory of nutrition.

Ασ Keywords - Key concepts

- o Human body
- o Exercise physiology
- o Trauma
- o Nutrition

. Distribution into learning subsections

ANATOMY - PHYSIOLOGY - NUTRITION Titles of learning subsections	
1	Physical preparation - Training

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2	Nutrition
3	Characteristics and physiology of mountain exercise
4	Injury prevention
5	Fatigue and recovery
6	Elevation effects
7	Effects of cold and heat (Cold / Heat)
Total: 7	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 3 (Theory)

☒ Suggested study sources

1. Kontopodis, P. (2002). Nutrition and athletic performance, Athens: Parisianou.

2.1.6. LEARNING MODULE: MOUNTAIN TEAM LEADING TECHNIQUES - CAMP AND OUTDOOR OVERNIGHT

☒ Summary of the learning unit

This learning unit develops the concepts of leadership that taught in a previous section and focuses on the mountaineering group, as well as emergencies that the team may face in Mountain. In addition, this unit teaches outdoor overnight stays, h camp organization (tents) and the bivouac technique.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Know more about one 's leadership techniques mountaineering team.
- o Organize an overnight stay.
- o Organize a camp for the team.
- o They know bivouac techniques (organized and urgent) overnight stay).

Ασ Keywords - Key concepts

- o Team - Leader
- o Psychology
- o Camping - Overnight
- o Equipment
- o Beauvoir

. Distribution into learning subsections

MOUNTAINING TEAM LEADING TECHNIQUES - CAMPING AND OUTDOOR OVERNIGHT	
Titles of learning subsections	
1	Team features
2	Leadership characteristics
3	Team and leader psychology
4	Leadership under emergency conditions
5	Tents
6	Camping equipment
Total: 6	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 1 (Theory), 4 (Laboratories)

☒ Suggested study sources

Ladies

1. Voutyropoulos, G. (2018). *Mountaineering: Introduction to hiking and climbing*, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). *The art of the mountain, volume A*, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). *The art of the mountain, volume B ' , Maroussi: Going up.*

Complementary

1. Camping technique cycle (scout manual)
http://www.sep.org.gr/admin/dsContent/UserData/97001/%CE%9A2.%CE%A6%CE%AC%CE%BA%CE%B5%CE%BB%CE%BF%CE%82%20new_links_V5.pdf

2.2 SEMESTER B.

2.2.1 LEARNING MODULE: TEAM LEADERSHIP AND BASIC PRINCIPLES OF MOUNTAINING AND CLIMBING

▣ Summary of the learning unit

This learning unit includes an introduction to its concepts leadership of a group in the context of outdoor activities, its dynamics team, elements of animation and psychology in the leader-team diptych. also includes the basic principles of hiking, mountaineering and climbing as well and equipment deemed necessary for route planning, any form of movement and stay in the mountain plain and management problems, risks and crises.

Δo Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Know the basic principles governing climbing, the its equipment and how it is used as a tool for achieving the purpose of the activity.
- o They know the basic theory of climbing (eg basic rules safety, ropes and knots, climbing equipment, fuses and anchors, basic vertical field movements, use obstacles for overcoming obstacles (principles of artificial climbing, movement on a fixed wire rope, scales, etc.), parallel rope movement, rappelling descents, etc.).

Λé Keywords - key concepts

- o Mountain hiking - Mountaineering - Climbing
- o Skipping company
- o Movement-insurance of rope company
- o Descent and rappelling

. Distribution into learning subsections

TEAM LEADERSHIP - PRINCIPLES OF CLIMBING AND CLIMBING	
Titles of learning subsections	
1	Dangers in the mountains (large slopes and vertical field, stone falls, water obstacles, snow-ice, avalanches, extreme weather, dangerous flora and fauna, anthropogenic hazards) and treatment - Safety against moving and staying in an organized or unorganized outdoor environment
2	Critical handling
3	Safety conditions
4	Presentation of activity to participants, methodology

5	Learning to use baton rods
6	Mountaineering equipment (selection, use, maintenance, clothing) - Movement in a winter field without and with aids (eg avalanches, arrays nail crampons, use of hoe-ax, etc.) - Stop falling by using of the hoe
7	Snow theory - Avalanches
8	Introduction to climbing - Climbing items
9	Historical development of climbing
10	Personal climbing equipment
11	

	Knots (all planned climbing and camping knots)
12	Climbing movement techniques
13	Artificial climbing, overtaking a difficult point on a route
14	Climbing terminology
15	Elements of insurance-anchoring engineering - Physics of fall - Falling factor - Developing forces and impacts
16	Simple reference to the use and maintenance of portable insurance equipment (nails, nuts, hexagons, cams, straps, and other accessories and accessories) - Permanent fuses and anchorages (selection, installation, use, maintenance) - Natural fuses (rock relief elements, trees)
17	Cable communication
18	Moving and learning to insure the leader and the second on routes single rope (sports and "traditional" type) and multiple ropes
19	Basic body posture in mountaineering - Classic climbing techniques and descent only with the use of rope and very simple means of insurance
20	Dry field movement - Mounting techniques and fixed movement techniques rope
21	Driving in the snow - Pole crampons - Falling in the snow -
22	Simultaneous movement of rope company - Parallel movement with ropes
Total: 22	

☒ **Number of teaching hours of the learning unit per week**

Total teaching hours: 2 (Theory) and 3 (Laboratories)

☒ **Suggested study sources**

1. Voutyropoulos, G. (2018). *Mountaineering: Introduction to hiking and climbing*, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). *The art of the mountain, volume A*, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). *The art of the mountain, volume B* ', Maroussi: Going up.

2.2.2. LEARNING UNIT: TOPOGRAPHY - ORIENTATION - METEOROLOGY

☒ **Summary of the learning unit**

This learning unit includes the presentation of its concept topography, orientation and techniques used for planning and maintaining a safe course with the help of basic equipment (compass, map, altimeter / altimeter, electronic media). Also, the trainees will teach the basic concepts of meteorology and climate, as well as their ways to read a weather report and maps.

Δο **Expected learning outcomes**

When they complete the learning module, the trainees will be able to:

- o They know basic principles of meteorology and climate.
- o Recognize meteorological phenomena and draw information from the meteorological bulletin and maps.

Ασ **Keywords - Key concepts**

- o Climate - Weather data
- o Meteorological systems - Weather report

. **Distribution into learning subsections**

TOPOGRAPHY - ORIENTATION - METEOROLOGY	
Titles of learning subsections	
1	Equipment - Familiarity with the extraction of meteorological information from Internet
2	Introduction to meteorology - How the weather is created on Earth - Basic principles and units

3	Climate and climatic zones
4	Atmospheric pressure - Movements of gas masses - Barometric systems
5	Clouds and precipitation - Electrical phenomena - Thunderstorms and other extreme phenomena
6	Meteorological maps, Doppler Radar maps and satellite imagery
7	Weather forecasting methods
8	Sources of information for meteorological bulletins
Total: 8	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 1 (Theory) and 1 (Laboratories)

35

☒ Suggested study sources

Ladies

1. Kouniakis, Chr., Orientation, Online version <http://hmgga.gr/storehouse/word-acrobat/Orientation.pdf>

2. Viglas, P. (2007). Introduction to Meteorology, Environmental Center.

Makrinitza Education Makrinitza. In the

<https://www.ebooks4greeks.gr/%ce%b5%ce%b9%cf%83%ce%b1%ce%b3%cf%89%ce%b3%ce%b7-%cf%83%cf%84%ce%b7-%ce%bc%ce%b5%cf%84%ce%b5%cf%89%cf%81%ce%bf%ce%bb%ce%bf%ce%b3%ce%b9%ce%b1>

2.2.3. LEARNING MODULE: MOUNTAIN TEAM LEADING TECHNIQUES - CAMP AND OUTDOOR OVERNIGHT

☒ Summary of the learning unit

This learning unit develops the concepts of leadership that taught in a previous section and focuses on the mountaineering group, as well as emergencies that the team may face in Mountain. In addition, this unit teaches outdoor overnight stays, h camp organization (tents) and the bivouac technique.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Know more about one 's leadership techniques mountaineering team.
- o Organize an overnight stay.
- o Organize a camp for the team.
- o They know bivouac techniques (organized and urgent) overnight stay).

