

EuropeActive educational standards and European Qualification System (EQF)



Anna Szumilewicz, PhD, associate professor at GUPES



1

The European Qualifications Framework

The EU developed the **European Qualifications Framework (EQF)** as a translation tool to make national qualifications easier to understand and more comparable. The EQF seeks to support cross-border mobility of learners and workers, promote lifelong learning and professional development across Europe.

2



Council of the European Union

Brussels, 24 May 2017
(OR. en)



9620/17

Interinstitutional File:
2016/0180 (NLE)

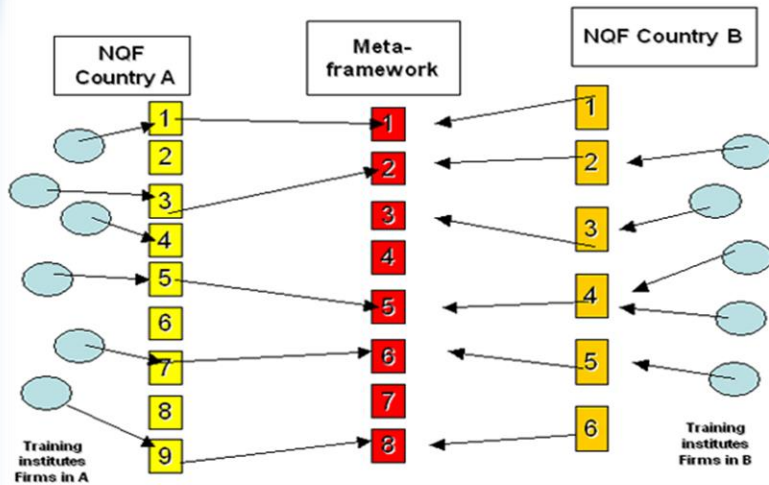
EDUC 260
SOC 430
EMPL 335
MI 449
ECOFIN 454

OUTCOME OF PROCEEDINGS

From:	General Secretariat of the Council
To:	Delegations
No. prev. doc.:	8872/17 EDUC 169 SOC 313 EMPL 236 MI 381 ECOFIN 335
No. Cion doc.:	10209/16 EDUC 241 SOC 414 EMPL 275 MI 449 ECOFIN 609 + ADD 1
Subject:	Council Recommendation on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning



3



4

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	Knowledge	Skills	Responsibility and autonomy
	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 the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

5








Fitness sector:


- generates revenues of more than **EUR €28.2 billion** annually,
- with over **64,000 facilities**
- used by more than **64 million customers** in Europe.


OUR GOAL

TO REACH 80 MILLION MEMBERS OF HEALTH & FITNESS CENTRES BY 2025

6

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EUROPEACTIVE AND EDUCATION

The Standards
Professional Standards Committee
Accreditation of Training Providers
Lifelong Learning

Professional Standards Committee Membership

The current Professional Standards Committee is made up of:

- **Julian Berriman**, Director, United Kingdom
- **Anna Szumilewicz**, Deputy Director – Standards, Poland
- **Alexis Batrakoulis**, Deputy Director – EREPS, Greece
- **Dr Michael Harrison**, Deputy Director - Accreditation, Ireland

Covid-19 Resources

View a range of information and resources relating to our sector during the Coronavirus pandemic

Covid-19 Guidance

A practical guide to re-opening and operating a fitness facility

EREPS Member Resources

Supporting EREPS members during the pandemic, view a range of resources information and offers

7

Europe Active Standards & LLL qualifications

EQF level	General populations	Special populations
6	Advanced Health and Exercise Specialist	
5		Exercise for Health Specialist Pre-Diabetes Exercise Specialist Pregnancy and Postnatal Exercise Specialist Weight Management Exercise Specialist
4	Personal Trainer Pilates Teacher	Youth Fitness Trainer Active Aging Trainer LLL „Exercise in Pregnancy and Postpartum” (new)
3	Fitness Instructor Group Fitness Instructor LLL „Healthy Lifestyle Promoter”	
2	Fitness Assistant Anti-Doping Standards LLL „Online Provision of Fitness Services”	

8

We want to respond to the needs of the fitness market...

