



DEVELOPING THE PROFESSIONAL SKILLS OF THE FUTURE SPORTS INSTRUCTORS IN ACCORDANCE WITH THE EQF



Liceul cu Program Sportiv Iași, Romania



Serymar Training – Granada, Spain



Centro di Ricerche Economiche e Sociali (CERES) – Rome, Italy



Dimitra Institute of Training and Development – Athens, Greece



Zeuxis Innovations LTD – Nicosia, Cyprus



Education and Culture DG

Lifelong Learning Programme

LEONARDO DA VINCI



The schooling of the future sports instructors in Romania



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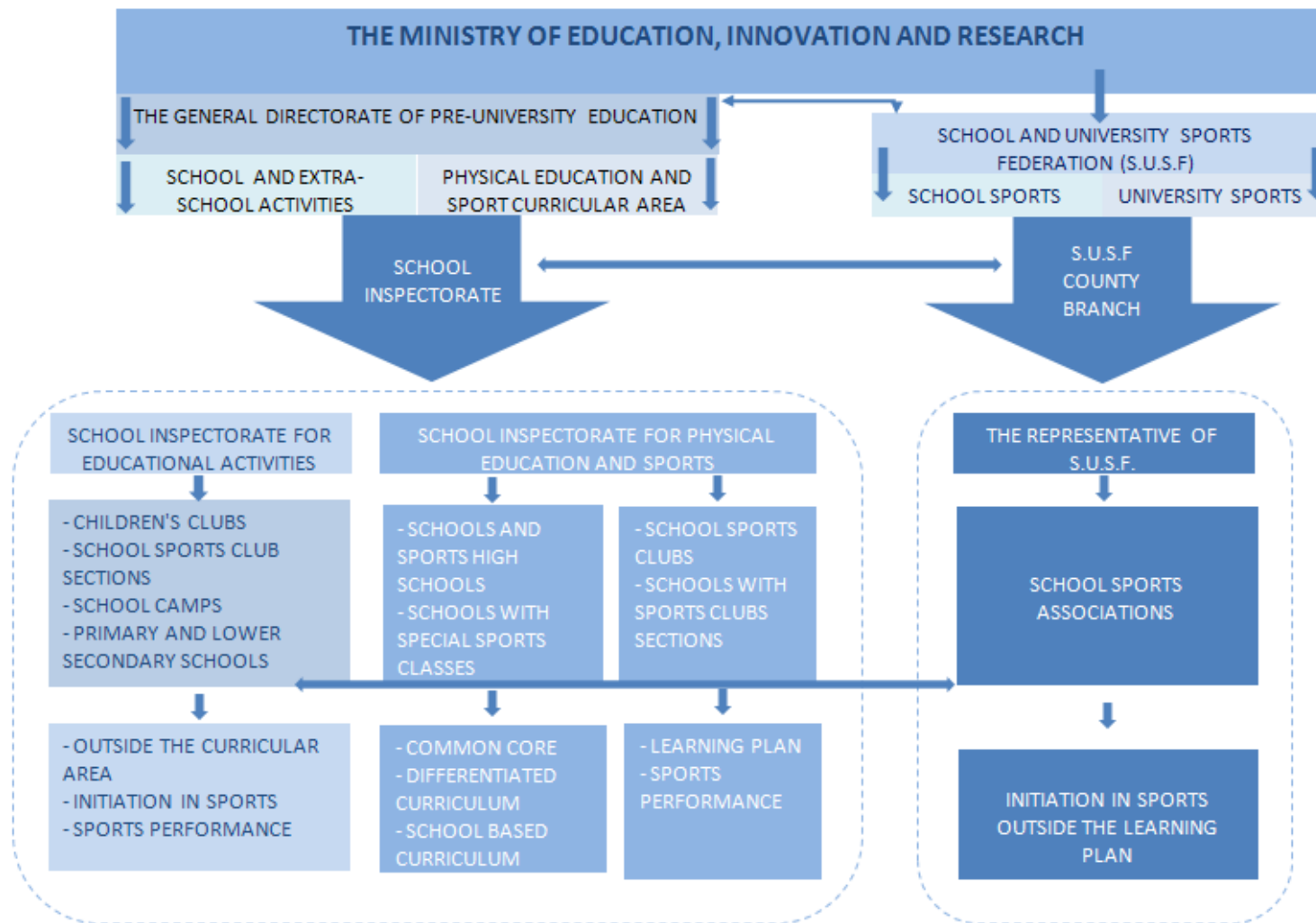
THE STRUCTURE OF THE EDUCATION SYSTEM

