



# Sectoral Qualifications Framework for SPORT

## Transparent qualifications for coaches, instructors and their employers

The Sectoral Qualifications Framework for Sport (SQFS) is the industry's interpretation of the Polish Qualifications Framework (PQF), a tool that organises all qualifications (diplomas, certificates) existing in Poland, acquired in various ways and different places, to eight competence levels, and at the same time allows qualifications to be compared to those existing across Europe.

The SQFS covers qualifications for sports personnel, such as coaches, trainers, animators and persons with other qualifications, and confirms that they are prepared to perform sports or coaching activities. The framework describes 6 levels of qualifications – from 2 to 7 – those which best represent the field of sport.

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# Introduction

The quality of services provided in the sports industry, the position of Polish coaches in the international market, the competitiveness of the sports offer in Poland, customer care – these are the main reasons for developing a sectoral qualifications framework for sport. Increasing access to these occupations has provided opportunities to broaden the labour market in the sports sector; more people can and want to work as coaches and sports instructors. The outstanding sportspersons of the past have been given the opportunity to work as trainers, sharing the skills they have acquired over the years. But there is also the risk that the persons directed to work in the sector will be poorly qualified.

The Act to amend laws governing the exercise of certain professions (known as the “deregulation act”), which entered into force in August 2013, eliminated some provisions of the Act on Sport. As a result, in order to become qualified as a coach today, only a generally formulated requirement – to have “the knowledge, experience and skills necessary to perform the tasks of a coach or sports instructor”<sup>1</sup> – is required. Given this situation, representatives of the sector should carefully attend to establishing standards that will make it possible to once more objectively position the occupation of coach in the labour market.

This opportunity was recognised by sector representatives, who joined the public debate on the Polish Qualifications Framework (PQF), one of the activities carried out to modernise the qualifications system in Poland, which will help to ensure the quality of occupational qualifications and enable them to be compared to others functioning in the world. This in turn will ensure a high quality of service, guarantee the safety and health of participants in sports activities, as well as impact the performance of Polish athletes and choice of studies at universities with a sports profile. The response to concerns about deregulating the professions of coach and sports instructor should be the licences and certificates issued by sports associations and organisations – their attainment should confirm that a coach or instructor is competent at a sufficiently high level. The certification systems functioning in many disciplines are examples of good practice in this area. For qualifications awarded by individual entities to become widely recognised and accepted by the entire sports community in Poland, sector representatives must develop common standards that will become a reference point for all qualifications functioning in the sector. This is especially important in today’s world, where lifelong learning is growing in importance, including, among others, adult education continued after the completion of formal education. New competences can be attained at school, university, as well as through non-formal education (by attending courses and training workshops) or informal learning (independent learning, e.g. at the workplace).

One of the basic premises of the Polish integrated qualifications system is to ensure that each person has the opportunity to validate learning outcomes, regardless of how they were attained. Introducing such an approach changes the way qualifications are perceived, now defined in the system as proven competences. Learning outcomes become the focus, not the learning process, and maintaining a high quality of

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<sup>1</sup> Act of 25 June 2010 on Sport (Journal of Laws No. 127, item 857 with later amendments).

qualifications becomes the responsibility of the institution responsible for validating learning outcomes. Documents acquired as the result of a reliable validation process (licences, certificates, etc.) should confirm that the holder of such a document has actually attained the competences verified in this process.

Including qualifications understood in this way in the integrated qualifications system ensures that they are recognised not only in Poland, but also internationally. As a result, coaches, instructors and animators, who play an important role in promoting sport, will be able to compare their qualifications to similar ones offered in other countries that have adopted a national qualifications framework, referenced – as is the Polish Qualifications Framework – to the European Qualifications Framework.

The European Qualifications Framework (EQF) is a European Union approved structure of qualifications levels, serving as a frame of reference for national qualifications frameworks and allowing qualifications attained in different countries to be compared. The EQF-referenced Polish Qualifications Framework – like the EQF – consists of eight levels of qualifications. Each level is characterized by a set of general statements (known as “descriptors”) describing the learning outcomes that must be confirmed in order to attain a qualification at that level. These descriptors are categorised by knowledge, skills and social competence. The POF presents learning outcomes, which can be attained in formal education (general, vocational and higher education), non-formal education (courses, training) or through informal learning (self-learning, learning in the workplace). POF level descriptors encompass the entire spectrum of learning outcomes. They reflect a learner’s progress, showing how learning in different contexts and at different stages of life has resulted in increased:

- knowledge (depth, range),
- skills (problem-solving and the innovative application of knowledge in practice, learning and communicating),<sup>2</sup>
- social competence (readiness to cooperate and take responsibility for the performance of assigned tasks).

POF level descriptors are described at two stages of detail. The first stage generic descriptors, or “universal descriptors”, are the most general and apply to all types of education. These are then further detailed (second stage generic descriptors) and specialized for the three different types of education: general education, vocational education and training, and higher education. Universal descriptors and second stage descriptors form an integral whole and should be read together.<sup>3</sup>

According to the premises of the Polish integrated qualifications system, POF second stage level descriptors typical for a given type of education can be developed with an even greater degree of detail – third stage level descriptors. The further development of second stage descriptors for vocational education and training (i.e. “vocational”

<sup>2</sup> S. Sławiński, H. Dębowski, A. Chłoń-Domińczak, A. Kraśniewski, R. Pierwieniicka, W. Stęchły, G. Ziewiec, *Referencing Report. Referencing the Polish Qualifications Framework for lifelong learning to the European Qualifications Framework*. Instytut Badań Edukacyjnych, Warszawa 2013.

<sup>3</sup> Ibid.

descriptors) are those of the sectoral qualifications frameworks, including the sectoral qualifications framework for sport (SQFS) presented herein.

Determining the hierarchy of coaching qualifications will certainly help in the development of training programmes and standards required to improve the effectiveness of coaches and sports instructors. The sectoral qualifications framework for sport was developed by a team of experts, reflecting industry knowledge and the experiences of sports practitioners. Experts with knowledge and experiences relating to developing qualifications, national and international education and training programmes, the Polish Qualifications Framework and the national integrated qualifications system in Poland were also involved.

This report presents the descriptors for the six levels of the sectoral qualifications framework for sport, referenced to the PQF descriptors of levels 2 to 7. They can be used as an aid in the process of establishing unified standards for developing occupational qualifications and training programmes in sport. This material should be treated as a point of reference with a potentially broad range of application. The results of analyses presented in this paper and the internal work of the SQFS project's team of experts indicate the direction for further work on the qualifications system for sport as part of the national integrated qualifications system.

# 1. A Brief History of Awarding Qualifications in Sport

According to the definition adopted by the Council of Europe and used by the European Commission in formulating EU policy in this area, sport is understood as “all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.”<sup>4</sup> Likewise, sport is defined in the Act of 25 June 2010, Art. 2.1.: “Sport is all forms of physical activity which, through casual or organised participation affects the development or improvement of physical fitness and mental well-being, social relationships or the achievement of results in sport competition on all levels.”<sup>5</sup> However, the earlier, traditional division between recreational and competitive (performance) sport will be used in the historical review of awarding sports qualifications presented in this chapter. It should be added that in the Polish language, the terms “universal sport”, “physical recreation”, “mass sport”, “sport for all”, “amateur sport” or “health-promoting physical activity” are used as synonyms for recreational sport.

## 1.1. The legal framework of the occupational qualifications for recreational sports instructors

Since its inception in 1957, the training of recreational sports personnel was one of the responsibilities of the Society for the Promotion of Physical Culture [Towarzystwo Krzewienia Kultury Fizycznej] (TKKF). Between 1957 and 1959, the Commission on Subjects and Training and the Programme Section of the Board of Directors of TKKF developed the principles of training recreational sports instructors.

Between 1962 and 1963, TKKF worked on two levels: central and regional. Courses were provided to train the instructors of central level staff, as well as of regional level TKKF presidents, secretaries and treasurers. Most attention was focused on the organisers of the Spartakiade, as well as persons organising games, physical activities and after work leisure activities.

In 1963, personnel began to be trained in three stages: organiser of recreational sports activities, recreational instructor and manager – recreation educationist.<sup>6</sup>

In 1966, the Central Methodological Centre was established (later renamed the Central Methodological and Training Centre) to develop fitness training in the workplace. The training programme provided practical training in physical exercise, sports games, physical recreation games and activities, athletics, field games, dance, swimming, water sports, cross country and downhill skiing, ice skating, archery, cycling, and tourism. In addition to training recreational sports personnel, TKKF began training sports instructors (then known as recreational instructors) in weight training and bodybuilding, bowling and badminton in 1967.<sup>7</sup>

<sup>4</sup> Commission of the European Communities, White Paper on Sport. 391 final version, Brussels 2007, p. 2.

<sup>5</sup> The Act of 25 June 2010 on sport (Journal of Laws No. 127, item 857 with later amendments).

<sup>6</sup> J. Przybylska, *Szkolenie i doskonalenie kadr [Personnel Training and Improvement]*, [in:] Z. Mikołajczak (ed.), *Trzydziestolecie Towarzystwa Krzewienia Kultury Fizycznej*, Wydawnictwo IWZZ, Warszawa 1989.

<sup>7</sup> Ibid.



In 1974, the Faculty of Tourism and Recreation was established at the Academy of Physical Education in Poznań. This was the first state academic unit of this rank in Poland for educating specialists for the tourism and recreation industry.

In 1976, the Main Committee of Physical Culture and Sport gave TKKF the authority to coordinate the training of recreation instructors in several specialisations and to approve instructors' training programmes consisting of at least 200 hours of classes.<sup>8</sup>

In 1977, the range of specialisations was expanded to include recreational games, karate, tennis, horse riding, and recreational tourism activities. Two years later, TKKF withdrew its training of recreation organisers to begin a new programme allowing persons to attain the title of recreation organiser with a specialisation in recreational sport.

In 1981, the Training Department replaced the Central Methodological and Training Centre. As of 1982, training began of class I instructors, required to have the title of instructor and two years of work experience.

Successive changes in training methods and additional specialisations were introduced in 1983. A year later, a new training programme for exercise trainers with a focus on aerobics was developed and implemented. After this, in 1985, the focus turned to badminton and table tennis. The 1996 Act on Physical Culture<sup>9</sup> together with a regulation of the Minister of National Education in 2001<sup>10</sup> stipulated that "instructor" is the only professional title for recreation in the field of physical culture.

The Act of 25 June 2010<sup>11</sup> on sport deregulated the profession of recreation instructor, defining only coaching titles in the field of professional sports and completely bypassing the field of recreational sport.

The deregulated profession of recreation instructor, and the gradual implementation of national qualifications frameworks in successive EU countries were the impetus for introducing significant changes in the training of recreational sports personnel in Poland. The increase in the number of institutions training universal sports instructors made it necessary to harmonise professional standards and begin working on a national qualifications system for recreational sport.<sup>12, 13, 14, 15</sup> An important step on this road was the Agreement of Academies of Physical Education on a common

<sup>8</sup> Ibid.

<sup>9</sup> The Act of 18 January 1996 on Physical Culture (Journal of Laws No. 25, item 113 and No. 137, item 639).

<sup>10</sup> Regulation of the Minister of National Education of 27 June 2001 on qualifications, degrees and professional titles in the field of physical culture and detailed rules and procedures for attaining them (Journal of Laws No. 71, item 738).

<sup>11</sup> The Act of 25 June 2010 on Sport (Journal of Laws No. 127, item 857 with later amendments).

<sup>12</sup> Z. Pelc, M. Zielińska, *Pozytywne i negatywne strony uprawiania aerobiku w ocenie instruktorów* [The assessment of instructors on the positive and negative aspects of aerobics], [in:] Z. Szot (ed.), *Sport gimnastyczny i taniec w badaniach naukowych*, AWFIS, Gdańsk 2001, pp. 180–185.

<sup>13</sup> A. Iglowska, *System kształcenia specjalistów fitness w Polsce na tle kierunków rozwoju tego obszaru kultury fizycznej* [The system of training fitness specialists in Poland in view of the directions of development in this field of physical culture], [in:] Ozdźwiński J. (ed.), *Rekreacja, turystyka, kultura: w zagospodarowaniu czasu wolnego*, AWFIS, Gdańsk 2005, pp. 191–200.

<sup>14</sup> E. Stępień, J. Stępień, *Motywy uczestnictwa w zajęciach fitness, w opinii ćwiczących i instruktorów* [The motives for participating in fitness activities in the opinion of participants and instructors], [in:] D. Nałęczka, M. Bytniewski, *Teoria i praktyka rekreacji ruchowej*, PWSZ w Białej Podlaskiej, Biała Podlaska 2006, pp. 237–244.

<sup>15</sup> M. Tonewo, K. Wawrzyńska, *Kształcenie i doskonalenie instruktorów rekreacji ruchowej w zakresie fitness w instytucjach państwowych i placówkach sektora prywatnego* [Education and improvement of physical recreation instructors in the field of fitness in state and private sector institutions], [in:] Boruszczak M. (ed.), *Sport i turystyka – razem czy osobno?*, AWFIS, Gdańsk 2008, Student Scientific Papers, pp. 51–58.

standard of educating physical recreation instructors of 6 May 2011. The updated version of 23 November 2012, which refers to the principles of the EQF, also concerned the qualifications system for recreational sport. The agreement specified the title and professional competences which an academically-trained physical recreation instructor should have. The document also addressed such issues as the manner of organising the training, general and specialisation requirements for the training programme provided as a course or an instructor's specialisation. The format of the licence and the guidelines for programme enrolment were also defined.

A key role was played by TKKF's National Centre for Methodology and Training in Toruń during the work on physical recreation qualifications awarded in vocational education and training. Representatives of various communities – TKKF, higher education institutions and the private sector – developed the concept of the qualifications framework for fitness (see Annex 10).

On this basis, similar solutions were proposed for other physical recreation disciplines.<sup>16,17</sup> The frameworks were developed on the basis of international cooperation with the European Health and Fitness Association (EHFA, now EuropeActive), which ensured that the solutions were consistent with those already operating in Europe. They also served as an impetus to begin work on the SQFS.

## 1.2. Occupational qualifications of sports coaches as regulated by law

The first documents concerning the organisation of physical culture personnel after World War II date back to 1946.<sup>18</sup> In 1950–1953, after the appointment of the Central Committee of Physical Culture (GKKF), regulations were issued on the titles of class I and II coaches. These titles were awarded by verifying the qualifications of prominent athletes and distinguished sports coaches. In the following years (1953–1960), sports organisations recommended active sports instructors to 2-3-month courses for coaches. Promoting coaches from class II to class I was decided by the GKKF President.

In 1958, the Polish Olympic Committee (POC) introduced the first system of continuing education and staff development for instructors and coaches. It consisted of courses for coaches employed in sports clubs (level I courses), sports training departments (level II) and those working with the best competitive athletes (level III). Since 1962, the POC has conducted training activities for the coaches of all disciplines, working together with Polish sports associations, the Research Institute of Physical Culture and the Józef Piłsudski University of Physical Education in Warsaw.<sup>19,20</sup> Between 1966–1972, it provided training only for the coaching staffs involved in Olympic disciplines.<sup>21</sup>

<sup>16</sup> A. Szumilewicz, A. Lewandowska-Plińska, Krajowa rama kwalifikacji w fitnessie. Konferencja Ekspertka „Europejskie ramy kwalifikacji w obszarze sportu i turystyki” [The National Qualifications Framework for fitness. Conference of experts „European Qualifications Frameworks in the areas of sport and tourism”], Toruń, 12–13.12.2011, MSiT, IBE, KOMS Sz TKKF, Toruń 2011, pp. 36–45.

<sup>17</sup> A. Szumilewicz, R. Kowalski, Propozycja Polskiej Ramy Kwalifikacji w Rekreacji Ruchowej [Proposals for the Polish Qualifications Framework for Physical Recreation], „Sport dla wszystkich”, 1, 2012, pp. 28–31.

<sup>18</sup> Decree of 16 January 1946. The establishment of offices and councils of physical education and military training (Journal of Laws No. 3, item 25).

<sup>19</sup> Regulation No. 53 of the GKKFiT Chairperson of 10 March 1962 on the tasks of the Polish Olympic Committee in the field of improving coaching staff and in training performance athletes (GKKFiT Journal of Regulations No. 3, item 19).

<sup>20</sup> Regulation No. 97 of the GKKFiT Chairperson of 28 May 1963 on the requirement for coaching staff and instructors to attend continuing education courses in their profession (GKKFiT Journal of Regulations No. 6, item 31).

<sup>21</sup> Regulation No. 21 of the GKKFiT Chairperson of 1 April 1966 on the tasks of the Polish Olympic Committee in the field of coaching staff improvement (GKKFiT Journal of Regulations No. 2, item 17).

Individual Polish sports associations usually provided their coaches with continuing education during 2–3 day consultations or conference courses. They were not held regularly, but rather once a year or even once every two years.<sup>22, 23</sup>

In July 1968, new occupational titles were established: class II coach, class I coach and special class coach.<sup>24</sup> This was done in the wake of a regulation establishing the study programme for staff development and continuing education of personnel in higher education institutions of physical education.<sup>25</sup>

At the turn of the 1960s and 1970s, the National Centre for Staff Development in Physical Culture and Tourism was established. Among its tasks was the organisation of professional development activities, the development of programmes to improve professional competence, issuing publications, initiating and organising research on training and professional development.<sup>26</sup>

The Departmental Centre for Staff Development and Training in Physical Culture (RCDiKKKF) was established in 1974. It took over the tasks of planning and organising the two-year coaching courses and annual postgraduate studies, as well as improving professional skills, providing teaching staff and conducting research on the qualifications of physical culture personnel. In subsequent years, until 1995, this institution narrowed its activities to the programming, organisation and oversight of the process of improving coaching staffs. In 1984, the Act on physical culture was published. This was the first national government document regulating all issues relating to physical culture, including the qualifications of coaches and the criteria for their promotion.

In 1995, the professional development of coaching personnel was assumed by the National Sports Centre in Warsaw.<sup>27, 28</sup> This Centre includes, among others, the following departments: methodology of training, sports training services, training and staff development.

The amended Act on Physical Culture published in 1996, defined activities in the education and professional development of coaches for the next 10 years. An important change here was a provision allowing entities other than higher education institutions to conduct specialised courses to improve the professional qualifications of instructors and coaches.<sup>29</sup>

<sup>22</sup> J. Gaj, K. Hądzelek, *Dzieje kultury fizycznej w Polsce w XIX i XX wieku [History of physical culture in Poland in the 19th and 20th centuries]*, AWF Poznań, Poznań 1991. Monographs, No. 289.

<sup>23</sup> J. Mulak, *Rozbicie zawodowe utrudnia powstanie środowiska szkoleniowców zdolnego wykształcić prawo zwyczajowe [The breakdown of the profession hinders the formation of a coaching community able to develop customary practices]*, „Sport Wyczynowy”, 4, 1974, pp. 7–9.

<sup>24</sup> Regulation No. 52 of the GKKFiT Chairperson of 16 July 1968 on attaining the competences of coach, the registration, promotion and the hiring of coaches.

<sup>25</sup> Regulation No. 46 of the GKKFiT Chairperson of 12 June 1967 on establishing the Study Programme for staff development and continuing education of personnel in higher education institutions of physical education for AWF in Warsaw and WSWF in Kraków, Poznań and Wrocław (GKKFiT Journal of Regulations No. 5, item 25).

<sup>26</sup> Regulation No. 57 of the GKKFiT Chairperson of 13 August 1969 on changing the Central Staff Training Center for Tourism to the National Centre for Staff Development in Physical Culture and Tourism (GKKFiT Journal of Regulations No. 10, item 31).

<sup>27</sup> Decision No. 18 of the UKFiT President of 17 May 1993 on the organisation and scope of activities of the National Sports Centre (UKFiT Journal of Regulations No. 1–4, item 1).

<sup>28</sup> Decision No. 15 of the UKFiT President of 30 March 1995 on conferring the statute for the National Sports Centre in Warsaw (UKFiT Journal of Regulations No. 1–4, item 2).

<sup>29</sup> Act of 18 January 1996 on Physical Culture (Journal of Laws No. 25, item 113 and No. 137, item 639).

In 2000, the Office of Physical Culture and Sport (UKFiS) was established,<sup>30</sup> subordinated to the Ministry of National Education (MEN). Shortly thereafter (27 June 2001), new regulations were issued, detailing the rules and procedures for attaining coaching qualifications.<sup>31</sup>

In 2002–2005, the tasks associated with the operation, development and promotion of competitive sport was entrusted to the Polish Confederation of Sport. One of the areas of its activity was to approve programmes of specialised courses for coaches offered by entities that are not higher education institutions and to approve the composition of the teaching staff. It also is charged with conducting publishing activities, organising training and staff development in physical culture, holding conferences, conventions and congresses.

In December 2002, the activities carried out by coaches were included in the classification of professions and specialisations for the labour market. For the first time, two entries were included for the occupation of coach, classified under the following numbers: 347510 – sports coach and 347590 – other professional athletes, coaches and related activities.<sup>32</sup>

The issue of coaching qualifications was discussed in the “Strategy for the development of sport in Poland by the year 2012”.<sup>33</sup> The education and professional development of specialists was to be entrusted primarily to the academies of physical education (higher education institutions). Being a coach was to be linked to the statutory requirements of improving one’s qualifications and holding a renewable licence. In order to educate and further develop the professional competences of the highest qualified coaches, an Academy of Coaching and the publication, “A Coach’s Library” were planned.

Some of the concepts described in the strategy were included in the Act on competitive sports,<sup>34</sup> published shortly before an independent Ministry of Sport was established (August 23, 2005).<sup>35</sup> The law highlights the role of the Ministry and Polish sports associations in the organisation, programme development and oversight of training and further development of the professional competences of coaches and selection of teaching staff. It also required the licensing of coaches and indicated the procedure of obtaining a licence.

Issues of professional qualifications in sport were once again the subject of the provisions of the Act of 25 June 2010 on sport.<sup>36</sup> Based on this Act, the Ministry of Sport and Tourism (established on 23 July 2007) issued regulations<sup>37</sup> specifying, among others: detailed conditions for obtaining the titles of coach and

<sup>30</sup> Act of 20 January 2000 amending the Act establishing UKFiS (Journal of Laws 2000 No. 9, item 116).

<sup>31</sup> Regulation of the Minister of National Education of 27 June 2001 on qualifications, degrees and professional titles in the field of physical culture and the detailed rules and procedures for attaining them (Journal of Laws No. 71, item 738).

<sup>32</sup> Regulation of the Minister of Labour and Social Policy of 10 December 2002 on the classification of professions and specializations.

<sup>33</sup> *Strategia rozwoju sportu w Polsce do roku 2012 – cele i zadania [Strategy for the development of sport in Poland by the year 2012 – objectives and tasks]*, Ministry of National Education and Science, Warsaw 2003, pp. 14–15.

<sup>34</sup> Act of 29 July on competitive sport (Journal of Laws No. 5, item 155).

<sup>35</sup> Regulation of the Council of Ministers of 23 August 2005 on establishing the Ministry of Sport (Journal of Laws No. 5, item 165).

<sup>36</sup> Act of 25 June 2010 on sport (Journal of Laws No. 127, item 857).

<sup>37</sup> Regulation of the Minister of Sport and Tourism of 18 February 2011 on the specific conditions required to attain occupational qualifications in sport (Journal of Laws No. 44, item 233).



sports instructor, required staff and organisational conditions for the course to be properly conducted, the minimum requirements to be met by the training programme.

Several important patterns can be discerned in the review of documents and legal acts presented thus far on the occupational qualifications of sports coaches. The multitude and variety of laws, regulations, decrees, and finally instructions governing the professional training of coaches resulted from the complexity of the situation and the condition of competitive sports in the entire period under analysis. The approach to improving the professional qualifications of coaches, despite the ongoing decentralisation of state functions, has basically remained the same. Government authorities still have the greatest influence on the organisation and content of activities to improve the competences of sports personnel. It should be emphasised, however, that the government's strategy for the development of sport clearly called attention to the need to ensure the best professional preparation of coaches – both at the level of initial as well as continuing education. As a result, training personnel have been charged with the important role of improving the effectiveness of the entire system of competitive sport.

On July 23, 2013, the “deregulation law” was published in the Journal of Laws of the Republic of Poland. As of this date, the only criteria for accessing the profession of competitive sport coach/instructor are: to be over 18 years of age, have at least completed secondary education, and have the knowledge, experience and skills required to perform the tasks in sport (the Act does not clarify this condition in any way). A person must also have no criminal record (not been convicted by a final court judgment of an intentional crime). The years which have elapsed since the profession was deregulated have only partially been used to sort out and organise anew the measures required to improve the education and qualifications of coaches. Most of these activities are based on increased contacts of Polish sports associations with academies of physical education in order to develop joint programmes for sports specialisations. However, no specific data exists on the extent and consequences of such cooperation. We have to face the fact that many employers in the sports sector are not substantively and organisationally prepared to ensure that they regularly carry out activities to improve the competences of their employees, in accordance with the statutes of every sports association.

## 2. Context of the Work on Developing the Proposed SQFS

### 2.1. The sectoral qualifications framework as an instrument for implementing lifelong learning policies

Globalisation and the processes of European integration are leading to significant changes in all areas of public life. The consequences of this can be observed both in relation to the broadly understood system of sport and education. The free movement of people, goods, capital, services, and entrepreneurship are significantly influencing the mobility of European citizens and others.

A new services market is being shaped in the field of sport and physical recreation, and with it, a new training market. The increased mobility of people, not only to find work, but also to take advantage of educational opportunities, necessitates that the education offered in various countries of Europe and the world can be compared. In addition, technological change, demographic processes and the previously mentioned mobility of the labour market, both vertical and horizontal, has promulgated the concept of lifelong learning and the need to recognise different paths of attaining qualifications: formal, non-formal and informal – and hence – the appearance of a reference for comparing learning outcomes, not just educational processes.