EUROPEAN SURVEY OF FITNESS TRENDS FOR 2020

by Alexios Batrakoulis, M.S., ACSM-EP, ACSM-CPT, EIM II, CSCS, CSPS



TABLE 1: Top 20 European Fitness Trends for 2020

Rank	Trend
1	Personal training
2	High intensity interval training (HIIT)
3	Body weight training
4	Functional fitness training
5	Small group personal training
6	Exercise for weight loss
7	Exercise is Medicine®
8	Health/wellness coaching
9	Boutique fitness studios
10	Circuit training
11	Fitness programs for older adults
12	Clinical integration/medical fitness
13	Group training
14	Employing certified fitness professionals
15	Licensure for fitness professionals
16	Postrehabilitation classes
17	Training with free weights
18	Wearable technology
19	Children and exercise
20	Yoga

9

We are working on the recognition of various forms of Lifelong Learning



Brussels, 24 May 2017
(OR. en)

9620/17

Interinstitutional File:
2016/0180 (NLE)

EDUC 260
SOC 430
EMPL 335
MI 449
ECOFIN 454

(m) '*credit systems*' means a transparency tool for facilitating the recognition of credit(s). These systems can comprise inter alia equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and the validation of non-formal and informal learning;

OUTCOME OF PROCEEDINGS

From: General Secretariat of the Council
To: Delegations
No. prev. doc.: 8872/17 EDUC 169 SOC 313 EMPL 236 MI 381 ECOFIN 335
No. Clon doc.: 10209/16 EDUC 241 SOC 414 EMPL 275 MI 449 ECOFIN 609 + ADD 1
Subject: Council Recommendation on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

Delegations will find in the annex the above Council Recommendation adopted by the Council at its 3541st meeting held on 22 May 2017. The Recommendation will be published in the Official Journal.



10



Basic Lifelong Learning



1. Leads to **additional** competencies for personal training in **low-risk, adult populations** (e.g. to use new technologies, new fitness equipment, new training methods, etc.)
A personal trainer aims to gain these competences to make the training sessions more attractive, to keep the clients' adherence to exercise programme, to extend his/her knowledge and skills in working with low-risk adult clients.
2. The Basic LLL will be recognized by EuropeActive by ECVET credits.
1 ECVET is approx. 30 learning hours (with minimum 8 guided learning hours).



11

Lifelong learning supplementary qualifications:



1. **LLL specialized qualifications** - confirm the competencies to **independently** work with low-risk, **special populations** - being at a particular stage of life, having **special needs** related to maintaining health or special training goals (e.g. exercise for children, youth, pregnancy and postnatal, active aging, exercise in weight management, exercise in diabetes prevention, periodization of training, etc.).
2. **LLL clinical qualifications** - confirm the competences **to work within a professional task force** (which maybe constituted by a doctor, exercise physiologist, physiotherapist, psychologist, and others). He/she is responsible for the implementation of pre-designed exercise programme, according to the recommendations of the other task force members, for patients with **well-controlled clinical conditions** (e.g. exercise in/after cancer, exercise after stroke, exercise in mental disorders, etc.). **The condition of patients is monitored by health professionals or higher qualified clinical exercise professionals.**

To confirm the LLL supplementary (specialized or clinical) qualifications by EuropeActive, the candidate must prove the he/she has achieved all learning outcomes defined in the description of qualification. ECVET points and EQF level will be assigned to these qualifications. Prerequisites may be specified for them, as well.



12



Sector Qualification Framework (SQF) as a tool to increase the readability of sector qualifications



THE RELEVANCE OF THE ACTIVE LEISURE
SECTOR & INTERNATIONAL QUALIFICATION
FRAMEWORK TO THE EQF (SIQAF)



Co-funded by the
Erasmus+ Programme
of the European Union



13



THE RELEVANCE OF THE ACTIVE LEISURE
SECTOR & INTERNATIONAL QUALIFICATION
FRAMEWORK TO THE EQF (SIQAF)



Co-funded by the
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of the European Union



14



COUNCIL OF THE EUROPEAN UNION

Brussels, 18 October 2013

14986/13

SOC 821
ECOFIN 906
EDUC 393
JEUN 93

NOTE

from: Council General Secretariat
to: Delegations
Subject: European Alliance for Apprenticeships
- Council Declaration

