

“A COMMON APPROACH FROM THE SPORT AND ACTIVE LEISURE SECTOR TO THE TOOLS OF WORKFORCE DEVELOPMENT AND WORKER MOBILITY”

Joint Conference Organised by EOSE Association and EQF-Sport Projects Supported by the Life Long Learning Programme of the European Commission

ROUND TABLES DISCUSSION

Questions and Topic

Below you will find the questions and topics for discussion during the round table sections of the conference. We would ask you to look through these questions in advance of the conference and come prepared to debate the questions posed. The majority of the questions are related to the guide which accompanied this document in the email containing your final papers.

Each table will have a moderator who is an expert on some or all of the topics under discussion and will also manage the time allowed for debate. At the end of a number of the round tables you will see that there are “Electronic Voting Questions” which will be posed to the whole conference and the results displayed on the screen. There will also be time for comment and questions during the sessions.

ROUND TABLE 1

“New European Sector Labour Market Classifications” as a common reference for activities and occupations in the Sport and Active Leisure Sector

1 - Do you feel generally comfortable with sector European statistical classifications developed through the EQF-Sport project: NEARS for Activities and NEORS for Occupations?

- a. Yes
- b. No

If No please explain

2 - Do you think NEARS and NEORS gives relevant description of the complex identity of the sector labour market?

- a. Yes
- b. No

If No please explain

3 - Do you agree with the above list of Sport activities¹ (main activities) which have been identified in EQF-Sport project, through a disaggregation of NACE Rev 2 four digit classes?

¹ An activity is defined as a productive economic activity characterised by an input of resources, a production process and an output of products (goods or services). It not draws distinctions according to the kind of ownership of a production unit or its type

CODE	SUBCLASSES DESIGNATION
85.51sp0	Sports and recreation education
93.11sp1	Operation of sports facilities (outdoor)
93.11sp2	Operation of sports facilities (indoor)
93.12sp1	Activities of professional sports clubs
93.12sp2	Activities of voluntary sports clubs
93.13sp0	Fitness facilities
93.19sp1	Outdoors activities in active leisure
93.19sp2	Activities of sport regulating bodies (leagues/federations)
93.19sp3	Activities of sport events promotion/production
93.19sp4	Activities of individual own-account athletes, referees/judges
93.19sp9	Other sports and recreational sports activities n.e.c.

- a. Yes
- b. No

If No please explain

4 - Do you agree with the list of 5 Sport Occupations² (main occupations) and respective description which have been identified in EQF-Sport project, through a disaggregation of ISCO-08 four digit unit groups?

CODE	SUBUNITS GROUPS DESIGNATION	DESCRIPTION
3421sp0	Athletes and sport players	<i>Perform, as a main activity, in sport events/competitions</i>
3422sp1	Sport coaches and Instructors	<i>Plan, develop, implement and evaluate coaching programmes and sessions meant to guide improvement of athletes/teams (performance-oriented sports participants at a competitive or a high performance stage) or sportspersons (participation-oriented sports participants, including children, adolescents and adults at a initiation stage or a ongoing/non-competitive stage) in a single sport and at identifiable stages of the athlete/sportsperson pathway.</i>
3422sp2	Sports Officials (referees, judges)	<i>Watch over for the observance of rules in sport competitions/events, controlling their course, registering the infractions, applying the penalties and making the necessary markings to assure the processing of these competitions/events inside the norms established by the sport organizations.</i>
3423sp1	Fitness instructors	<i>Plan, develop, implement and evaluate physical exercise programmes and sessions meant to enhance individual fitness levels and wellness and to prevent disease in the healthy adult population.</i>
3423sp2	Outdoors Animators, Instructors, Program leaders	<i>Plan, develop, implement and evaluate challenging outdoor activities meant to give positive opportunities to individuals/groups involvement in active leisure for enjoyment, learning or development experiences.</i>

of legal organisation or mode of operation, nor distinguishes between formal and informal or between legal and illegal production, nor differentiate between market and non-market activities.

² An occupation is defined as a set of jobs whose main tasks and duties are characterised by a high degree of similarity. A job is a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self employment.

a. Yes

b. No

If No please explain

5 - Is your organisation likely to use NEARS and NEORS developed through the EQF-Sport project?