AGE	FORM /GROUP	ISCED*	EDUCATION LEVELS				LEVEL OF QUALIFICATION		
> 19		6	Higher education				5		
		5					4		
		4	Post secondary tertiary education						
18	XIII		Technological high school				Upper secondary education	3	
17	XII	3	Theoretical high school	Arts, sports, theological high school	Technological high school				
16	XI				Completion year	2			
15	X		Theoretical education	Arts, sports, theological education	Technological education	Arts and crafts school			1
14	IX								
13	VIII	2	Lower secondary education (gymnasium)						
12	VII								
11	VI								
10	V								
9	IV	1	Primary education						
8	III								
7	II								
6	I								
5	Preparatory	0	Pre-primary education						
4	Middle								
3	Beginner								

Source: The Ministry of Education, Innovation and Research

*ISCED – International Standard Classification of Education

THE NATIONAL STRUCTURE OF SCHOOL SPORTS



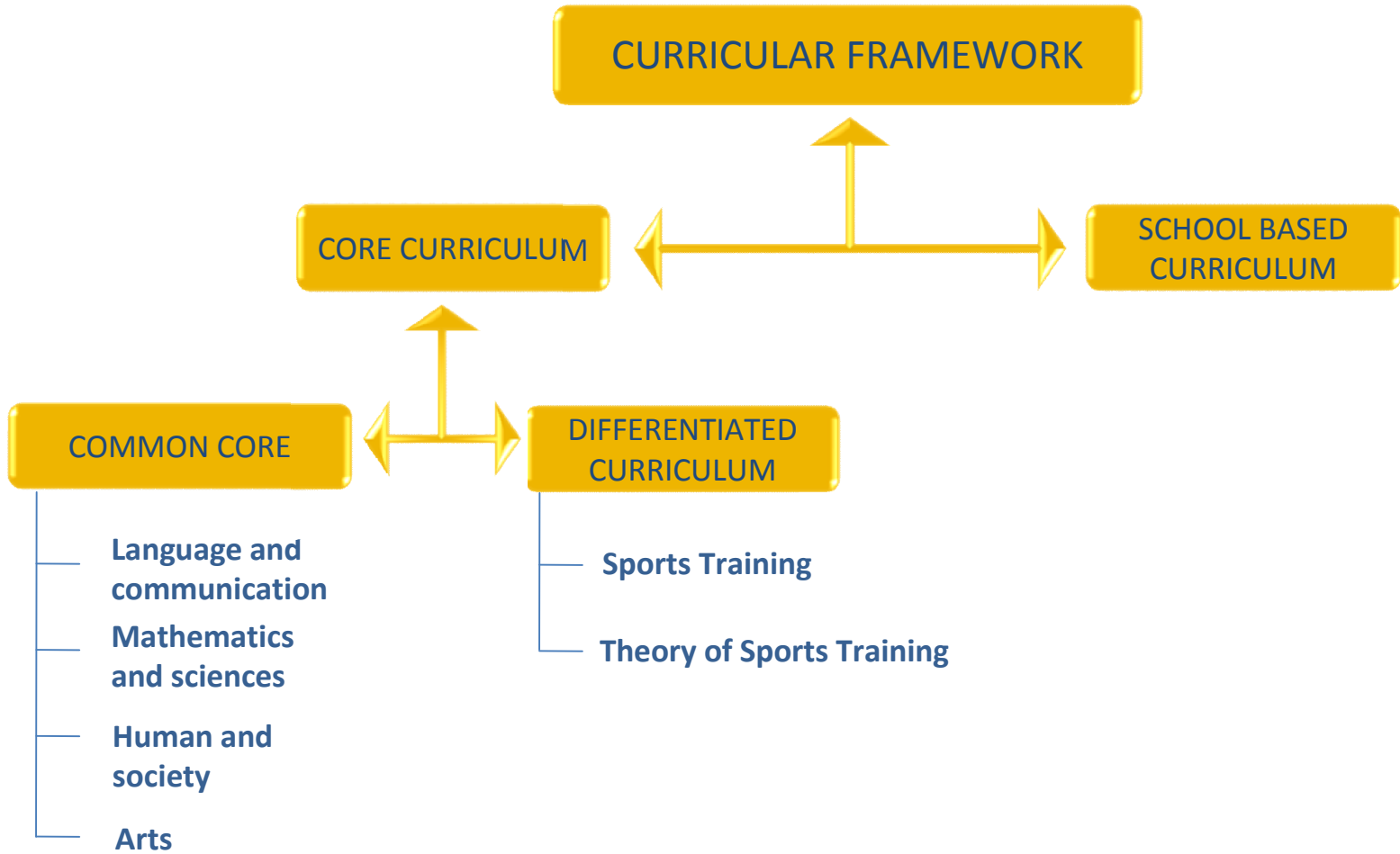


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CURRICULUM





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SYLLABUS STRUCTURE

GENERAL
COMPETENCES



SPECIFIC
COMPETENCES



CONTENTS



GENERAL COMPETENCES

1. The scientific interpretation of the performance sports activities
2. Using specialized terms related to performance sports
3. Operating with theoretical and methodological terms that are characteristic to sports training
4. Correlating theory with practice
5. The adequate use of methods and techniques which are specific to the research, interpretation and assessment / self-assessment of the level of training
6. Organizing the training and competition activities in accordance with the rules and with the responsibilities of the sports instructor

SPECIFIC COMPETENCES

1. The scientific interpretation of the performance sports activities

9th FORM

- 1.1. Identifying the objective factors that have generated the development of sports in social life