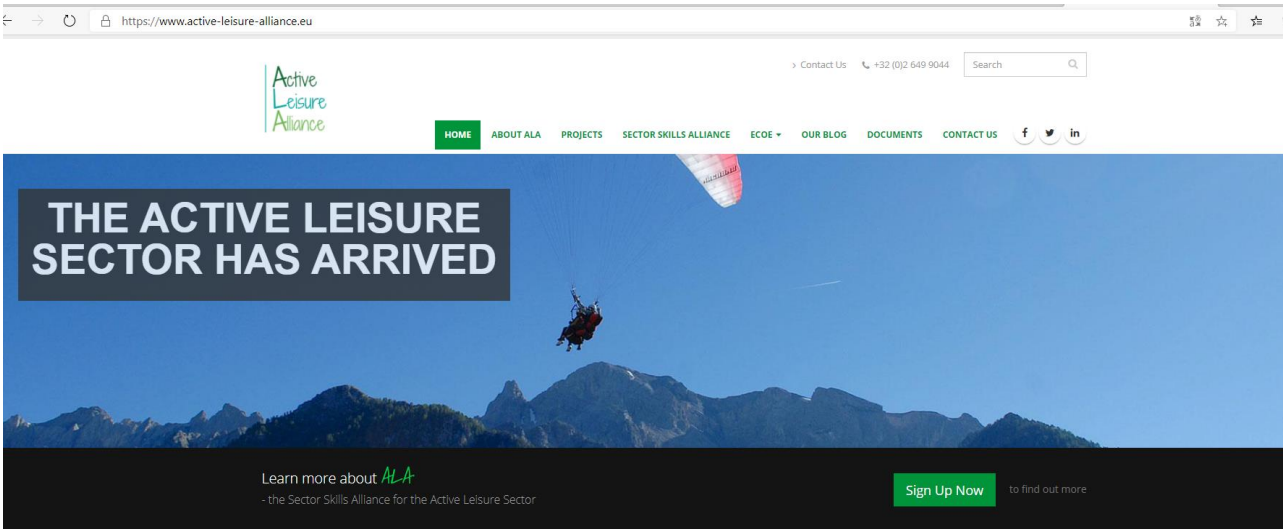
EG-OE
European Confederation of Outdoor
The voice of the European Outdoors

NEPPE

EUROPEAN STANDARDS
europe active

europe active
MORE PEOPLE. MORE ACTIVE. MORE OFTEN

15



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Active Leisure Alliance

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THE ACTIVE LEISURE SECTOR HAS ARRIVED

Learn more about **ALA**
- the Sector Skills Alliance for the Active Leisure Sector

Sign Up Now to find out more

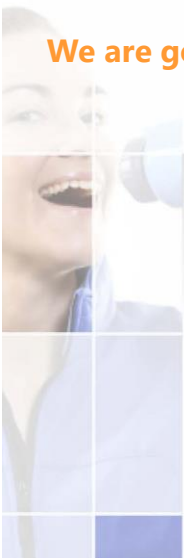


The **Active Leisure Alliance**, promoting **More often**

Welcome to the Active Leisure website which contains information on a range of activities projects and programmes as the sector develops its position. The Active Leisure Alliance has been in existence since 2012 with a relaunch in 2016 as the Sector Skills Alliance for Active Leisure to underline the scope of work for the key organisations:

16

We are going to use the European Qualifications Framework more effectively



THE RELEVANCE OF THE ACTIVE LEISURE SECTOR & INTERNATIONAL QUALIFICATION FRAMEWORK TO THE EQF (SIQAF)

FINAL REPORT

Active leisure is a combination of fitness and outdoor-based activities that are generally unstructured and non-competitive. They promote active, healthy lifestyles through activities, events and exercise. They are commonly provided under the direction of qualified animators or instructors so that the activities are tailored to match the abilities of the participants and meet their needs in an enjoyable and safe way.

"The European Active Leisure Sector is growing at 3-4% per year. It generates annual revenues of more than 30 billion EUR, it employs nearly 1 million people, and is characterised by high mobility levels of its workforce"

**Improving Labour Market Mobility in the EU
Recognising International and Sector Qualifications**

Harmonisation of sector-specific qualifications have been identified to be the key for improving labour market mobility. With the EU-funded project SIQAF (2016-2018) and its follow-up project Blueprint for the Sector Skills Alliance for Active Leisure (2018-2020) is striving for European and national recognition of its qualifications.