a. Yes

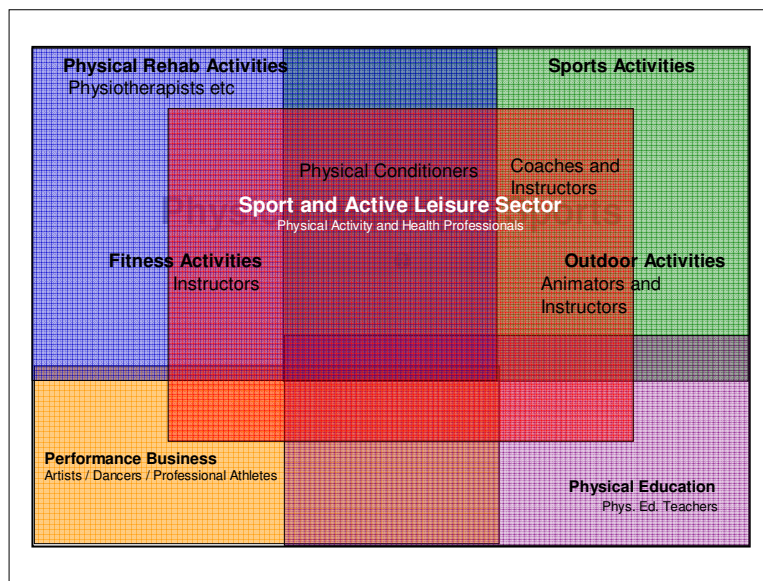
b. No

If yes, could you please indicate for which of the following purposes?

To collect statistic data that describes sport labour market with sufficient details	
To produce statistical description and analysis of the sport labour market	
To inform, using produced sport Labour Market Information, the content of training programmes	
To inform, using produced sport Labour Market Information, the content of policies decisions and implementation	
To facilitate statistic data comparison for the sport labour market at European level	
To serve as a model, in what concerns sport sector, for developing or revising national classifications (countries that develop in their national classifications finer structural and definition details, adding further levels of disaggregation)	
Other purpose (s) - Please describe	

6 – Do you agree with the proposed footprint of Sport and Active Leisure Sector and the areas of overlap?

Occupational Footprint and Overlap in Sport and Active Leisure Sector



a. Yes

b. No

If no what would you change?

7 – Do you agree that there should be an Industry/Occupational Map for each of the areas above? (See Page 9 of the Guide)

- a. Yes
- b. No

If no what would you put in its place?

ELECTRONIC VOTING

RT 1

Do you support the European Sector Classifications, developed through EQF-Sport project?

1. NEARS'08 (Activities)

- a. Yes
- b. No

2. NEORS'08 (Occupations)

- a. Yes
- b. No

3. Do you agree with the proposed footprint of Sport and Active Leisure Sector and the areas of overlap?

- a. Yes
- b. No

ROUND TABLE 2

From functional Mapping to sector Work Place Competence Frameworks identified as Learning Outcomes

1. - Please observe the Fitness and the Outdoor Functional Maps (on your table).

In general, do you think they fulfil the purpose of a Functional Map: description of the productive functions of an occupational area?

- a. Yes
- b. No

If No please explain

2.- Is your organisation likely to develop one of these for your own area of sport?

- a. Yes
- b. No

If No please explain

3 - Do you feel generally comfortable with a sector approach based on the concept of “competences / learning outcomes” for greater transparency, common understanding and flexibility?

- a. Yes
- b. No

If No please explain

4 - Do you feel generally comfortable with the sector common methodology based on functional analysis, developed through the EQF-Sport, for the definition of Sport and Active Leisure European Competence Framework?

- a. Yes
- b. No

If No please explain

5 - Do you think this common methodology can work across the various sport and active leisure sectors, allowing an integrated competence framework, written to a common format, with a common unit based format?

- a. Yes
- b. No

If No please explain

6 – In your opinion, is it possible to develop an integrated competence framework for the Sport and Active Leisure sector where overlapping competences could be transfer in a transparent and flexible way across occupations within the subsectors?

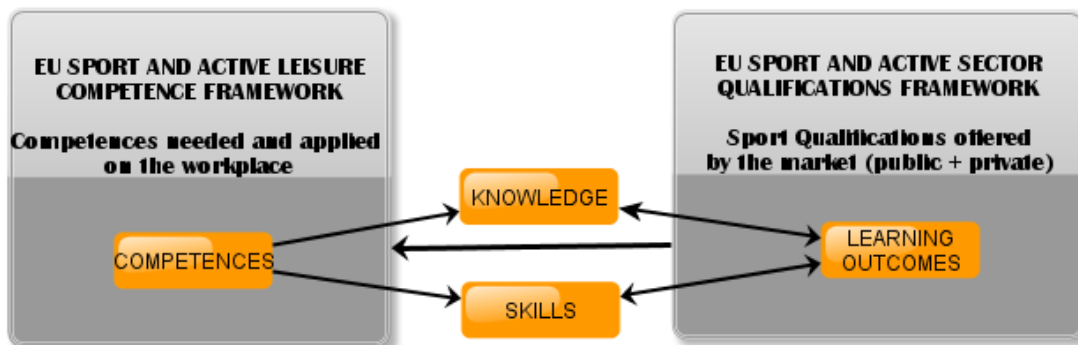
- a. Yes
- b. No

If No please explain

7 – After the development of an integrated competence framework for the Sport and Active Leisure sector, in your opinion, is it possible to go a step further and identify the corresponding Learning Outcomes framework (as address in the figure below)?