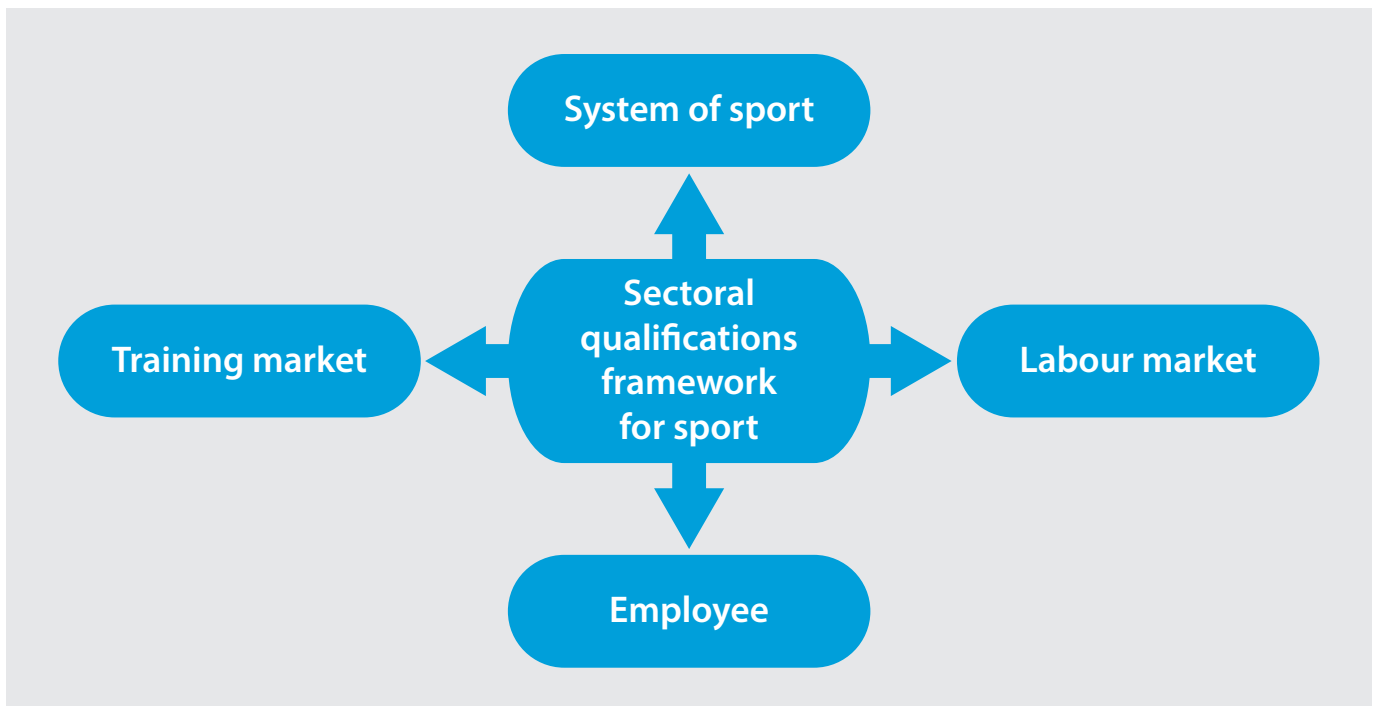
The concept of developing qualifications frameworks has been part of the international discourse for quite some time. One of the turning points in this field was the conference of ministers responsible for higher education held in 2005 in Bergen, during which the Qualifications Framework for the European Higher Education Area was established. The next step was the Recommendation of the European Parliament and of the Council of Europe on the establishment of the European Qualification Framework for lifelong learning (EQF), adopted in 2008. An important addition to the provisions included in the aforementioned documents was the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET). According to the premises on which these documents are based, the EQF is “a common European reference framework which links countries’ qualifications systems together. The two principal goals include: promotion of citizens’ mobility between the countries and facilitating their lifelong learning.”<sup>38</sup> In order to implement these goals, national qualifications frameworks referenced to the EQF and sectoral qualification frameworks for specific vocational areas (industries, sectors) need to be developed. The difficulties in finding jobs encountered by graduates of most European countries necessitates that the qualifications they have respond to labour market needs. In this context, a qualifications framework, in particular a sectoral qualifications framework, can serve as a communication tool between education systems, understood as the process of attaining competences, and the labour market, where these competences are used in practice. Designed and used correctly, this tool can contribute to improving the transparency of a given qualifications system, while maintaining the diversity of educational institutions and curricula. It should also

<sup>38</sup> European Commission Education and Culture, Office for Official Publications of the European Communities, European Qualifications Framework for lifelong learning, Luxembourg 2009.

guarantee the equality of the various paths taken to attain the qualifications needed in a given industry (see Fig. 1).

Moreover, sectoral qualifications frameworks (SQF) can become an essential element in the process of lifelong learning by increasing the opportunity to document learning outcomes obtained in different ways. In the long run, it should also help with the implementation of other European policy instruments, such as the European Credit System for Vocational Education and Training (ECVET) and the Common European Principles for the identification and validation of non-formal and informal learning.

**Figure 1. The Sectoral Qualifications Framework for Sport as a communication tool**



This new approach to learning, as seen, among others, in the lifelong learning policy of the European Commission, is very clearly reflected in how the thinking about the education of sports personnel is changing. Sport is an excellent example of a field that requires continuous learning and in different contexts. Developing the Polish sectoral qualifications framework for sport (SQFS) was mainly motivated by:

- the need to improve the system of education and training of sports personnel in Poland (in view of the deregulation of the occupations in this field),
- the need to integrate learning outcomes obtained in different ways (as a result of formal and non-formal education and informal learning),
- the desire to be able to compare qualifications offered in Poland with those from the education systems of other countries.

In summary, the improvement of the process of education/learning, the quality of the system and the ability to assess and compare learning outcomes are the main factors that underpin the attempt to develop the SQFS.

## 2.2. The results of international projects on the education and training of sports personnel as the starting point for developing the SQFS

Much earlier than other fields, sport has been internationalised and implemented mainly within the non-governmental sector, primarily by non-profit organisations. In many cases, its characteristic bottom-up processes and low level of formalization have hindered efforts relating to the education and employment of personnel in an international dimension. The formal education of sports personnel is organised in individual EU countries mainly under two systems: within the structures of the sport itself and within the education system. The higher education system and lifelong learning (training), which form separate organisational structures, also play a role, not only in this country but also in European or at the global level. In addition, education and professional development in sport is further complicated by the necessity to take into account the needs of the labour market and employment policies, which at a national level are most often directly influenced by a Ministry of Labour. Due to the complexity of the issues described above, comprehensive activities or processes in this field are difficult to perceive, both at the national and European level.<sup>39</sup>

In view of the great variety of systems and the internationalization of many activities in the field of sport, analysing and organising sports qualifications began fairly early at the European level. This was made possible by projects implemented on various sports issues and as part of the EYES 2004 (European Year of Education through Sport) celebration. One of the programmes dedicated to educating sports personnel and studying the European labour market in this field was the Vocasport project, financed by the European Commission and implemented by ENSSEE (the European Network of Sport Science, Education and Employment), EOSE (European Observatoire of Sports and Employment) and EZUS Lyon. The project involved more than 100 stakeholders from 25 European Community countries. The Józef Piłsudski University of Physical Education in Warsaw was one of the institutions that participated in this work.<sup>40</sup>

An important conclusion of the Vocasport project was that there is no single model solution for sports personnel education and training in Europe, no legislation exists obliging all EU countries to use the same system in this field. This is consistent with the principle of subsidiarity, which is one of the tenets of the European Union. The report of the comparative studies carried out in this project for the European Commission identifies four models of organising the training of personnel for the needs of the broadly understood field of sport:

- Bureaucratic model, in which sports organisations are controlled by public authorities at different levels (central, regional and local). Sports personnel training is also based on rules established by the state, mainly as legal regulations. Such a model was identified in France, Poland and Hungary.

<sup>39</sup> J. Żyśko, *Kształcenie instruktorów rekreacji ruchowej w Polsce i w UE [Educating physical recreation instructors in Poland and the EU]*, [in:] E. Kozdroń (ed.), *Podstawy teorii i metodyki rekreacji ruchowej. Podręcznik dla instruktora rekreacji ruchowej – część ogólna*, Wyd. TKKF, Warszawa 2008, pp. 12–21.

<sup>40</sup> J. Żyśko, *Vocational education and training relating to sport in Poland. Situation, trends and perspectives. Draft report, Vocasport 2004* (unpublished).



- Entrepreneurial model, which is essentially modified according to needs, but is based primarily on the initiatives of the business sector. The role of the public sector is very limited here. Such solutions were identified in the UK and Ireland.
- Strategic model, which is characterized by a high level of involvement and significant role of voluntary non-governmental organisations. The role of the public sector, but also the business sector, in shaping sports policy is generally severely limited. Examples of this model can be observed in Germany.
- Social model, based on a social contract between the different partners operating in the labour market, i.e. organisations of workers and employers. This model was found in the Netherlands.

Among their conclusions, the authors stated that the implementation of a system based on results, and not the learning process, as well as the provisions of the Copenhagen Declaration (postulating the increased flexibility and transparency of education and professional training in sport) should help to solve the basic problems identified in the European sports sector. Among the primary problems specified were: the dominance of informal learning opportunities without the ability to validate their outcomes, the dominance of volunteers among sports personnel with little ability to identify their qualifications, and high staff turnover.

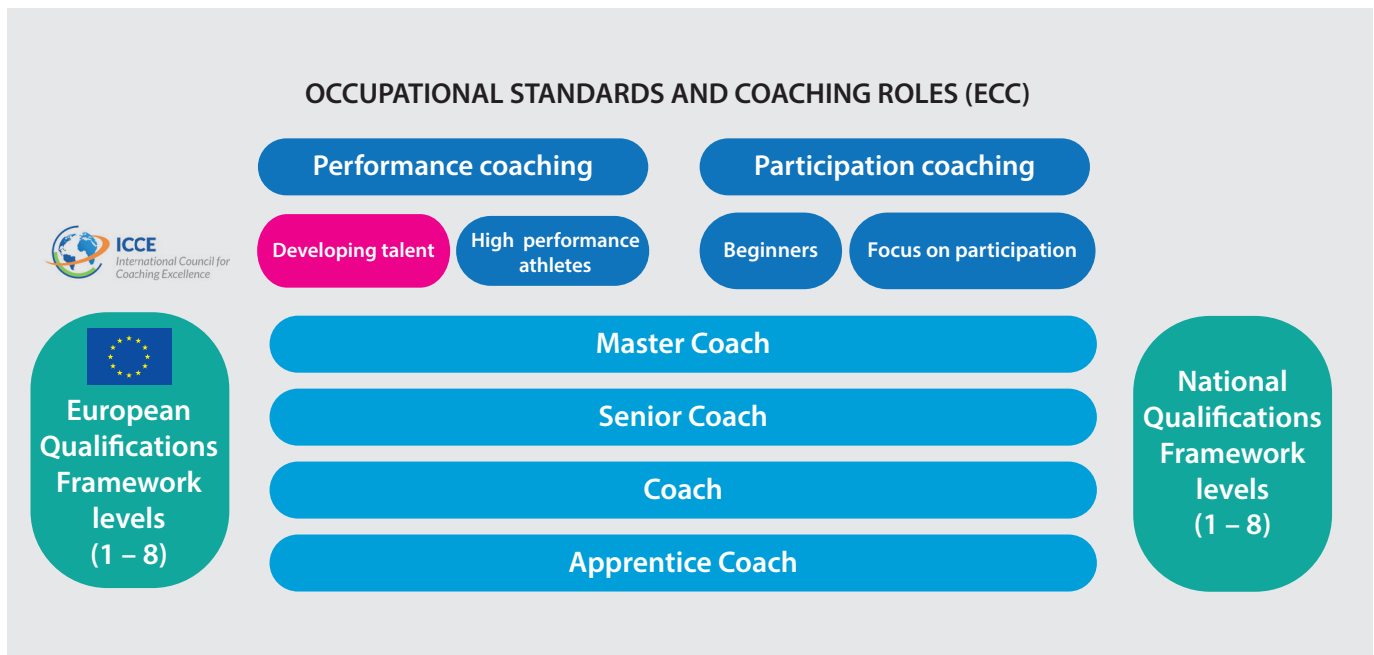
The issue of comparing qualifications attained through education and training in various contexts has become one of the main reasons for the work on the qualifications framework for sport at the European level. One of the projects that had a significant impact on the development of European policy in this area was AEHESIS (Aligning a European Higher Education Structure in Sport Science), implemented in 2004–2007. The project involved experts on sports staff training from 70 partner organisations in 28 European countries, among them the Universities of Physical Education in Warsaw and Poznań. Work was carried out in four areas of sport: physical education, health and fitness, management and coaching.<sup>41</sup> The project was coordinated on behalf ENSSEE by the Institute of European Sport Development & Leisure Studies, part of the German Sport University in Cologne. The 6 Step Model was developed in an attempt to find the right methodology to develop sports personnel training programmes that are consistent with the competences needed to function under changing conditions, as well as take into account European policies in higher education and the principles of the Bologna Declaration.

To some extent, this model was intended to fill the existing gap between social needs, the needs of the labour market, academic procedures, and traditions. In further work, the EOSE (European Observatoire of Sport and Employment) model was modified to result in the 7 Step Model, part of which was used to develop the SQFS in Poland. The AEHESIS project was continued by the European Coaching Council and significantly influenced the work of the International Council for Coaching Excellence (ICCE). The ICCE divided sports activities (see Fig. 2) into those involving participation in recreational activities (physical recreation) and those involving performance development and competition (professional sports).

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<sup>41</sup> The group responsible for this area, the Coaching Council, later developed into the European Coaching Council.

Figure 2. Framework of coaching levels in sport (International Sport Coaching Framework, 2012)



An important effect of the AEHESIS project was the signing of the Convention for the Recognition of Coaching Qualifications and Competence in Rio Maior, Portugal on 22 September 2007. The Józef Piłsudski University of Physical Education in Warsaw was once again one of the institutions that signed the Convention.

Both of the projects described above impacted not only the development of European policies in the field of sports personnel training, but also broader sports policies in Europe, such as, among others, the formulation of the provisions of the “White Paper on Sport” (2007), provisions of the document “Developing the European Dimension in Sport” (2011) and the “European Union Work Plan for Sport 2011–2014”. Drafting the SQFS in Poland was preceded by a thorough analysis of global achievements in building a systemic approach to sports qualifications. In addition to the above mentioned documents, it is also worth mentioning in this context the results of the “Implementing EQF-Sports” project, led by EOSE, with the aim of summarising previous efforts on developing qualifications frameworks for sport and to develop guidelines for their implementation. To achieve the aims of the project, the European Sport Workforce Development Alliance (ESWDA) was established of the most significant European organisations operating in the field of sport. Among the European stakeholders who joined the ESWDA were:

- the European Association of Sport Employers (EASE),
- the European Olympic Committee (EOC),
- the European Non-Governmental Sports Organization (ENGSO),
- UNI Europa (UNI-MEI),
- the European Network of Sport Science, Education and Employment (ENSSEE),
- the European Health and Fitness Association (EHFA).

The question of qualifications frameworks had also been under discussion in the coaching community outside of Europe. At its conference in South Africa (11–13 September 2013), the International Council for Coaching Excellence (ICCE), presented a document entitled “International Sport Coaching Framework”. It became the starting point for discussions on having all interested countries adopt a common system of sport personnel qualifications, with the tool being presented as a mechanism to encourage coaches to participate in education and training. The document includes a set of ethical guidelines and standards for this activity. Through this document, ICCE proposed descriptions of the four main roles (degrees) of coaching: apprentice coach (instructor in Poland), coach (class II coach), senior coach (class I coach) and master coach (master class coach). Fulfilling each of the four identified roles of coaching is associated with the performance of basic functions, which depend on the field of activity of a given coach (recreational sport versus competitive sport), the discipline and the country of employment.

It should be noted that this document was one of the most important references used in developing the Polish SQFS. The Institute of Sport (IS) in Warsaw (a partner of the consortium responsible for developing the SQFS) is a member of the ICCE. Piotr Marek is on the staff of the IS and at the same time project coordinator of the SQFS, as well as a board member of ICCE’s European arm – the European Coaching Council (ECC). In addition, a representative of the ECC – Sergio Lara-Bercial – was invited to join the working groups of the Polish sectoral qualifications framework for sport. All this allowed us to take full advantage of international experience in developing the SQFS. The second very important source of inspiration for this work included the materials, studies and numerous projects of EuropeActive (EA – previously the European Health and Fitness Association), which is the largest international non-profit organisation representing the health and fitness sector in Europe. The EuropeActive Standards Council is an independent body responsible for developing and implementing international education standards for recreational sports staff in the area of health and fitness, based on the concept of the European Qualifications Framework and in close cooperation with the European Commission. Its activities are based on the principles of the Lifelong Learning Programme. EuropeActive also coordinates the project of the European Register of Exercise Professionals – EREPS. One of the members of the EuropeActive Standards Council is Dr. Anna Szumilewicz, who gained experience there in preparing descriptions of qualifications for the sector, which were used in developing the Polish qualifications framework for recreational sport, and then in the SQFS project. Prof. Rita Santos-Rocha, a representative of the EuropeActive Standards Council in Portugal, was invited to participate in the work on developing the SQFS as an external consultant. This enabled us to ensure the consistency of the SQFS with international solutions and those functioning in other European Community member countries.

### 3. Organising and Performing the Work on the Proposed SQFS

The SQFS project is the work of a consortium initiated by the Józef Piłsudski University of Physical Education (consortium leader), Institute of Sport (consortium partner) and the TKKF Association of Toruń (consortium partner). The project was managed by a steering committee, which included a representative of each partner. A project director (responsible for managing the project in relation to the content) and project coordinator (responsible for keeping to the time schedule and ensuring effective communication among project experts, contractors and the contracting authority – the Educational Research Institute) were then appointed from this group. In addition, several sub-groups were established to work on the following qualifications: competitive sport, recreational sport, sport for disabled persons (disability sport) and qualitative and quantitative research on sport.

The team was made up of representatives from Polish sports associations, commercial sport and recreation services, sports clubs, formal education institutions providing education in the sports sector, sports training institutes providing non-formal education, and local government units responsible for the implementation of activities promoting sport. In this way, we achieved full representation of the sports sector. The group of experts received training on the nature and objectives of developing qualifications frameworks and the responsibilities relating to project implementation. The list of institutions whose representatives were appointed to the expert group is presented in Annex 13, while a full list of expert team members is in Annex 14.

Experts divided into working groups to work on each sub-area of the SQFS (competitive, recreational, disability sport). Ongoing communication was ensured through email and telephone consultations. Each working group analysed key competence areas required for specific job positions in the general sports sector. They also made sure that the draft descriptions of coaching qualifications developed for the purpose of the project relating to the relevant national and international standards functioning in the formal education (higher education institutions) and non-formal education (courses and vocational training) systems. Additionally, the experts ensured that the competences of coaches were clearly formulated, to guarantee the achievement of a high level of results in sport. Members of the expert team worked according to a planned schedule that included milestones – the stages of work in which specific products are to be developed and presented to the Educational Research Institute (the contractor). The aforesaid products were presented during six seminars that were combined with workshops, discussions and a summary of the solutions (see Table 1).

The work of the expert team began by formulating a key question: should the qualifications framework under development be the same for competitive (qualifying) sport and recreational sport? In the course of discussions among project experts and a SWOT analysis (results in Annex 6), a decision was made to apply the same framework for competitive, recreational and disability sport.



**Table 1. Schedule of seminars held while working on the SQFS**

Type of meeting	Profile of participants	Date and place	Number of participants
Seminar 1 and workshops	Experts	25–26.10.2014, Toruń	27
Seminar 2	Experts	21.11.2014, Warsaw	28
Seminar 3 and workshops	Experts and stakeholders	28.11.2014, Warsaw	49
Seminar 4 and workshops	Experts and stakeholders	09.12.2014, Toruń	43
Seminar 5	Leaders of the SQFS and SQFT	17.12.2014, Warsaw	4
Seminar 6	Experts and stakeholders	15.01.2015, Warsaw	56
Seminar 7 – Working seminar with IBE		22.01.2015, Warsaw	6

Objectives and programme of the SQFS project seminars:

**Seminar 1.** The main principles were accepted for developing the initial design of the SQFS level descriptors. The basic concepts of the European Qualifications Framework and the Polish Qualifications Framework were presented. It was agreed that the framework will take into account two areas of sport (competitive and recreational). Working group leaders presented the broad principles of the design for each of the areas of sport. During the workshops, experts identified the sports occupations currently in the labour market and those functioning abroad that would be needed in Poland. They defined the specific professional roles of each occupation and identified the set of key competences needed to perform the professional tasks in the sports sector. A representative of the Ministry of Sport and Tourism (MSiT) actively participated in the sessions.

**Seminar 2.** Group leaders (competitive and recreational sport) presented the first version of the preliminary draft of the Polish Qualifications Framework for the sports sector, developed on the basis of comments made by the experts in the process of developing initial descriptions of qualifications in this sector. During the seminar, an attempt was made to name and define the characteristics of the sector that are common to competitive and recreational sport. Examples of working descriptions of qualifications existing in the Polish sports sector with counterparts in other European countries were also discussed. Deliberations also concerned the proposed methodology of the qualitative and quantitative research to verify the preliminary draft of the SQFS among representatives of a wide range of sports sector stakeholders, including the definition of the group of stakeholders who should participate in the studies. Representatives of the Educational Research Institute (IBE) and the Ministry of Sport and Tourism (MSiT) actively participated in the sessions.

**Seminar 3.** Representatives of IBE presented the premises of developing and using sectoral qualifications frameworks in Poland, indicating their broader context within the integrated qualifications system. Group leaders (competitive and recreational sport) made detailed presentations of the next version of the draft SQFS. They also presented solutions for awarding qualifications to coaching and instructor staffs in the

area of disability sport. Finally, the leader of the group responsible for the qualitative and quantitative research presented the concepts of the studies and led the first seminar with stakeholders. Qualitative consultations were carried out during group workshops on issues of the transparency of the preliminary SQFS draft, its relevance, usefulness and applicability. The seminar, which was also attended by a representative of MSiT, closed with a summary of the work accomplished during the workshops and a plenary discussion.

**Seminar 4.** Representatives of IBE presented participants with the objectives of developing and operating sectoral qualifications frameworks in Poland, presenting their broader context, that is, the most important principles of the integrated qualifications system. Then, a much more detailed version of the preliminary SQFS draft was presented. Finally, participants worked in groups in much the same way as during seminar 3. The conclusions of the workshops were the subject of a moderated discussion which, in addition to the aspects of transparency, relevance, usefulness and applicability of the proposed SQFS, focused on the desired level of detail of its provisions.

**Seminar 5.** This was a meeting of the experts developing the proposed Polish sectoral qualifications frameworks in sport (SQFS) and tourism (SQFT). The participants learned about the current results of the design work and debated their compatibility. The similarity of some of the qualifications in the sports and tourism sectors was noted, but also their distinctions, for example, the qualification of “leisure time animator”. The participants realized that if both sectors developed qualifications in the future using the word “animator”, it should be explicitly indicated whether this qualification is linked to tourism or sport.

**Seminar 6.** This was a discussion forum of project experts with stakeholders and representatives of MSiT, IBE, ICCE (an organization developing solutions for qualifications in the broad area of sport) and EA/EHFA (an organization developing education standards for fitness personnel in line with the European Qualifications Framework). A lecture was given on the nature of sectoral qualifications frameworks in the context of the objectives of integrating the qualifications systems in Poland. Group leaders (competitive and recreational sport) made a detailed presentation of the next version of the preliminary draft of the framework, which was again significantly altered from the previous version because now it was deemed common to both areas of the sport sector. Project experts also presented their opinions on the qualifications for disability sport.

Visitors from abroad, who had previously become acquainted with an English translation of the preliminary SQFS draft, presented qualifications frameworks for sport developed at the transnational level. Prof. Rita Santos-Rocha from Portugal, a gymnastics instructor and EuropeActive representative, discussed the educational standards developed by EA (previously EHFA) in relation to the EQF and presented the Portuguese system of awarding qualifications in the area of fitness. Sergio Lara-Bercial, a coach and employee of the ICCE European office in the UK, presented the activities of ICCE, explaining that its main purpose is to coordinate the work of developing mutually compatible systems of training sports coaches in the council’s member countries. He presented examples of coaching qualifications in the UK, which are compatible with the International Framework for Sport Coaches (CSCF) developed by ICCE.

Later in the meeting the leader of the group responsible for qualitative and quantitative research introduced the concept for the survey research. The meeting ended with a moderated discussion.

**Seminar 7.** This was a working seminar with representatives of IBE, the project manager and working group leaders to discuss issues about the development of the final report of the SQFS project. In addition to the seminars described above, activities were conducted to promote the project and its results. A website was developed ([www.srks.pl](http://www.srks.pl)), which provided basic information on the PQF and successive products of the project. In addition, an informational leaflet was produced, which was distributed at seminars and sent by post to SQFS project stakeholders. Representatives of the sports community could also read two articles on sectoral qualifications frameworks for sport in the quarterly "Coaches' Forum" ("Coaches need to have the bar raised", No. 2 (15) 2014 pp. 24–27 and "Career paths are developing for coaches", No. 3 (16) 2014, pp. 50–52). Throughout the work on the SQFS project, representatives of IBE were consulted and their experts provided continuous support in producing its individual products.

## 4. Detailed Description of the Work Methods Used

### 4.1. Using the 7 Step Model to work on the SQFS

In working on the SQFS, experts used the proposed EOSE 7 Step Model, which presents the stages of working on developing a qualifications system in the sports sector (see Fig. 3). Its earlier version (the 6 Step Model) was presented by stakeholders as an alternative to developing university curricula for sport related fields of study, whereas the current one is recommended by EOSE for regional, national and international activities encompassing the entire sport sector or several of its individual disciplines. The use of this methodology proved an effective way of working on the development of qualifications in golf.

Figure 3. The 7 Step Model (EOSE, 2015)



Step 1. Determine the areas of occupational activity of the sector (LABOUR MARKET INTELLIGENCE)

Step 2. Identify the standard professions (occupations) (OCCUPATIONAL MAP)

Step 3. Specify the tasks performed in occupational work (OCCUPATIONAL DESCRIPTORS)

Step 4. Specify sub-areas (sub-sectors) (FUNCTIONAL MAP)

Step 5. Specify competences/professional standards (COMPETENCE FRAMEWORK/OCCUPATIONAL STANDARDS)

Step 6. Develop qualifications and define learning outcomes (GUIDE TO QUALIFICATIONS AND LEARNING OUTCOMES)

Step 7. Ensure the quality of the process (QUALITY ASSURANCE PROCESS)

Steps 1 to 6 were implemented to develop the SQFS. The work of each of these steps is described below:

**Step 1.** Determine the areas of occupational activity of the sector (Labour Market Intelligence – LMI).<sup>42</sup> According to the EOSE concept, this step consists of conducting Labour Market Intelligence to collect data from various sources using a range of techniques. The SQFS' main aims were to define: the Polish sports sector and the occupations functioning in this market, the needs of employers and the labour market, the competences needed to perform various professional roles, the education and vocational training system, and the qualifications awarded in this sector. During this stage, the following materials were analysed:

- „Analiza popytu na kwalifikacje i kompetencje w branżach sport i turystyka w Polsce” [Analysis of the demand for qualifications and competences in the sport and tourism industry in Poland] (IBE report, 2014),
- Selected professional programmes educating instructors and coaches in various qualified and general sports disciplines,
- Professional standards in sport developed through the “Developing a set of national standards for professional qualifications required by employers”<sup>43</sup> project initiated by the Ministry of Labour and Social Policy,
- Research and popular science publications on professional competences in sport [Pelc and Zielińska (2001), Toczek-Werner (2002), Żukowski (2002), Perkowski (2009), Siwiński (2002, 2003, 2005), Siwiński and Tauber (2004), Igłowska (2005), Stępień and Stępień (2006), Kubińska and Żydek (2006), Tonewo and Wawrzyńska (2008), Opoka (2007), Szumilewicz (2010) – see the bibliography],
- Legal documents describing the process of awarding qualifications in sport together with documents relating to the period before the deregulation of occupations in sport,
- International papers, including:
  - » International Sport Coaching Framework (ISCF),<sup>44</sup>
  - » Europe Active (EA/EHFA) Standards,<sup>45</sup>
  - » European LEarning Syllabus for outdoor Animators (ELESA).<sup>46</sup>

At this stage of work, it was particularly important to analyse international reviews of professional standards and qualifications in the sports sector. The aim was to maintain consistency between the sports sector qualifications awarded in Poland and the qualifications attainable in other countries and on the transnational level. With this in mind, it must be noted that the SQFS experts in no way planned to simply imitate

<sup>42</sup> The original names of the EOSE 7 Step model are provided in parentheses.