International Qualifications are defined as "awarded by a legally established international body (association, organisation, sector or company), or by a national body acting on behalf of an international body that is used in more than one country, and that includes learning outcomes assessed with reference to standards established by an international body".

Source: Recommendation of 22 May 2018

Co-funded by the Erasmus+ Programme of the European Union

17

APPENDIX 1 Sector Qualification Frameworks in Active Leisure (SQF AL)

Table A1. Sector Qualification Frameworks in Active Leisure (SQF AL)

SECTOR INDICATORS (KEY PROFESSIONAL AREAS)	LEVEL 2 SQF AL	LEVEL 3 SQF AL	LEVEL 4 SQF AL	LEVEL 5 SQF AL	LEVEL 6 SQF AL



18

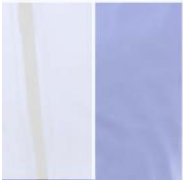
SQF in AL	Examples of professional tasks	Exemplary standards or Qualifications
Level 2	<ul style="list-style-type: none"> Assists in the delivery of AL activities and services. 	Fitness assistant
Level 3	<ul style="list-style-type: none"> Plans, organizes, conducts, monitors and animates selected tasks in common AL services, demonstrating good practice (e.g. instructs common exercises and activities) and while taking into account the needs, capabilities and interests of the customers. 	Fitness instructor
Level 4	<ul style="list-style-type: none"> Performs multistage professional activities to implement AL services, including planning, organising, conducting, monitoring, animating, controlling, evaluating and post processing (e.g. in the process of long-term exercise program), adjusting the process to the changing conditions (customer's capabilities and needs and/or environment). 	Personal Trainer
Level 5	<ul style="list-style-type: none"> Plans and implements AL activities and services, and autonomously animates and modifies them, where appropriate with consideration of consideration of specific requirements (e.g. connected with health, non-communicable disease specific, focused on a specific training goals). 	Exercise for health Specialist
Level 6	<ul style="list-style-type: none"> Plans and implements the evaluation of AL activities and services and analyses its outcomes. Develops and implements operational guidelines for the coordination, planning, conduction and evaluation of complex AL activities 	Graduated exercise specialist

19

SECTOR INDICATORS (KEY PROFESSIONAL AREAS)	LEVEL 2 SQF AL	LEVEL 3 SQF AL	LEVEL 4 SQF AL	LEVEL 5 SQF AL	LEVEL 6 SQF AL
Service delivery	<ul style="list-style-type: none"> Assists in the delivery of AL activities and services. Carries out selected and limited tasks within the service delivery in AL sector (e.g. helps the customers in using technical equipment in the fitness facilities, outdoor examples). 	<ul style="list-style-type: none"> Plans, organizes, conducts, monitors and animates selected tasks in common AL services, demonstrating good practice (e.g. instructs common exercises and activities, outdoor) and while taking into account the needs, capabilities and interests of the customers. 	<ul style="list-style-type: none"> Performs multistage professional activities to implement AL services, including planning, organising, conducting, monitoring, animating, controlling, evaluating and post processing (e.g. in the process of long-term exercise program, outdoor example), adjusting the process to the changing conditions (customer's capabilities and needs and/or environment). 	<ul style="list-style-type: none"> Plans and implements AL activities and services, and autonomously animates and modifies them, where appropriate with consideration of consideration of specific requirements (e.g. connected with health, non-communicable disease specific, focused on a specific training goals). Develops creative solutions for the implementation of AL activities, also based on the analyses of available resources used in AL sector and the achievement of other professional/scientific field (e.g. cardiology, psychology). 	<ul style="list-style-type: none"> Plans and implements the evaluation of AL activities and services and analyses its outcomes. Develops and implements operational guidelines for the coordination, planning, conduction and evaluation of complex AL activities. Introduces and promotes innovative solutions for the delivery of AL services. Instructs/trains and assesses lower level AL personnel.