- 1.2. Accounting for the functions and objectives of sports in social life

10th FORM

- 1.1. Explaining the role of the Olympic Games in developing the sports movement
- 1.2. Characterizing the Olympics as a complex social movement

11th FORM

- 1.1 Argumentation of Romania's sport movement contribution to the evolution of sports
- 1.2 Using technical language belonging to the area of performance sports in issuing specific documents

12th FORM

- 1.1 Characterizing the contemporary sports phenomenon

SPECIFIC COMPETENCES

2. Using specialized terms related to performance sports

9th FORM

2.1 Using basic terms related to sports in oral and written communication
2.2 Discovering the particular aspects of the terms that are related to certain sports

10th FORM

2.1. Using terms that are related to sports training
2.2. Discovering terminological confusions in oral and written communication

11th FORM

2.1 Using technical language belonging to the area of performance sports in issuing specific documents

12th FORM

2.1 Using the acquired terminological pool in various communication situations

SPECIFIC COMPETENCES

3. Operating with theoretical and methodological terms that are characteristic to sports training

9th FORM

- 3.1. Identifying the elements of the movement and performance capacity
- 3.2. Evaluating the features of the performance capacity in specific sports
- 3.3. Appreciating the characteristics of effort
- 3.4 Differentiating between the categories of devices used in sports training

10th FORM

- 3.1. Identifying the methodological requirements in contemporary sports training
- 3.2. Accounting for the utility of sports training principles
- 3.3 The adequate selection of methods and methodic procedures in sports training
- 3.4 Characterizing the grouping types in sports training