<sup>43</sup> <http://www.kwalifikacje.praca.gov.pl/> (accessed on 15 February 2015)

<sup>44</sup> <http://www.icce.ws/projects/international-sport-coaching-framework.html> (accessed on 15 February 2015)

<sup>45</sup> <http://www.ehfa-standards.eu/?q=standards> (accessed on 15 February 2015)

<sup>46</sup> <http://www.elesa-project.eu/home/> (accessed on 15 February 2015)



international documents. The aforesaid materials were used as an inspiration to search for our own solutions that adequately respond to the needs and conditions of sport in Poland.

**Step 4:**<sup>47</sup> Specify sub-areas/sub-sectors (Functional Map)

The EOSE review suggests that specifying sub-areas of activities can refer to various levels of the sector, e.g.:

- Market sub-sector (health and fitness, outdoor activities),
- Individual sport disciplines (golf, basketball, tennis),
- Specific professional group (coaches, referees).

According to EOSE, narrowing the professional sector in this way, one can juxtapose the occupational roles that are specific in selected areas, which provides a starting point to formulate occupational standards and define key competences. Experts working on the SQFS implemented Step 4 directly after Step 1, which differs from the methodology proposed by EOSE. The documents listed in Step 1 were discussed by the experts. They pointed out that there are various groups of occupations functioning in the sports sector, including sports personnel (instructors, coaches, organisers and other professions connected with organising sport activities), athletes, referees, sports activists, managers, support personnel (responsible for the technical aspects of sports facilities and equipment, sports health care, etc.) and others.

At this stage, it was determined that the SQFS will be the point of reference for the qualifications relating to the implementation of sports activities and coaching, which was the simultaneous implementation of Step 4 of the 7 Step Model. However, it was emphasised that sectoral qualifications frameworks will have to be drafted for the remaining sub-areas of the sports sector in the future.

**Step 2:** Identify the standard professions/occupations (Occupational Map).

At this stage, SQFS experts were asked to perform three tasks relating to the sports discipline they represent:

- Specify the occupations functioning in the labour market,
- Specify “missing” occupations (experts noticed a discrepancy between the needs of the labour market and the existing educational offer),
- Specify the occupations functioning in the industry abroad that do not exist in Poland.

The written results of these tasks became the starting material to discuss the detailed characteristics of the sector. The listed occupations were grouped and reviewed in the context of the results of Step 1. A particularly important element was to identify new

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<sup>47</sup> This report follows the original numbering of the Steps as used in EOSE publications.

trends in the field of sport, which determine new labour market needs and related challenges for the vocational education system.

*Difficulties encountered at Step 2:* Some experts tended to list only those occupations and professional roles that had functioned in Poland as regulated occupations.

**Step 3:** Specify the tasks performed in occupational work (Occupational Descriptors). During this phase of working on the SQFS, the occupations identified in Step 2 were assigned core professional tasks, taking into account the minimum required level of autonomy of the persons performing them and the scope of responsibilities connected with their implementation. The tool that was applied in this process was the table proposed during the ISCF project (see Annex 7).

**Step 5:** Specify occupational competences/standards (Competence Framework/Occupational Standards).

According to the EOSE methodology, this stage assigns occupational competences to the tasks specified in Step 3 that make it possible to perform these tasks. As a result of the discussions among experts and the analysis of available reviews and research studies, the identified occupational competences were grouped and named. This is how the sectoral descriptors were determined (see Annex 1).

*Difficulties encountered at Step 2:* IBE (Educational Research Institute) representatives proposed that sectoral descriptors be specified as the starting point for developing the sectoral qualifications framework. At the beginning of working on the SQFS, experts did not clearly understand the concept of descriptors, which resulted in initial problems with specifying, naming and characterizing appropriate sectoral determinants. In order to complete this task, it was helpful for the experts to take a look at sectoral determinants and their use in developing the level descriptors of the sectoral qualifications framework for the banking sector that had recently been produced.

**Step 6:** Develop qualifications and define learning outcomes (Guide to Qualifications and Learning Outcomes).

This phase began with deciding which learning outcomes (consistent with the structure of the PQF that groups learning outcomes in the categories of knowledge, skills and social competence) should be part of the individual occupational qualifications of sports personnel performing the previously specified tasks. According to the premises of integrating the national qualifications system in Poland, it was decided that the term “qualification” shall refer to each specified set of learning outcomes (competences) – consistent with already determined standards.<sup>48</sup>

Initially, qualifications in recreational sport (e.g. sports instructor in a given discipline, specialists directing exercises for health, etc.) and competitive sport (e.g. coach of children’s sport, master class sport coach, etc.) were specified and named. These qualifications were defined based on analyses of legal documents, academic publications, industry papers, education programmes, observations of the labour market, and the experience of professionals from the Polish education system for sports

<sup>48</sup> S. Sławiński, H. Dębowski, H. Michałowicz, J. Urbanik, *A Glossary of Key Terms related to the National Qualifications System*, Educational Research Institute, Warsaw 2013.

personnel. The next stage involved writing initial descriptions of learning outcomes for the specified qualifications using the method proposed by EuropeActive (see subsection 4.2), as well as comparing them with international solutions. As a consequence of this work, initial descriptions of qualifications were developed, with several examples presented in Annex 9 of this report.<sup>49</sup>

The last important task in this Step was to assign a PQF level to the defined qualifications. During the first phase of this work, the descriptions of qualifications treated as a whole<sup>50</sup> were compared to the PQF descriptors typical for vocational education and training. During the second phase, PQF levels were assigned to individual learning outcomes comprising specific qualifications (see Table 2). Both the level and the importance of individual outcomes were determined by the independent opinions of SQFS experts, using the “competent judges” assessment method.<sup>51</sup> Next, the levels assigned to individual qualifications from the first and second phase of the assigning process were compared to each other. The work on assigning PQF levels to the working descriptions of qualifications in sport were carried out without IBE’s participation.

*Difficulties encountered in Step 6:* Initially, the universal PQF level descriptors (first stage generic descriptors) served as the point of reference for the working descriptions of qualifications in the SQFS project. It turned out that it was much easier to work with the PQF descriptors typical for vocational training and education (second stage generic descriptors). Because these descriptors were more detailed, the decision on the most appropriate PQF level to assign to a given learning outcome was made more quickly. Another difficulty in assigning specific levels to individual qualifications was the tendency of experts to place all outcomes on one level. A more objective assessment was made of the level by assigning PQF levels to individual outcomes rather than to the qualification as a whole, which was a more effective way for the team of experts to work.

Because the learning outcomes distinguished for the qualifications being described were quite specific, it was not possible to develop common SQFS level descriptors for both recreational and competitive sport. The learning outcomes were quite varied, reflecting the different occupational tasks applied specifically to these two sub-areas of sport.

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<sup>49</sup> The working versions of the descriptions of qualifications were intended to help draft the SQFS level descriptors. Because of this, their structure is consistent with the structure of the qualifications framework, not with the structure of a qualification’s description, which, in the case of qualifications functioning in the Polish integrated qualifications system (IQS), should be consistent with the standard for describing qualifications. This standard requires that learning outcomes specified for given qualification be grouped into sets instead of according to the categories of knowledge, skills and social competences. Therefore, the qualifications’ descriptions drafted during the SQFS project are only demonstrative material and cannot be treated as model descriptions, but rather as a starting point for developing such descriptions.

<sup>50</sup> S. Sławiński, H. Dębowski, H. Michałowicz, J. Urbanik, 2013, p. 104.

<sup>51</sup> Ibid., p. 106.

**Table 2. Example table of concordance for individual learning outcomes required for selected sport qualifications (based on the working descriptions of qualifications prepared for the development of the SQFS level descriptors)**

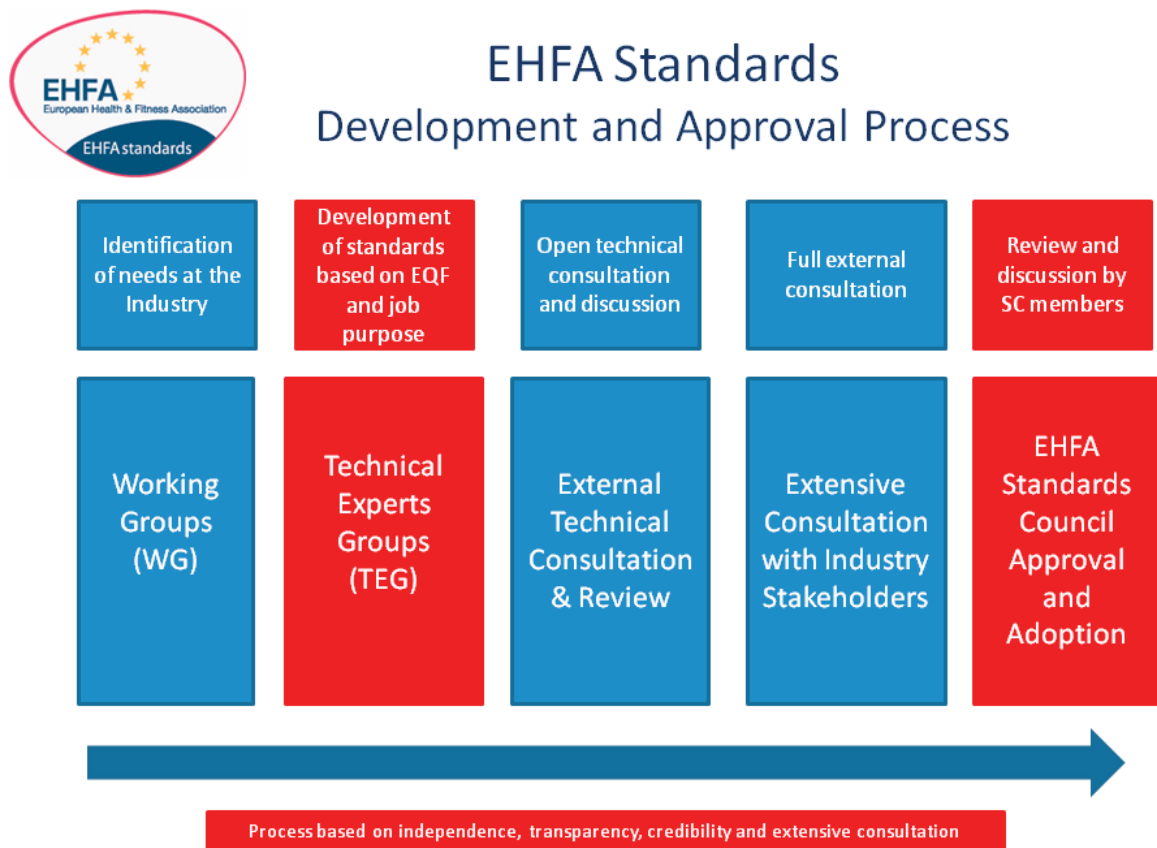
Occupational task	Learning outcomes from the “skills” category	Assigned level according to the PQF descriptors for vocational education and training
Planning and organising training (key outcome)	1. Plans and organises training for children in a given sport.	P4Z_UP
Implementing training (key outcome)	2. Applies typical training solutions for an all-around training for a given stage of training.	P4Z_UP
Implementing training (key outcome)	3. Intentionally uses training methods and means adequate to the needs and interests of the child and all-around training activities for the given stage of training in the sport concerned.	P4Z_UP
Implementing training (tools)	4. Maintains basic documentation relating to participation in sports activities.	P3Z_UN
Implementing training (technical preparation)	5. Explains, demonstrates and teaches the basic exercises for a given sport.	P3Z_UP
Oversight activities	6. Monitors and assesses the physical ability of a child to participate in a given sport.	P3Z_UP
Diagnostic activities	7. Initially diagnoses the physical ability of a child to participate in a given sport.	P3Z_UP
Sport competition	8. Adapts the level of competition to the developmental and social needs of children.	P4Z_UW
Psychological activities	9. Motivates and inspires interest in participating in sports activities.	P4Z_UW
Communication	10. Has the communication and interpersonal skills to relate appropriately as a coach with the child and his/her parents.	P5Z_UW
Organisational activities	11. Performs straightforward tasks to organise activities in a given sport.	P3Z_UP
Prevention activities	12. Is able to administer pre-medical first aid.	P3Z_UP
Summary	Level 3	6 learning outcomes
	Level 4	5 learning outcomes (including key outcomes)
	Level 5	1 learning outcome

The qualification was assigned to PQF level 4

## 4.2. Defining and describing qualifications based on the EuropeActive (EA/EHFA) methodology

As already mentioned, EuropeActive's (EA/EHFA) methodology of developing international educational standards for professionals in the health and fitness area (see Fig. 4) was used to develop the working definitions and descriptions of qualifications in the sports sector. While the 7 Step Model is highly valued for helping to conceptualize the SQFS, the EA/EHFA methodology aided operational activities.

**Figure 4. Diagram of the work on professional standards as proposed by the European Health and Fitness Association (now EuropeActive)**



After defining the needs of the market in expert groups of approx. 10–15 people (Steps 1–5 of the 7 Step Model), we started to identify the learning outcomes determining the ability to perform various occupational tasks in the sports sector. At this stage, it was important to work in a small team (5 people, the equivalent of a TEG – Technical Experts Group), which ensured better effectiveness and communication among members. The solutions developed by this team were consulted with a broader group of experts (approx. 30 persons) using an especially prepared form (see Annex 8), modelled on the “comments form”.<sup>52</sup> Experts were asked to provide their opinions on the proposed names of qualifications, proposed profiles of qualifications, and learning outcomes in the categories of knowledge, skills, and social competence. We expected individual experts to express their doubts about the proposals and to suggest solutions that could

<sup>52</sup> <http://www.ehfa-standards.eu/?q=node/102> (accessed on 15 February 2015).



facilitate the eventual modification of the presented descriptions of qualifications. At this stage, we deliberately did not ask experts about the PQF level to which the qualification could be assigned, as we had earlier observed a tendency in the sector of inflating a qualification's level. The information obtained from the experts was analysed and discussed in the Technical Experts Group (TEG), and reasonable proposals for changes were made. The verified working drafts of descriptions of qualifications were presented to a wider audience of stakeholders during expert seminars and published as a presentation on the website [www.srks.pl](http://www.srks.pl).

*Difficulties encountered in verifying the draft descriptions of qualifications developed by the TEG:* It was noted that experts devoted most of their attention to the issue of qualifications' titles. On one hand, this was due to the fact that many names exist for the same qualifications (consisting of the same learning outcomes) due to the numerous sub-sectors and disciplines in sport, and on the other hand, because various sport communities attribute different learning outcomes to qualifications having the same name. The names of qualifications operating on the market today are often the result of work on the career path of a discipline represented by different sport associations or federations. The lack of explicit guidelines in this area made it difficult to compare qualifications only on the basis of their names. It is worth noting that at this stage of the process, we were still working on the descriptions of qualifications developed exclusively for the SQFS project, so doubts and discussions about the names of qualifications were not really justified. To resolve this issue, we proposed alternative names that indicated the preparation offered to perform specific occupational tasks, such as, for example, "Qualification to teach a given sport discipline" instead of "instructor of a given sport".

### 4.3. Developing SQFS level descriptors

Working descriptions of selected qualifications in the sport sector were verified to determine their required learning outcomes, to order the sequence of a given qualification's learning outcomes according to the accepted sectoral determinants, to indicate the key learning outcomes, and to assign them to PQF levels. This was the initial material used to start working on the SQFS level descriptors. The diverse aims and occupational tasks implemented in recreational and competitive sport, as well as the different terms used by representatives of these sub-sectors, made it difficult for experts to work out common SQFS entries.

For this reason, the first version was drafted as very general statements and in order to distinguish descriptors for individual levels of the framework, terms such as: "the most basic," "basic," "complex," "very complex" were used (see Table 3).

**Table 3. Examples of distinguishing learning outcomes from the category of knowledge at various SQFS levels**

Relative to the factors conditioning the ability to conduct sports activities and training					
Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Knows and understands the most basic theories, principles and methods of planning, organising and conducting sports activities.	Knows and understands basic theories, principles and methods of diagnosing, planning, organising, conducting and monitoring sports activities and selected interdependencies among them.	Knows and understands an expanded set of basic theories, principles and methods of diagnosing, planning, organising, conducting and overseeing the outcomes of sports activities and selected interdependencies among them.	Knows and understands various theories, principles and methods of diagnosing, planning, organising, conducting and overseeing the outcomes of sports activities and the simple interdependencies among them.	Knows and understands complex theories, principles and methods of diagnosing, planning, organising, conducting and overseeing the outcomes of sports activities and the interdependencies among them.	Knows and understands highly complex (specialised) theories, principles and methods of diagnosing, planning, organising, conducting and overseeing conducted sports activities and the complex interdependencies among them.

**Table 4. A tool to improve the clarity of the SQFS proposed during one stage of the project**

#### A Glossary for the Very General Version of the SQFS Descriptors

- the term “selected basic” should be understood as selected means/activities required to perform occupational tasks
- the term “basic” should be understood as those means/activities required to perform occupational tasks
- the term “standard” should be understood as those means/activities typical for the given sport
- the term “various” should be understood as those means/activities relating to different aspects of a given sport
- the term “non-routine” should be understood as those means/activities that are not typical for a given sport, for example, something that has originated from another sport or field
- the term “simple” should be understood as those means/activities that do not take into account the conditions and limitations of the given sport
- the term “not too simple” should be understood as those means/activities that take into account selected routine conditions of participating in sport (i.e. age, sex, level of physical fitness)
- the term “not too complex” should be understood as those means/activities that take into account the typical conditions of participating in sport (i.e. age, sex, level of physical fitness)
- the term “moderately complex” should be understood as those means/activities that take into account the specific conditions of participating in sport (i.e. specific health needs) and/or selected non-routine limitations to participation (i.e. injuries, illnesses) in sport
- the term “complex” should be understood as those means/activities that take into account the multiple aspects of the need for sport requiring modern solutions and unpredictable limitations to participation (i.e. injuries, illnesses) in sport
- the term “very complex” should be understood as the use of means and activities in a creative/innovative manner

Once the first, very general version of the SQFS level descriptors were developed together with the glossary presented above, both project experts and stakeholders (during consultations on the qualitative aspects) raised some doubts about whether this idea for the framework could fulfil its core task, i.e. will it be able to reflect the specifics of the sector and will it be a clear tool for users. To answer all concerns, two sub-frameworks were developed (fourth stage generic descriptors) for both sub-sectors, which included more detailed descriptors for the levels.

During the next phase, experts worked on finding the right level of generality (genericness) for the SQFS level descriptors (third stage generic descriptors) that would allow using them as a point of reference for both recreational and competitive sport without the need for sub-frameworks, and which at the same time would show the visible differences between the sport industry and other industries/sectors. The key element needed to complete this task was an analysis of analogous learning outcomes in both sub-frameworks. Two learning outcomes referring to the same sectoral descriptor were compiled into one and as a consequence, the final version of the SQFS managed to avoid such general terms as “advanced” and “very advanced,” and thereby alleviate concerns that in practice, the differences in framework levels described in such a way would fail to be properly distinguished.

*Difficulties encountered in developing SQFS level descriptors:* A significant problem at this stage of work turned out to be the fact that the experts needed to understand the difference between developing a level descriptor for the qualifications framework and drafting the description of the qualification, so finding an appropriate level of generality of the SQFS descriptors was problematic. Developing too detailed descriptors could impose the risk that not all sport sector qualifications would be able to be referenced to them, and on the other hand, too general descriptors could fail to be properly understood by representatives of the sector. In this context, it was valuable to do the exercise of assigning framework levels during the seminars with stakeholders (see Annex 11). The situations proposed in the exercise showed the framework descriptors in a context that was clear to the participants, who were then able to provide feedback to the experts on whether the presented version of the SQFS whether the proposed version of the SQFS descriptors serves its function. Nevertheless, it should be emphasized that the results of the proposed exercise were not the basis for assigning SQFS levels to individual qualifications in sport.

## 5. Verifying Successive Versions of the Proposed SQFS with the Sports Community

### 5.1. Qualitative research

Qualitative research was conducted during meetings with stakeholders, once in Warsaw (November 28, 2014) and then again in Toruń (December 9, 2014) (see Table 5).

In both meetings, respondents were divided into three groups, representing:

- Public and private sector employers and non-profit organisations,
- Polish sports associations,
- Education institutions and R&D centres.

**Table 5. Number of persons participating in the qualitative research**

	Public and private sector employers, non-profit organisations	Sports associations	Education institutions and R&D centres	Total
Warsaw	14	15	8	37
Toruń	12	8	15	35
N	26	23	23	72

Group discussions were moderated by members of the qualitative and quantitative research working group and the remaining members of the expert team in the SQFS project. Each consultation seminar started with a presentation of the latest version of the draft SQFS and lectures presenting the main premises of the project. This was followed by a discussion to learn the opinions of the participants concerning the presented documents.

During the discussions, the following features were compared to successive versions of the proposed SQFS:

- Transparency – do respondents understand the general premises of the SQFS concept?
- Utility – do respondents see the need to develop a qualifications framework in the field of sport?
- Accuracy – are the proposed levels of qualifications in sport consistent with their actual status? Are the occupations currently functioning in individual areas (disciplines) reflected in the proposed framework?
- Applicability – will implementation of the proposed qualifications contribute to the more effective functioning of the sports sector?

The respondents assessed successive versions of the initial SQFS design according to the aforesaid features on the scale of 1 (I do not agree) to 6 (I fully agree). The results are provided in Table 6.

**Table 6. Results of the qualitative research**

Assessment Category	Average Assessments	Warszawa	Toruń	Total Average
Transparency		4.75	5.75	5.25
Accuracy		5.33	5.57	5.45
Utility		5.16	4.57	4.86
Applicability		4.75	5.28	5.07

As a result of the research, the following conclusions can be drawn:

- The respondents understood the general aim and premises of the PQF and the SQFS.
- The majority of the respondents unequivocally believed that a SQFS should be developed.
- The majority of the respondents agreed with the statement that the introduction of the framework will improve the transparency of the process of awarding qualifications in individual areas and disciplines of sport.
- The majority of respondents positively rated the proposed number of six SQFS levels (levels 2–7 of the PQF), emphasizing in particular that the proposed solution is compatible with European solutions (levels are directly referred to PQF levels and thereby to EQF levels), which will make it easier to employ Polish employees abroad. Representatives of some sport disciplines found the planned number of qualifications levels as not adequately responding to their needs (too large) and the proposed descriptions of individual levels as too general. However, it should be emphasised that during later seminars, new versions of the drafts were presented and they differed mainly in the extent of generality of the SQFS level descriptors (which answered some of the concerns in this area).
- The majority of the respondents agreed with the statement that the SQFS will contribute to developing education curricula and training programmes dedicated to sports personnel, answering the needs of the labour market more adequately.

Moreover, the following issues were raised during discussions:

- Stakeholders were interested in the plan of further legislative work in the government relating to implementing a qualifications framework in the sports sector. They noted that the Ministry of Sport and Tourism failed to participate in the activities to develop and implement the SQFS.



- The respondents stressed that they no longer are talking about the need to implement the framework (the purpose of the activities), but they are rather discussing how the proposed framework should be improved. They also underlined the change that has occurred in the awareness of at least some of the representatives of the sports sector, as reflected in the following statement: "This system needs to be implemented as soon as possible. The current status after deregulation violates citizens' constitutional right to safety because physical recreation activities could be conducted and supervised by incidental, unqualified people."
- The respondents, who are an active group interested in work on improving education and training curricula in sport, expressed their concerns about the relatively low level of awareness and knowledge about the premises of the SQFS project among the remaining representatives of the Polish sports sector. They emphasized the need to promote the SQFS through various channels (including media and TV), also among people in the industry representing local communities. Some voices raised the concern that Polish sports associations are not prepared to implement the SQFS.
- The respondents asked about opportunities for financing the new qualifications system. They were concerned that the cost of implementation may be too high and thus industry representatives must know what they are paying for (otherwise, they will not want to join the system). A good illustration is the following quote: "This is the system of the future; people must be motivated – not necessarily financially – to participate in the system."
- Some of the respondents referred to their pre-deregulation experience and indicated the need to combine the new qualifications system with the current one, e.g. by maintaining the names of the occupational levels (instructor, second class coach, first class coach, master class coach).

## 5.2. Quantitative research

The aim of the research was to verify the premises of the proposed SQFS by securing the opinions of defined groups of stakeholders. By further specifying problematic areas, the following research questions were formed:

- Do respondents understand the general premises of the SQFS concept?
- Do respondents see the need to develop a qualifications framework in the field of sport?
- Does implementation of the SQFS improve the transparency of the qualifications awarded in the field of sport?
- Will implementation of the SQFS help to develop education and training programmes that more adequately answer the needs of the labour market?
- Will implementation of the SQFS contribute to identifying core areas of competences in the sports sector?

A diagnostic questionnaire survey was used, based on the implementation process and results of the qualitative research. The questionnaire is presented in Annex 9. The survey was administered from January 10 to February 9, 2015.

Respondents were secured by applying snowball sampling, i.e. a non-probability sampling technique where existing study subjects recruit future subjects. Information about the survey was spread through traditional and electronic means to reach the largest possible number of stakeholders representing the following groups:

- Polish sports associations,
- Organisations, associations and private sector entrepreneurs, non-profit organisations,
- Education institutions and R&D centres,
- Public sector employers.

The research results are presented below as the answers to each question provided by the entire surveyed group of 110 respondents. The graphs present the responses to questions that are the most important from the point of view of the survey's aim.

n=110

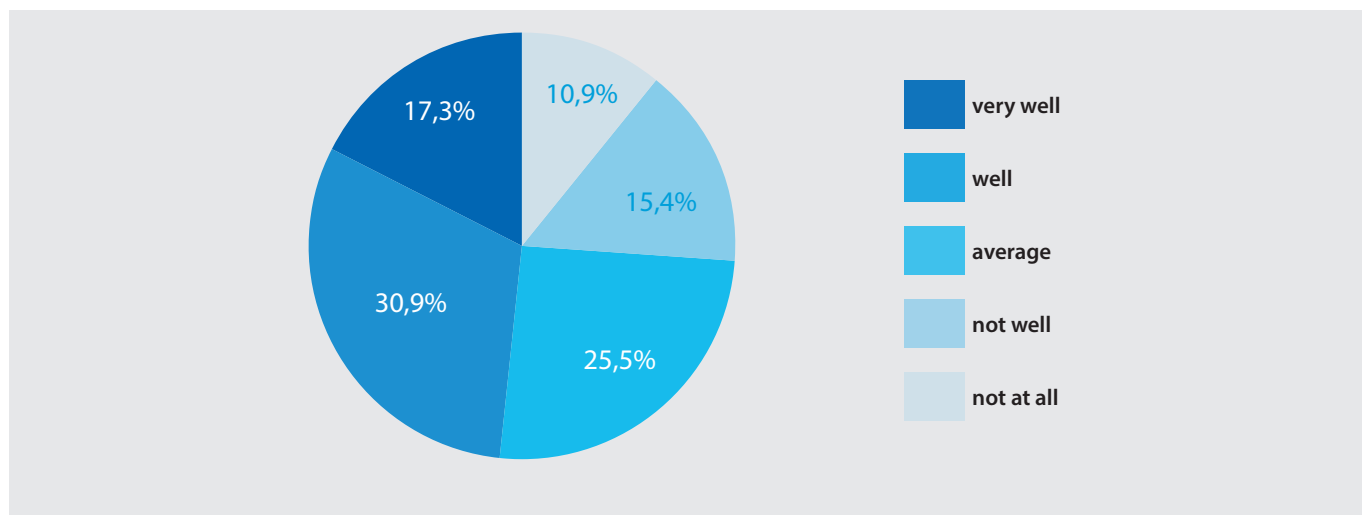
#### 1. To what extent are you familiar with the concept of the Polish Qualifications Framework?

very well		well		average		not well		not at all	
n	%	n	%	n	%	n	%	n	%
15	13.6	33	30	35	31.8	12	10.9	15	13.6

#### 2. To what extent are you familiar with the concept of the sectoral qualifications framework for sport?

very well		well		average		not well		not at all	
n	%	n	%	n	%	n	%	n	%
19	17.3	34	30.9	28	25.5	17	15.4	12	10.9

Chart 1. To what extent are you familiar with the concept of the sectoral qualifications framework for sport?



