



THE STRUCTURE OF THE CURRICULUM



1. Introduction (description of the curriculum)
2. Definition of the qualification (the professional status)
3. Units of competence
4. Standards of professional training (the units of competence as described in terms of learning outcomes)



5. Curriculum:
- Type of training
(theoretical/practical)
 - Learning module
 - Learning unit
 - Competence(s) envisaged
 - Training resources
 - Methodology
 - Form of assessment
 - Number of classes



UNIT OF COMPETENCE



KNOWLEDGE	SKILLS	COMPETENCE
In the context of EQF, knowledge is described as theoretical and/or factual .	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy .

1. Communication and collaboration with the partners involved in the educational process: students, parents, officials and other individual / juridical bodies involved in the organization of sports activities.



KNOWLEDGE	SKILLS	COMPETENCE
<ol style="list-style-type: none"> 1. Uses specialized terminology while communicating with the activity partners. 2. Identifies and uses sources that are adequate to the type of information required. 3. Reads and interprets technical texts in the native language. 4. Possesses and uses a minimal specialized vocabulary in a foreign language. 5. Selects and structures specialized information with the help of multimedia electronic devices. 6. Displays a capacity of investigation. 	<ol style="list-style-type: none"> 1. Acts efficiently within different groups that are set up according to the training / competition needs. 2. Carries out tasks that are characteristic to the training / competition activity, while collaborating with the other members involved. 3. Transmits and receives specialized information. 	<ol style="list-style-type: none"> 1. Orientates himself/herself efficiently within the job market environment. 2. Writes a Curriculum Vitae and holds a job interview with the aim of getting employed. 3. Displays fair play in the sports-related activities, as well as in social life. 4. Displays a spirit of competition in the activities he/she carries out. 5. Cultivates relationships that are based on mutual respect and trust with the partners involved in the educational process.



UNITS OF COMPETENCE PROPOSED

The sports instructor ...



1. Communicates and collaborates with the partners involved in the educational process: students, parents, officials and other individual / juridical bodies involved in the organization of sports activities.
2. Organizes and carries out training activities in a sports discipline with various categories of participants, according to their age and physiological needs .
3. Knows and uses a variety of instruction strategies that are specific to the sports discipline in which the activity is carried out.



4. Adequately uses methods and techniques related to the research, interpretation and assessment / self-assessment of the training level.
5. Carries out training sessions and competition activities in accordance with the rules and regulations established by the officials.
6. Identifies and selects young talents with the view of practising performance sports.

THEORETICAL TRAINING – PROPOSED LEARNING UNITS:



1. Concepts and principles
2. The organization and management of the training session
3. Elements of physiology
4. Health and safety
5. The training equipment – preparation and maintenance
6. Psycho-pedagogic basis of training
7. Methods and techniques used in the practice of the sports discipline
8. Monitoring and assessment of the training level in a sports discipline
9. Environmental awareness