11th FORM

- 3.1 Synthesizing the contents of the sports training components
- 3.2 Argumentation of using the main selection criteria in practice

12th FORM

- 3.1 Identifying the objective factors that condition one's physical shape
- 3.2 Issuing the main planning documents that are specific to sports training

SPECIFIC COMPETENCES

4. Correlating theory with practice

9th FORM

- 4.1 The efficient management of the time allocated to school and training
- 4.2 Selecting the appropriate hygiene measures for the sports that are practiced
- 4.3 Identifying the causes of the most common traumas and of the specific protection measures

10th FORM

- 4.1. The rational management of the weekly individual schedule
- 4.2. Describing a particular sports activity according to the energy that is used
- 4.3 Supervising the maintenance of hygiene of the training resorts and devices
- 4.4 The adequate treatment of the light and medium traumas that are likely to occur in particular sports

11th FORM

- 4.1 Using the data in one's self-assessment record
- 4.2 Adopting a diet that favours performance in sports
- 4.3 Adequate intervention, with first-help measures, in the case of serious injuries

12th FORM

- 4.1 Issuing the training plan for a micro-cycle in the competition period
- 4.2 Issuing a training plan/project
- 4.3 Evaluating the training potential in special natural conditions

SPECIFIC COMPETENCES

5. The adequate use of methods and techniques which are specific to the research, interpretation and assessment / self-assessment of the level of training

9 th FORM	5.1 Determining the level of speed development in the view of assessment
10 th FORM	5.1 Determining the level of maximal and explosive force in the view of assessment
11 th FORM	5.1 Assessing the level of aerobe resistance development
12 th FORM	5.1 Determining the level of efficiency of the technical and tactical exercises, in the view of assessment

SPECIFIC COMPETENCES

6. Organizing the training and competition activities in accordance with the rules and with the responsibilities of the sports instructor

9 th FORM	6.1 Identifying the organizations that manage school sports locally and within the county
10 th FORM	6.1 Distinguishing between the tasks and relationships that the organizations managing school sports have
11 th FORM	6.1 Assessing the specific organizational documents
12 th FORM	6.1 Teaching a lesson / lesson sequence together with the classmates 6.2 Team organization of a competition in school

GENERAL COMPETENCES

1. Using specialized language in communication;
2. Using the information, specific and non-specific means and methods in order to develop the general and specific movement skills in sports according to age, gender and level of training
3. Adopting an adequate behaviour within the interpersonal and group relationships, based on respect and fair-play
4. Making the most of the physical, technical, tactic, psychological and theoretical potentials in contests and sports competitions
5. Displaying a positive attitude for cultivating the aesthetic sense and sensitivity to culture.

SPECIFIC COMPETENCES

1. Using specialized language in communication

1.1 Using specialized terms while communicating with the activity partners.



SPECIFIC COMPETENCES

2. Using the information, specific and non-specific means and methods in order to develop the general and specific movement skills in sports according to age, gender and level of training

2.1 Choosing the most adequate ways for developing one's physical skills

2.2 Analyzing the body's response to different types of effort

2.3 Selecting specialized information with the help of electronic media devices



SPECIFIC COMPETENCES

3. Adopting an adequate behaviour within the interpersonal and group relationships, based on respect and fair-play

3.1 Efficient action in various groups, built up according to the requirements of training and competition

3.2 Carrying out tasks that are specific to the training and competitive activities, by collaborating with the other members involved

3.3 Adopting a behaviour that is based on fair-play towards trainers, partners, adversaries and referees



SPECIFIC COMPETENCES

4. Making the most of the physical, technical, tactic, psychological and theoretical potentials in contests and sports competitions