20

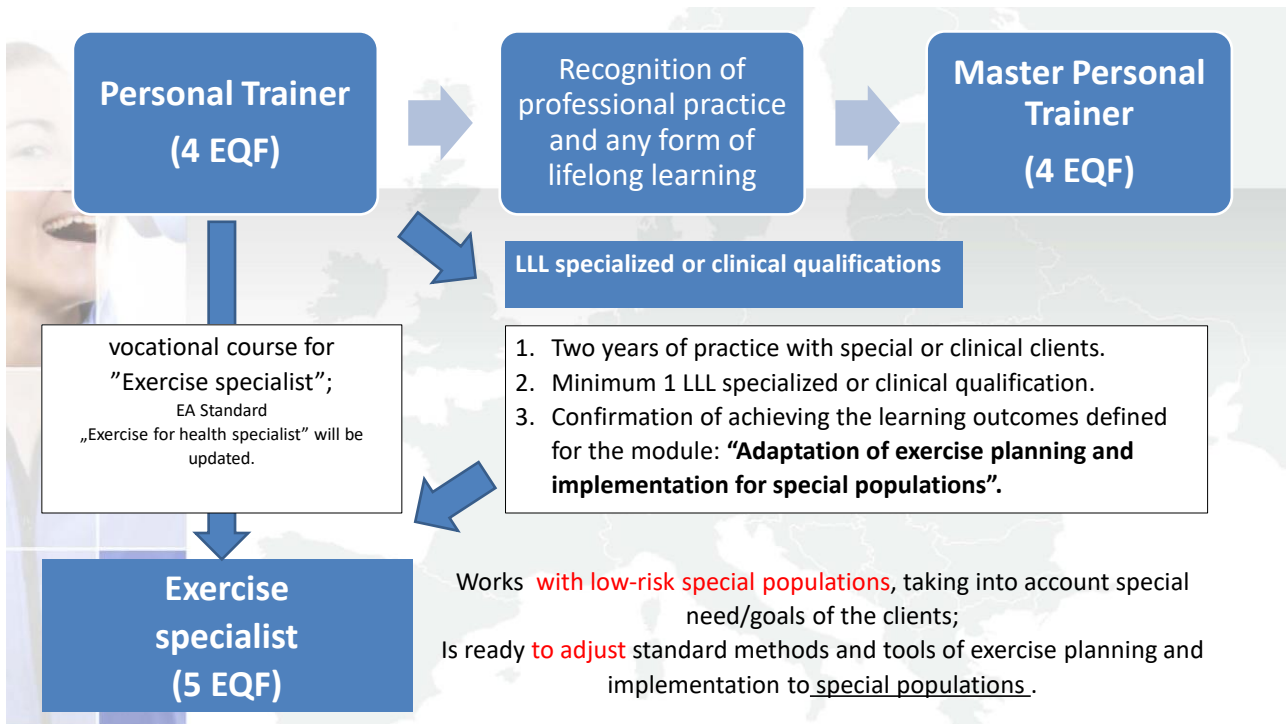
SECTOR INDICATORS (KEY PROFESSIONAL AREAS)	LEVEL 2 SQF AL	LEVEL 3 SQF AL	LEVEL 4 SQF AL	LEVEL 5 SQF AL	LEVEL 6 SQF AL
Communication, motivation and customer service	<ul style="list-style-type: none"> Provides the customers with information necessary for the participation in particular AL activities (e.g. on necessary equipment, health rules). <u>Delivers good customer service</u> encouraging regular participation in AL activities. 	<ul style="list-style-type: none"> Positively interacts with AL customers, purposefully using communication and motivational tools (e.g. to promote adherence to AL activities). Adjusts the style of conducting/animating AL activities to the customer's needs. Implements feedback procedures related to the customers' satisfaction with the participation in AL activities, according to instructions. 	<ul style="list-style-type: none"> Provides customers with specific information related to the various stages of participation in AL activities. Select and adjusts the communication and motivational tools to the changing needs of the customers and to the various stages of the delivery of AL services. Foster retention and ongoing engagement with the customer. 	<ul style="list-style-type: none"> Modifies and applies communication and motivational tools and animation guidelines, also in the context of specific needs of the AL customers. Conducts, summarizes and evaluates customers' feedback on the delivery of AL services. 	<ul style="list-style-type: none"> <u>Analyses AL customers' satisfaction</u> as well as behavioural patterns by devising, implementing and evaluating feedback procedures, taking into account scientific achievements. Develops and promotes guidelines on how to interact with AL customers and foster their adherence and retention. Initiates and implements strategies to promote AL activities as well as their benefits.



21



22



23

We have good examples...