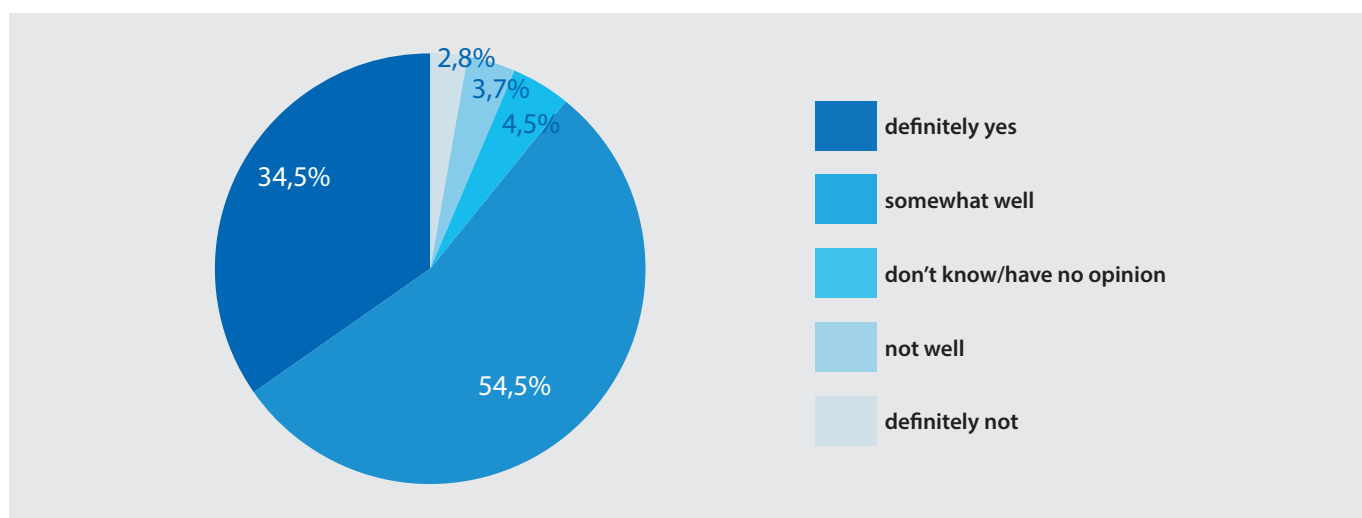
3. When did you first learn of the concept of the SQFS?

during this study		this year		1 year ago		2 years ago		3 or more years ago	
n	%	n	%	n	%	n	%	n	%
38	34.5	22	20.0	30	27.3	8	7.3	12	10.9

4. Do you understand the premises of the SQFS?

definitely yes		somewhat well		don't know/ have no opinion		not well		definitely not	
n	%	n	%	n	%	n	%	n	%
38	34.5	60	54.5	5	4.5	4	3.7	3	2.8

Chart 2. Do you understand the premises of the SQFS?



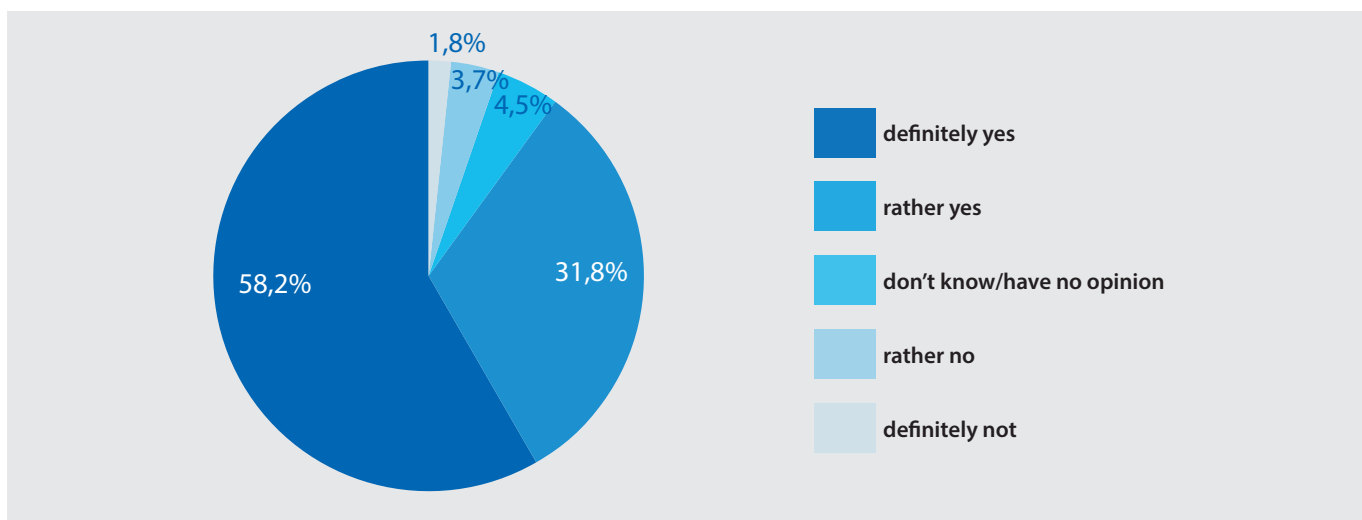
**5. Do you perceive a need to develop qualifications frameworks for sport?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
64	58.2	35	31.8	5	4.5	4	3.7	2	1.8

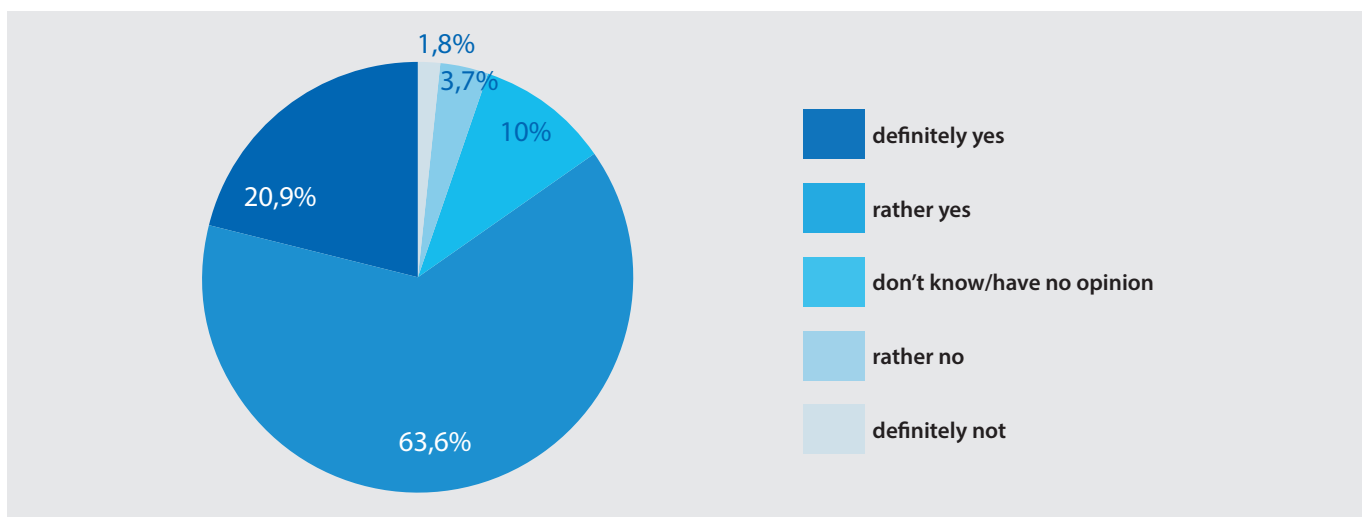
**6. Do the sectoral determinants defined in the SQFS project include the full spectrum of the most important competences required of people working in the sports sector?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
23	20.9	70	63.6	11	10.0	4	3.7	2	1.8

**Chart 3. Do you perceive a need to develop qualifications frameworks for sport?**



**Chart 4. Do the sectoral determinants defined in the SQFS project include the full spectrum of the most important competences required of people working in the sports sector?**



## 7. Are the SQFS level descriptors for knowledge understandable?

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
31	28.2	70	63.6	6	5.4	3	2.8	0	0

## 8. Are the SQFS level descriptors for skills understandable?

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
37	33.6	61	55.4	8	7.3	3	2.8	1	0.9

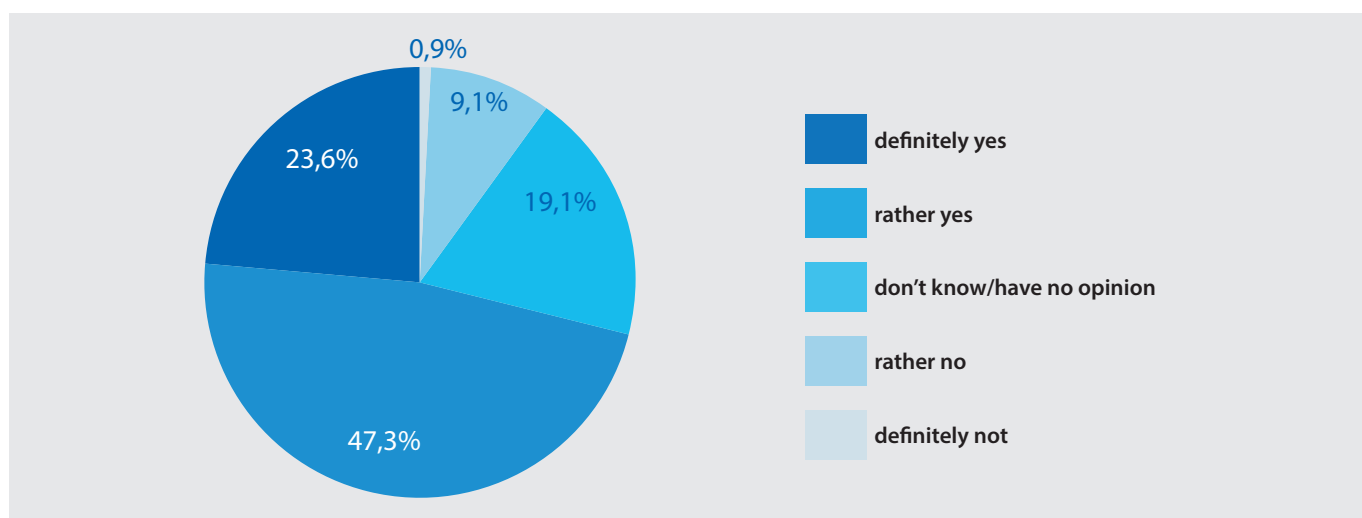
## 9. Are the SQFS level descriptors for social competences understandable?

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
30	27.3	68	61.7	7	6.4	4	3.7	1	0.9

## 10. Is the proposed number of six qualification levels (levels 2–7 of the Polish Qualifications Framework) adequate for the needs of the sports sector?

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
26	23.6	52	47.3	21	19.1	10	9.1	1	0.9

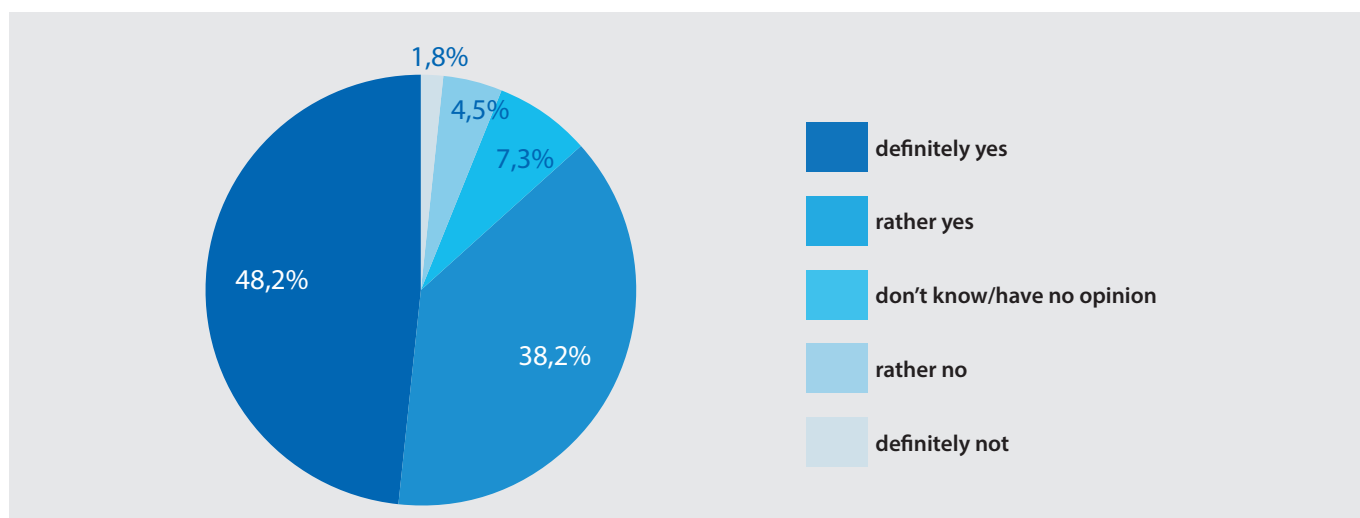
Chart 5. Is the proposed number of 6 qualification levels (levels 2–7 of the Polish Qualifications Framework) adequate for the needs of the sports sector?





**12. Will implementing the SQFS increase the transparency of qualifications awarded in the sports sector?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
53	48.2	42	38.2	8	7.3	5	4.5	2	1.8

**Chart 6. Will implementing the SQFS increase the transparency of qualifications awarded in the sports sector?**

**13. Do you believe separate qualifications need to be formulated for people working with disabled persons in a given sport?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
40	36.4	27	24.5	19	17.3	19	17.3	5	4.5

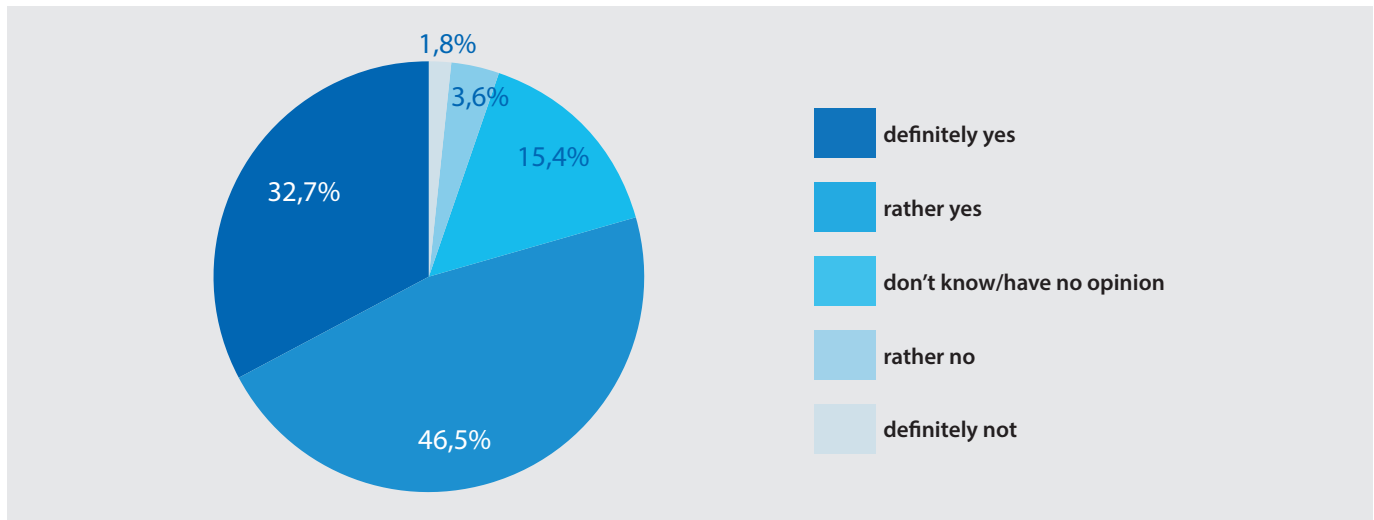
**14. Are the requirements of employers in the sports sector for the competences needed to work in various positions well reflected by the SQFS level descriptors?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
13	11.7	55	50.0	32	29.1	7	6.4	3	2.8

**15. Will implementing the SQFS help qualifications meet the needs of sports sector employers more adequately?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
36	32.7	51	46.5	17	15.4	4	3.6	2	1.8

**Chart 7. Will implementing the SQFS help qualifications meet the needs of sports sector employers more adequately?**



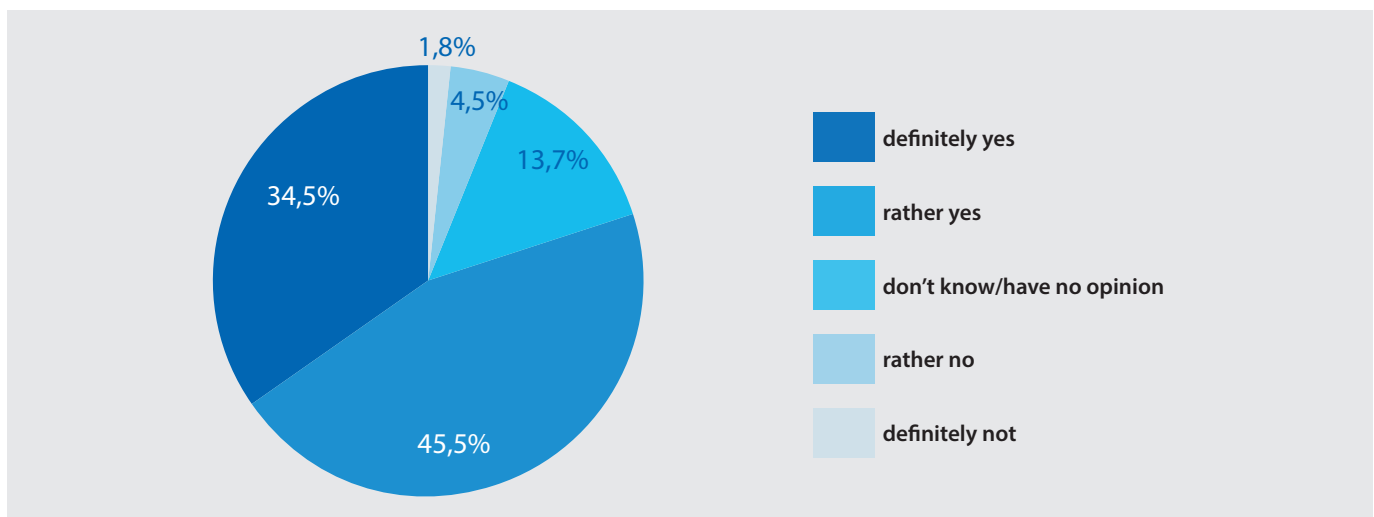
**16. Will implementing the SQFS help develop education and training programmes for the sports sector that more adequately meet the needs of the labour market?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
38	34.5	50	45.5	15	13.7	5	4.5	2	1.8

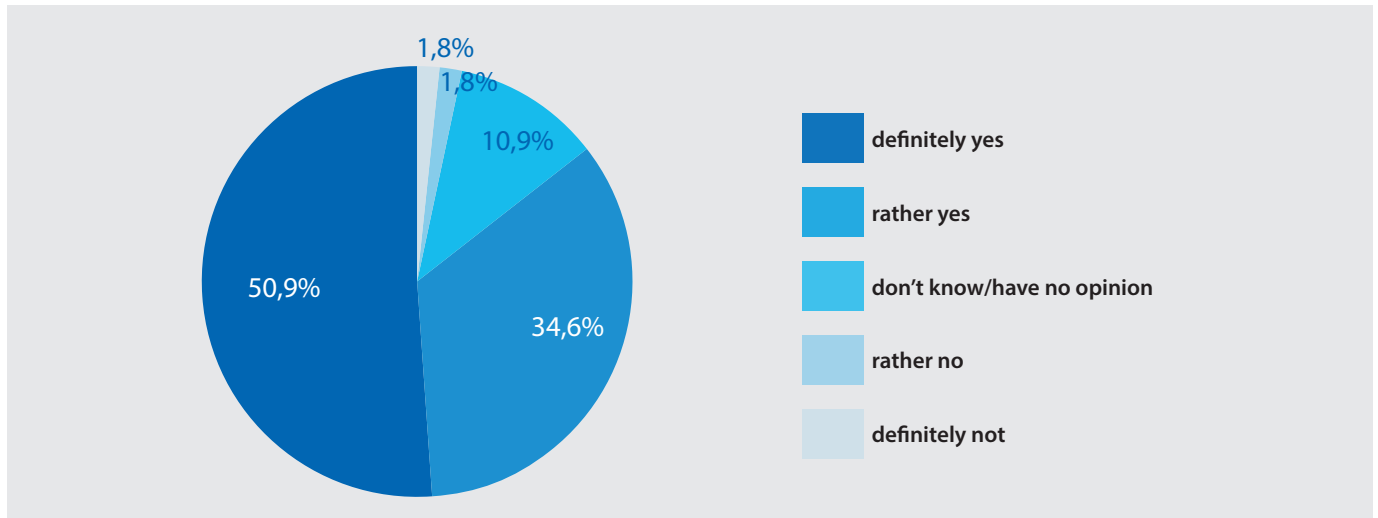
**17. Do you believe that the SQFS can be used to develop staff training programmes in your sports discipline?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
56	50.9	38	34.6	12	10.9	2	1.8	2	1.8

**Chart 8. Will implementing the SQFS help develop education and training programmes for the sports sector that more adequately meet the needs of the labour market?**



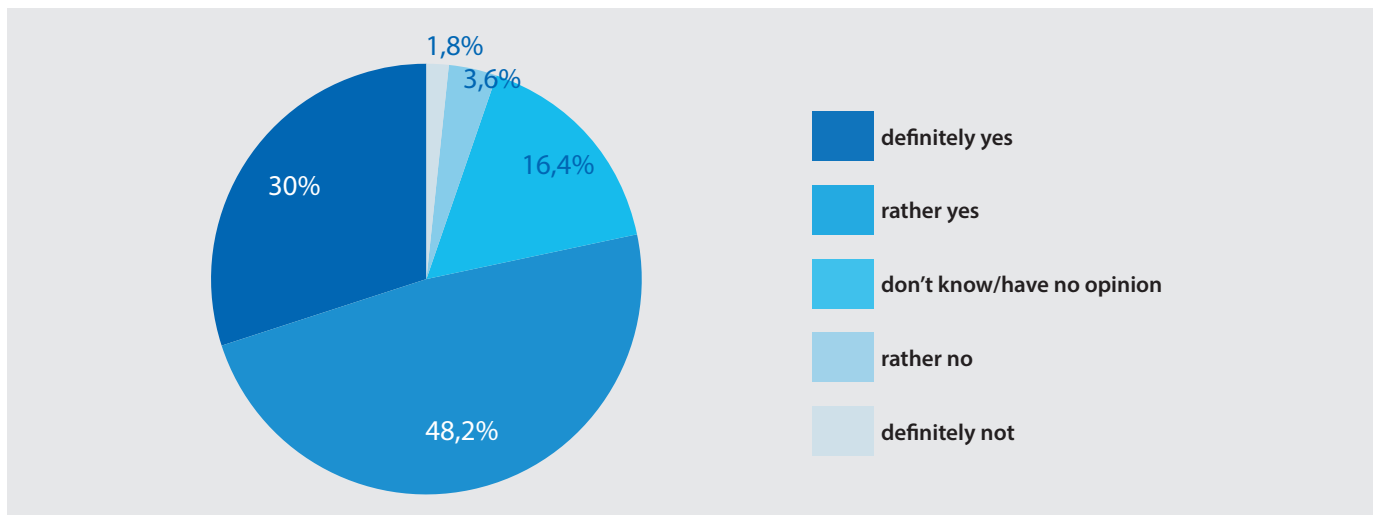
**Chart 9. Do you believe that the SQFS can be used to develop staff training programmes in your sports discipline?**



**18. Do you believe that the descriptors for the individual SQFS levels are sufficiently detailed?**

definitely yes		rather yes		don't know/ have no opinion		rather no		definitely no	
n	%	n	%	n	%	n	%	n	%
33	30.0	53	48.2	18	16.4	4	3.6	2	1.8

**Chart 10. Do you believe that the descriptors for the individual SQFS levels are sufficiently detailed?**



## Demographic data:

## A. Area of activity in the sports sector.

Polish sport associations		sport federations, organisations, associations		private sector employers		non-profit organisations		educational institutions and academic/research centres		public sector employers	
n	%	n	%	n	%	n	%	n	%	n	%
55	50	52	47.3	13	11.8	20	18.2	37	33.6	14	12.7

(Respondents gave more than one answer, which means that they identify themselves with more than one area of activity.)

## B. Which of the two areas below is your main area of current professional activity?

recreational sport		competitive sport	
n	%	n	%
58	53.0	52	47.0

## C. Sex

male		female	
n	%	n	%
71	64.5	29	35.5

## D. Age

average	standard deviation
32.6	11.31

## E. What is your level of education?

primary		basic VET		general secondary		secondary VET		engineering/licentiate		master's	
n	%	n	%	n	%	n	%	n	%	n	%
1	0.9	1	0.9	2	1.8	10	9.1	17	15.4	79	71.9

The most important conclusions of the quantitative research include:

- The percentage of respondents who were aware of the concept of the PQF and SQFS at the moment of filling out the questionnaire was lower (moderate, poor or not at all) rather than higher, indicating the need to better inform stakeholders of both these concepts.
- The majority of respondents (90%) noted the need to develop qualifications frameworks for sport (total result of the answers "definitely yes" and "rather yes"). One of the respondents said that "after the deregulation of the occupations of instructor and coach, the classification of the skills held by persons performing

these occupations must be systematized.” Another respondent wrote that the SQFS “will organise and systematize the process of awarding licences and defining the qualifications of coaches and instructors.” Another respondent wrote that the SQFS will contribute to “organising not only the documentation that certifies awarded qualifications but also the knowledge obtained through education” and “regulating and determining the scope of competences applicable to successive levels of professional advancement.”

