

**EUSAPA MINUTES STEERING COMMITTEE MEETING  
WARSAW (15.9.2009)**

*Tuesday, 15<sup>th</sup> of September AGENDA*

- **Review of EUSAPA project (9:00-12:00)**
  - Project outcomes – deliverables
  - Project partners – experiences so far
  - Project meetings
  - Functional mapping (Gavle)
- **Planning for meeting in RIGA et al. (14:00-17:00)**
  - Knowledge, competence and skills framework
  - Model of CURRICULUM
  - Examples of Good practice book
  - Examples of Good practice DVD
  - Logistics of meeting in RIGA and Jyvaskyla

**PROJECT OUTCOMES – DELIVERABLES**

- Review of tasks in relationship to project application
- We are on schedule with all tasks, importance to time well BOOK, DVD, and model of curriculum deliverables
- Website [www.eusapa.eu](http://www.eusapa.eu) is running and open to public
- UP Olomouc had to send second wave of tender for evaluators as first selected evaluator declined his offer prior to signing contract

**PROJECT PARTNERS – EXPERIENCES SO FAR**

- Very good preparation for FP meeting 1 and excellent engagement in FP meeting 2
- Problems with return rates of surveys (limited time, poor return rates), problems with SPSS software (Latvia and initially France and Finland).

- Survey is (a) tool to understand the situation in APA in country and (b) key to organizations/professionals working in the field. It is not expected deliverable of the project and thus UP will analyze returned surveys, but will not require further investigations. UP will remind all partners importance of knowing the answers to sample questions in interview guide (received prior to FP meeting 2).
- Importance to bring committed and knowledgeable persons to FP meeting 3.

### **PROJECT MEETINGS**

- FP and SC meetings were reviewed in order to bring JOERI (replacement for Yves) to full picture on scope and dynamics of EUSAPA project.

### **FUNCTIONAL MAPPING (GAVLE)**

- Functional maps were explained as method to Joeri and Yves and nature of FUNCTIONS was discussed. There was concern about functions being too superficial.
- Small discrepancies were identified and SC members were given task to review and correct FM in their area with special emphasis on KEY FUNCTIONS to be FUNCTIONS (e.g. to be AWARE or to HAVE KNOWLEDGE is not a function)

### **KNOWLEDGE, COMPETENCE AND SKILLS FRAMEWORK (KCSF)**

- The nature and method of KCSF was discussed with examples highlighted for the purposes of EUSAPA project (Steps in developing KCSF are highlighted below)

**I. Units from functional maps:** The framework is made up of several functional units, each unit relating to one of the key roles or functions in the workplace.

**II. Competencies:** Each unit is made up of blocks of competencies that the instructor/teacher/coach must have to safely and effectively fulfill the key role or function. The competencies refer to the ability of the instructor to consistently apply knowledge and skills to a set standard in a variety of work situations. Competencies are descriptions of general outcomes from the performance of work related functions.

**III. Skills:** Underpinning each competency is a range of skills that the instructor must possess and demonstrate to provide evidence of competent performance. Skills are detailed specifications of what must be demonstrated and together with the competencies, they form the minimum standards.

**IV. Range:** Range, as the name suggests, is the coverage of the work identified in the competence statement when testing a particular unit competence, and the associated skill. (example from Fitness is “Collect information about your clients using approved methods. The range is specified as: experienced, inexperienced, mixed ability, low fitness, individuals, groups).

**V. Knowledge:** The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.

**VI. Levels:** Levels can be denoted by Occupational title but are more frequently now described by allocating a national level from the EQF 8 level framework.

- Procedure for developing KCSF was discussed and it was decided that SC members will develop proposals (drafts of KSCF) before FP meeting 3 in Riga. Using TOP down approach and demanding preparation for all partners for Riga FP meeting.
- There is a possibility to utilise money allocated in budget for the work of SC members through the partner universities within allocated amount following same „invoice procedure“ as in travel reimbursement.

## MODEL OF CURRICULUM

- Optimal model(s) is part of required deliverables
- We will prepare the MODEL and discuss it at FP meeting in RIGA (allocate 2hrs for the task)
- SC agrees that optimal model would be to have fully educated professional on Bc. level in the area of PE and SPORTS (different titles in all countries) with already introductory APA related competencies (e.g. competencies of project EIPET). APA competencies then can be integrated in specially designed courses in APA in already existing specializations (e.g. health and fitness; outdoor recreation; physical education; sport management).
- Emphasis must be given in building in enough opportunities to gain APA related competencies being prepared as part of EUSAPA project.