- a. Yes
- b. No

If No please explain



Addressing competence demand and qualification supply in Sport and Active Leisure sector:
Connecting learning outcomes to competences

ELECTRONIC VOTING

For RT 2

Do you support the common methodology, developed through the EQF-Sport, for a definition of Sport and Active Leisure European Competence Framework?

- a. Yes
- b. No

Do you support the development of an integrated competence framework for the Sport and Active Leisure sector allowing transparent and flexible transfer across subsectors?

- a. Yes
- b. No

ROUND TABLE 3 Covering Sections 8 – 12 of the Guide

Considering the example below

Performance requirements	Range	Skills ³	Knowledge ⁴	Evidence needed to demonstrate competence
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1.- Should the required knowledge be identified in support of each individual competence or presented in a separate document and mapped across to the Competence Framework?

- a. Individual Competence

³ In the context of EQF, “skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

⁴ In the context of EQF, “knowledge” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Knowledge is described as theoretical and/or factual.

b. Separate Document

2 - Considering Learning Outcomes can you think of **UNITS of learning, skills and competence from your sector which could be grouped together to make a unit which could be validated on its own and possibly transferable?**

a. Yes

b. No

Please note any examples

3 - Considering the **indicative value of a Unit of Learning. Would you favour the weighting method, value method or a combination of both?**

a. Weighting

b. Value

c. Combination of both

4 – If a **value method was considered appropriate would you support a credit framework which use an allocation method based on **ECTS** used in HE making it compatible across all 8 EQF Levels?**

a. Yes

b. No

If No please explain

5 - Considering the **allocation of credits to a qualification. Would you favour the method which allocates credits to a whole qualification or one which allocates credits to individual learning outcomes?**

a. Whole qualification

b. Individual Learning Outcomes

6 – Should Sport and Active Leisure Sector at the European Level be devising a **credit framework independently of the National Authorities?**

a. Yes

b. No

If No please explain

7 – Would you support a common **unit and credit system across all of Sport and Active Leisure Sector in Europe which encourages trainee and worker mobility between different sectors and countries through mutual recognition of units and qualifications?**

a. Yes

b. No

If No please explain

ELECTRONIC VOTING for RT 3

If a **value method** was considered appropriate would you support a credit framework which use an allocation method based on **ECTS** used in HE making it compatible across all 8 EQF Levels?

- a. Yes
- b. No

Should Sport and Active Leisure Sectors at the European Level be devising a **credit framework** independently of the National Authorities?

- a. Yes
- b. No

Would you support a common **unit and credit system** across all of Sport and Active Leisure Sector in Europe which encourages trainee and worker mobility between different sectors and countries through mutual recognition of units and qualifications?

- a. Yes
- b. No

ROUND TABLE 4

Guidance on Quality Assurance at the sector and European level in support of the functional map, competence framework and learning outcomes

1 - Do you agree it is essential for education providers to “map” their programmes to a competence framework to show that they have covered all the skills and knowledge required by the sector to be approved at the European level?

- a. Yes
- b. No

If No please explain

2 - Do you agree that a sector needs to define the following things in a “common assessment strategy” to ensure the same quality of training provision across Europe?

- Facilities and Equipment
- Support Systems
- Occupational Competence of Tutors and Assessors
- Occupational Competence of Quality Assurance Staff
- Evidence Requirements
- Practical Assessment

a. Yes

b. No

If No please explain

3 - Do you agree that there should be a Europe-wide independent 3rd party accreditation process for qualifications in a sector which wishes to recognise professionals at the European level?

a. Yes

b. No

If No please explain

4 - Do you agree that where a country has qualifications on a National Qualifications Framework there should be a “Memorandum of Understanding and Trust” between the European sector body and the National Qualifications Authority?