Ασ Keywords - Key concepts

- o Team - Leader
- o Psychology
- o Camping - Overnight
- o Equipment
- o Beauvoir

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. Distribution into learning subsections

MOUNTAINING TEAM LEADING TECHNIQUES - CAMPING AND OUTDOOR OVERNIGHT	
Titles of learning subsections	
1	Tents
2	Camping equipment
3	Select space
4	Basic preparation interventions on site
5	Night's organization
6	Restoration of space after departure
7	Improvised accommodation
8	Organized bivouac without tent or lodging - Overnight stay of need - Beauvoir
Total: 8	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 6 (Laboratories)

☒ Suggested study sources

Ladies

1. Voutyropoulos, G. (2018). *Mountaineering: Introduction to hiking and climbing*, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). *The art of the mountain*, volume A, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). *The art of the mountain*, volume B', Maroussi: Going up.

Complementary

1. Camping technique cycle (scout manual)
http://www.sep.org.gr/admin/dsContent/UserData/97001/%CE%9A2.%CE%A6%CE%AC%CE%BA%CE%B5%CE%BB%CE%BF%CF%82%20new_links_V5.pdf

2.2.4 LEARNING MODULE: MOUNTAIN FIRST AID

☒ Summary of the learning unit

This learning unit includes the teaching of the basics first aid as well as emergency delivery techniques in mountain field.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Recognize basic Aid situations.
- o Offer A First Aid.
- o They organize a basic pharmacy for individual and group use.
- o Know the basic theory of illness and injury characteristics of the mountain environment.

Ασ Keywords - Key concepts

- o Injury
- o First Aid
- o Pharmacy

. Distribution into learning subsections

MOUNTAIN FIRST AID Titles of learning subsections	
1	Priorities in the provision of first aid
2	First aid objectives
3	Cardiopulmonary resuscitation, resuscitation position
4	Drowning
5	Fainting
6	Emergency first aid pharmacy
7	Trauma
8	Bleeding
9	Treatment of nosebleeds
10	Foreign bodies (wood, nail, glass, grains of sand, metal) in the nose, in the eye, in the ear
11	Fever and hypothermia
12	Sunstroke, epileptic seizures
13	Vomiting, diarrhea, colic, rashes
14	Harmful effects from high-low temperature
15	Damage from electric shock-electric shock

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16	Mechanical injuries, fractures, sprains, dislocations
17	Poisonings and antidotes
18	Insect bites - Allergies
19	Bandages
20	First Aid Exercises
21	Climbers' disease
Total: 21	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 2 (Theory)

☒ Suggested study sources

Ladies

1. Armstrong, V. (2009). First Aid: Practical Guide, Athens: Paschalidis.
2. Zydlo, SM (1995). Complete first aid and emergency guide Incidents, Athens: Vagionakis.

Complementary

1. First Aid Red Cross Notes
<https://www.openbook.gr/simeiwseis-a-voitheiw/>

2.2.5 LEARNING MODULE: WINTER FIELD

☒ Summary of the learning unit

This learning unit specializes in motion theory (hiking - mountaineering - climbing) in the mountainous field, in winter (snowy-frozen - mixed) field. Learners will be taught to use it necessary equipment, avalanche theory as well as winter living (winter camp, overnight).

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Know the characteristics of the winter field (snow, ice, mixed, recent snowfall).
- o They know the necessary equipment for safe movement in winter

- field, as well as its use.
- o They know the avalanche theory.
- o Organize winter camping in the field.

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Ασ Keywords - Key concepts

- o Snow - Ice
- o Course - Skipping company
- o Mountaineering pickaxe - Crampon
- o Winter camp - Beauvoir
- o Avalanches

. Distribution into learning subsections

WINTER FIELD Titles of learning subsections	
1	Pathing in the snow, preparation and execution of the route (method 3x3)
2	Movement in the snow, techniques of climbing in a field of maximum slope 40° (Self-rhythm, traverses, step opening, posture)
3	Snow qualities and avalanches - Snow assessment in the field (engraving and snow column section demonstration)
4	Use of piolet, crampons, parallel movement of rope company in the snow, with bodriet
	Self-insurance in the snow, falls, creating an anchor point (relay) and check this
6	Orientation in a foggy field and night course
7	Camping in the snow - Construction of snow-ice accommodation - Drilling snow hole in the field (no overnight)
8	First aid and transport of the injured (construction of a makeshift stretcher)
9	Organization of a winter camp
10	Using the Security Transceiver in Winter Field - Detection Techniques victim in an avalanche with a rod and a transceiver (theoretical demonstration)
Total: 10	

☑ Number of teaching hours of the learning unit per week

Total teaching hours: 5 (Laboratories)

☑ Suggested study sources

Ladies

1. Voutyropoulos, G. (2018). *Mountaineering: Introduction to hiking and climbing*, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). *The art of the mountain, volume A*, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). *The art of the mountain, volume B* ', Maroussi: Going up.

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2.3 SEMESTER C

2.3.1 LEARNING MODULE: TEAM LEADERSHIP - BASIC PRINCIPLES OF MOUNTAINING AND CLIMBING

☒ Summary of the learning unit

This learning unit includes an introduction to its concepts leadership of a group in the context of outdoor activities, its dynamics elements, animation and psychology elements in the leader-team diptych. also includes the basic principles of hiking, mountaineering and climbing as well and equipment deemed necessary for route planning, any form of movement and stay in the mountain plain and management problems, risks and crises.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Recognize the meaning and characteristics of the team.
- o Know the basic principles of leadership.
- o Know the basic principles that govern its activities
 - mountaineering, climbing and their differences, as well as the equipment of each.
- o Recognize the state of emergency in the mountain environment.
- o They know a basic theory of objective risks in the mountains
 - environment (eg avalanches, rockfalls, water obstacles, extreme weather events, dangerous flora and fauna, anthropogenic hazards).
- o They know the basic climbing theory (eg basic rules
 - safety, ropes and knots, climbing equipment, fuses and anchors, basic vertical field movements, use obstacles for overcoming obstacles (principles of artificial climbing, movement on a fixed wire rope, scales, etc.), parallel rope movement, rappelling descents, etc.).

Ασ Keywords - Key concepts

- o Leader - Team
- o Hiking - Mountaineering - Climbing
- o Objective - Subjective dangers in the mountains
- o Movement - Rope insurance
- o Rappel

. Distribution into learning subsections

TEAM LEADERSHIP - PRINCIPLES OF CLIMBING AND CLIMBING	
Titles of learning subsections	
1	Dangers in the mountains (steep slopes and vertical field, stone falls, waterfalls obstacles, snow-ice, avalanches, extreme weather, dangerous flora and fauna, anthropogenic hazards) and treatment - Safety against moving and staying in an organized or unorganized outdoor environment
2	Elements of insurance-anchoring engineering - Physics of fall - Falling factor - Developing forces and impacts
3	Learning to climb with a rope from above (top-rope) and locking.
4	Moving and learning to insure the leader and the second on routes single rope (sports and "traditional" type) and multiple ropes
5	Learning downhill techniques - rapel
6	Dry field movement - Mounting techniques and fixed movement techniques rope
7	Driving in the snow - Pole crampons - Drop in the snow - Driving techniques in frozen field
8	Show, ice and avalanche qualities
9	Simultaneous rope movement - Parallel movement with ropes
Total: 9	

Number of teaching hours of the learning unit per week
 Total teaching hours: 1 (Theory) and 4 (Laboratories)

☒ Suggested study sources

Ladies

1. Voutyropoulos, G. (2018). *Mountaineering: Introduction to hiking and climbing*, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). *The art of the mountain*, volume A, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). *The art of the mountain*, volume B', Maroussi: Going up.

2.3.2 LEARNING MODULE: MOUNTAIN GROUP LEADING TECHNIQUES - CAMP AND OUTDOOR OVERNIGHT

☒ Summary of the learning unit

This learning unit develops the concepts of leadership that taught in a previous section and focuses on the mountaineering group, as well as emergencies that the team may face in Mountain. In addition, this unit teaches outdoor overnight stays, h camp organization (tents) and the bivouac technique.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Know more about one 's leadership techniques mountaineering team.
- o Organize an overnight stay.
- o Organize a camp for the team.
 They know bivouac techniques (organized and urgent) overnight stay).