4.1 Improving the indices of the movement skills

4.2 Using movement skills and the technical procedures in training and competition

4.3 Initiating an individual / collective tactical action in training and competitions

4.4 Sustainance of the general and specific efforts required during training and competitions

4.5 Developing the psychological features that are necessary in competitions, according to each sport

4.6 Making use of the factors that influence effectiveness in sports



SPECIFIC COMPETENCES

5. Displaying a positive attitude for cultivating the aesthetic sense and sensitivity to culture.

5.1 Raising awareness towards the importance of maintaining a correct posture

5.2 Comparing personal results with those of the best sportsmen in the field

ROMANIA
MINISTERUL EDUCATIEI, CERCETĂRII ȘI TINERETULUI

Seria C Nr. 0031468

ATESTAT
DE COMPETENȚE PROFESIONALE

D. PATRAȘ M. VLAD -
GABRIEL
absolvent... a Liceului cu Program Sportiv
cod SIRUES 546004
din localitatea IASI
judetul IASI
filiera vocatională
profilul ed. fizică
specializarea handbal
C.N.P. 1890811226869

i se acordă

ATESTATUL
DE COMPETENȚE PROFESIONALE

în urma rezultatelor obținute la examenul din sesiunea
MAY 2008 organizat la Liceul cu
Program Sportiv
din localitatea IASI
judetul IASI
dobândind INSTRUCTOR SPORTIV

PRESEDINTELE COMISIEI,

Nr. 31 din anul 2008, luna ziua

Semnătura titularului

1) Unitatea de învățământ.
2) Conform OMEC nr. 5149/13.12.2002.
3) Se trace numărul curent din registrul unic de evidență a formularelor actelor de studii.

Seria C Nr. 0031468

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MINISTERUL EDUCATIEI, CERCETĂRII ȘI TINERETULUI

ROMANIA
MINISTERUL EDUCATIEI, CERCETĂRII ȘI INOVĂRII

Seria R
Nr. **0065931**

CERTIFICAT
DE CALIFICARE
PROFESIONALĂ
NIVEL 3

Loc pentru
fotografie
3x4 cm

D. _____
care a absolvit ciclul superior
al liceului, în anul 200... la _____

anul ȘCOLII ȘI _____
din localitatea _____
judetul _____
filiera _____
profilul _____
calificarea profesională _____

C.N.P. _____
I se acordă

**CERTIFICATUL DE CALIFICARE
PROFESIONALĂ NIVEL 3**

în urma rezultatelor obținute la examenul de
certificare a competențelor profesionale, din
sesiunea _____ 200... organizat la _____
din localitatea _____
judetul _____, fiind declarat _____
profilul _____

PREȘEDINTELE COMISIEI
L.S.

Nr. _____ din anul 200... luna _____
Județul _____ Semnătura titularului
1) Calificarea profesională cuprinde Activitatea 3 și 10 și 11 și 12 din 14 mai 2004
2) Se poate prezenta la examen în orice zi din intervalul următor:
anul 2004.

17-00-04

MINISTERUL EDUCATIEI, CERCETĂRII ȘI INOVĂRII

ROMANIA
MINISTERUL EDUCATIEI
CERCETĂRII ȘI INOVĂRII

Seria R Nr. **0065931**

CERTIFICAT
DE CALIFICARE PROFESIONALĂ
NIVEL 3

Loc pentru
fotografie
3x4 cm

D. _____
care a absolvit ciclul superior al liceului, în anul 200... la _____

anul ȘCOLII ȘI _____
din localitatea _____
judetul _____
filiera _____
profilul _____
calificarea profesională _____

C.N.P. _____
I se acordă

**CERTIFICATUL DE CALIFICARE PROFESIONALĂ
NIVEL 3**

în urma rezultatelor obținute la examenul de verificare a competențelor
profesionale, din sesiunea _____ 200... organizat la _____
din localitatea _____
judetul _____, fiind declarat _____
profilul _____

PREȘEDINTELE COMISIEI
L.S.

Nr. _____
Data eliberării: anul 2000... luna _____ ziua _____ Semnătura titularului _____

17-00-04