- The sectoral descriptors proposed in the project were rated as reflecting the full scope of competences of persons working in the sports sector by as many as 84.5% of the respondents (total result for the answers “definitely yes” and “rather yes”). Some of the respondents shared their critical views, such as: “lack of references to promote a healthy lifestyle,” “lack of certain terms applicable to competitive and professional sport,” “failure to include the level of fitness” or “failure to include the evaluation of the psychological characteristics in the work of coaching.”
- The proposal to have six SQFS qualification levels (levels 2–7 of the Polish Qualifications Framework) was positively rated by 71% of respondents (total result for the answers “definitely yes” and “rather yes”). A different opinion or no opinion on this issue was expressed by 29% of the respondents. There were some discrepancies in the opinions of the respondents: some of them proposed that the number of levels be reduced to 4 or 5, while others stated that the proposed number of levels is optimal.
- A definite majority of respondents believe that implementation of the SQFS will improve the transparency of the qualifications awarded in individual fields of sport (86.4%), help to develop descriptions of qualifications that better fit the needs of employers (79.2%) and result in more adequate sports education and training programmes for the labour market (80%). The respondents wrote that, e.g. “implementation of the SQFS will stimulate the development of education curricula because this will be expected by the entities that employ coaches” or that “implementation of the SQFS will help to develop education programmes that better fit market needs, and not as it has been so far – training only for financial gain,” or that “it will be easier to develop education and training programmes because the rules will be clear.”
- Individual SQFS level descriptors were rated as sufficiently detailed by 78% of respondents. However, some discrepancies were noted in the comments made to this question. Some of the respondents found the descriptions too detailed while others found them too general.

## 6. The Sectoral Qualifications Framework for Sport – the Final Product

### 6.1. General information and structure of the product

The Sectoral Qualifications Framework for Sport (SQFS) is expected to provide a framework for the qualifications in Poland's sports sector currently functioning in the market, as well as those to be developed in the future. The descriptors of successive SQFS levels (referenced to PQF levels 2–7) reflect the gradual advancement of knowledge, skills and social competences, making up the ever higher positions of qualified sports personnel. Qualifications' level descriptors were formulated in general terms to make it possible to design qualifications for sports personnel operating in different areas and disciplines; however, they are sufficiently detailed to enable representatives of the sector to also use them intuitively. The SQFS descriptors were prepared for a wide group of stakeholders from the sector (coaches, trainers and facilitators), who, to a large extent, are responsible for improvements in the health of the general public, as well as the achievement of variously defined sporting successes. These stakeholders also promote social integration and, in a broader perspective, the acceleration of the country's economic growth. Individual descriptors were developed on the basis of the key tasks performed by sports personnel and the competences necessary to implement them, using numerous references and forecasting activities. It is worth noting that the SQFS descriptors can serve as the starting point to prepare a corresponding system of levelling and the mutual referencing of qualifications for judges, sports activists, managers and athletes.

To enable a quick search to be made and to provide greater transparency of the product, individual components of the final version of the SQFS are provided in the annexes of this report. These include:

- The sectoral determinants of the SQFS project (Annex 1),
- Instructions on how to read SQFS level descriptors (Annex 2),
- Glossary of terms used in the SQFS (Annex 3),
- SQFS level descriptors (Annex 4),
- Comparison of the SQFS with the PQF (Annex 5).



## 6.2. The premises for developing qualifications in the field of sport for persons with disabilities

The starting point for developing guidelines to design qualifications in the field of sport for persons with disabilities was the work on the sectoral qualifications framework for sport and the fact that the team preparing this framework was of the opinion from the very beginning that disability sport is an essential and integral part of the sector. In the course of their work, team members acknowledged that this is a field of such specificity that it requires particular attention for several reasons. First, this field of sport has been undergoing progressive professionalization, linked to, among others, the use of specific techniques and methods for different types of disabilities, as well as compliance with principles and procedures relating only to sport for disabled persons. Persons lacking adequate education, without a thorough mastery of these elements, may have trouble performing their profession in this field. Several employers who had participated in consulting the preliminary draft of the SQFS drew attention to this fact. They emphasized that specialists are needed to perform certain occupational activities in the training of people with disabilities. Such specialists would be identified on the market as experts both in disability sport, as well as in a given sport discipline, equipped with proven competences relevant to the tasks set before them.

A second reason why it is essential to distinguish – in the sports (disciplines) concerned – the qualifications of disability sport coaching is the threat that persons with various disabilities will not be considered for job opportunities in this area. This situation can occur (and is occurring) when the only way to work as an instructor of persons with disabilities in any sport is to obtain a qualification to train able-bodied persons. The process of validating the learning outcomes of such a qualification may include tasks which are impossible for persons with disabilities to perform. Examples of such qualifications are basketball instructor and alpine skiing coach. In the case of a wheelchair basketball coach, the wheelchair validation process should not include such activities as e.g. the layup shot, which is not used in this form of the discipline and is unable to be performed by persons with this type of disability. Similarly, a person with one leg who wants to train with others in skiing may be rejected by the validating institution despite excellent technical preparation for the profession because he/she is unable to independently perform certain activities, such as, distribute poles and set up a course or demonstrate snow ploughing exercises – such activities are part of the training programmes. Experts pointed out that such situations may start to occur more frequently. Without clearly distinguishing qualifications “dedicated” to persons with disabilities in specific sports (disciplines), there is a risk of only developing qualifications based on SQFS descriptors that have learning outcomes which will “eliminate” disabled persons from a given discipline.

With this in mind, a working group was formed from members of the expert team in the SQFS project to distinguish qualifications relevant to the disability sport community and assign PQF and SQFS levels to them. To do this, analyses were performed of legal documents, scientific publications, studies of disability sport, education and training programmes to prepare workers in this field and the experiences of practitioners. Distinguishing qualifications in disability sport was considered necessary to increase the accuracy of decisions made by sports associations on awarding the appropriate qualifications in this specialization of a given sport (discipline). Cooperation with experts confirmed the need to identify the learning outcomes (in terms of knowledge,

skills and social competence) that are key for the qualifications of staff working in the field of sport for disabled persons.

The working group identified qualifications on three levels of the SQFS (PQF), which are considered particularly important for the development of staff for disability sport in Poland. These include the following qualifications, which have been assigned proposed names:

- sports animator for disabled persons (initially proposed PQF level: 2),
- sports instructor for disabled persons (initially proposed PQF level: 4),
- sports coach for disabled persons (initially proposed PQF level: 5).

This proposal (proposed names of the qualifications together with a general description of their required competences and proposed PQF levels) was consulted with stakeholders, including trainers, representatives of academic institutions and research centres, organisations and associations (including non-profit organisations), employers from the public and private sectors, as well as institutions providing formal and non-formal education.

Distinguishing the above named qualifications, describing them in the language of learning outcomes and initially assigning them to SQFS levels made it possible to compare them with other proposed descriptions of qualifications for the sports sector developed by the expert team in the SQFS project. Experts concluded that the qualifications identified as relevant to the field of sport for disabled persons can be part of the proposed framework.

Based on the conclusions of the discussion on initially distinguishing qualifications in this area, the project's expert team acknowledged that among the six SQFS levels, three will most often be used for qualifications in disability sport, taking into account the actual needs of the market:

- PQF and SQFS level 2 (proposed name of the qualification: assistant/helper to the sports instructor of disabled persons in the given sport discipline),
- PQF and SQFS level 4 (sample name: sports instructor of disabled persons in the given sport discipline),
- PQF and SQFS level 5 (sample name: sports coach for disabled persons in the given sport discipline).

In addition to distinguishing SQFS levels for key areas of sport for disabled persons, the project also developed two equally valid model paths of attaining these qualifications (see Fig. 5):

#### **Path 1**

A candidate for the qualification of animator/instructor/trainer of a given sport first attains a qualification to work with able-bodied persons, such as, e.g. instructor in a given sport discipline. If after some time, this person would like to start working

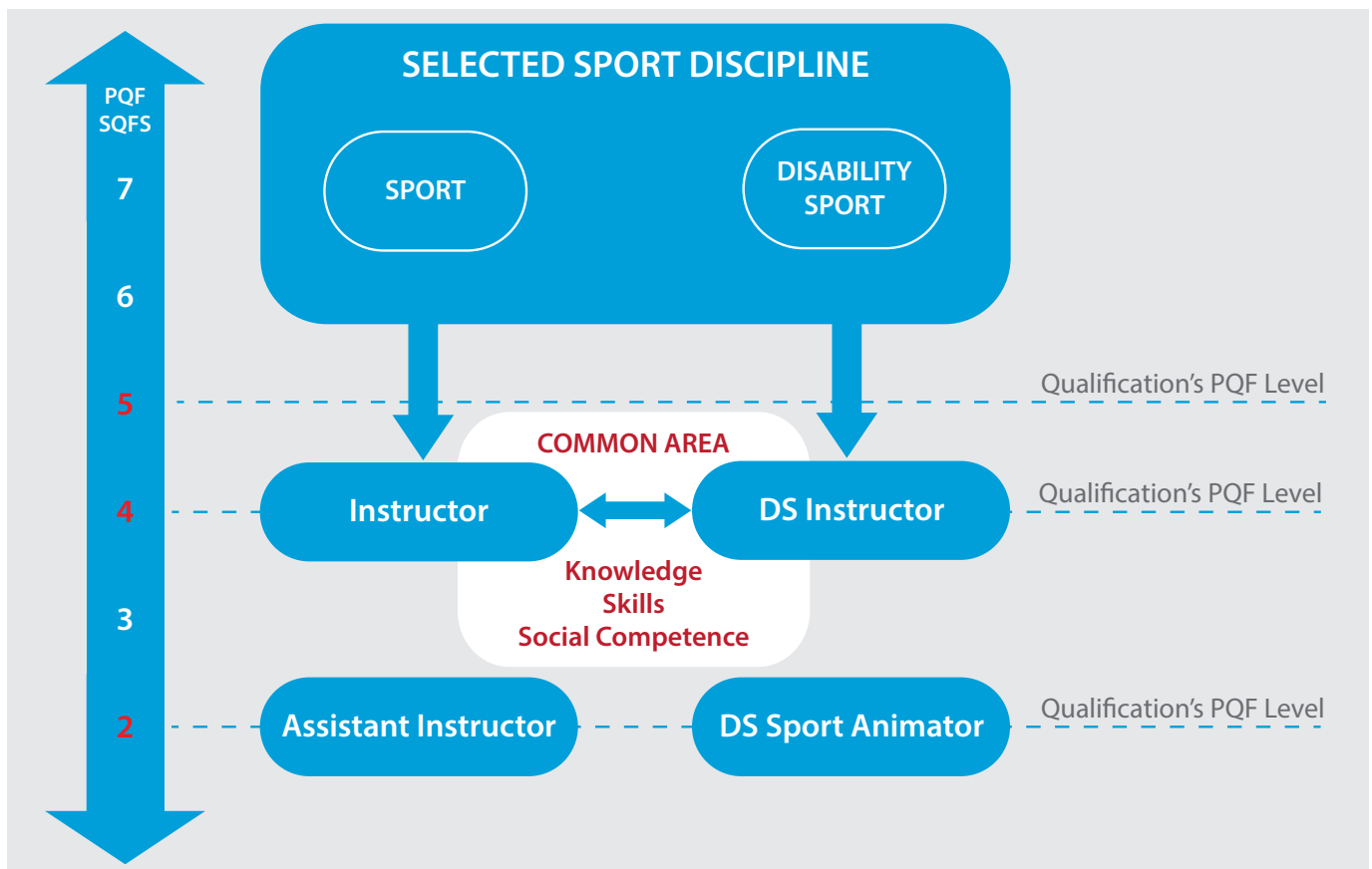
with disabled athletes, he/she must complete a specialized course or validate their knowledge and ability to apply specific methods and means of coaching for the given sport in relation to persons with disabilities. Such a process should be concluded with the awarding of a qualification entitling him/her to provide training in the given sport to persons with a specific type of disability. The PQF and SQFS level of the awarded qualification should be appropriate to the level of the validated learning outcomes.

**Path 2**

A person who decides to first attain a qualification in the field of sport for disabled persons – after validating the required learning outcomes – can attain a qualification in a particular sport (qualified) with regard to all its aspects needed for conducting activities with able-bodied persons.

It was acknowledged that the ability to transfer learning outcomes relating to conducting activities in a given sport discipline and “common” qualifications for able-bodied and disabled athletes are important from the point of view of both paths. As a result, people who thus far have worked, e.g. with able-bodied athletes (after having attained the appropriate qualification) and want to begin working with disabled persons should be able to concentrate on attaining those learning outcomes that had not been acquired earlier (such as those, e.g. relating to the specifics of working with persons with a particular type of disability). The remaining learning outcomes (e.g. relating to the most important elements of practicing the sport that are common to people with and without disabilities) should be “credited” in the process of validation without having to re-confirm them.

Figure 5. Paths of attaining a qualification in a field of sport for persons with disabilities



It should be emphasized that the proposed solution in no way limits the path of further professional advancement of people who have attained qualifications at PQF and SQFS level 5. Qualifications for the community of sport for disabled persons will be duly accredited in the national qualifications system, and persons holding such qualifications will be able to attain additional qualifications in this or other areas of sport.

### 6.3. Recommendations on implementing and using the SQFS in Poland and its future development

The SQFS is addressed not only to decision-makers in Polish sport, but also to individuals working at the operational level. Its implementation must be based on the systemic involvement of all stakeholders and the development of coherent solutions, both in the vertical dimension (formal and non-formal education and informal learning) and the horizontal dimension (world and European federations, Polish sports associations, clubs, employers, and individual educators). Taking this into account, the SQFS team of experts developed the following recommendations regarding the implementation and use of the SQFS, as well as its future development:

1. Based on the analyses and quantitative research conducted in this project, we can conclude that the effective implementation of the SQFS will require systemic actions to promote the solutions developed in various sports communities. The key issue in this context is the role of the Ministry of Sport and Tourism. The Polish sports community, for many years accustomed to the regulation of its professions, seems to expect the ministry to provide at least a recommendation regarding the solutions proposed for the education and training of sports personnel. It should be noted that informational meetings targeted to a wide range of sports industry representatives will most likely contribute to greater knowledge about the SQFS, but they may not suffice for people to be able to undertake operational activities. One good idea is to keep the website on the SQFS active ([www.srks.pl](http://www.srks.pl)). A "step-by-step" guide could be placed on the website to describe how to start and complete work on describing a qualification in the sports sector, as well as appropriately referencing the description to the descriptors of the SQFS. Preparing stakeholders to participate in the process of implementing the framework is particularly important for it to be effective.
2. Implementation of the SQFS should be dynamic. Close cooperation with the industry and the analysis of trends developing in the sports sector should be reflected in a regular updating of the SQFS, e.g. every 5 years. Updating the SQFS should be done on the basis of research on the qualifications and competences existing in the sports sector, including in individual disciplines.
3. Representatives of various sport disciplines who did not participate in developing the framework and their beneficiaries should be included in the near future as active consultants of the SQFS. It seems reasonable to also begin working on frameworks for qualifications in the sub-areas of sport, which are not included in the presented project, such as qualifications for athletes, referees, sports activists, managers, etc.
4. In order to promote a better understanding of the SQFS and to have it used by representatives of different sports disciplines, we should strive for the greatest

possible involvement of different stakeholders at all stages of the framework's implementation process. Based on observations made during meetings with stakeholders during the SQFS project, it can be assumed that workshop activities conducted with groups of representatives of various sport disciplines will be more effective in implementing the framework. This includes, among others, practical exercises for the purpose of developing separate frameworks for individual sports or for describing qualifications referenced to the SQFS (e.g. applying the tools used in the project to develop working drafts of qualifications' descriptions). It should be emphasized that developing descriptors characteristic of specific sport disciplines – which further detail the SQFS descriptors – will require the analysis of international solutions adopted in these disciplines by international or European sporting federations (if applicable).

5. When implementing the SQFS in individual sport disciplines, performing the EOSE 7 Step Method, used in the process of developing the SQFS, is recommended to ensure the quality of this process. Appointing an institution to “manage” the framework is important from this point of view, given its responsibility for regularly updating the framework and developing procedures to guarantee that an SQFS level will be assigned only to those qualifications meeting its requirements, as well as for monitoring and overseeing compliance with the procedures established. Certifying institutions, responsible for the validation and certification of specific qualifications, should safeguard the quality of the system at the level of individual sport disciplines. Polish sports associations can perform this role, and also accredit training providers whose programmes will be based on the SQFS descriptors (or further stages of these descriptors tailored to the specific characteristics of the sport). According to the premises of the Polish integrated qualifications system, in order for all these processes to function properly, certifying institutions must have their own internal quality assurance system. In addition, the relevant minister responsible for this field (in this case, the Minister of Sport and Tourism) should designate institutions to act as external quality assurance entities for the process of awarding individual qualifications functioning in the system (one such institution can oversee the processes of certification and validation of many qualifications).
6. Designing systemic solutions should take into account competences attained through formal and non-formal education, as well as the recognition of learning outcomes acquired through informal learning (recognition of prior learning – RPL). The qualifications frameworks can be the basis for developing a skills maps, also known as qualifications paths, which provide information about the qualifications that exist in specific areas, their levels and the relationships between them (e.g. common sets of learning outcomes). On the basis of the SQFS descriptors, a map could be developed that shows the relationship between qualifications from the sports sector and “sports related” qualifications. Such a tool could be developed separately for each sports discipline.
7. The idea of implementing a qualifications framework for the sports sector requires constant support from stakeholders. We recommend that a Sector Skills Council for Sport be established in the near future. The Council could play a consolidating role to focus the activities of Polish sports associations, organisations, associations, non-profit organisations, educational institution, research centres, and public sector

employers. An important aspect of the Council's activities should be to monitor the labour market and the demand for qualifications in the sports sector.



## 7. Recommendations on Developing Sectoral Qualifications Frameworks in Other Sectors

Sectoral qualifications frameworks are one of the key tools of the Polish integrated qualifications system. Due to the pioneering experience of the sports sector in developing its sectoral qualifications framework, the SQFS expert team was asked to provide recommendations on this process to other industries/sectors. Based on the experiences of implementing this project, the following are our general conclusions:

1. The PQF should be referred to when developing SQFs. It was very helpful to analyse both the universal PQF level descriptors as well as the second stage descriptors for vocational education and training during the work of writing the descriptors for the sports sector.
2. The preparation of all team members regarding their knowledge and understanding of the premises of the PQF and sectoral qualifications frameworks is of significant importance for the effectiveness of the work. The greatest barrier to accomplishing the aims of the SQFS project and communication with the contracting authority (IBE) was a lack of understanding of some of the concepts and difficulties in using the language specific to working on qualifications. We recommend that a good deal of thought be given to determining the composition of the working group, which should be represented by both practitioners from the industry, as well as persons with experience in the methodological work on qualifications.
3. An effective method of working in the SQFS project was the use of the 7 Step Model proposed by The European Observatoire of Sport and Employment (EOSE). Its universal nature seems to be also suitable for other industries (see Chapter 4.1.).
4. While working on a sectoral qualifications framework, we recommend that an analysis be carried out of international solutions that standardize the mechanisms of awarding qualifications in a given field of activity (if they exist) and to work with foreign experts. The SQFS project was able to take advantage of the achievements and experiences of international sports sector organisations (EA/EHFA and ICCE/ECC), as well as to use ready-made tools to work on the qualifications. Doing so ensures the consistency of sectoral qualifications frameworks with solutions developed at the European level, as well as internationally, and its congruence with the solutions developed in other countries. However, these models should be treated only as inspirations to help in the development of one's own proposals, which must take into account the legal framework and cultural conditions of one's own country.
5. In order to develop qualifications frameworks that actually meet the needs of specific groups of stakeholders, not only should an analysis be carried out of international solutions, but an internal analysis of the sector should be made. Before starting work on the level descriptors, the qualifications functioning in a given sector must be thoroughly identified. After this, learning outcomes must be developed for each qualification and then PQF levels are assigned.

6. It was a challenge to determine an appropriate level of generality (“genericness”) when writing the level descriptors of the framework that on one hand, captured the specific characteristics of the sports sector, while on the other hand, could serve as references for the qualifications of its various sub-areas. To solve this problem, it is recommended to simultaneously analyse at least two different qualifications (relating to different sub-areas of the given sector) with the same PQF level. Two similar specific learning outcomes should be formulated as one, more general outcome – descriptor statement. A crucial decision in making the SQFS clearer for users was to stop using terms such as “basic”, “complex”, “highly complex”.
7. Communication with various sectoral stakeholders was very important in the process of developing the SQFS descriptors. In order for this communication to be effective, it is helpful to develop and use appropriate tools, for example, ready-made forms that can facilitate the analysis and interpretation of comments collected during meetings, discussions or in questionnaires.

The results of the quantitative research, which indicated mostly positive opinions about the final version of the SQFS, testify that the experiences gained during the project are worth using in the development of sectoral qualifications frameworks for other industries and sectors.

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# ANNEXES

## Annex 1. Determinants of the sports sector in the SQFS project

Sectoral determinants are the requirements of key value to the sector (e.g. competences required for performing occupational tasks characteristic for this sector or for accomplishing its most important objectives).

As a result of the work on the SQFS project based on the 7 Step Model (described in 4.1.), the following sectoral determinants were used to develop the descriptors of specific qualifications framework levels:

- **Relating to activities affecting the implementation of sports classes or training processes**, including the following tasks: diagnosing sports participation, planning, organising and conducting classes and/or training processes, overseeing and assessing training results, ensuring the safety of sports participants and preparing for sports classes and/or training processes in terms of fitness, sports techniques and/or tactics.
- **Relating to the methods, forms and means used during sport classes or in training processes** with relation to the specificity of a given sport, which determines the sets of exercises, procedures and activities used, as well as devices and equipment and the organisational conditions in terms of time and space for completing the objectives and tasks of the sport.
- **Relating to the conditions and psychosocial aspects of sports participation** determined by such variables as: gender, age, education, economic status, health status, lifestyle, motor skills, availability of objects, devices and equipment, natural environment conditions, social support, fashion, media impact. The variety of factors determining participation in sports (on both the professional and amateur level) combined with the fact that sport is a voluntary activity of human beings, require that: the sports activities performed must be individualized, staff is professionally prepared in communication skills and able to motivate participants, can ensure a good atmosphere and attractiveness of classes/training processes, and is able to implement educational and pedagogical activities.
- **Relating to the outcomes of participation in sport relating to health and/or the levels of sport**, including activities promoting healthy lifestyles and preventing non-contagious diseases by regular physical workout as well as activities relating to competition in a given sport.
- **Relating to aspects supporting professional development activities in sport**, including taking advantage of research and scientific achievements as well as other support areas (e.g. medicine, physiotherapy, dietetics). In competitive sport disciplines, also organisational activities external to the training process, social and living activities as well as the quality control of work.

## Annex 2. Instructions for reading the level descriptors for SQFS users

In order to effectively use the SQFS as a point of reference for specific qualifications in the sports sector, it is necessary to:

1. Read the glossary of the terms used. Particular attention should be paid to the definition of the term “sport” under the Act on Sport. Understanding this concept as all forms of physical activity means that sport is also considered to be activities relating to weight loss or exercises for seniors to improve their physical condition. This way of understanding sport expands the concept of, among others, sports participant and sports activities, which can relate both to competitive sport as well as recreational sport.
2. Develop an understanding of the term “sectoral determinant” and the details of the five sectoral determinants of the SQFS project. The first two sectoral determinants: “Relating to activities affecting the implementation of sports classes or training processes” and “Relating to the methods, forms and means used during sport classes or in training processes” should be treated as key determinants, i.e. the ones that are the most decisive when assigning a given qualification to a specific SQFS level. The remaining determinants: “Relating to the conditions and psychosocial aspects of sports participation” “Relating to the outcomes of participation in sport relating to health and/or the levels of sport” and “Relating to aspects supporting professional development activities in sport” should be treated as supporting determinants. Learning outcomes falling into these areas are supportive in carrying out the key occupational tasks in sport.
3. While looking for references to the appropriate SQFS level of a specific qualification, we must answer the question of whether or not this qualification confirms the achievement of the learning outcomes:
  - for carrying out only segments or all of the sports activities and training process;
  - for the scope of work with particular sports participants – taking into account their specific objectives and needs;
  - relating to the use of which methods, forms and means (e.g. standard ones or those requiring innovative solutions);
  - relating to completing tasks autonomously or in a group; and if the latter is the case – taking into account the role of the person holding this qualification (e.g. team member, coordinator).
4. Attention should be paid to whether or not a qualification confirms occupational readiness for autonomous implementation of specific tasks in sport and the scope of responsibility for the outcomes of the implemented tasks.
5. One should keep in mind that the SQFS level descriptors are not the same as the descriptions of qualifications and serve only as a point of reference to these descriptions. Hence, various learning outcomes specific for a given qualification may have different SQFS levels.

6. In order to properly assign a level to a qualification, the methodology presented in Table 2 (Section 4.1.) should be used while treating the SQFS descriptors as a point of reference for the specific learning outcomes of a given qualification. When deciding to assign a level to a qualification, you should first take into consideration the level assigned to the majority of key outcomes (referring to the initial two sectoral determinants) and then the level assigned to the majority of the remaining outcomes.
7. In order to verify the ability to read the SQFS, we recommend doing the exercise of assigning framework levels described in Annex 11 to this report.
8. When developing the descriptions of qualifications, you should remember that the SQFS is intended only as a point of reference. Assigning a framework level to a qualification should be the closing stage of describing the qualification, preceded by the process of identifying and carefully analysing its learning outcomes that determine the ability to carry out specific occupational tasks.

### Annex 3. Glossary of terms

#### Sport

(Act of 25 June 2010 on Sport)

Art. 2.1.: Sport is all forms of physical activity which, through casual or organised participation affects the development or improvement of physical fitness and mental well-being, social relationships or the achievement of results in sport competition on all levels.

#### Training process in sport

(Drabik, 1997; Sozański, 1999)

A multi-stage process consisting of gradually increased physical loads on one's body in a directed manner to result in the adaptation and improvement or maintenance of a level of individual motor and physical skills. It is a process that varies in consecutive stages of sports participation due to the biological abilities of human body and the established training objectives. Taking into account the aforementioned definition of "sport", the term "training process" is understood by the authors as both the training to achieve a championship in sport as well as fitness training aimed at maintaining and/or improving health or reducing involuntional processes through physical activity. Planning, organising and conducting training processes in sports require a long-term perspective to be taken into account.

#### Sports activities

(Strzyżewski, 1996; Sozański, 1999)

(In other words: a lesson, a training unit, a training session, training) is the smallest time and organisational element for sport participation. These activities have a beginning, main and end segments where specific tasks of each part are carried out. The structure and content of these activities depend on multiple factors, including the type of sport, advancement level and age of participants and the conditions available for carrying out the activities. In cases when the activities are a stage in the training process, they are considered in a long-term perspective. However, due to the fact that the sports services market, mainly in the area of recreational sport, individual or micro-cycle type classes (e.g. 7-day classes) are a popular product – planning, organising and conducting sports classes require a specific focus on the current tasks and their direct outcomes.

**Sports method**(Strzyżewski, 1996;  
Sozański, 1999)

A set of activities and means applied repeatedly in order to achieve a planned objective in sports. Due to various objectives set out in sport, the following classification of methods should be distinguished:

- Methods of teaching physical exercises (e.g. synthetic, analytic and combined);
- Methods of developing physical fitness (e.g. continuous, interrupted);
- Methods of implementing sports activities with consideration of the level of a participant's sports involvement (e.g. re-creation methods: imitative-strict, task-strict, program-based learning; pro-active methods: game-based method, direct-purpose method, program-based self-improvement; creative methods: creative physical expression method, problem-based method);
- Educational and pedagogical methods.

**Fitness in sport**

(Strzyżewski, 1996);

Refers to time-, space- and organisation-oriented conditions for completing sport-related tasks. The following classifications should be taken into consideration:

- Arrangement forms (e.g. general; single row, double row, line, etc.) and exercise forms (e.g. dispersion, half-circle, circle facing inside, tetragon, etc.);
- Class methods (individual, groups, frontal, exercise circumference, streaming – obstacle course).