Ασ Keywords - Key concepts

- o Team - Leader
- o Psychology
- o Camping - Overnight
- o Equipment
- o Beauvoir

. Distribution into learning subsections

MOUNTAINING TEAM LEADING TECHNIQUES - CAMPING AND OUTDOOR OVERNIGHT	
Titles of learning subsections	
1	Tents
2	Camping equipment
3	Select space
4	Basic preparation interventions on site
5	Night's organization
6	Restoration of space after departure
7	Improvised accommodation
8	Organized bivouac without tent or lodging - Overnight stay of need - Beauvoir
Total: 8	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 4 (Laboratories)

☒ Suggested study sources

Ladies

1. Voutyropoulos, G. (2018). *Mountaineering: Introduction to hiking and climbing*, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). *The art of the mountain*, Volume A, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). *The art of the mountain*, Volume B, Maroussi: Going up.

Complementary

1. Camping technique cycle (scout manual)
http://www.sep.org.gr/admin/dsContent/UserData/97001/%CE%9A2.%CE%A6%CE%AC%CE%BA%CE%B5%CE%BB%CE%BF%CF%82%20new_links_V5.pdf

2.3.3 LEARNING UNIT: WINTER FIELD

☒ Summary of the learning unit

This learning unit specializes in the theory of movement (hiking - mountaineering - climbing) in the mountain plain, in winter (snowy, frozen, mixed) field. Learners will be taught to use what is necessary equipment, avalanche theory, and winter living (winter camping, overnight).

Δο Expected learning outcomes

- When they complete the learning module, the trainees will be able to:
- o Know the characteristics of the winter field (snow, ice, mixed).
 - o They know the necessary equipment for safe movement in winter field, as well as its use.
 - o They know the avalanche theory.
 - o They organize a winter camp in the field.

Ασ Keywords - Key concepts

- o Snow - Ice
- o Course - Skipping company
- o Mountaineering pickaxe - Crampon
- o Winter camp - Beauvoir
- o Avalanches

. Distribution into learning subsections

WINTER FIELD Titles of learning subsections	
1	Pathing in the snow, preparation and execution of the route (method 3x3)
2	Movement in the snow, techniques of climbing in a field of maximum slope 40° (climbing, rhythm, traverses, step opening, posture)
3	Snow qualities and avalanches - Snow assessment in the field (engraving and snow column section demonstration)
4	Use of piolet, crampons, parallel movement of rope company in the snow, with baudrier
	Self-insurance in the snow, falls, creating an anchor point (relay) and check this

6	Orientation in a foggy field and night course
7	Camping in the snow - Construction of snow-ice accommodation - Drilling snow hole in the field (no overnight)
8	First aid and transport of the injured (construction of a makeshift stretcher)
9	Organization of a winter camp
10	Using the Security Transceiver in Winter Field - Detection Techniques victim in an avalanche with a rod and a transceiver (theoretical demonstration)
Total: 10	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 5 (Laboratories)

☒ Suggested study sources

Ladies

1. Voutyropoulos, G. (2018). *Mountaineering: Introduction to hiking and climbing*, Athens: Ascent.
2. Voutyropoulos, G. and Belogiannis, Chr. (2010). *The art of the mountain*, Volume A, Maroussi: Going up.
3. Voutyropoulos, G. and Belogiannis, Chr. (2011). *The art of the mountain*, Volume B, Maroussi: Going up.

2.3.4 LEARNING MODULE: DOWN OF HIKING Gorges

☒ Summary of the learning unit

This learning unit deals with the subject of gorges and group movement within them. Learners will be taught, beyond the morphology of a gorge, the basic techniques for safe movement inside canyon.

Δο Expected learning outcomes

When they complete the learning module, the trainees will be able to:

- o Recognize the morphology of a gorge.
- o They know techniques of group movement in a gorge. Recognize and address the key risks within canyon.

Ασ Keywords - Key concepts

- o Gorge morphology
- o Dangers in a gorge
- o Group movement in a gorge

. Distribution into learning subsections

DOWN OF HIKING Gorges Titles of learning subsections	
1	Morphology of the gorges
2	Dangers in the gorges
4	Signals and signals
5	Personal equipment
6	Knowing to move in the gorge
7	Knowing the movements of water
Total: 7	

Number of teaching hours of the learning unit per week
Total teaching hours: 2 (Laboratories)

Suggested study sources

Ladies

1. Andreou, G. (2008). 50 Gorges of Central Greece, Private Edition.

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Complementary

1. Internet: SELAS (library)

<http://www.selas.org/index.php/canyoning.html?start=25>

2.3.5 LEARNING MODULE: MOUNTAIN RADIO COMMUNICATIONS - BASIC RESCUE PRINCIPLES - EMERGENCIES

Summary of the learning unit

This learning unit includes the teaching of history development, as well as key features of rescue in the mountain environment. In addition, the trainees will be taught basic principles radio communication.

Expected learning outcomes

- When they complete the learning module, the trainees will be able to:
- o They know the characteristics and the basic principles of the mountain rescue.
 - o They know basic principles of radio communication.
 - o They handle basic means of communication (wireless) for invocation means of rescuing a team member.

Keywords - Key concepts

- o Communication
- o Radio frequencies
- o Wireless
- o Rescue
- o Equipment - Means
- o Transponders

Distribution into learning subsections

RADIO COMMUNICATIONS IN THE MOUNTAIN - BASIC PRINCIPLES OF RESCUE - EMERGENCY STATUTES Learning subsection titles	
1	History of mountain rescue by wireless / radio communication in Greece
2	Radio-magnetic Waves (their meaning and propagation)
3	Use of wireless (Basic operating principles, proper use of wireless)
4	Mountain radio communication problems
5	Wireless terminology, use of phonetic alphabet
6	Transfer of risk slope - Transmission of clinical status information victim and weather conditions to competent services

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7	Use of the special radio network for the mountain rescue of ESA for transport Risk prevention - Operation of the special radio network covered by most of the mountains in Greece
8	Basic principles of transponder operation

9	Geographical distribution of transponders in the Greek mountain area - Ways their use
10	Significant communication problems in past rescue operations - What problems remain today
11	Mobile telephony in the mountains - Network coverage and its problems in Mountain - Privacy issues and process for locating a missing person - Statistical data of the specific procedures
12	Communication with Air Force (helicopters) - Problems and their treatment (radio frequency compatibility, eye contact)
13	Exercise on paper (mountain rescue in the mountains)
Total: 13	

☒ Number of teaching hours of the learning unit per week

Total teaching hours: 4 (Laboratories)

☒ Suggested study sources

Ladies

- Articles of the Hellenic Rescue Society
<http://www.eodathens.gr/index.php/useful/articles>

Complementary

- Tse, D. (2009). Basic principles of wireless communication, Athens: Key number.

2.4 SEMESTER D - TECHNICAL TRAINING IN THE FIELD

☒ Summary of the learning unit

This course takes place entirely in the mountain field, ie in real workplace of the specialty.

Δο Expected learning outcomes

- o Team leadership
- o Complete planning and execution of a route in the field
- o Climbing peaks and mountain crossings
- o Rescue exercise
- Organization and execution of multi-day activity with overnight in the field

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Ασ Keywords - Key concepts

- o Ascent - Crossing
- o Rescue
- o Overnight
- o Team

Δ. Distribution into learning subsections

Titles of learning subsections	
1	Organizing and escorting a group on a one-day climb or crossing mountain mass
2	Execution of rescue exercise in the field (various scenarios)
3	Organization and execution of a complete descent of a hiking gorge
4	Organization and escort of multi-day ascent or crossing with outdoors overnight

☒ Number of teaching hours of the semester

20 hours per week

☒ Suggested way of technical training in the field

Version A

Regulatory act No. D / 13151 (15) amending the driver applies training of the specialty "Mountain Escort" as defined in the Official Gazette 971 / τβ / 18/06/2007 The specific regulatory act defines the procedure by which it will

the trainees carry out the technical training. This technique training takes place in two cycles:

- a) Carrying out training visits of a total duration of 250 hours in mountainous locations. There will be 4 to 8 study visits-educational trips. The duration of these also depends on its distance destination by the educational unit. Training hours are calculated from the date of departure for the study visit and up to 8 hours for each day until the return date. Before each trip, 5-hour preparation and information of the trainees.
- b) Participation in activities of mountaineering clubs or specialized tourist offices with a total duration of 100 hours that can be carried out continuously or cumulatively. The total number of training hours calculated cumulatively.