a. Yes

b. No

If No please explain

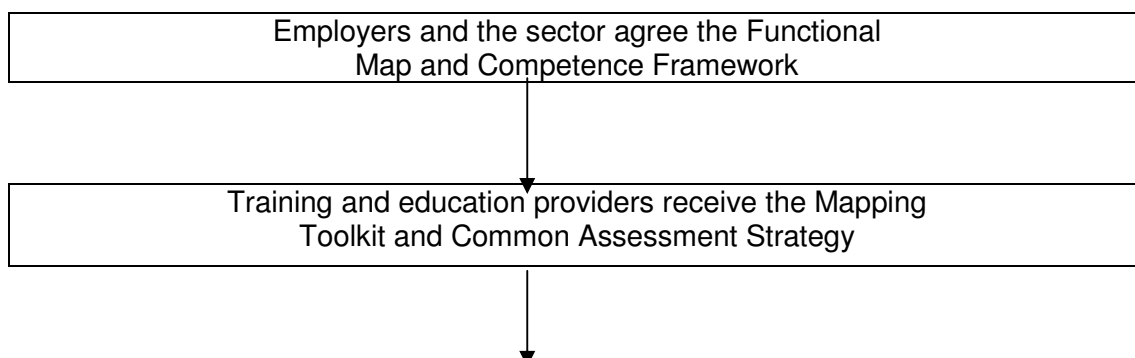
5 - Do you agree that the validation of informal and non-formal learning has a role to play in the recognition of current professionals at the European level and in the recognition of volunteers?

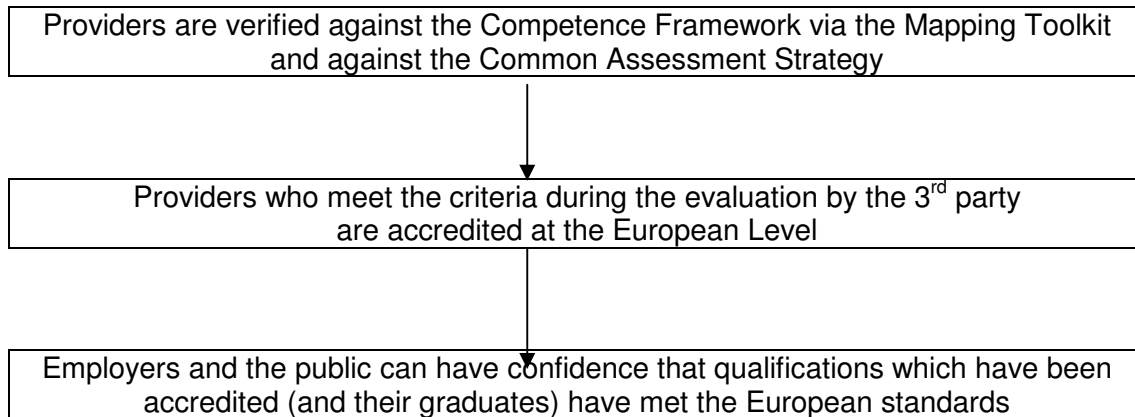
a. Yes

b. No

If No please explain

6 – Do you agree with the 5 steps in the following diagram for education providers to recognised by the sector at the national level?





a. Yes

b. No

If No please explain

ELECTRONIC VOTING for

RT 4 (This will follow Keynote 6)

1. Do you support the five step model for quality assurance and recognition of providers at the European level in the diagram in the guide developed in the EQF Sport project?

a. Yes

b. No

2. Do you support the description of the importance of informal and non-formal learning for the sport sector at the European level described in guide in the EQF Sport project?

a. Yes

b. No

ROUND TABLE 5 How to develop the relationship between Sport and Active Leisure Sector at the European level and National Authorities?

1- From the table in the Executive Summary do you agree with the information for your country?

a. Yes

b. No

If No please explain what is incorrect

2- In your opinion, , do you feel the relationship between the sport sector and EQF

- Impossible to implement now
- Possible with expertise and tools
- Possible after changes in my country
- Partly established
- Fully realized

3- In your opinion, , do you feel the relationship between the sport sector and the NQF if it exists

- Impossible to implement now
- Possible with expertise and tools
- Possible after changes in my country
- Partly established
- Fully realized

4- Where sectors have developed minimum European Occupational Standards they should be acknowledged and recognised by National Authorities?

- a. Yes
- b. No

If No please explain why

5- Is it feasible to have a Memorandum of Understanding between a European Sector Body and one or more National Authorities?

- a. Yes
- b. No

If No please explain why

About You and Your Organisation

TABLE NUMBER: No....

1. Your Contact Details

Name of Your Organisation	
Postal Address	
Your Name	
Your Position	
Email Address	

2. Type of organisation

	Please tick the appropriate box
1. A Ministry/Public Authority	<input type="checkbox"/>
2. A Social Partner	<input type="checkbox"/>
3. A National Qualification Authority	<input type="checkbox"/>
4. An Education/Training Provider (Vocational and Higher Education)	<input type="checkbox"/>
5. A European Network	<input type="checkbox"/>
6. A Research Institute	<input type="checkbox"/>
7. A Private Company	<input type="checkbox"/>
8. Other	<input type="checkbox"/>