**Means in sport**(Sozański, 1999;  
Toczek-Werner, 2007)

A set of exercises, procedures, activities, objects and equipment designed to have an effect on the human body for particular purposes depending on the needs with consideration of individual interests.

The means can be divided into:

- Exercises (e.g. multi-purpose, oriented, special);
- Methodical – clarification, presentation, control, correction, recommendation, encouragement, motor tasks;
- Educational – standard and non-routine sport accessories, instruments and equipment, educational aids necessary for transferring information, music and access to the outdoors.

Due to the extended definition of the term “sport”, this glossary presents the definitions developed for SQFS purposes on the basis of the terms functioning previously in various sub-areas of physical culture: competitive sport, physical recreation and physical education.



## Annex 4. SQFS level descriptors

SQFS Level 2		
Knowledge	Skills	Social competences
<ul style="list-style-type: none"> <li>▪ Knows the basic principles of organising and conducting sports activities;</li> <li>▪ Knows the methods, forms and means used in a given sport (including exercises, movement teaching methods, forms of organising classes, sports equipment) and the basic principles of their application in organising and leading sports activities;</li> <li>▪ Knows the specifics behind each sport and its applicable principles;</li> <li>▪ Knows the terms generally used for a given sport;</li> <li>▪ Knows the basic functions of sport;</li> <li>▪ Knows the principles of competition in sport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to provide assistance in organising and conducting sports activities;</li> <li>▪ Is able to conduct segments of sports activities with someone else's help or under direct supervision;</li> <li>▪ Is able to demonstrate the basic exercises for a given sport;</li> <li>▪ Is able to provide participants with the necessary information to participate in sport (e.g. on required sports equipment, game rules, safety regulations, etc.) and motivate them to engage in physical activity;</li> <li>▪ Is able to prepare the facilities and equipment for sports classes;</li> <li>▪ Is able to administer pre-medical first aid;</li> <li>▪ Is able to comply with occupational health and safety (OHS) regulations and the legal framework of sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is ready to take into account the easily anticipated outcomes of participating in conducted sports activities;</li> <li>▪ Is ready to control the quality of personal work, e.g. on the basis of the guidelines of the persons in charge of supervising the process of organising and conducting sports activities;</li> <li>▪ Is ready to promote sport and fair play through his/her attitude;</li> <li>▪ Is ready to maintain the physical fitness needed to properly demonstrate physical exercises.</li> </ul>

SQFS Level 3		
Knowledge	Skills	Social competences
<ul style="list-style-type: none"> <li>▪ Understands the principles of planning, organising, conducting and monitoring activities in a given sport;</li> <li>▪ Knows and understands the principles of organising small-scale sports events (e.g. competitions, sports fairs);</li> <li>▪ Understands the principles of applying methods, forms and means in the process of conducting activities in a given sport;</li> <li>▪ Knows the terminology specific for a given sport;</li> <li>▪ Knows and understands the needs, motives and barriers relating to participating in sports activities and events;</li> <li>▪ Knows and understands the styles of leading a group of participants in activities;</li> <li>▪ Knows and understands the role of sport, particularly in terms of a healthy lifestyle and improved physical fitness and sports skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to independently plan, organise, conduct and monitor sports activities and small-scale events on the basis of a ready-made work scenario by modifying it while taking into consideration participants' abilities, needs, interests and external conditions;</li> <li>▪ Is able to independently solve typical problems emerging during sports activities and small-scale events (e.g. diverse level of physical fitness and skills, various objectives and needs of a group of participants in an activity);</li> <li>▪ Is able to select the methods, forms and means typical for a given sport so that they match participants' abilities, needs, interests and external conditions;</li> <li>▪ Is able to clarify and teach the basic principles of a given sport;</li> <li>▪ Is able to communicate with sports participants with the use of simple communication tools and motivate them (e.g. positive reinforcement);</li> <li>▪ Is able to adapt the way a group is led in exercises to meet their objectives and needs;</li> <li>▪ Is able to plan, organise and conduct sports activities and events, attending to their attractiveness and the atmosphere of conducting these activities;</li> <li>▪ Is able to use new technologies designed to support participation in sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is ready to take responsibility for conducting sports activities and small-scale events in a reliable way and in consideration of the health and safety of participants;</li> <li>▪ Is ready to take into consideration the current and deferred effects of participation in the sports activities and small-scale events conducted;</li> <li>▪ Is ready to assess activities as they are taking place;</li> <li>▪ Is ready to monitor persons with lower sport qualifications;</li> <li>▪ Is ready to systematically supplement his/her own knowledge and skills in terms of the sports activities conducted;</li> <li>▪ Is ready to promote sport through educational and informational activities.</li> </ul>

SQFS Level 4		
Knowledge	Skills	Social competences
<ul style="list-style-type: none"> <li>▪ Understands the principles of diagnosing, planning, organising, conducting, overseeing and assessing sport training processes;</li> <li>▪ Knows and understands the principles of applying methods, forms and means in training processes for typical training objectives (such as, for example, weight loss, improved physical fitness, teaching technical and tactical skills in sports);</li> <li>▪ Knows and understands the educational and pedagogical tasks in sports;</li> <li>▪ Depending on whether the occupational tasks relate to health or levels of sport, knows and understands the principles and methods of familiarizing sports participants with a healthy lifestyle and competitions in a given sport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently plan, organise, conduct, oversee and assess sports training processes while taking into account participants' interests, abilities and needs and consciously selected work methods and tools;</li> <li>▪ Is able to recognize and independently solve typical problems emerging in a training process (e.g. reduced motivation and/or organisational problems that hinder systematic participation in sport);</li> <li>▪ Is able to adapt methods, forms and means to ontogenetic development, training objectives and progress;</li> <li>▪ Is able to adapt communication and motivation tools to participants' needs and stages of the training process;</li> <li>▪ Is able to use new technologies designed to support sports training processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is ready to take responsibility for conducting sports training in a reliable way, as well as for the health and safety of participants;</li> <li>▪ Is ready to make current and periodic assessments of the activities conducted;</li> <li>▪ Is ready to consciously act in accordance with the principles of occupational ethics;</li> <li>▪ Is ready to effectively cooperate with a small team of specialists in his/her occupational tasks;</li> <li>▪ Is ready to coordinate and assess the work of persons with lower sports qualifications;</li> <li>▪ Is ready to monitor development trends in sport that support self-education processes;</li> <li>▪ Is ready to develop the need to attend to the general education of sports participants.</li> </ul>

SQFS Level 5		
Knowledge	Skills	Social competences
<ul style="list-style-type: none"> <li>▪ Understands the solutions that allow him/her to independently conduct sports training processes with persons having specific needs (e.g. relating to health or sport achievements);</li> <li>▪ Knows and understands the various principles of selecting methods, forms and means used in a given sport also in terms of the specific needs of sports participants;</li> <li>▪ Depending on whether the occupational tasks relate to health or a level of sport, knows the various technological solutions and scientific achievements for the specific needs of sports participants;</li> <li>▪ Knows the basic terms and phenomena of other areas supporting occupational activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to conduct sports training processes in terms of the specific needs of its participants (e.g. relating to health or specific sports achievements);</li> <li>▪ Is able to recognize and solve problems that emerge while conducting a training process and resulting from the specific needs of sports participants;</li> <li>▪ Is able to analyse and assess the plausibility of the methods, forms and means applied to a given sport;</li> <li>▪ Is able to explain and teach complex motor tasks (e.g. exercises for persons with health limitations, exercises with a high level of technical difficulty);</li> <li>▪ Is able to use various communication and motivation tools for the specific needs and conditions of sports participation (e.g. relating to health, relating to stress resulting from sports competition);</li> <li>▪ Is able to use knowledge from various scientific disciplines in implementing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is ready to effectively cooperate and communicate with specialists providing occupational support in other areas (e.g. physicians, physiotherapists, etc.);</li> <li>▪ Is ready to transfer his/her knowledge and skills in a sports environment, particularly by training persons with lower qualifications;</li> <li>▪ Is ready to promote the professional ethics of conducting sports training in sports communities;</li> <li>▪ Is ready to assess the level of his/her knowledge and skills, recognize personal limitations and plan occupational development.</li> </ul>

SQFS Level 6		
Knowledge	Skills	Social competences
<ul style="list-style-type: none"> <li>▪ Comprehensively understands sports training processes, including those conducted in non-routine, varying and not fully predictable conditions for a given sport (e.g. in various geographic and environmental conditions, during convalescence in a sport training process);</li> <li>▪ Knows and understands the innovative technologies and solutions applied to a given sport (e.g. innovative sports materials or equipment, exercise programmes, etc.);</li> <li>▪ Knows the structures and tasks of national and international organisations operating in a given sport;</li> <li>▪ Knows selected terms and understands the theories of related areas of science, enabling multi-directional analytical and developmental activities to be performed in sport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to carry out sports training processes in non-routine conditions (e.g. in various geographic and environmental conditions, during convalescence in a sports training process);</li> <li>▪ Is able to adapt simple solutions to a training process, including those that allow the sports participants' work to be tailored to their specific needs;</li> <li>▪ Is able to independently formulate and solve occupational problems with the use of new knowledge (also from other disciplines);</li> <li>▪ Is able to apply non-routine methods, forms and means of training for a given sport (e.g. taken from other sports and disciplines);</li> <li>▪ Is able to analyse training processes with the help of innovative technologies;</li> <li>▪ Is able to purposefully select communication tools that, among others, resolve conflicts among sports participants (e.g. through negotiation and compromise);</li> <li>▪ Is able to analyse the models and the conditions for behaviours promoting health and sport;</li> <li>▪ Is able to initiate and manage activities in a given sport, including those targeted to promoting a healthy lifestyle and/or specific sports;</li> <li>▪ Is able to use periodic medical diagnostic and assessment exams in the training process;</li> <li>▪ Is able to interpret and take into account test results (e.g. of physiological, biochemical, biomechanical, psychological medical exams) in his/her own occupational tasks relating to sports participation;</li> <li>▪ Is able to use the scientific and research apparatus designed to support his/her occupational tasks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is ready to take responsibility for the team's work in analysing and critically assessing sports training processes;</li> <li>▪ Is ready to lead a team as part of his/her occupational tasks;</li> <li>▪ Is ready to share his/her knowledge and skills with representatives of various communities;</li> <li>▪ Is ready to promote the professional ethics of conducting sports training in interdisciplinary contacts.</li> </ul>

SQFS Level 7		
Knowledge	Skills	Social competences
<ul style="list-style-type: none"> <li>▪ Knows international and foreign training systems in a given sport;</li> <li>▪ Knows self-presentation techniques and how to build authority in the sports community;</li> <li>▪ Knows the creative solutions used in sport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to prepare the principles and recommendations for completing a sports training process;</li> <li>▪ Is able to modify the methods, forms and means of training based on the use of scientific and research equipment;</li> <li>▪ Is able to implement his/her own authored solutions during sports participation/competition;</li> <li>▪ Is able to design diagnostic and assessment studies taking into account the requirements and specific predispositions of the participants of a given sport;</li> <li>▪ Is able to creatively use the global accomplishments of various scientific disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is ready to create a positive image of the sports sector;</li> <li>▪ Is ready to develop ethical attitudes amongst sports participants;</li> <li>▪ Is ready to motivate sports community representatives towards the continuous education and development of occupational qualifications;</li> <li>▪ Is ready to stimulate creativity and independent behaviours amongst sports participants.</li> </ul>

## Annex 5. Comparison of the SQFS with the PQF

Table 7 presents a detailed comparison of the SQFS with the PQF (second stage generic descriptors for vocational education and training). For each component of the SQFS level descriptors (the left column), one or several components of the PQF descriptors are assigned (the right column).

Due to the greater amount of detail of the sectoral framework descriptors than of the PQF descriptors, it often happened that two or more components of the SQFS descriptors refer to a single component of the PQF level descriptors. On the other hand, not all components of the PQF level descriptors needed to be incorporated in the SQFS, as this was not justified by the market needs of the sport sector. Some components of SQFS level descriptors (which were not key for the sector) were generalized in comparison to the PQF and correspond to two or more PQF descriptor components.

**Table 7. Comparison of the SQFS descriptors with the descriptors typical for vocational education and training (second stage generic descriptors)**

SQFS Level 2 Descriptors	Corresponding PQF Level 2 Descriptors typical for Vocational Education and Training
<b>Knows:</b> <sup>53</sup>	<b>Knows and understands:</b> *
<ul style="list-style-type: none"> <li>▪ basic* principles of organising and conducting sports activities, including OHS regulations;</li> </ul>	<ul style="list-style-type: none"> <li>▪ the most basic* phenomena and processes relating to the occupational tasks being conducted;</li> <li>▪ OHS principles and procedures relating to the occupational tasks being conducted;</li> </ul>
<ul style="list-style-type: none"> <li>▪ the specifics behind each sport and its applicable principles;</li> </ul>	<ul style="list-style-type: none"> <li>▪ the most basic phenomena and processes relating to the occupational tasks being conducted;</li> </ul>
<ul style="list-style-type: none"> <li>▪ basic functions of sport;</li> </ul>	<ul style="list-style-type: none"> <li>▪ the most basic phenomena and processes relating to the occupational tasks being conducted;</li> </ul>
<ul style="list-style-type: none"> <li>▪ principles of competition in sport;</li> </ul>	<ul style="list-style-type: none"> <li>▪ the most basic phenomena and processes relating to the occupational tasks being conducted;</li> </ul>
<ul style="list-style-type: none"> <li>▪ methods, forms and means used in a given sport (including exercises, movement teaching methods, forms of organising classes, sports equipment) and the basic principles of their application in organising and leading sports activities;</li> </ul>	<ul style="list-style-type: none"> <li>▪ methods and technologies relating to the occupational activities being conducted;</li> <li>▪ the most basic principles of using tools, machines and devices designed for conducting occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>▪ the terms generally used for a given sport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ the most basic terms and typical names relating to the occupational activities being conducted.</li> </ul>
<b>Is able to:</b>	<b>Is able to:</b>
<ul style="list-style-type: none"> <li>▪ provide assistance in organising and conducting sports activities;</li> </ul>	<ul style="list-style-type: none"> <li>▪ plan very simple occupational activities under the direction of a more experienced person and to correct the plan in accordance with circumstances;</li> <li>▪ carry out the activities of very simple occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>▪ conduct segments of sports activities with someone else's help and/or under direct supervision;</li> </ul>	<ul style="list-style-type: none"> <li>▪ carry out the activities of very simple occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>▪ demonstrate the basic exercises for a given sport;</li> </ul>	<ul style="list-style-type: none"> <li>▪ carry out the activities of very simple occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>▪ provide participants with the necessary information to participate in sport (e.g. on required sports equipment, game rules, safety regulations, etc.)<sup>54</sup> and motivate them to engage in physical activity;</li> </ul>	<ul style="list-style-type: none"> <li>▪ carry out the activities of very simple occupational tasks;</li> </ul>

<sup>53</sup> \*Due to difficulties in understanding the difference between the terms "most basic" (PQF level 2) and "basic" (PQF level 3), a decision was made to present the progression of the SQFS descriptor levels with the use of the verbs "knows" (SQFS level 2) and "knows and understands" (SQFS level 3). Therefore, as early as SQFS level 2, the term "most basic" (used in the PQF) was replaced with the term "basic."

<sup>54</sup> SQFS Level 2 has a descriptor that describes only providing sports participants with the information necessary to participate in sport, e.g. it refers to the required sports equipment, game rules, safety principles (without which it would be impossible to participate in sport). On SQFS Level 3, this descriptor is extended to include the provision of feedback on performing exercises (e.g. with the use of positive reinforcement).



<ul style="list-style-type: none"> <li>prepare the facilities and equipment for sports classes;</li> </ul>	<ul style="list-style-type: none"> <li>use standard equipment for work stations associated with carrying out very simple occupational activities while taking into consideration safety requirements;</li> </ul>
<ul style="list-style-type: none"> <li>administer pre-medical first aid;</li> </ul>	<p>Reference lacking in the “Skills” category.</p> <p><i>A related descriptor in the “Social competences” category:</i></p> <ul style="list-style-type: none"> <li>Is ready to comply with regulations and instructions relating to occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>comply with OHS regulations and the legal framework of sports activities.</li> </ul>	<p>Reference lacking in the “Skills” category.</p> <p><i>A related descriptor in the “Knowledge” category:</i></p> <ul style="list-style-type: none"> <li>Knows the OHS principles and procedures relating to occupational activities;</li> </ul> <p><i>A related descriptor in the “Social competences” category:</i></p> <ul style="list-style-type: none"> <li>Is ready to comply with the regulations and instructions relating to occupational activities.</li> </ul>
<p>Is ready to:</p>	<p>Is ready to:</p>
<ul style="list-style-type: none"> <li>take into account the easily anticipated outcomes of participating in conducted sports activities;</li> </ul>	<ul style="list-style-type: none"> <li>take into account the easily anticipated, direct and delayed outcomes of the way one’s work is performed;</li> </ul>
<ul style="list-style-type: none"> <li>promote sport and fair play through his/her attitude;</li> </ul>	<ul style="list-style-type: none"> <li>take into account the easily anticipated, direct and delayed outcomes of the way one’s work is performed;</li> </ul>
<ul style="list-style-type: none"> <li>maintain the physical fitness needed to properly demonstrate physical exercises;</li> </ul>	<ul style="list-style-type: none"> <li>take into account the easily anticipated, direct and delayed outcomes of the way one’s work is performed;</li> </ul>
<ul style="list-style-type: none"> <li>control the quality of personal work, e.g. on the basis of the guidelines of the persons in charge of supervising the process of organising and conducting sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>control the quality of one’s own work with the use of suitable assessment tools and procedures.</li> </ul>
<p><b>SQFS Level 3 Descriptors</b></p>	<p><b>Corresponding PQF Level 3 Descriptors typical for Vocational Education and Training</b></p>
<p>Knows and understands:</p>	<p>Knows and understands:</p>
<ul style="list-style-type: none"> <li>principles of planning, organising, conducting and monitoring activities in a given sport;</li> </ul>	<ul style="list-style-type: none"> <li>standard<sup>55</sup> organisational solutions applied in the process of conducting occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>principles of organising small-scale sports events (e.g. competitions, sports fairs);</li> </ul>	<ul style="list-style-type: none"> <li>standard organisational solutions applied in the process of conducting occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>principles of applying methods, forms and means in the process of conducting activities in a given sport;</li> </ul>	<ul style="list-style-type: none"> <li>standard methods applied in the process of conducting occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>terminology specific for a given sport;</li> </ul>	<ul style="list-style-type: none"> <li>basic terms and terminology relating to the occupational tasks being conducted;</li> </ul>

<sup>55</sup> The SQFS authors intentionally avoided terms such as “standard,” “various,” “large extent,” etc.; hence, contrary to the PQF descriptors, the term “standard” is not used in SQFS level 3. The authors refer this component of the descriptor to the knowledge of the principles required to perform a given occupational task (see footnote 60 below).

<ul style="list-style-type: none"> <li>needs, motives and barriers relating to participating in sports activities and events;</li> </ul>	<ul style="list-style-type: none"> <li>phenomena and processes relating to the occupational tasks being conducted;</li> </ul>
<ul style="list-style-type: none"> <li>styles of leading a group of participants in activities;</li> </ul>	<ul style="list-style-type: none"> <li>phenomena and processes relating to the occupational tasks being conducted;</li> </ul>
<ul style="list-style-type: none"> <li>the role of sport, particularly in terms of a healthy lifestyle and improved physical fitness and sports skills.</li> </ul>	<ul style="list-style-type: none"> <li>phenomena and processes relating to the occupational tasks being conducted.</li> </ul>
<p>Is able to:</p>	<p>Is able to:</p>
<ul style="list-style-type: none"> <li>independently plan, organise, conduct and monitor sports activities and small-scale events on the basis of a ready-made work scenario by modifying it while taking into consideration participants' abilities, needs, interests and external conditions;</li> </ul>	<ul style="list-style-type: none"> <li>prepare and correct, according to circumstances, a plan of performing not too complex occupational tasks;<sup>56</sup></li> <li>perform not too complex occupational tasks;</li> <li>organise work stations for performing not too complex occupational tasks taking into account safety requirements;</li> <li>find, compare, assess and analyse the information needed to carry out occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>plan, organise and conduct sports classes and events, attending to their attractiveness and the atmosphere of conducting these activities;</li> </ul>	<ul style="list-style-type: none"> <li>prepare and correct, according to circumstances, a plan of performing not too complex occupational tasks;</li> <li>perform not too complex occupational tasks;</li> <li>organise work stations for performing not too complex occupational tasks taking into account safety requirements;</li> <li>find, compare, assess and analyse the information needed to carry out occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>select the methods, forms and means typical for a given sport so that they match participants' abilities, needs, interests and external conditions;</li> </ul>	<ul style="list-style-type: none"> <li>perform not too complex occupational tasks;</li> <li>find, compare, assess and analyse the information needed to carry out occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>clarify and teach the basic principles of a given sport;<sup>57</sup></li> </ul>	<ul style="list-style-type: none"> <li>perform not too complex occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>use new technologies designed to support participation in sports activities;</li> </ul>	<ul style="list-style-type: none"> <li>perform not too complex occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>adapt the way a group is led in exercises to meet their objectives and needs;</li> </ul>	<ul style="list-style-type: none"> <li>prepare and correct, according to circumstances, a plan of performing not too complex occupational tasks;</li> </ul>

<sup>56</sup> Planning, organising, conducting and monitoring sports classes and small sports projects have been recognized as a not too complex task, as it depends on multiple factors that impact the levels of predictability while performing the task. A ready-made sports class or sports event scenarios (lesson plans) used in the process of conducting activities must be frequently modified, e.g. for the psychophysical needs of participants or for varying external conditions, e.g. weather. The conditions affecting occupational performance have been ordered according to their logical level of complexity – difficulty of execution, e.g. conducting aided classes, conducting classes and small events independently, conducting training processes, conducting training processes with persons having specific needs, critical analysis of training processes, creative input into recommendations related to the execution of training processes.

<sup>57</sup> Emphasis must be placed on the difference between "demonstrating" exercises (SQFS level 2), which is limited to presenting the correct techniques for an exercise, and "clarifying and teaching exercises" (SQFS level 3). The latter consists, among others, in separating the specific phases of movement, explaining their meaning for the effective performance of an exercise and in implementing appropriate exercise teaching methods.

<ul style="list-style-type: none"> <li>independently solve the typical<sup>58</sup> problems emerging during sports activities and small-scale events (e.g. diverse levels of physical fitness and skills, various objectives and needs of a group of participants in an activity);</li> <li>communicate with sports participants with the use of simple communication tools and motivate them (e.g. positive reinforcement).</li> </ul>	<ul style="list-style-type: none"> <li>solve simple problems emerging while performing not too complex occupational tasks;</li> <li>receive and transmit the information needed to perform not too complex occupational tasks.</li> </ul>
<b>Is ready to:</b>	<b>Is ready to:</b>
<ul style="list-style-type: none"> <li>take responsibility for conducting sports activities and small-scale events in a reliable way and in consideration of the health and safety of participants;</li> <li>promote sports through educational and information activities;</li> <li>provide for the current and delayed effects of participation in conducted sports activities and small-scale events;</li> <li>assess activities as they are taking place;</li> <li>monitor persons with lower sports qualifications;</li> <li>systematically supplement own knowledge and skills in terms of conducted sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>perform his/her occupational tasks in a reliable way;</li> <li>accept responsibility for the occupational tasks being performed;</li> <li>follow regulations relating to performing occupational tasks;</li> <li>inform, in a reliable way, about the issues relating to the occupational tasks being conducted;</li> <li>take into account the easily anticipated, direct and delayed outcomes of the way one's work is performed;</li> <li>control the quality of the occupational tasks performed by his/her team;</li> <li>control the quality of the occupational tasks performed by his/her team;</li> <li>there is no reference in the PQF for this component of the SQFS descriptor.</li> </ul>
<b>SQFS Level 4 Descriptors</b>	<b>Corresponding PQF Level 4 Descriptors typical for Vocational Education and Training</b>
<b>Knows and understands:</b>	<b>Knows and understands:</b>
<ul style="list-style-type: none"> <li>principles of diagnosing, planning, organising, conducting, overseeing and assessing sports training processes;</li> <li>principles of applying the methods, forms and means in training processes for typical training objectives (such as, for example, weight loss, improved physical fitness, teaching technical and tactical skills in sports);</li> </ul>	<ul style="list-style-type: none"> <li>general theoretical basics for the methods and solutions applied in the occupational tasks being conducted;</li> <li>various<sup>59</sup> organisational solutions applied in conducting occupational tasks;</li> <li>various methods and technologies applied in conducting occupational tasks;</li> <li>principles of operating the tools, machines and equipment used for conducting occupational tasks;<sup>60</sup></li> </ul>

<sup>58</sup> The term "typical problems" used in the SQFS refers to the term "simple problems" used in the PQF.

<sup>59</sup> The progress between SQFS levels 3 and 4 descriptors relates to changing the orientation of occupational tasks from "sports classes" (PQF Level 3) to "training processes" (PQF Level 4) which, by itself, determines the greater diversity of required principles, procedures, solutions, etc. The SQFS authors intentionally refrained from using such terms as "various," "standard," "large extent," etc.; hence, contrary to the PQF descriptors, the terms "various" or "to a large extent" are not used in SQFS level 4.

<sup>60</sup> Includes the methods of using sports equipment, e.g. power tracks, ergometers and measurement equipment, e.g. heart rate monitors, body composition analysers, etc.

<ul style="list-style-type: none"> <li>▪ educational and pedagogical tasks in sport;</li> <li>▪ depending on whether the occupational tasks are relating to health or levels of sport, knows and understands the principles and methods of familiarizing sports participants with a healthy lifestyle and competitions in a given sport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ basic conditions of the phenomena and processes relating to conducting occupational tasks;</li> <li>▪ basic conditions of the phenomena and processes relating to conducting occupational tasks.</li> </ul>
<p>Is able to:</p>	<p>Is able to:</p>
<ul style="list-style-type: none"> <li>▪ independently plan, organise, conduct, oversee and assess sports training processes while taking into account participants' interests, abilities and needs and consciously selected work methods and tools;</li> </ul>	<ul style="list-style-type: none"> <li>▪ prepare and correct, according to circumstances, a plan of performing one's own or the team's not too complex occupational tasks;</li> <li>▪ perform not too complex tasks<sup>61</sup> under routine conditions;</li> <li>▪ process the information on not too complex occupational tasks;</li> <li>▪ develop one's own or the team's working conditions taking into consideration OHS regulations;</li> </ul>
<ul style="list-style-type: none"> <li>▪ adapt methods, forms and means to ontogenetic development, training objectives and progress;</li> </ul>	<ul style="list-style-type: none"> <li>▪ prepare and correct, according to circumstances, a plan of performing one's own or the team's not too complex occupational tasks;</li> <li>▪ process the information on not too complex occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>▪ adapt communication and motivation tools to participants' needs and stages of the training process;</li> </ul>	<ul style="list-style-type: none"> <li>▪ prepare and correct, according to circumstances, a plan of performing one's own or the team's not too complex occupational tasks;</li> <li>▪ process information on not too complex occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>▪ use new technologies designed to support sports training processes;</li> </ul>	<p>Reference lacking in the "Skills" category.</p> <p><i>A related descriptor in the "Knowledge" category:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Knows the various methods and technologies applied in conducting occupational activities;</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ recognize and independently solve typical problems emerging in a training process (e.g. reduced motivation and/or organisational problems that hinder systematic participation in sport).</li> </ul>	<ul style="list-style-type: none"> <li>▪ diagnose and solve the problems that emerge while conducting one's own not too complex occupational tasks or those of subordinate employees.</li> </ul>
<p>Is ready to:</p>	<p>Is ready to:</p>
<ul style="list-style-type: none"> <li>▪ take responsibility for conducting sports training in a reliable way, as well as for the health and safety of participants;</li> </ul>	<ul style="list-style-type: none"> <li>▪ take responsibility for tasks performed personally or by small teams of employees being directed;</li> <li>▪ take into account the social and economic effects of conducting occupational tasks;</li> <li>▪ comply with the requirements of modern technologies and the principles of work organisation;</li> </ul>
<ul style="list-style-type: none"> <li>▪ develop the need to attend to the general education of sports participants;</li> </ul>	<ul style="list-style-type: none"> <li>▪ take into account the social and economic effects of conducting occupational tasks;</li> </ul>

<sup>61</sup> See footnotes 56 and 59.