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Version B

If the administration of the IEK in which the specialty operates is unable to apply of said version (a) as defined in the regulatory act, is proposed alternatively the implementation of the teaching project of the D semester as follows:

- a) Depending on the place of operation of IEK, it is selected as a place of exercise of activities of one of the following Greek mountains.
Examples include: Psiloritis, White Mountains, Taygetos, Chelmos, Ziria, Mainalo, Vardousia, Parnassos, Velouchi, Agrafa, Dirfi, Olympus, Tzoumerka, Tymfi, Smolikias, Vermio, Grammos, Falakro, Rodopi or anyone another Greek mountain range is suitable for the provided necessary training. They are selected by the instructor for the purpose of training in cognition summer and winter mountain objects. Activities should include overnight stays in an outdoor camp and / or camping site and / or mountain shelters. Note that up to no health protocol has been issued for their use and operation mountain shelters. These activities should be prepared by the trainees and be carried out under his supervision competent trainer (s). Particular emphasis should be placed on safety of the respective activity in winter or summer field.

Five 4-day excursions are recommended, which with their preparation will cover the educational duration of 280 hours per semester.

It is recommended that the implementation of the fourth semester be implemented in three (3) different mountain ranges suitable for training in conjunction with the place of operation of the relevant IEK.

3. Necessary and desirable equipment and teaching aids

1. Theoretical training

Necessary equipment and teaching aids

For the specific specialty and for the courses they include theoretical teaching, it is necessary to use a classroom with a large blackboard, where the teacher will be able to list notes and figures.

Desired equipment and teaching aids

For the specific specialty and for the courses they include theoretical teaching, desired equipment should work complementary and ancillary to the teacher's notes. Specifically, any equipment that would help the teacher to extend to his notes but also the learners to receive more information about the item. Inside like a projector slides and photos, computer with connection to Internet, as well as a tape recorder with speakers and generally any medium that can

to reproduce audiovisual material related to the lesson (eg television and DVD) will add and increase the quality and understanding of teaching.

2. Laboratories

Necessary equipment and teaching aids

In this specialty of the Mountain Escort the role of the "laboratory" shoulder the natural field, which is or countryside, the mountain massif, the mountain. The field itself, due to its peculiarity, the season and the weather conditions, requires special equipment, individual and group, related to the ascent or the crossing, but also the safety and hygiene of the participants. Indicatively listed: special mountaineering clothing, crampons, piolet, tents, ropes, overnight equipment, route insurance equipment, etc. The student will must take care of the acquisition and good maintenance of his individual equipment. In the activities provided by the educational program in the field,

It is advisable to stay and / or spend the night in mountain shelters with electricity supply, so that during the evening stay to becomes a theoretical lesson in the practical matter of the day.

4. Educational methodology

In the context of educational meetings, participatory and / or is utilized experiential teaching. Having as a starting point the basic principles of education adults but also the connection of the initial vocational training with the real work environment, education has a dual point of reference: the active response to the learning needs of the specific each time group of trainees, focusing on the needs that arise in the work environment of the specific specialty. The instructor organizes and guides the educational act, resolves any

emerging problems, supports, feedback and empowers them trainees. Facilitates and enhances the learning process, in groups and in personal level. It is the mediator who connects them trainees with the world of work. Participatory and experiential education shapes a creative

learning environment and enhances trainer interaction and trainees. It offers the possibility to be perceived but also to utilize in the educational process the needs, the peculiarities, the capabilities, knowledge, skills and experiences of the specific team of trainees. It offers the possibility to become practical and realistic links to the actual work environment of the specific specialty. The interactive learning environment is supported by the use of shorthand

enriched presentations and the frequent implementation of participatory teachers techniques and tools. Indicatively we mention that the strengthening of their participation trainees is actively assisted by utilizing simple techniques, such as

brainstorming, questions-answers or discussion, individual and / or group application or problem solving exercises, simulation, h teamwork, case studies. The educational activities that utilize the above or similar educational techniques draw the topics them from the topics of each learning unit and the relevant issues related to the actual work environment. Training in specific - individual and / or group - activities

in the classroom and workshops prepares trainees for their participation in the internship / apprenticeship. Its gradual specialization knowledge, the development of specific skills / abilities, and the cultivating appropriate attitudes and behaviors in matters that concern employment in the specialty prepare the specific each time group of trainees for the next steps. The training program

combines the acquisition of theoretical knowledge with the development of necessary practical skills for the effective exercise of the profession. In a similar direction, in the context of the practical application of the specialty

it is also possible to develop interdisciplinary programs / projects activities ("project"), with modern application of different learning sections and topics. Specific activities can grow to a greater or lesser extent over time and to include, as an indication, visits to workplaces and facilities meetings with experienced professionals or specialists of the specific productive sector and sector, implementation of group work by combining different learning modules and under guidance group of trainers or even setting up target groups of trainees mutual practice, study and mutual teaching. All of the above activities can also be used autonomously - that is, independently of the implementation of a more comprehensive project.

5. Exam instructions

The exams assess the knowledge, skills and abilities acquired by trainees per learning unit (course), during each semester training and at the end of it. They are conducted in accordance with the provisions of the articles 18-21 of the Rules of Operation of IEK (Government Gazette 1807 / 2.7.2014) and based on the Specialty Training Guide. In any case, they include:

1. the examination of progress,
2. the final examination and / or
3. the evaluation of participation in group and individual tasks, which can replace examination up to 40% of their number total courses of each semester.

In particular, the aforementioned three (3) forms of examinations are analyzed immediately below.

5.1 Progress exams

- o In all courses of each semester training takes place at least one course progress test, before completing it 70% of the training hours of the semester, with examined topics that are defined by the instructor and graded by him.
- o Participation in the progress test is mandatory for all trainees. In case of absence of a trainee from an examination progress for proven reasons of force majeure or serious illness, the IEK administration decides on its examination trainee during the next teaching or in time and place designated for this purpose in collaboration with the trainer.
- o The trainees receive knowledge of their grade at its own risk administration of IEK, which also takes care of the management of contingencies disagreements.

5.2 Final examinations

- o At the end of each semester, the final exams are held course.
- o The way they are conducted for each lesson is determined by the Guide Training.
- o The topics of the final exams are defined by the instructor and are rated by him.
- o The duration of each final exam is two (2) hours, except laboratories or if otherwise specified in the Training Guide.
- o Trainee who is absent from a final course examination for reasons force majeure or serious illness proved by a competent person Public Body may after the submission of relevant supporting documents and decision of the IEK administration to examine the current examination period, in accordance with the provisions of the Rules of Operation of IEK.

5.3 Evaluation of participation in group and individual tasks

- o The topics of the assignments are defined by the instructor.
- o Tasks can be individual or group.
- o Instructions on the subject matter of the work are provided in the Guide Training of the course and / or by the instructor.

6. Instructions for certification exams

The graduates of IEK who successfully completed their training and obtained the "Certificate of Vocational Training" participate in initial vocational training certification examinations conducted by EOPPEP according to the provisions of No. 2944/2014 K.Y.A. "System

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Certification of Initial Vocational Training of the graduates of the Institutes Vocational Training (IEK) "(Government Gazette B1098 / 2014), as in each case, the which was issued by authorization of article 25 of Law 4186/2013. The Certification of the Initial Vocational Training of IEK graduates

carried out by examinations in theoretical and practical part, which are carried out in national level. The exam topics are selected from the current ones Topics of Initial Vocational Training Certification Exams (Catalog Questions) of each specialty, which are based on the current guide studies and cover all its disciplines. During the test of the theoretical part, the examinees are evaluated if

possess and are able to use, in specific professional applications, the theoretical knowledge required to practice it profession. The examinees are asked to answer a number of questions referred to in the theoretical part of the subject each specialty and are part of the set of questions in Current Vocational Certification Exam Questions Training of each specialty. During the practical part test, the professional ones are evaluated

abilities and skills of the examinee. Candidates are considered selected by the examiners from a list of practice targeting skills and abilities, which are included in the current Topics Initial Vocational Training Certification Examinations of the examinee specialty. Candidates are examined in laboratories or workshops spaces according to the requirements of the respective specialty examined. Right to obtain a Vocational Education Diploma and

Training level 5 of the National Qualifications Framework, in their specialty, who have successfully completed both parts of the examination are entitled. Examinees who failed can retake the Exams

Initial Vocational Training Certification without restriction, anytime these are carried out in accordance with the provisions of No. 2944/2014 JMC (Government Gazette B1098 / 2014), which regulates all issues for the certification of IEK graduates.