## **EXAMPLES OF GOOD PRACTICE (GP) BOOK AND EXAMPLES OF GOOD PRACTICE DVD**

- Communication with partners about possible examples of GP for book and DVD.
- Decision on including examples will be done complementary to FM and KCSFs under the coordination of respective members of SC:

## **LOGISTICS OF MEETING IN RIGA AND JYVASKYLA**

- Arrival: THURSDAY (26.11.); meeting FR and SAT (27-28.11.); departure SUN (29.11.)
- Thursday at 3PM national Latvian professional seminar with selected SC members to help Latvian initiatives in APA.
- Preliminary AGENDA:
  - **FRIDAY (27.11.2009) 9:00-12:00 and 14:00-17:00**
  - Welcome and overview of the meeting + split into groups
  - Work on KSCF in three parallel groups
  - LUNCH
  - Finalizing KCSF in three parallel groups
  - **SATURDAY (28.11.2009) 9:00-12:00 and 14:00-17:00**
  - Preparing structure of GOOD PRACTICES in three parallel groups
  - LUNCH
  - Meeting with key persons from each partner planning for
    - Final FP meeting in MAY 2010
    - Translations of relevant project outcomes
    - Model of Curriculum transferable/visionary in all partner countries
  - Meeting with SC and planning SC meeting 4.

## **TASKS:**

- **AIJA:** Send XLS file with EUSAPA surveys to Martin (September 30<sup>th</sup>, 2009).
- **MARTIN:** Transfer XLS file and analyze returned surveys (October 10<sup>th</sup>, 2009).
- **MARTIN:** Appoint Milada to mail out the partners TABLE with requests for names of 3 persons going to attend FP meeting 3 in Riga (September 22<sup>nd</sup>, 2009).

- **JOERI:** Overview FM in rehabilitation and correct possible mistakes or add functions not originally covered + prepare definition (introduction and boundaries) of how EUSAPA project defines APA in rehabilitation setting (October 15<sup>th</sup>, 2009).
- **NATALIA:** Overview FM in sport/recreation and correct possible mistakes or add functions not originally covered + prepare definition (introduction and boundaries) of how EUSAPA project defines APA in sport/recreation setting (October 15<sup>th</sup>, 2009).
- **AIJA:** Overview FM in PE and correct possible mistakes or add functions not originally covered + prepare definition (introduction and boundaries) of how EUSAPA project defines APA in physical education setting (October 15<sup>th</sup>, 2009).
- **MARTIN:** Ask for extra sample of KCSF from ENSEE and EOSE or people involved in comparable EU projects (September 22<sup>nd</sup>, 2009)
- **JOERI:** Prepare draft of KCSF for APA in rehabilitation setting in accordance with example and sample provided bellow (November 9<sup>th</sup>, 2009)
- **NATALIA:** Prepare draft of KCSF for APA in sport/recreation setting in accordance with example and sample provided bellow (November 9<sup>th</sup>, 2009)
- **AIJA:** Prepare draft of KCSF for APA in physical education setting in accordance with example and sample provided bellow (November 9<sup>th</sup>, 2009)

Description of COMPETENCE in KCSF

<b>EMPLOYMENT SPECIFICATION</b>		<b>TRAINING SPECIFICATION</b>		<b>ASSESSMENT SPECIFICATION</b>
(What people in employment are expected to do)		(What students in vocational education and training must learn in order to meet these expectations)		(How the competences of the students will be judged)
<b>Performance requirements</b>	<b>Range</b>	<b>Skills<sup>4</sup></b>	<b>Knowledge<sup>5</sup></b>	<b>Evidence needed to demonstrate competence</b>
The performance requirements described as workplace competences	The range	The skills the individual needs to acquire to do this	The knowledge the individual needs to learn to do this	The evidence needed to demonstrate competence

EXAMPLE from Fitness sector INJURIES and ILLNESSES

<b>EMPLOYMENT SPECIFICATION</b>		<b>TRAINING SPECIFICATION</b>		<b>ASSESSMENT SPECIFICATION</b>
The performance requirements	The range	The skills the individual needs to learn to do this	The knowledge the individual needs to learn to do this	The evidence needed to demonstrate competence
<i>a) Deal effectively with injuries and signs of illness</i>	<i>Injuries: Illness:</i>	<i>Identify injuries and signs of illness</i>	<i>Types of injuries and of illness</i>	<i>Injuries and signs of illness effectively assisted</i>
<i>b) Follow appropriate emergency procedures efficiently</i>	<i>Materials and instruments: Emergency procedures:</i>	<i>Apply emergency procedures</i>	<i>Materials and instruments Emergency procedures</i>	<i>Emergency procedures efficiently followed</i>