<ul style="list-style-type: none"> <li>consciously act in accordance with the principles of occupational ethics;</li> </ul>	<ul style="list-style-type: none"> <li>comply with the basic principles of ethics for conducting occupational tasks;</li> </ul>
<ul style="list-style-type: none"> <li>make current and periodic assessments of the activities conducted;</li> </ul>	<ul style="list-style-type: none"> <li>oversee the quality of the tasks conducted by subordinate employees;</li> </ul>
<ul style="list-style-type: none"> <li>coordinate and assess the work of persons with lower sport qualifications;</li> </ul>	<ul style="list-style-type: none"> <li>oversee the quality of the tasks conducted by subordinate employees;</li> </ul>
<ul style="list-style-type: none"> <li>effectively cooperate with a small team of specialists;</li> </ul>	<ul style="list-style-type: none"> <li>cooperate within a team and with other persons and teams;</li> <li>communicate with the professional community in a way that ensures good cooperation in the team and with other persons and teams;</li> </ul>
<ul style="list-style-type: none"> <li>monitor development trends in sport that support self-education processes.</li> </ul>	<p>A reference is lacking in the “Social competences” category.</p> <p><i>A related descriptor in the “Skills” category:</i></p> <ul style="list-style-type: none"> <li><i>Is able to monitor innovations in conducting occupational tasks.</i></li> </ul>

SQFS Level 5 Descriptors	Corresponding PQF Level 5 Descriptors typical for Vocational Education and Training
Knows and understands:	Knows and understands:
<ul style="list-style-type: none"> <li>solutions that allow him/her to independently conduct sport training processes with persons having specific needs (e.g. relating to health or sport achievements);</li> </ul>	<ul style="list-style-type: none"> <li>a large scope<sup>62</sup> of organisational solutions for occupational activities;</li> <li>selected theories that clarify phenomena and processes relating to occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>basic terms and phenomena of other areas supporting occupational activities;<sup>63</sup></li> </ul>	<ul style="list-style-type: none"> <li>selected theories that clarify phenomena and processes relating to occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>various principles of selecting methods, forms and means used in a given sport, also in terms of the specific needs of sports participants;</li> </ul>	<ul style="list-style-type: none"> <li>theoretical basics of the methods and technologies applied in occupational activities;</li> <li>a large scope of methods and technologies applied in occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>depending on whether the occupational tasks relate to health or levels of sport, knows and understands the principles and methods of familiarizing sports participants with a healthy lifestyle and competitions in a given sport.</li> </ul>	<ul style="list-style-type: none"> <li>theoretical basics for the methods and technologies applied in occupational activities;</li> <li>to a large extent, the methods and technologies applied in occupational activities.</li> </ul>

<sup>62</sup> The SQFS authors strove to limit the use of the term “a large scope.” The specific needs of sports participants define the “larger scope” of solutions here, compared to conducting a training process without taking into account specific health-related needs (SQFS level 4). See footnotes 56 and 59.

<sup>63</sup> Relates to a narrow area of supportive occupational activities responding to the specific needs of sports participants, e.g. the training process of pregnant women requires basic knowledge about obstetrics.

Is able to:	Is able to:
<ul style="list-style-type: none"> <li>conduct sports training processes in terms of the specific needs of its participants (e.g. relating to health or specific sports achievements);<sup>64</sup></li> </ul>	<ul style="list-style-type: none"> <li>prepare a plan of occupational activities, either one's own or of the directed team, taking into account varying, predictable conditions and correct the plan according to circumstances;</li> <li>perform not too complex occupational tasks in varying, but predictable conditions;</li> </ul>
<ul style="list-style-type: none"> <li>explain and teach complex motor tasks (e.g. exercises for persons with health limitations, exercises with a high level of technical difficulty);</li> </ul>	<ul style="list-style-type: none"> <li>perform not too complex occupational tasks in varying, but predictable conditions;</li> </ul>
<ul style="list-style-type: none"> <li>recognize and solve problems that emerge while conducting a training process and resulting from the specific needs of sports participants;</li> </ul>	<ul style="list-style-type: none"> <li>analyse and assess the course and effects of occupational activities, solve non-routine problems and make appropriate corrections;</li> </ul>
<ul style="list-style-type: none"> <li>analyse and assess the plausibility of the methods, forms and means applied to a given sport;</li> </ul>	<ul style="list-style-type: none"> <li>select the methods, technologies, procedures and materials needed to conduct occupational activities;</li> <li>analyse the occupational activities performed on the basis of available quantitative data;</li> </ul>
<ul style="list-style-type: none"> <li>use various communication and motivation tools for the specific needs and conditions of sports participation (e.g. relating to health, relating to stress resulting from sports competition);</li> </ul>	<ul style="list-style-type: none"> <li>cooperate with customers<sup>65</sup> and partners;</li> </ul>
<ul style="list-style-type: none"> <li>use knowledge from various scientific disciplines in implementing tasks.<sup>66</sup></li> </ul>	<ul style="list-style-type: none"> <li>monitor the development of a given area of occupation, legal determinants and local contexts;</li> <li>use available options to update and extend occupational competences.</li> </ul>
Is ready to:	Is ready to:
<ul style="list-style-type: none"> <li>effectively cooperate and communicate with specialists providing occupational support in other areas (e.g. physicians, physiotherapists, etc.);</li> </ul>	<ul style="list-style-type: none"> <li>follow the rules of conducts applicable in occupation activity and guaranteeing appropriate levels of occupational activities and safety;</li> <li>maintain appropriate relationships in local professional communities;</li> </ul>
<ul style="list-style-type: none"> <li>promote the professional ethics of conducting sports training in sports communities;</li> </ul>	<ul style="list-style-type: none"> <li>promote the principles of ethics in occupational activities;</li> <li>maintain appropriate relationships in local professional communities;</li> </ul>

<sup>64</sup> The specific needs of sports participants can significantly limit their ability to carry out training processes, e.g. use specific exercises. Depending on the level of progress achieved during training (e.g. reduction of back pain, acquiring technical skills), the training plan may require modification. This is what is meant by the phrase "varying, but predictable conditions for conducting a training process".

<sup>65</sup> The term "customer" is very specific for general types of sports. Effective and long-term cooperation with a sport / health-oriented training customer means the appropriate selection and application of communication and motivation tools. As regards competitive sport disciplines, the use of the term "athlete" would be much more appropriate here.

<sup>66</sup> See footnote 63.

<ul style="list-style-type: none"> <li>transfer his/her knowledge and skills in a sports environment, particularly by training persons with lower qualifications;<sup>67</sup></li> </ul>	<p>Reference lacking in the “Skills” category.</p> <p><i>Related descriptors in the “Social competences” category:</i></p> <ul style="list-style-type: none"> <li>Assess training needs of subordinate employees;</li> <li>Perform the functions of a trainee supervisor/mentor;</li> </ul>
<ul style="list-style-type: none"> <li>assess the level of his/her knowledge and skills, recognize personal limitations and plan occupational development.</li> </ul>	<p>Reference lacking in the “Social competences” category.</p> <p><i>Related descriptors in the “Skills” category:</i></p> <ul style="list-style-type: none"> <li>Is able to analyse and assess personal occupational competences;</li> <li>Is able to use available options to update and expand occupational competences.</li> </ul>
<p><b>SQFS Level 6 Descriptors</b></p>	<p><b>Corresponding PQF Level 6 Descriptors typical for Vocational Education and Training</b></p>
<p><b>Knows and understands:</b></p>	<p><b>Knows and understands:</b></p>
<ul style="list-style-type: none"> <li>sports training processes comprehensively, including those conducted in non-routine, varying and unpredictable conditions for a given sport (e.g. in various geographic and environmental conditions, during convalescence in a sport training process);</li> </ul>	<ul style="list-style-type: none"> <li>at an advanced level, the theories explaining the phenomena and processes relating to occupational activities;</li> <li>various, complex organisational solutions relating to occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>selected terms and understands the theories of related areas of education, allowing multi-directional analytical and developmental activities to be conducted in sport;<sup>68</sup></li> </ul>	<ul style="list-style-type: none"> <li>at an advanced level, the theories explaining the phenomena and processes relating to occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>innovative technologies and solutions applied to a given sport (e.g. innovative sports materials or equipment, exercise programmes, etc.);</li> </ul>	<ul style="list-style-type: none"> <li>at an advanced level, the theoretical basics for the methods and technologies relating to occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>structures and tasks of national and international organisations operating in a given sport.</li> </ul>	<ul style="list-style-type: none"> <li>various, complex organisational solutions for occupational activities.</li> </ul>
<p><b>Is able to:</b></p>	<p><b>Is able to:</b></p>
<ul style="list-style-type: none"> <li>carry out sport training processes in non-routine conditions (e.g. in various geographic and environmental conditions, during convalescence in a sports training process);</li> </ul>	<ul style="list-style-type: none"> <li>prepare a plan of occupational activities, either one’s own or of the directed team, taking into account varying, predictable conditions and correct the plan according to circumstances;</li> <li>perform complex and non-routine occupational tasks in varying and unpredictable conditions;</li> </ul>
<ul style="list-style-type: none"> <li>independently formulate and solve occupational problems with the use of new knowledge (also from other disciplines);</li> </ul>	<ul style="list-style-type: none"> <li>perform complex and non-routine occupational tasks in varying and unpredictable conditions;</li> </ul>

<sup>67</sup> Refers to more extensive training compared to training in the workplace (PQF level 4).

<sup>68</sup> Relates to a narrow area of related sectors of science enabling comprehensive analytical and developmental activities to be performed in sport.



<ul style="list-style-type: none"> <li>▪ adapt simple solutions to a training process, including those that allow the sports participants' work to be tailored to their specific needs;</li> </ul>	<ul style="list-style-type: none"> <li>▪ adapt simple solutions, technologies and procedures in occupational activities;</li> </ul>
<ul style="list-style-type: none"> <li>▪ apply non-routine methods, forms and means of training for a given sport (e.g. taken from other sports and disciplines);</li> </ul>	<p>Reference lacking in the "Skills" category.</p> <p><i>A related descriptor in the "Knowledge" category:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Knows the various, complex methods and technologies for occupational activities;</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ consciously select communication tools, including without limitation, the tools that allow problematic situations to be solved amongst sports participants (e.g. through negotiation and compromise);</li> </ul>	<ul style="list-style-type: none"> <li>▪ create and maintain proper relationships with customers<sup>69</sup> and partners;</li> </ul>
<ul style="list-style-type: none"> <li>▪ analyse the models and conditions for behaviours promoting health and sport;</li> </ul>	<p>Reference lacking in the "Skills" category.</p> <p><i>A related descriptor in the "Knowledge" category:</i></p> <ul style="list-style-type: none"> <li>▪ <i>At an advanced level, the theories explaining the phenomena and processes relating to occupational activities;</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ initiate and manage activities in a given sport, including those relating to promoting healthy lifestyles and/or specific sports;</li> </ul>	<ul style="list-style-type: none"> <li>▪ perform complex and non-routine occupational tasks in varying and unpredictable conditions;</li> </ul>
<ul style="list-style-type: none"> <li>▪ analyse training processes with the help of innovative technologies;</li> </ul>	<ul style="list-style-type: none"> <li>▪ perform complex and non-routine occupational tasks in varying and unpredictable conditions;</li> </ul>
<ul style="list-style-type: none"> <li>▪ use periodic medical diagnostic and assessment exams in the training process;</li> </ul>	<ul style="list-style-type: none"> <li>▪ perform complex and non-routine occupational tasks in varying and unpredictable conditions;</li> </ul>
<ul style="list-style-type: none"> <li>▪ interpret and take into account test results (e.g. of physiological, biochemical, biomechanical, psychological medical exams) in his/her own occupational tasks relating to sports participation;</li> </ul>	<ul style="list-style-type: none"> <li>▪ perform complex and non-routine occupational tasks in varying and unpredictable conditions;</li> </ul>
<ul style="list-style-type: none"> <li>▪ use the scientific and research apparatus designed to support his/her occupational tasks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ perform complex and non-routine occupational tasks in varying and unpredictable conditions.</li> </ul>
<p><b>Is ready to:</b></p>	<p><b>Is ready to:</b></p>
<ul style="list-style-type: none"> <li>▪ take responsibility for the team's work in analysing and critically assessing sports training processes;</li> </ul>	<p>Reference lacking in the "Social competences" category.</p> <p><i>A related descriptor in the "Social competences" category:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Is able to lead a team of co-workers/small organisation operating within an area of occupational activity;</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ lead a team as part of his/her occupational tasks;</li> </ul>	<p>Reference lacking in the "Social competences" category.</p> <p><i>A related descriptor in the "Skills" category:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Is able to lead a team of co-workers/small organisation operating within an area of occupational activity;</i></li> </ul>

<sup>69</sup> See footnote 65.

<ul style="list-style-type: none"> <li>share his/her knowledge and skills with the representatives of various communities;</li> </ul>	<p>Reference lacking in the “Social competences” category.</p> <p><i>A related descriptor in the “Skills” category:</i></p> <ul style="list-style-type: none"> <li>Is able to conduct employee training;</li> </ul>
<ul style="list-style-type: none"> <li>promote the professional ethics of conducting sports training in interdisciplinary contacts.</li> </ul>	<ul style="list-style-type: none"> <li>promote principles of ethics for occupational disciplines;</li> <li>participate in promoting the qualitative culture in occupational disciplines;</li> <li>maintain appropriate relationships in the professional community.</li> </ul>
<b>SQFS Level 7 Descriptors</b>	<b>Corresponding PQF Level 7 Descriptors typical for Vocational Education and Training</b>
<b>Knows and understands:</b>	<b>Knows and understands:</b>
<ul style="list-style-type: none"> <li>international and foreign training systems in a given sport;</li> </ul>	<ul style="list-style-type: none"> <li>various, complex organisational solutions for occupational activities in terms of the solutions applied in other disciplines;</li> </ul> <p><i>A related descriptor in the “Skills” category:</i></p> <ul style="list-style-type: none"> <li>Is able to monitor the development of an occupational discipline, associated disciplines and its international context;</li> </ul>
<ul style="list-style-type: none"> <li>creative solutions used in sport;</li> </ul>	<ul style="list-style-type: none"> <li>the detailed theoretical basics of methods and technologies for occupational activities in combination with other disciplines;</li> <li>detailed information on theories relating to occupational phenomena and processes that allow the limitations resulting from the applied material, methods and technologies to be overcome;</li> <li>various, complex methods and technologies for occupational activities in terms of the solutions applied in other disciplines.</li> </ul>
<ul style="list-style-type: none"> <li>self-presentation techniques and how to build authority in the sports community.</li> </ul>	<p>Reference lacking in the “Knowledge” category.</p> <p><i>A related descriptor in the “Social competences” category:</i></p> <ul style="list-style-type: none"> <li>Is ready to develop and maintain proper relationships in occupational communities.</li> </ul>
<b>Is able to:</b>	<b>Is able to:</b>
<ul style="list-style-type: none"> <li>prepare the principles and recommendations for completing a sport training process;</li> </ul>	<ul style="list-style-type: none"> <li>prepare strategic action plans in occupational disciplines;</li> <li>forecast the development of a situation in occupational disciplines;<sup>70</sup></li> </ul>
<ul style="list-style-type: none"> <li>modify the methods, forms and means of training based on the use of scientific and research equipment;</li> </ul>	<ul style="list-style-type: none"> <li>creatively modify the methods, technologies and procedures of occupational disciplines;</li> </ul>
<ul style="list-style-type: none"> <li>implement his/her own authored solutions during sports participation/competition;</li> </ul>	<ul style="list-style-type: none"> <li>perform complex and non-routine occupational tasks in varying and unpredictable conditions with the use of advanced knowledge;</li> </ul>
<ul style="list-style-type: none"> <li>creatively use the global accomplishments of various scientific disciplines;</li> </ul>	<ul style="list-style-type: none"> <li>monitor the development of a given occupational discipline, associated disciplines and its international context;</li> <li>creatively modify the methods, technologies and procedures applied in occupational disciplines;</li> </ul>

<sup>70</sup> Preparing athletes for championship competitions is a process that takes several years. Therefore, the principles and recommendations for conducting training processes should include forecasts of the development of a given discipline and long-term strategic approaches with potential competitors.

<ul style="list-style-type: none"> <li>design diagnostic and assessment studies taking into account the requirements and specific predispositions of the participants of a given sport.</li> </ul>	<ul style="list-style-type: none"> <li>analyse and assess the course and outcomes of occupational disciplines in light of developmental trends.<sup>71</sup></li> </ul>
<p>Is ready to:</p>	<p>Is ready to:</p>
<ul style="list-style-type: none"> <li>create a positive image of the sports sector;</li> </ul>	<ul style="list-style-type: none"> <li>maintain and establish appropriate relationships in local professional communities;</li> </ul>
<ul style="list-style-type: none"> <li>develop ethical attitudes amongst sports participants;<sup>72</sup></li> </ul>	<ul style="list-style-type: none"> <li>require others to follow the principles applicable in occupational disciplines that relate to maintaining the quality of the conducted activities and a culture of cooperation and competition;</li> </ul>
<ul style="list-style-type: none"> <li>stimulate creativity and independent behaviours amongst sports participants;</li> </ul>	<p>Reference lacking in the “Social competences” category.</p> <p><i>A related descriptor in the “Skills” category:</i></p> <ul style="list-style-type: none"> <li><i>Is able to target the development of occupational competences of his/her subordinate employees;</i></li> </ul>
<ul style="list-style-type: none"> <li>motivate sports community representatives towards the continuous education and development of occupational qualifications.</li> </ul>	<p>Missing entry in the “Social competences” category.</p> <p><i>A related descriptor in the “Skills” category:</i></p> <ul style="list-style-type: none"> <li><i>Is able to target the development of the occupational competences of his/her subordinate employees;</i></li> <li><i>Is able to transmit occupational knowledge in various ways.</i></li> </ul>

<sup>71</sup> Diagnostic and control tests in sport are a form of analysis and assessment of the training process. They also allow participants to be profiled in terms of their psychophysical abilities for participation in sports competitions. Combined with good knowledge of the developmental trends in sport, diagnostic and control tests improve an athlete’s chances of success in sports.

<sup>72</sup> The entry “Is ready to promote the professional ethics of conducting sports training in interdisciplinary contacts” is included in PQF level 6. In contrast, the entry “develop ethical attitudes amongst sport participants” expresses a readiness for more complex tasks. For this reason, the entry is included in SQFS level 7.

## Annex 6. SWOT analysis of the SQFS as a common framework for competitive and recreational sport disciplines

strengths and opportunities	weaknesses and threats
<ul style="list-style-type: none"> <li>▪ one, clear, correctly structured framework;</li> <li>▪ the way competences are acquired is of no importance (formal, non-formal, informal paths);</li> <li>▪ the language of learning outcomes is understood by all (regardless of whether or not the PQF will be developed collaboratively or separately for competitive and recreational sport);</li> <li>▪ shorter learning process due to selection of common outcomes of learning for qualifications (refers, among others, to persons switching from physical recreation to professional sport and vice versa);</li> <li>▪ option to create occupational development paths in a given sector;</li> <li>▪ option to recognize the learning outcomes in the confirmation process for a given qualification that were achieved earlier and e.g. – in the case of the non-formal path – to start training from a selected stage at a convenient time;</li> <li>▪ reduced training assessments due to learning outcomes common for several qualifications and use of credit accumulation and transfer system;</li> <li>▪ one document template confirming the qualifications that a person has been awarded;</li> <li>▪ better adaptation of qualifications to labour market needs;</li> <li>▪ understandable information for employers (confirmed competences of coaches and instructors described in the language of learning outcomes);</li> <li>▪ higher mobility of instructors and coaches;</li> <li>▪ improved prestige of the occupations due to transparent, commonly available information about the competences of the persons performing the occupations;</li> <li>▪ extended professional careers for instructors and coaches due to greater opportunities for lifelong learning, which means that employers can hire employees with a very broad range of competences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ one framework may impose an inadequately detailed analysis of issues at the stage of developing descriptors for specific levels;</li> <li>▪ possible problems with indicating issues common for both sub-areas of the sector;</li> <li>▪ risk of recreation sport descriptors being dominated by professional sport or vice versa;</li> <li>▪ other professional and recreational sport objectives may render it impossible to develop a properly profiled sectoral framework that will simultaneously reflect the reality of both of these areas in a proper way;</li> <li>▪ possible difficulties in reaching agreement between members of the team of experts coming from various communities (lecturers and coaches relating to professional sport or recreational sport);</li> <li>▪ risk of comparing various learning outcomes from different sub-sectors using the same assessment criteria (this relates to, among others, the standards of examination requirements);</li> <li>▪ difficult to estimate the cost of training (the number of participants in specific training modules will not be constant);</li> <li>▪ possible difficulty in switching to a new method of thinking (of the employer);</li> <li>▪ potential lack of understanding in the sports communities not involved in the PQF development process and not interested in this issue;</li> <li>▪ the possibility that competences acquired earlier will not be recognized by the organisers of some courses/training/studies → a school has its own method of certifying and granting credits and recognizes only those credits attained within its framework;</li> <li>▪ risk of failing to take into consideration the qualifications of instructors and coaches while determining their remuneration or methods of hiring, which may result in their lack of motivation for further development.</li> </ul>

## Annex 7. Tools used by SQFS experts to describe the occupational tasks of training personnel in the sports sector (based on the International Sport Coaching Framework, 2012)

Key words/Level /Role	Level 1: Coach's Assistant	Level 2: Coach	Level 3: Senior coach	Level 4: Master coach
Assists	x	x	x	
Plans	(x)	x	x	x
Conducts	(x)	x	x	x
Assesses	(x)	x	x	x
Supervises		x	x	x
Mentors		(x)	x	x
Coordinates		(x)	x	x
Manages			x	x
Uses innovations/research			(x)	x
Plans strategically			(x)	x
<b>TASKS</b>	Assists in training one or more athletes or sports participants. Conducts segments of training under a coach's supervision.	Prepares for conducting and assessing training sessions.	Plans, implements and assesses annual training sessions (training cycles).	Plans, implements, analyses and assesses multi-annual training programs.
<b>COMPETENCES</b>	Conducts basic training tasks.	Basic coaching competences.	Advanced coaching competences.	Advanced coaching competences, is innovative and exhibits leadership.
<b>ACTIVITIES</b>				
<b>TRAINING</b>	Organises classes, facilities and equipment for participants under supervision. Conducts full or partial sessions under supervision. Assesses sessions under supervision.	Plans training sessions while taking into consideration participants' needs. Organises and conducts safe and effective training sessions. Assesses training sessions.	Plans training sessions and prepares (cyclical) annual plans while taking into consideration participants' needs. Organises and conducts safe and effective training sessions and prepares seasonal plans. Assesses and corrects training sessions and seasonal plans.	Plans annual and multi-annual training sessions while taking into consideration participants' needs. Organises and conducts training sessions, seasonal and multi-seasonal plans. Assesses training sessions, seasonal objectives and multi-seasonal plans.

COMPETITION	Organises safe competitions, conducts and assesses training sessions and sports competition under supervision.	Plans and organises safe competitions in accordance with participants' needs. Conducts and assesses training sessions and participation in competitions.	Plans and organises safe competitions and annual competition plans in accordance with participants' needs. Conducts and assesses training sessions during competitions and as part of annual competition plans.	Plans and organises safe sports competitions. Reviews annual and multi-annual competitions in accordance with participants' needs. Conducts and assesses competitions as part of annual and multi-annual plans.
MANAGEMENT	No roles.	Coordinates sports participant development processes by completing training session cycles and providing instructions during competitions.	Plans, organises and assesses activities to manage the careers of participants and other coaches. Selects experts in the field of sports sciences and other disciplines to implement a plan.	Plans, organises and assesses activities to manage the careers of participants and other coaches. Integrates experts in the field of sports sciences and other disciplines and supports broadly understood organisations.
EDUCATION	Assists and helps with the training of participants.	Plans, organises, conducts and assesses the training sessions of participants and the coach's assistant.	Plans, organises, conducts and reviews the training processes of participants, parents and other coaches as well as broadly understood sports organisations.	Plans, organises, conducts and reviews the training processes for participants, parents and other coaches as well as broadly understood sports organisations.
Hiring conditions	Discussion in progress.	Discussion in progress.	Discussion in progress.	Discussion in progress.
Minimum duration time	Discussion in progress.	Discussion in progress.	Discussion in progress.	Discussion in progress.

*This table refers to the coaches of participation-oriented athletes (beginners/non-professional athletes) as well as the coaches of competition-oriented participants (recognized sports talents/professional athletes). The organisation of educational programmes for coaches should take into account this classification. However, depending on country or sports discipline, there may be some differences.*

*(X) – Tasks conducted under the supervision of a person with higher qualifications.*

## Annex 8. SQFS expert consultation form

We would like to thank all the experts for the time devoted to verifying the SQFS concept prior to the social consultation stage. Any and all comments and remarks will be most appreciated. Please return the completed form by November 16, 2014 (Sunday) at 00:00.

### Full name of expert

Name of represented institution	
E-mail	

### Comments about the proposed names of the qualifications

Name of the qualification	Comments and proposed changes

### Comments about recommended profiles of qualifications

Name of the qualification	Comments and proposed changes

### Comments about the proposed learning outcomes for the qualification

Name of the qualification	Category (knowledge, skills or social competences) and consecutive number of the learning outcomes in the table	Comments and proposed changes

Other comments and recommendations not listed above:

Thank you!



## Annex 9. Examples of draft descriptions of qualifications developed for the SQFS project

### Weightlifting coach's assistant – Level 2

#### Occupational tasks:

- Provide assistance, organise and conduct selected segments of a training unit;
- Present the standard exercises used in weightlifting training sessions;
- Prepare facilities and provide sports equipment for classes.

#### Profile:

Conducts segments of classes under a coach's direct supervision. Demonstrates the exercises used in weightlifting. Maintains and prepares the infrastructure to conduct the class. Is able to administer pre-medical first aid.

#### Learning outcomes:

##### Knowledge:

1. Knows current regulations and weightlifting specifics.
2. Provides the basic principles of organising and conducting a training unit.
3. Names the most frequently applied methods and weightlifting training aids.
4. Names the basic functions of sport.
5. Knows and understands the principles of participation and competition in sport.

##### Skills:

1. Assists in organising and conducting a weightlifting training unit.
2. Conducts segments of a training unit under a coach's direct supervision.
3. Describes and demonstrates basic exercise techniques used in weightlifting.
4. Prepares facilities and equipment for classes.
5. Is able to administer pre-medical first aid.
6. Follows OHS regulations and legal regulations governing sport as part of his/her occupational activities.