7. Health and safety during training

To protect trainees, both within the room teaching and laboratory facilities at IEK as well as in the context of companies for the implementation of the internship / apprenticeship, all are observed the provisions laid down for health and safety rules in specialty and profession but also more broadly as provided in particular by:

- ☒ The code of laws for the health and safety of the employees (see N. 3850/2010) as in force.
- Ξετς The provisions of the building regulation (see 3046/304/89-Government Gazette 59 / D / 3-02-89) as in force.
- ☒ The regulation of the operation of the laboratory centers (Government Gazette 1318 B ' / 2015).

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- ☒ The no. 2 of JM No. 139931 / K1 "Internship or Apprenticeship of trained IEK "(Government Gazette 1953 B"/ 2015).
- ☒ The document No. / K1 / 146931/18/09/2015 of the GGDVMNG on "Internship of trainees of Vocational Training Institutes (IEK) ".
- ☒ The par. 8 of no. 17 of Law 4186/2013 "Restructuring of Secondary Education and other provisions "(Government Gazette 193 A) as apply.

Below are the basic rules of hygiene and safety, as well as the relevant necessary equipment for the conditions of practice of the specialty:

7.1 Basic health and safety rules

For the courses that take place outside the halls of IEK:

- ☒ Complete individual and group pharmacy.
- . Observance of all special protocols and instructions that are announced through Government Gazette at regular intervals for the SARS-CoV-2 virus causes COVID-19 disease.
- . Ensuring continuous communication / information on the frequency 146,500 VHF of the mountaineering rescue team, during the technique training.

7.2 Basic equipment

The minimum basic personal equipment required and recommended includes the following:

1. Mountaineering backpack
2. Lightweight and flexible boots
3. Woolen or synthetic socks (and spare pair)
4. Headlamp (with spare batteries)
5. Cotton pants (light)
6. Windproof, gloves
7. Hat, sunglasses
8. Spare clothes
9. Hermit crab, dry food
10. Aluminum blanket or bivouac bag
11. Compass, whistle, knife
12. Match or lighter
13. Private pharmacy

In case of winter excursion, the basic equipment is the same only clothes and boots should be suitable for winter field.

14. Winter boots

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15. Thick woolen socks and spare pair
16. Waterproof gaiters
17. Thermal underwear
18. Winter pants, fleece or sweater
19. Waterproof and windproof jacket
20. Woolen hat
21. Waterproof gloves
22. Piole and crampons

In case of overnight stay, there should also be:

23. Sleeping bag and substrate (charisma)
24. Tent

8. Qualifications of trainers

The instructors of the study programs of the Vocational Institutes Training have the necessary scientific and professional composition experience required for teaching each educational module. The minimum required qualifications of instructors / three per learning unit are the following:

MOUNTAIN SETTLEMENTS

Level of studies of an instructor according to the National Qualifications Framework:

Higher Education Degree AEI / TEI (Level 6) specializing in the subject natural mountainous geography of Greece.

Title of the learning unit: TOURISM - LEGAL ISSUES

Level of studies of an instructor according to the National Qualifications Framework:

Higher Education Degree AEI / TEI (Level 6) specializing in the subject tourism and the legal framework governing tourism.

Course title: TEAM LEADERSHIP - BASIC PRINCIPLES OF MOUNTAINING AND CLIMBING

Level of studies of an instructor according to the National Qualifications Framework:

Graduates of TEFAA (specialty Outdoor Leisure Activities) or graduates School of Mountain Escorts with VEK - Certificate of vocational training or International Guide-Mountain Leader or graduate of general training schools Sports Secretariat or certified EMAK team member or expert with at least 5 years of experience proven in any suitable way.

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Title of the learning unit: TOPOGRAPHY - ORIENTATION - METEOROLOGY

Level of studies of an instructor according to the National Qualifications Framework:

Graduates of TEFAA (specialty Outdoor Leisure Activities) or graduates School of Mountain Escorts with VEK - Certificate of vocational training or International Guide-Mountain Leader or graduate of general training schools Sports Secretariat or certified EMAK team member or expert with at least 5 years of experience proven in any suitable way.

Course title: ANATOMY - PHYSIOLOGY - NUTRITION

Level of studies of an instructor according to the National Qualifications Framework:

Higher Education Degree AEI / TEI (Level 6) specializing in the subject medicine, nursing, with knowledge of nutrition or TEFAA graduates (specialty Outdoor Recreational Activities).

Course title: MOUNTAINING GROUP LEADERSHIP TECHNIQUES - CAMP AND OUTDOOR OVERNIGHT

Level of studies of an instructor according to the National Qualifications Framework:

Graduates of TEFAA (specialty Outdoor Leisure Activities) or graduates Mountain Escort Schools with VEK - Certificate of Vocational Training or International Guide-Mountain Leader or graduate of general training schools Sports Secretariat or certified EMAK team member or expert with at least 5 years of experience proven in any suitable way.

Learning module title: FIRST AID

Level of studies of an instructor according to the National Qualifications Framework:

Higher Education Degree AEI / TEI (Level 6) specializing in the subject medical, nursing or trainer of relevant bodies (eg Red Cross, EKAB) or certified rescuer.

Title of the learning unit: WINTER FIELD

Level of studies of an instructor according to the National Qualifications Framework:

Graduates of TEFAA (specialty Outdoor Leisure Activities) or graduates School of Mountain Escorts with VEK - Certificate of vocational training or International Guide-Mountain Leader or graduate of general training schools Sports Secretariat or certified EMAK team member or expert with

at least 5 years of experience proven in any suitable way.

Title of the learning unit: DOWN OF HIKING Gorges

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Level of studies of an instructor according to the National Qualifications Framework:

Graduates of TEFAA (specialty Outdoor Leisure Activities) or graduates
School of Mountain Escorts with VEK - Certificate of vocational training or International
Guide-Mountain Leader or graduate of general training schools
Sports Secretariat or certified EMAK team member or expert with
at least 5 years of experience proven in any suitable way.

Title of the learning module: RADIO COMMUNICATIONS - BASIC PRINCIPLES OF RESCUE - EMERGENCIES

Level of studies of an instructor according to the National Qualifications Framework:

Graduates of Mountain Escort Schools with VEK - Certificate of vocational training
or International Guide-Mountain Leader or graduate of general training instructors
Sports Secretariat or certified EMAK team member or expert with
at least 5 years of experience proven in any suitable way.

Title of the learning unit: PRACTICAL TRAINING IN THE FIELD

Level of studies of an instructor according to the National Qualifications Framework:

Graduates of TEFAA (specialty Outdoor Leisure Activities) or graduates
School of Mountain Escorts with VEK - Certificate of vocational training or International
Guide-Mountain Leader or graduate of general training schools
Sports Secretariat or certified EMAK team member or expert with
at least 5 years of experience proven in any suitable way.

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PRACTICE SPECIFICATIONS

EXERCISE AND LEARNING

The institutional framework for internships / apprenticeships is about to be modified after the enactment of law 4763/20

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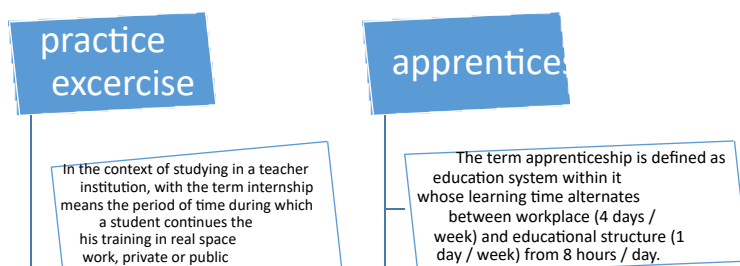
1. The institution of internship / apprenticeship

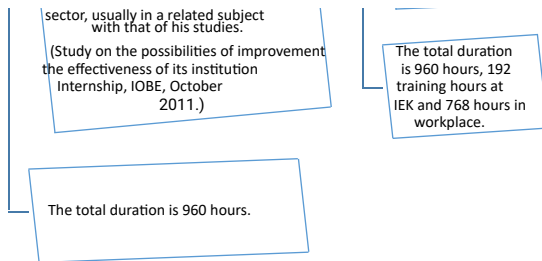
Internship or apprenticeship is inextricably linked to theoretical training, since during it the trainee or the apprentice recalls it theoretical and laboratory knowledge to apply it in practice and to cope with the tasks assigned to it. He is called to take over specific tasks and solve practical problems that arise, under the supervision of the instructor. Thus, the institution of practice practice / apprenticeship aims to develop professional skills / skills related to the specialty, in strengthening contact with workplace and prepare trainees for productive process, through the acquisition of experiences particularly useful for the subsequent their professional course. More specifically, the internship or apprenticeship is mandatory for them

trainees of Vocational Training Institutes (IEK) and is considered Prerequisite for obtaining a Certificate of Professionalism

Training (article 23 of Law 4186/2013 for the "Restructuring of Secondary Education and other provisions "). There are some between internships and apprenticeships

differences, which are reflected in the figure below.

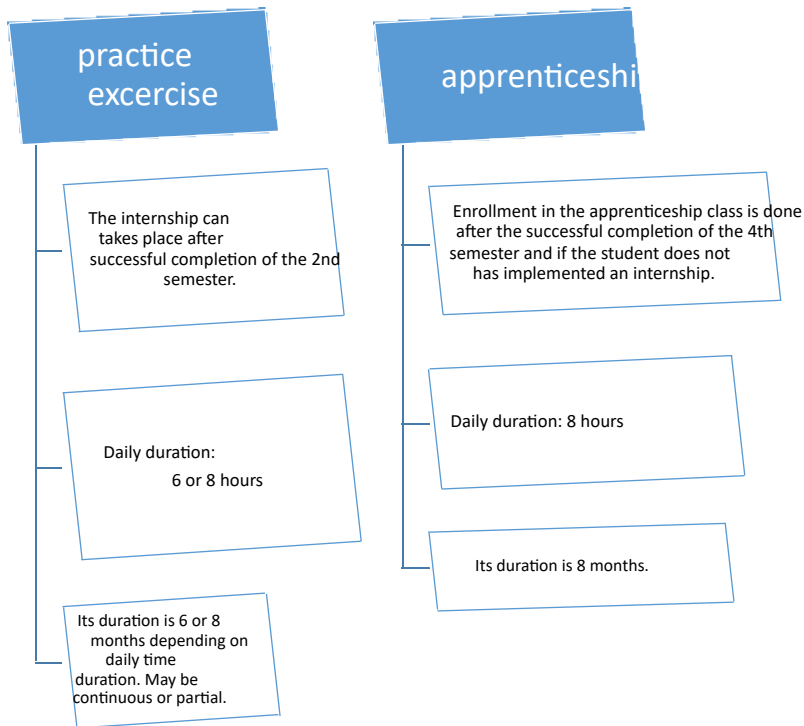




For the distinction between apprenticeship and internship it is pointed out that in if the exercise is done in its entirety in the workplace, then it is an internship, while in the case that the exercise is shared between one educational day at IEK and four days at the site work is apprenticeship.

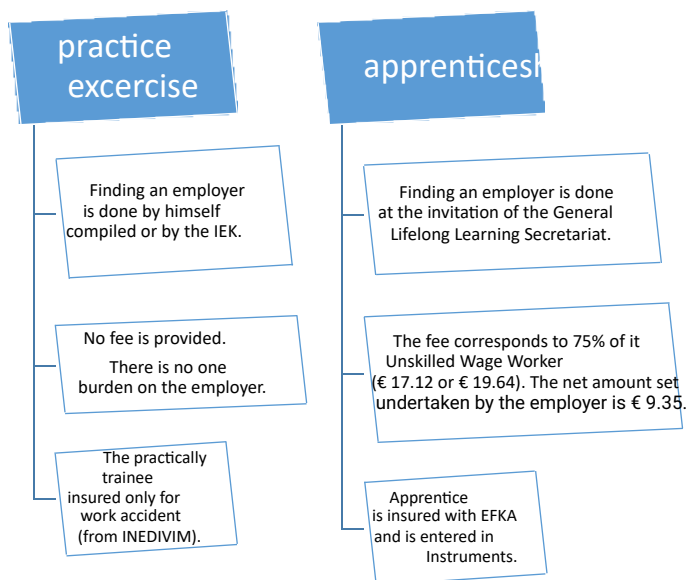
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as regards the half-year of implementation, the daily duration and duration in months.



In case the teaching of some of his hours does not take place apprenticeship program at IEK for any reason, teaching hours are replenished until the end of its total duration "Apprenticeship Program at IEK". In addition, the differences between internships and apprenticeships concern him

way of finding an employer for the implementation of internship or apprenticeship, the remuneration and insurance of the trainee.



responsibilities of the internship and apprenticeship system.

More specifically, supervision, coordination, quality assurance and

Internship evaluation is carried out by the Coordinator

Internship, which is appointed under the responsibility of the Director of IEK. THE

PA Coordinator and / or Internship Supervisor (as a matter of priority

specialty with the specialty of the trainees, if any) is competent

to monitor the presence of the trainee, to ensure it

the quality of the trainee's work environment, its on-the-spot control

company and the keeping of an individual internship file with the relevant

monthly progress reports. Finally, a key factor in the internship

is also the Head / Trainer of the company or service for

trainee monitoring. As for Apprenticeship, the educational structure - in collaboration and agreement with

employers - is responsible for assigning apprentices, based on

their profiles, with the apprenticeships offered. At the same time, in the Centers

Employment Promotion (KPA2) of OAED, Support Groups are established

Apprentices who are responsible for the overall management / coordination of

actions to identify and support apprenticeships

placement according to the assignment of apprentices to positions

apprenticeship. Finally, the employer who participates in an apprenticeship program must

to appoint a responsible Instructor in the workplace, who must have

the necessary formal qualifications and professional rights for the profession

that trains.

62 Some differences are also found in terms of roles and

2. Instructions for the trainee / apprentice

2.1 Conditions for enrollment in the internship program practice / apprenticeship

As mentioned above, the internship / apprenticeship is mandatory for

students of Vocational Training Institutes and is considered

Prerequisite for obtaining a Vocational Training Certificate. To start the Internship, students must have

complete the 2nd semester of study at IEK. To start the apprenticeship,

respectively in the 4th semester of their study. In this case, they can now

be placed in a position of practice or apprenticeship of their specialty. However, IEK students who have completed at least 120

salaries in the specialty in which they enroll are exempt - provided that

wish - from the obligation to attend the semester of internship, with

responsible statement of article 8 of Law 1599/1986. In this case, their

the Vocational Training Certificate is awarded upon completion of

four semesters of theoretical and laboratory training. For

IEK students who have completed at least 40 salaries in

specialty in which they enroll, they are counted in its time internship or apprenticeship - if they wish - with a responsible statement article 8 of Law 1599/1986 [article 47, par. 3 of Law 4264/2014 (A 118)]. In cases of exemption from internship or counting

salaries in the total time required for its completion, o
trainee submits to the IEK in which he studies the following supporting documents:

- 1) Responsible Statement (either for exemption from the internship due relevant to the job training specialty 120 or and more wages or to count 40 or more wages training related to the training specialty in its total time internships).
- 2) Employer certificate certifying:
 - I. the employment relationship,
 - II. the duration of employment,
 - III. the total number of working days,
 - IV. the specialty and
 - V. the object or objects of employment of the employee.
- 3) Certificate of insurance body in which the employer is listed, the total of the declared working days and the relevant specialty employee.
- 4) Employment contract (optional).
- 5) E3 Uniform Form of Recruitment Announcement at OAED - by Ergani (optionally).

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2.2 Rights and obligations of the minutes trainee / apprentice

A basic condition for the successful implementation of an internship program Practice or Apprenticeship is the knowledge and application of rights and **obligations of each member involved. The following are indicative** some rights and obligations of trainees / apprentices.

☒ **Rights of trainees**

1. Partial or continuous implementation of the internship.
2. Provision of 1% insurance for an accident at work.
3. Right to terminate an internship based on documentation and related statement to the IEK of supervision.
4. Change of employer, if there is a substantiated serious reason.
5. Interns should not be employed on Sundays and public holidays.