Social competences:

1. Takes into consideration the easily predictable effects on participants of the sports activities being conducted.
2. Is ready to accept and follow instructions relating to his/her work.
3. Cares for his/her own physical fitness needed to properly demonstrate physical exercises.

### Lowland kayak instructor – Level 3

Occupational tasks:

- Plan and organise kayaking trips and lead small groups in kayaking on any lowland kayaking route;
- Plan, organise and conduct kayaking training;
- Plan, organise and conduct kayaking events.

Profile:

An expert in recreational lowland kayaking. Has a high-level of personal skills, experience and knowledge, allowing him/her to deal with any conditions, in any kayak and on lowland waters of any type. Is prepared to take responsibility for a group and ensure its safety. Depending on the size of the kayaking activity, he/she acts autonomously, heads a team or is a member of such a team. Is ready to prepare and collect the documentation needed to conduct a kayaking activity and exhibits the readiness to cooperate with local institutions. Leads small groups in kayaking trips (up to 25 persons) and is able to independently verify the permissible size of a group in relation to the difficulty level of a route. This person is an aware, open-minded and creative instructor. Promotes kayaking as an active way of spending leisure time.

Pre-requisites: must have kayaking experience (min. of 1000 km travelled in any type of boat; min. of 1000 km travelled on any kayaking route).

Learning outcomes:

Knowledge:

1. Knows the tasks and scope of responsibility for conducting kayaking trips with groups.
2. Knows the principles of organising recreational and tourist kayaking events.
3. Knows and understands the hydrological phenomena attributable to kayaking routes.
4. Knows and understands the potential risks that may arise on a kayaking route (physiological, hydro-meteorological) in terms of ensuring the safety of kayaking trip participants.

5. Knows kayaking rescue methods and the principles of using rescue throw bags (see the Annex).
6. Knows the principles of administering pre-medical first aid.
7. Knows the legal regulations relating to water and environmental protection that impact the recreational activities of kayaking and regulations on the organisation of kayaking classes for specific social groups, e.g. school youth.
8. Knows kayak equipment and accessories and how to select them for specific conditions of use.
9. Knows the techniques of safe kayaking across any lowland kayaking route.
10. Knows the methods, forms and means of conducting kayaking training sessions and understands principles of applying them in educational processes.
11. Knows the specifics and influence of seasonal, diurnal (time of day, time of year) and spatial conditions (type of kayak route, type of water body) on the ability to conduct kayaking activities.
12. Knows the internal structure of groups on a kayaking trip and understands the social phenomena and processes occurring within these groups.
13. Knows and understands principles and styles of leading a group.
14. Knows and understands the needs, motives and barriers relating to participating in kayaking activities.
15. Is able to individualize kayak-related activities and understands the need to use them.
16. Knows the terminology and code of ethics for aquatic sport and understands the necessity to promote it in an educational and informational context.
17. Knows and understands the role of kayaking in tourism and sightseeing and its impact on the natural environment.
18. Knows the recreational games and activities that may help build a kayaking programme and make it more attractive.
19. Knows and understands the role of kayaking in terms of a healthy lifestyle and improving physical fitness.
20. Knows and understands principles of competition.

## Skills:

1. Is able to independently prepare kayaking activities (kayaking trip, event, etc.) in accordance with participants' needs.
2. Is able to properly organise and lead a group kayaking trip (kayak order, individual functions), address difficulties and obstacles on a route, handle equipment and accessories and cope with hydro-meteorological conditions.
3. Is able to independently solve the typical problems emerging while conducting kayaking activities.
4. Is able to recognize risks on a kayaking route, hydro-meteorological hazards as well as organise safe trips while providing for emerging risks, psychophysical skills and abilities of the participants.
5. Is able to conduct an emergency rescue mission on water using kayaking rescue techniques.
6. Is able to effectively use a rescue throw bag.
7. Is able to assemble a kayaking first-aid kit.
8. Is able to provide first aid to injured persons.
9. Is able to prepare the documentation for kayaking trips taking into consideration applicable legal regulations.
10. Is able to select the equipment and accessories for various types of kayaking routes, the skill level and individual predispositions of participants.
11. Is able to safely and consciously follow a kayaking route by selecting the kayaking techniques suitable for the water conditions.
12. Is able to diagnose the needs and abilities of participants and hence, how to prepare a kayaking programme with special consideration given to time of day, season and spatial conditions.
13. Is able to conduct kayaking training with the use of various methods, forms and means adapted to the abilities, needs and interests of class participants and hydro-meteorological conditions.
14. Is able modify a kayaking programme in response to developing hydro-meteorological conditions, needs, abilities and interests of participants.
15. Is able to effectively lead a group on a kayaking trip and an organisational committee preparing a kayaking event.

16. Is able to select group leadership principles and motivational techniques to meet the objectives, current hydro-meteorological conditions, development stages and individual needs of participants.
17. Is able to plan, organise and conduct the activities accompanying a kayaking event in a way that maintains its attractiveness and a good atmosphere to foster the achievement of the planned objectives.
18. Is able to use the sightseeing elements, codes of ethics and terminology for aquatic sports for developing and implementing the correct attitudes of the participants of kayaking activities.
19. Is able to propagate kayaking as a healthy method of spending leisure time.
20. Is able to organise recreational kayak competitions.
21. Is able to propagate and implement the principles of healthy competition, how to enjoy winning and cope with the lack of success.

Social competences:

1. Independently plans, prepares and conducts kayaking trips and events.
2. Accepts responsibility for a group kayaking trip regardless of the forms of recreational kayaking used and kayaking conditions.
3. While leading a group, takes into consideration the effects of his/her own decisions.
4. Perfectly masters rowing and kayaking rescue techniques.
5. Is ready to systematically supplement his/her aquatic sports knowledge both theoretically (an in-depth description of hydrological and social phenomena in kayaking groups) and practically (e.g. alternative teaching forms of kayaking techniques, new kayaking and rescue techniques).
6. Leads a team and collectively solves the problems that arise.
7. Cooperates with a team.
8. Follows social standards and the principles of social coexistence.
9. Sets an example by promoting physical activity and healthy behaviours.

## Sports animator/leisure time animator – Level 3

### Occupational tasks:

- Plan, organise and conduct sports animation activities;
- Motivate and provide basic advice on the physical activities undertaken;
- Actively participate in the physical activities undertaken.

### Profile:

Independently organises animation activities on the basis of standard team games and individual sports, also in the form of games and playing. Works with persons of various ages. Provides advice on how to spend leisure time in an active way while taking into consideration the psychosocial needs of participants and health improvement aspects of the physical activities undertaken. Uses and helps make use of innovative IT technologies in sport. Is able to administer pre-medical first aid. In his/her occupational tasks, is able to act autonomously and/or cooperate with a team.

### Learning outcomes:

Knowledge:

1. Knows the occupational tasks, scope of responsibility, legal framework and specificity of a sports animator's work.
2. Knows the basic regulations applicable in general individual and team sports.
3. Knows the principles of planning and organising sports classes.
4. Conducts sports classes on the basis of elementary knowledge on the structure and functioning of the human body.
5. Identifies the basic methods and means of improving physical fitness.
6. Knows the basic tools and methods for conducting sports animation activities.
7. Describes, in general, the basic techniques for general sports exercises.
8. Defines the role of sport in terms of improving physical fitness and healthy lifestyles.
9. Justifies the use of motivation and advisory activities in sport.
10. Knows the basic principles for organising animation activities.
11. Knows basic OHS regulations.

Skills:

1. Plans and organises independent forms of sports classes.
2. Conducts, referees, participates in the conducted forms of physical activities, including popular sports competitions.
3. Selects exercises suitable for participants' needs and interests.
4. Demonstrates the operation of the basic IT technologies applied in general sport.
5. Knows the elementary techniques used in common team games and individual sport.
6. Adapts competition levels to class participants' social needs.
7. Motivates people to participate in physical recreation activities.
8. Provides basic advice on the selection of sports equipment.
9. Organises animation-related activities.
10. Is able to administer pre-medical first aid.

Social competences:

1. Propagates a healthy lifestyle.
2. Continuously monitors important sports events.
3. Assesses performed tasks on an ongoing basis.
4. Takes responsibility for the safety of class participants.
5. Integrates a group by applying team-building methods.

## Children's athletics coach – Level 4

### Occupational tasks:

- Encourage as many people as possible to participate in athletics classes;
- Plan and organise the athletics training processes suitable for all general athletic activities;
- Conduct comprehensive development classes;
- Provide the initial diagnoses relating to participation in athletics;
- Develop pro-societal, health- and sport-oriented types of attitudes.



**Profile:**

Independently plans, organises and monitors training on a general, all-around level in athletics. Works in the system of competitive sport. His/her actions are directed at implementing social, educational, pedagogical as well as sports objectives. Develops the functioning of the body and physical skills, taking into consideration the ontogenetic changes occurring. Develops regularity and responsibility in reaching aims and the skill of working in a group. Prepares children to overcome difficulties and accept failures. Motivates children to participate in physical activities. Without exception, ensures the safety of classes, promotes health-oriented activities and popularizes athletics. In his/her occupational tasks, may work autonomously and/or in a team.

**Learning outcomes:**

Knowledge:

1. Knows the occupational tasks, scope of responsibility, legal framework and specificity of a coach's work at the general, all-around stage of sports training.
2. Knows the specificity and rules applied in athletics.
3. Knows the rules of planning and organising training at the general, all-around stage of athletics.
4. Conducts sports classes on the basis of elementary knowledge about the structure and functioning of the human body.
5. Knows the standard methods and means of improving physical fitness suitable for the process of the physical development of a sports participant and the tasks of the general, all-around stage of athletics.
6. Describes typical exercises and competitions in athletics used in children's competitions.
7. Knows the basic methods and tools for diagnosing and assessing physical fitness in athletics.
8. Defines the role and tasks of competition at the general, all-around stage of training.
9. Is able to develop attitudes and stimulate children to participate in athletics.
10. Knows the basic principles of organising sports activities in athletics.
11. Knows OHS regulations.
12. Knows and clarifies the educational and pedagogical tasks of children's sports.

Skills:

1. Plans and organises training at the general, all-around stage of athletics.
2. Recognizes and independently solves typical problems emerging in training processes at the general, all-around stage of athletics.
3. Applies the methods and means of training that are suitable for the needs and interests of a child and the tasks required for the general, all-around stage of training in athletics.
4. Maintains documentation on participation in the training process.
5. Clarifies, demonstrates and teaches basic exercises in athletics.
6. Initially diagnoses and assesses the predispositions of children for achieving high results in a given athletics competition.
7. Monitors children's physical fitness on a continuous and cyclical basis.
8. Adapts competition levels to social and developmental needs resulting from participation in sport.
9. Stimulates motivation and develops interest in participation in athletics.
10. Applies interpersonal communication skills in coach-child and coach-parent relations.
11. Organises small-scale sports events in athletics.
12. Is able to administer pre-medical first aid.

Social competences:

1. Maintains his/her physical fitness needed to properly demonstrate basic exercises in athletics.
2. Independently solves typical occupational problems.
3. Takes responsibility for the health and safety of children.
4. Promotes the principle of fair play.
5. Stimulates his/her coaches towards team work.
6. Develops the need to care for children's education.
7. Follows the developmental trends in athletics.

## Basketball coach – Level 5

### Occupational tasks:

- Plan and organise basketball training sessions;
- Conduct sports training sessions oriented towards competition;
- Identify basketball talents;
- Manage competitiveness during games.

### Profile:

Has comprehensive knowledge about sports training. Independently plans, organises and conducts oversight activities in the training process. In his/her training-related activities, applies different methods and means of training. Has high-level didactical competences in basketball. Is able to supervise competition during sporting contests. Demonstrates a high level of autonomy in acquiring knowledge and improving his/her own occupational skills. Can supervise and assess the work of coaches with lower qualifications.

### Learning outcomes:

Knowledge:

1. Knows the occupational tasks, scope of responsibility and legal framework of a basketball coach's work.
2. Knows the specificity and detailed rules of basketball.
3. Knows the principles of planning and organising training at various levels of advancement in sport.
4. Trains on the basis of broadened knowledge on the structure and functioning of the body in conditions typical for basketball.
5. Knows various methods and means of improving physical fitness that are suitable for the physical development of athletes.
6. Knows the methods and tools for overseeing basketball training sessions, including methods for analysing physical strain.
7. Provides various technical and tactical solutions while taking into consideration the levels of sports advancement of the group being trained.
8. Knows the basic principles of organising and funding sports events in basketball.
9. Knows the typical symptoms of injuries as well as the tasks relating to physical recovery and dietary practices in basketball.
10. Identifies non-training (social and welfare) determinants of results in sport.

11. Presents the results of studies significant for basketball training.

Skills:

1. Plans and organises training in each basketball training cycle, including team activities in camp.
2. Applies different methods and means of training used in basketball.
3. Explains and teaches the techniques of complex physical exercises.
4. Conducts oversight activities, including analyses of physical strain, taking into consideration developmental changes and the sports levels of athletes.
5. Identifies sports talent by using fitness, morphological and psychological criteria.
6. Supervises sport competition during games and prepares pre- and post-game briefings.
7. Applies various tactical solutions in basketball while taking into consideration the opponent's style of play.
8. Motivates and supports athletes in stress-inducing environments.
9. Has interpersonal communication skills in coach-athlete relations.
10. Organises sports activities in basketball.
11. Prevents conditions of overtraining and is able to reduce the risk of injuries.
12. Interprets the results of diagnostic studies typical for basketball.

Social competences:

1. Sets an example by promoting physical activity and healthy behaviours in the local community.
2. Takes responsibility for the results of own and his/her coaches' actions.
3. Acts in accordance with social norms, the principles of social coexistence and professional ethics.
4. Stimulates his/her trainees to work in a group.
5. Shows the need for professional development and lifelong learning.

## Annex 10. Proposed names of qualifications for the health and fitness sector from 2012 – material used in the preparatory stage of the SQFS project

Proposed qualification level	Proposed qualification name	References to the European Qualifications Framework in the health and fitness sector on the basis of the European Health and Fitness Association
PQF 1/EQF 1	Fitness consultant	None
PQF 2/EQF 2	1. Fitness animator/fitness instructor's assistant 2. Fitness instructor at school 3. Fitness specialist	Fitness Assistant
PQF 3/EQF 3	Fitness instructor specializing in: <ul style="list-style-type: none"> <li>▪ Fitness – innovative forms of gymnastics</li> <li>▪ Fitness – weight training</li> </ul>	1. Group Fitness Instructor 2. Fitness Instructor 3. Group Exercise to Music
PQF 4/EQF 4	Fitness trainer (personal trainer)	1. Personal Trainer 2. Youth Fitness Instructor 3. Active Ageing Trainer
PQF 5/EQF 5	Health exercise trainer	1. Exercise for Health Specialist 2. Pre-Diabetes Exercise Specialist 3. Cardiovascular Exercise Specialist 4. Musculoskeletal Exercise Specialist
Proposed qualification level for higher education	Qualifications assigned only by Academies of Physical Education (AWF)	References to Ireland's University of Limerick and National Council for Exercise and Fitness
PQF 5/EQF 5/NQF 6	AWF fitness instructor specializing in: <ul style="list-style-type: none"> <li>▪ Fitness – innovative forms of gymnastics</li> <li>▪ Fitness – weight training</li> </ul>	Fitness Instructor – Certificate in Exercise and Health Fitness
PQF 6/EQF 6/NQF 7	AWF fitness trainer (AWF personal trainer)	Diploma in Exercise and Health Fitness

Source: Proposal of the Polish Qualifications Framework for physical recreation of the National Methodology Training Centre of the Society for the Promotion of Physical Culture (KOMSz TKKF) and the Agreement of the Academies of Physical Education on the qualifications system for physical recreation of November 23, 2012 (Szumilewicz, 2015).

## Annex 11. Exercise in assigning framework levels

The most suitable level of the framework should be assigned to the qualifications of the persons carrying out the occupational tasks that are needed in the situations described below.

Recreational sports tasks

**Situation 1.** During a week-long stay at a hotel, a young, healthy man wants to take two tennis lessons at publicly accessible tennis courts. He has never played tennis before.

**Situation 2.** An employee is to organise a sports day for customers (families with children) at a recreational centre.

**Situation 3.** Persons having recovered from a knee injury want to regain their level of general physical fitness, which was adequate before the injury. They visit a near-by fitness club.

Competitive sports tasks

**Situation 4.** A children's coach focused on improving sports participation and fitness.

**Situation 5.** A coach who prepares juniors for European championships in a given sport.

**Situation 6.** A coach who prepares seniors for regional-level games in a given sport.

Situation	General-framework SQFS	Detailed-framework SQFS
1		
2		
3		
4		
5		
6		

The answer "Don't know/have no opinion" means that no options are available to assign a level to a qualification.

### Correct answers:

Situation 1 – Level 3

Situation 2 – Level 3

Situation 3 – Level 5

Situation 4 – Level 4

Situation 5 – Level 6

Situation 6 – Level 5

## Annex 12. Verification of the proposed SQFS in the sports community – a questionnaire survey

This study is aimed at verifying the objectives of the SQFS project on the basis of the opinions of a defined group of shareholders. Prior to filling out the questionnaire, please read Annex 1 (PROPOSED SECTORAL QUALIFICATIONS FRAMEWORK FOR SPORTS [SQFS]).

*Several statements and questions are presented below on the “Proposed Sectoral Qualifications Framework for Sport”. To fill out the questionnaire, place an “X” next to your selected answer. For some of the questions, please briefly explain your answer. Provide honest answers. This questionnaire is confidential.*

### 1. To what extent are you familiar with the concept of the Polish Qualifications Framework? (Please tick your answer)

- a) Very well
- b) Well
- c) Average
- d) Not well
- e) Not at all

### 2. To what extent are you familiar with the concept of the Sectoral Qualifications Framework for Sport? (Please tick your answer)

- a) Very well
- b) Well
- c) Average
- d) Not well
- e) Not at all

### 3. When did you first learn of the concept of the SQFS? (Please tick your answer)

- a) During this study
- b) This year
- c) 1 year ago
- d) 2 years ago
- e) 3 or more years ago

### 4. Do you understand the premises of the SQFS? (Please tick your answer)

- a) Definitely yes
- b) Somewhat well
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
 .....



**5. Do you perceive a need to develop qualifications frameworks for sport? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**6. Do the sectoral determinants defined in the SQFS project include the full spectrum of the most important competences required of people working in the sports sector? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**7. Are the SQFS level descriptors for knowledge understandable? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

**8. Are the SQFS level descriptors for skills understandable? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

**9. Are the SQFS level descriptors for social competences understandable?  
(Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**10. Is the proposed number of six qualification levels (levels 2–7 of the Polish Qualifications Framework) adequate for the needs of the sports sector? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**11. Can you assign the level of your SQFS qualifications (certificates, diplomas, licences) in sport? (Please tick your answer)**

- a) Yes
- b) No

If not, please justify (in several sentences):

.....  
.....

**12. Will implementing the SQFS increase the transparency of qualifications awarded in the sports sector? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**13. Do you believe separate qualifications need to be formulated for people working with disabled persons in a given sport? (Please read Annex 1 and tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**14. Are the requirements of employers in the sports sector for the competences needed to work in various positions well reflected by the SQFS level descriptors? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**15. Will implementing the SQFS help qualifications meet the needs of sports sector employers more adequately? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**16. Will implementing the SQFS help develop education and training programmes for the sports sector that more adequately meet the needs of the labour market? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....  
.....

**17. Do you believe that the SQFS can be used to develop staff training programmes in your sports discipline? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....

.....

**18. Do you believe that the descriptors for the individual SQFS levels are sufficiently detailed? (Please tick your answer)**

- a) Definitely yes
- b) Rather yes
- c) Don't know/have no opinion
- d) Not well
- e) Definitely not

Please explain your choice:

.....

.....

**Please provide the following information which will allow us to perform a detailed analysis.**

**A. Please indicate your field of activity in the sport sector**

(Please tick your answer; more than one option may be selected)

- a) Polish sports associations
- b) Federations, organisations, associations
- c) Private sector employers
- d) Non-profit organisations
- e) Education institutions and research centres
- f) Public sector employers

How many persons are employed in the institution you represent:

.....

**B. Please, specify your current job position:**

- Active competitor
- Coach/instructor
- Sports activist
- Sports manager
- Sports referee
- Sports journalist
- Public administration representative
- Other – please name: .....

**C. Which sports discipline or activity is your current occupational activity associated with?**

.....

**D. Which of the two areas below is your main area of current professional activity?  
(Please tick your answer)**

- a) Recreational sport
- b) Competitive spor

**F. Sex:**

.....

**G. Age:**

.....

**I. What is your level of education? (Please tick your answer)**

- Primary school
- Basic VET
- General secondary
- Vocational secondary
- Higher education
- Licentiate/Engineering
- Master's degree

**J. What was your major field of study?**

.....

**K. How many years have you worked in the sports sector?**

.....

---

Thank you for completing the questionnaire!

## Annex 13. List of institutions whose representatives were appointed to the SQFS project's team of experts

- 1) **Sports federations:**
  - Polish Bodybuilding, Fitness and Powerlifting Federation (Polski Związek Kulturystyki, Fitness i Trójboju Siłowego) (non-Olympic discipline)
  - Polish Equestrian Federation (Polski Związek Jeździecki)
  - Polish Kayak Federation (Polski Związek Kajakowy)
  - Polish Weightlifting Federation (Polski Związek Podnoszenia Ciężarów)
  - Polish Modern Pentathlon Association (Polski Związek Pięcioboju Nowoczesnego)
  - Polish Judo Association (Polski Związek Judo)
  - Polish Figure Skating Federation (Polski Związek Łyżwiarstwa Figurowego)
- 2) **Entities providing commercial sports and recreational services:**
  - College of Sports Trainers (Wyższa Szkoła Trenerów Sportu) in Warsaw
  - Sports and Recreation Centre for the Capital City of Warsaw (Ochota District)
  - Sparta Warszawa Inter-School Sports Club for Students (Międzyszkolny Uczniowski Klub Sportowy Sparta Warszawa)
  - General Board of the Academic Sports Association (Zarząd Główny Akademickiego Związku Sportowego)
- 3) **Sports clubs operating in the competitive sports sector:**
  - KS Academy of Judo in Warsaw
  - MLKS "Echo" Club in Twardogóra
  - "Tie Break" Tennis School
  - AZS-UWM Taekwondo Olsztyn
- 4) **Formal education institutions for the sports sector:**
  - Józef Piłsudski University of Physical Education in Warsaw
  - University of Szczecin, Faculty of Physical Culture and Health Promotion
  - Vistula Academy of Finances and Business
  - Gdańsk University of Physical Education and Sport
  - University of Physical Education in Katowice
  - University of Łódź
  - University of Physical Education in Wrocław
  - University of Physical Education in Kraków
- 5) **Non-formal educational institutions for the sports sector and physical recreation:**
  - Towarzystwo Krzewienia Kultury Fizycznej (TKKF) Toruń
  - Institute of Sport
  - Centre for Vocational Education (Centrum Edukacji Zawodowej)
- 6) **Local/regional government and public administration units:**
  - Department of Education and Sport of the Marshall's Office (Wydział Edukacji i Sportu Urzędu Marszałkowskiego) in Szczecin
  - Ministry of Sport and Tourism (Ministerstwo Sportu i Turystyki)
  - Municipal Office of the Capital City of Warsaw (Urząd Miasta Stołecznego Warszawy)
  - Ministry of Justice (Ministerstwo Sprawiedliwości)
  - General Council for Higher Education and Science (Rada Główna Nauki i Szkolnictwa Wyższego)

## Annex 14. Members of the SQFS project's team of experts

1. Wojciech Borowiak (Polish Judo Association)
2. Marcin Brachfogel (Ministry of Sport and Tourism)
3. Mirosław Choroś (Polish Weightlifting Federation)
4. Izabela Ciesielska (Tonus Society for the Promotion of Physical Culture)
5. Piotr Cych (University of Physical Education, Wrocław)
6. Zenon Dagieli (Polish Figure Skating Federation)
7. Cezary Domińczak (Sport and Recreation Centre, Warsaw)
8. Jan Gajewski (Institute of Sport, Warsaw)
9. Marta Giezek (Medical University, Szczecin)
10. Marek Hertel (Sparta Warszawa Inter-School Sport Club for Students)
11. Marcin Kaca (University of Physical Education, Cracow)
12. Maciej Kania (Polish Equestrian Federation)
13. Aleksandra Kauc (Institute of Sport, Warsaw)
14. Justyna Kołodziej (National Methodology Training Centre, Society for the Promotion of Physical Culture, Toruń)
15. Andrzej Kosmol (Józef Piłsudski University of Physical Education, Warsaw)
16. Ryszard Kowalski (Society for the Promotion of Physical Culture, Toruń)
17. Bartosz Krawczyński (Institute of Sport, Warsaw)
18. Marcin Krawczyński (School of Education in Sport, Warsaw; Ateneum University in Gdańsk)
19. Marek Kruszewski (Polish Bodybuilding, Fitness and Powerlifting Federation)
20. Uta Kühn (Polish Kayak Federation)
21. Sergio Lara-Bercial (International Council for Coaching Excellence)
22. Anna Lewandowska-Plińska (National Methodology Training Centre, Society for the Promotion of Physical Culture, Toruń; Nicolaus Copernicus University, Toruń)
23. Hubert Makaruk (Józef Piłsudski University of Physical Education, Biała Podlaska Campus)
24. Jagna Marczułajtis-Walczak (Deputy of the Sejm of the Republic of Poland)
25. Piotr Marek (Institute of Sport, Warsaw)
26. Bartosz Molik (Józef Piłsudski University of Physical Education, Warsaw)
27. Bartłomiej Korpak (General Board of the Academic Sports Association, Warsaw)
28. Ewa Niedzielska (Józef Piłsudski University of Physical Education, Warsaw)
29. Dariusz Nowicki (Academic Sport Association – University of Warmia and Mazury, Taekwondo Section Coordinator, Olsztyn)
30. Włodzimierz Pazik (Institute of Sport, Warsaw)
31. Krzysztof Perkowski (Józef Piłsudski University of Physical Education, Warsaw)
32. Ewa Piotrowska-Całka (Józef Piłsudski University of Physical Education, Warsaw)
33. Joanna Ratajczak (University of Szczecin)
34. Magdalena Rejniak-Romer ("Tie Break" Tennis School)
35. Rita Santos Rocha (Europe Active, European Health & Fitness Association)
36. Joanna Rosińska (Gdańsk University of Physical Education and Sport)
37. Janusz Samel (Municipal Office, Warsaw)
38. Edward Samoraj (College of Sport Trainers, Warsaw)
39. Jerzy Serdyński (Marshall's Office of the Zachodniopomorskie Voivodship)
40. Michał Siniarski-Czaplicki (University of Łódź)
41. Jacek Skubis ("Akademia Judo" Sports Club, Warsaw)
42. Michał Starczewski (Polish Kayak Federation)
43. Łukasz Szeliga ("Start" Polish Sports Association for the Disabled, Warszawa)
44. Anna Szumilewicz (Gdańsk University of Physical Education and Sport; National Methodology Training Centre, Society for the Promotion of Physical Culture, Toruń)
45. Władysław Szyngiera (University of Physical Education, Katowice)
46. Jolanta Żyśko (Warsaw School of Tourism and Hospitality Management).



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