. **Obligations of trainees**

1. Keeping an internship schedule.
2. Submission to the IEK of the necessary supporting documents, before beginning and after the end of the internship but also in case its cessation.
3. Keeping an internship book, which is available from IEK and at which is indicated by the trainee per week the tasks with which he dealt with, as well as a brief description of the tasks assigned to him in the workplace.
4. Information in case of absence of the trainee of the company and of IEK supervision. In case of continuous absence beyond 15 working days without information, the Director of IEK may with act of interrupting the internship.
5. Submission of the internship book after its completion - supplemented by weekly reports, time and subject of employment, the days of absence and their performance trainees.

The following is an indication of some of the rights and **obligations of apprentices.**

☒ **Rights of apprentices**

1. Remuneration of 75% of the minimum wage of the unskilled worker.
2. Insurance provision in EFKA.

3. Application of the provisions of articles 657-658 of the Civil Code on cases of absence due to illness.
4. Information with responsibility of the educational structures regarding the professional ones their rights.

1 Detailed information can be found in the circular of the Ministry of Culture, Of Education and Religions with the Subject: "PRACTICAL EXERCISE OF TRAINERS INSTITUTIONS OF VOCATIONAL TRAINING (IEK) ", No. prot. : / K1 / 146931, 18/09/2015.

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5. Informing the Director or the Responsible Instructor of IEK for the non compliance with the terms of the Convention and labor law.

. Obligations / Code of Conduct for the apprentice in the field work

1. Observance of apprenticeship schedule.
2. Execution of the tasks assigned to them by the trainers, in accordance with the provisions of the apprenticeship curriculum.
3. Complete the learning diary on a daily basis.
4. Observance of hygiene and safety rules, as they are provided by the employer and the relevant legislation.
5. Appearance compatible with the workplace.
6. Respect for the employer's movable and immovable property.
7. Harmonious cooperation with the executives of the employer.
8. Avoid creating problems for his clients or partners employer.
9. Timely information of the heads of the educational structure, in case a problem arises in its cooperation with the employer.
10. Participation in the apprenticeship evaluation process.
11. Justified absence of the apprentice during apprenticeship from the workplace, only under normal leave entitled or in case of illness.

2.3 Internship / apprenticeship implementing bodies

The "Workplace training program - Apprenticeship in workplace space "and the internship takes place in public bodies to a natural or legal person governed by private law or an undertaking, 2 in subjects corresponding to the specialty of the trainee. As for apprenticeships, public bodies and the determination of the number

of apprentices and students of Vocational Education structures and Training (EPAL - Post-Secondary Year - Apprenticeship and IEK) which may apprentice to public sector bodies are decided by a relevant ministerial decision each school year, which is published in a relevant Government Gazette

carry out internships or apprenticeships with providers that related to outdoor, mountain tourism activities sporty character in positions that assist the work of the professional escort acting on behalf of the working body.

2 Excludes temporary employment agencies, nightclubs, providers cleaning and security, gambling agencies, and any business in which the control of education by the competent body is not possible.

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2.4 Initiation and implementation of internship / apprenticeship

Any trainee who wishes to do an internship

submits an application-statement to the IEK in which he studies, with which he declares the service or company that has accepted him for an internship.

At the same time, he submits a certificate with which the employer confirms that

accepts the trainee for an internship lasting 960 hours, he states clearly the beginning and end of the internship period, describes the object of work of the company and the object of its employment as well as that he accepts the supervision of the internship project exercise. The Director of IEK approves the start and the program internship of the trainee, if in his judgment he finds that the trainee will be engaged in matters of his specialty. In addition, the Manager takes into account that the company has the necessary features for the smooth conduct of the internship. The internship takes place mainly in the wider area

geographical area of the seat of the IEK student. It can also take place in remote areas, especially for specialties related to its field tourism, provided that the conditions for monitoring are documented and supervision and the relevant provisions. Also, the trainee can change employer, if present

documented very serious reason. The trainees of the public IEK submit an electronic application as

candidates for participation in the IEK where an apprenticeship program takes place in their specialty, following a relevant public invitation of GGEEK and DBM. The maximum number of apprentices per employer depends on the n

employees, as presented in the annual staff statement to the labor inspectorate. The placement of apprentices in the institutions that offer the positions

apprenticeship is done under the responsibility of the Director of DIEK in which he will operate Apprenticeship Department.

3. The role of the trainer of the training program in workplace - Apprenticeship in the workplace

The employer of the company participating in an Apprenticeship Program defines one experienced executive as a "workplace trainer". He takes over effective implementation of educational activities in the field monitoring the trainee's progress and feedback of the responsible instructor to the educational structure through him whose apprentice participates in the Program (JM No. 26385, Framework Apprenticeship Quality, Issue B '491 / 20.02.2017). More specifically, the trainer is the connecting person of her employer

business with the educational structure (IEK) and, consequently, has a continuous cooperation with it. In addition, its role is to provide advice, information or guidance, as a person with useful experience,

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skills and specialization, which supports personal and professional apprentice development. Important obligation of the trainer - for the purpose of quality monitoring

of apprenticeship; is the collaboration with the apprentice to complete it learning diary on a weekly basis.

4. Instructions for the employer offering an internship / apprenticeship

Employers participating in the Internship / Apprenticeship Program must meet certain conditions in order to ensure it quality of apprenticeship and the facilitation of educational work. Indicatively the following are mentioned:

- ☑ Providing perfect conditions for on-the-job training, mood appropriate means and equipment, appointment of a responsible trainer for the trainees.
- . Observance of hygiene and safety conditions of employees and provision of all the necessary personal means of protection during education.
- ☑ Informing the apprentice about the activities, objects and areas of work and its smooth integration into the working environment.
- . Contribution to the acquisition of personal skills and shaping work culture to the apprentice.
- ☑ Compliance with the terms of the Apprenticeship Agreement and the terms set are listed in the learning agreement.
- Πωση Completion of the special form E3.5. - announcement of Internship,

5. Detailed IEK apprenticeship program

As described in Chapter D.1., The "Apprenticeship Program IEK" - comprehensive 960 hours - consists of two parts: 1) The "Apprenticeship Program in IEK" which includes 192 hours of training and 2) the "Apprenticeship Program at work" lasting 768 hours. Within the framework of the IEK Apprenticeship Program, the upgrade of

knowledge, professional skills and abilities of IEK graduates with result in their smooth transition from the training room to the site even under real working conditions. In the context of this transition and smooth integration, apprentices are invited to cultivate professional skills related to the specialty and not exhausted in the training room, but also horizontal skills that enhance their professional behavior and cultivate it

³ Regarding the obligations of employers and the conditions of participation, see Frame Apprenticeship Quality (Government Gazette 491B / 20-2-2017).

environmental but also business culture. Thus, the apprenticeship class is a preparatory stage in which the general ones are upgraded and special knowledge, important professional processes take place orientation and facilitates the professional development of the individual. In this direction the "Apprenticeship Program at IEK" for the specialty

"MOUNTAIN SESSION" includes the following learning modules:

Table: Detailed curriculum of IEK apprenticeship

A / A learning section	Title of learning unit
1 Professional	environment / profession ethics
2 Communication	skills / conflict management
3 Health and safety	at work
4 Sustainable	development and environmental protection
5 Basic principles	of business operation
Safe escort, drive	and overnight in summer mountain field
Safe escort, drive	and overnight in winter mountain field
8 Group escort	in hiking gorges
9 Relay manufacturing	process and procedures head lock and top rope for climbing recreation
10 Navigation,	orientation and weather forecast
11 Organization	and escort of a group for several days activity in a mountainous field
12 Flexible apprenticeship	support area work
13 Program Preparatory	Zone

The emphasis given to each learning unit depends on the specifics apprenticeships's educational needs as they are shaped each week of the apprenticeship program aimed at assisting her their professional development. More specifically, learning modules 1-5 relate to horizontal skills and

there are quotes in the curriculum of all specialties, taking into account the reasonable time it will take for adaptation of apprentices to the work environment. At the same time, the horizontal themes act as an adjunct to their adaptation apprentices, as related to professional conduct and ethics, health and safety at work, social skills,

such as communication skills and conflict management, while at the same time promote sustainable development and cultivate business culture. These are, therefore, skills that concern the human resources of all of the specialties and are in line with the basic principles of the modern productive development model. **Learning modules 6-10, concerning the specialty "SESSION**

MOUNTAIN ", operate in addition to the learning programs in the area work and in this way the IEK trainer becomes valuable assistant in the work of the business trainer. These learning modules created on the basis of existing or related professional profiles and curricula in conjunction with their theme bank certification exams, covering the scope of the subject / specialty. The flexible apprenticeship support area in the workplace runs through

horizontally all learning modules and is a key structural element apprenticeship, as it directly links training with real work environment and consequently the work of the trainer in the workplace with **work of the IEK instructor. So every week within the flexible zone** apprenticeship support in the workplace workplace learning program which has just preceded, so that the IEK instructor to investigate the needs of graduates, to solve problems and questions that arose, to support the apprentices in possible difficulties, to connect empirical learning with theory, to introduces new elements / knowledge related to the specialty or specialize further elements of the proposed learning modules. Finally, in the context of the holistic assistance of the apprentices for

their integration into working life during the implementation of the "Program Apprenticeship IEK ", one is provided in the study program **preparatory zone for the initial certification exam** vocational training conducted by EOPPEP. In this way the best preparation of the apprentices for the participation is achieved examinations, while at the same time taking care that all educational procedures carried out during the year apprenticeships to be in direct connection and collaboration with the framework and the certification procedures.

6. Instructions for the employer who offers an internship position for the specialty "Mountain escort"

The internship of this specialty should be carried out with student participation in specialized travel agencies-providers outdoor sports-tourism activities. It should be emphasized that in the Greek legal order no

establishment and operation of specialized tourist offices. Many providers such services are natural persons who are advertised through social media to attract relevant customers. The second area for the internship is mountaineering-

excursion clubs whose statutes have been recognized by a court decision. Provided that their statutes allow it, the

IEK students to participate in the organization and implementation of excursions provided that they become members of these unions, by check of Law 393/76 no. 9.

LEARNING CALENDAR - STUDENT CLASS IEK

A) APPLICANT DETAILS

Full name:	
Date of birth:	
Place of birth:	
Residence: (street, number, postal code, area)	

SECTOR:	
SPECIALTY:	
START OF APPLICATION:	
END OF APPLICATION:	

B) NAME OF THE INSTRUCTOR / THREE IN THE WORKPLACE

--

C) EMPLOYER / THREE DETAILS

NAME:			
Street:		Number:	
Area:		T.K.	
VAT NUMBER:			

Phone:		E-mail:	
--------	--	---------	--

Responsible employer:	
<p>.....</p> <p>SIGNATURE STAMP</p>	

LEARNING CALENDAR						
WORK METHOD	OF PERFORMANCE OF WORK					
Routing ascent or mountain crossing volume	OBSERVATION OF WORK		PARTICIPATION IN A PERFORMANCE TEST OF WORK		AUTONOMOUS EXECUTION OF WORK FROM THE APPLIED	
	DATE... /... / DATE... /... /		DATE... /... /			
	SIGNATURE TRAINER / HZ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HZ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HZ	SIGNATURE TRAINER / THREE
Job evaluation						
<i>Excellent execution of the work without the need for guidance</i>		<input type="checkbox"/>		<input type="checkbox"/>		
<i>Adequate execution of the work with minor errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		
<i>Perform work with significant errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		

Evaluation documentation - Instructor remarks						
Organization one-day activity mountain hiking	OBSERVATION OF WORK		PARTICIPATION IN A PERFORMANCE TEST OF WORK		AUTONOMOUS EXECUTION OF WORK FROM THE APPLIED	
	DATE... /... / DATE... /... /		DATE... /... /			
	SIGNATURE TRAINER / HŽ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HŽ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HŽ	SIGNATURE TRAINER / THREE
Job evaluation						
Excellent execution of the work without the need for guidance						
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Adequate execution of the work with minor errors / omissions					
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Perform work with significant errors / omissions					
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Evaluation documentation - Instructor remarks						
WORK METHOD OF PERFORMANCE OF WORK						
Organization and crossing hiking gorge	OBSERVATION OF WORK		PARTICIPATION IN A PERFORMANCE TEST OF WORK		AUTONOMOUS EXECUTION OF WORK FROM THE APPLIED	
	DATE... /... / DATE... /... /		DATE... /... /			
	SIGNATURE TRAINER / HŽ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HŽ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HŽ	SIGNATURE TRAINER / THREE
Job evaluation						
Excellent execution of the work without the need for guidance						
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Adequate execution of the work with minor errors / omissions						
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Perform work with significant errors / omissions						
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Evaluation documentation - Instructor remarks						
Organization and outdoor performance camping	OBSERVATION OF WORK		PARTICIPATION IN A PERFORMANCE TEST OF WORK		AUTONOMOUS EXECUTION OF WORK FROM THE APPLIED	
	DATE... /... / DATE... /... /		DATE... /... /			

	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE
Job evaluation						
<i>Excellent execution of the work without the need for guidance</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Adequate execution of the work with minor errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Perform work with significant errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Evaluation documentation - Instructor remarks						
WORK WORK						
Execution of exercise rescue	Execution of rescue exercise		Execution of rescue exercise		Execution of exercise rescue	
Job evaluation						
<i>Excellent execution of the work without the need for guidance</i>	<i>Excellent execution of work without need guidance</i>	<i>Excellent execution of work without need guidance</i>	<i>Excellent execution of work without need guidance</i>	<i>Excellent execution of work without need for guidance</i>		
<i>Adequate execution of the work with minor errors / omissions</i>	<i>Adequate execution of work with minor errors / omissions</i>	<i>Adequate execution of work with minor errors / omissions</i>	<i>Adequate execution of work with minor errors / omissions</i>	<i>Adequate execution of work with minor errors / omissions</i>		
<i>Perform work with significant errors omissions</i>	<i>Perform the work with significant errors / omissions</i>	<i>Perform the work with significant errors / omissions</i>	<i>Perform the work with significant errors / omissions</i>	<i>Perform the work with significant errors / omissions</i>		
Evaluation documentation - Instructor remarks						

WORK METHOD OF PERFORMANCE OF WORK						
Execution of exercise supply of raw materials assistance in the field	OBSERVATION OF WORK		PARTICIPATION IN A PERFORMANCE TEST OF WORK		AUTONOMOUS EXECUTION OF WORK FROM THE APPLIED	
	DATE... /... / DATE... /... / DATE... /... /					
	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE
Job evaluation						
<i>Excellent execution of the work without the need for guidance</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Adequate execution of the work with minor errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Perform work with significant errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Evaluation documentation - Instructor remarks						

WORK METHOD OF PERFORMANCE OF WORK						
Organization and winter execution ascent	OBSERVATION OF WORK		PARTICIPATION IN A PERFORMANCE TEST OF WORK		AUTONOMOUS EXECUTION OF WORK FROM THE APPLIED	
	DATE... /... / DATE... /... / DATE... /... /					
	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / HΣ	SIGNATURE TRAINER / THREE
Job evaluation						
<i>Excellent execution of the work without the need for guidance</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Adequate execution of the work with minor errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Perform work with significant errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Evaluation documentation - Instructor remarks						

WORK METHOD OF PERFORMANCE OF WORK			
Organization multi-day	OBSERVATION OF WORK	PARTICIPATION IN A PERFORMANCE TEST OF WORK	AUTONOMOUS EXECUTION OF WORK FROM THE APPLIED

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activity mountain hiking	DATE... /... / DATE... /... / DATE... /... /					
	SIGNATURE TRAINER / ΗΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / ΗΣ	SIGNATURE TRAINER / THREE	SIGNATURE TRAINER / ΗΣ	SIGNATURE TRAINER / THREE
Job evaluation						
<i>Excellent execution of the work without the need for guidance</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Adequate execution of the work with minor errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<i>Perform Work with significant errors / omissions</i>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Evaluation documentation - Instructor remarks						

Date / / H

The apprentice in the workplace

The trainer in the workplace

(Signature) (Signature)

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[CE%9A%CE%A9%CE%9D.pdf](http://www.nath.gr/Photos/%CE%95%CE%9A%CE%A0%CE%91%CE%99%CE%94%CE%95%CE%A5%CE%A3%CE%97_%CE%95%CE%9D%CE%97%CE%9B%CE%99%CE%9A%CE%A9%CE%9D.pdf)

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