BACPR Education and Training
Dedicated to providing excellence in education and training in cardiovascular disease prevention and rehabilitation

CPD CERTIFIED
The CPD Certification Service
Collective Mark

Physical Activity and Exercise in Heart Failure
Skills Active approved - 4 REPS CPD Points

This 1 day course aims to increase the awareness of the impact of physical activity and exercise in the heart failure patient group through developing an understanding of the relationship between risk assessment, baseline functional assessment and subsequent exercise prescription. Physiological mechanisms relating to heart failure will be explored and principles in exercise prescription applied to enable adaptations in respect to co-morbidity and cardio-assistive devices, using an evidence-based approach.

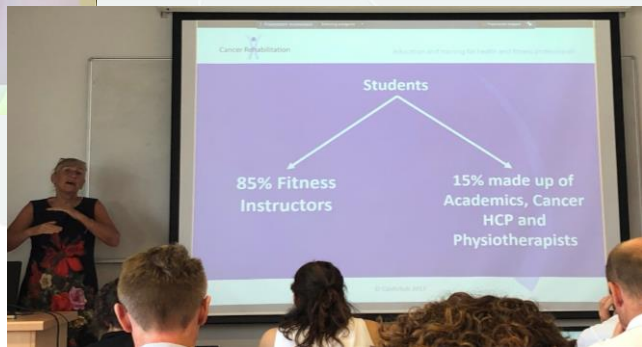
It will involve both lectures and interactive case studies. Knowledge gained will enable safe and effective practice which can be implemented in future service delivery.

It is not however a specialist qualification to lead, prescribe or deliver the exercise component of cardiac rehabilitation

Target audience:
Health professionals and BACPR exercise instructors advising on or delivering physical activity and exercise in primary /secondary care

24

We have good examples...



25

We intend to pay more attention to the assessment strategy, including assessment methods and criteria

Draft of the „Exercises in Pregnancy – Supplementary Qualification”

Set of learning outcomes:	03. Conducting exercise classes for pregnant women
Professional competences	Verification Criteria The learner:
Instructs exercises for pregnant women	<ol style="list-style-type: none"> before the exercise classes, asks the participant about her well-being and reminds her about symptoms requiring immediate discontinuation of exercise instructs the participant how to perform exercises during pregnancy (including aerobic, resistance, <u>neuromotor</u>, body posture, pelvic floor muscle and flexibility exercises and preparation for birth exercises) in a way understandable to the participant, using professional terminology demonstrates the proper technique of performing exercises during pregnancy (including aerobic, resistance, <u>neuromotor</u>, body posture, pelvic floor muscle and flexibility exercises and preparation for birth exercises) in a way understandable to the participant, using professional terminology)
Monitors and adjusts exercise classes for pregnant women	<ol style="list-style-type: none"> monitors the course of exercise classes for pregnant women, including the intensity and technique of performed exercises, taking into account the information on the course of pregnancy and the participant's health condition; if necessary, applies options of difficulty and intensity of exercises adapting to the well-being and capabilities of the participant; corrects incorrectly performed exercises, in particular explaining the importance of changing the technique for the prevention or reduction of pregnancy ailments.
Recommended methods of verification	<ol style="list-style-type: none"> The observation in simulated conditions of conducting an exercise session with a pregnant participant.

26

For graduates...

We have so far:



SETTING THE STANDARDS FOR THE EUROPEAN HEALTH AND FITNESS SECTOR

Europe Active/EREPS Registration Requirements Profile
EQF Level 6
Advanced Health & Exercise Specialist



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27

Clinical exercise – international project led by Andrew Scott

Invitation

June 25th – 26th 2019

Erasmus Meeting & Training:

Clinical Exercise

Ghent (BE)



28

Examples from other organizations

Health Fitness Certifications

Are you a fitness professional working in a health club or other community setting? Pursue an ACSM Certified Personal Trainer® (ACSM-CPT), ACSM Certified Exercise Physiologist® (ACSM-EP) or ACSM Certified Group Exercise Instructor® (ACSM-GEI) credential. Whether your goal is to train one-on-one or to instruct groups, those who are certified are able to develop and implement safe, effective exercise programs, and modify them to meet the specific needs of clients.



Personal Trainer




Group Exercise Instructor



Exercise Physiologist

Clinical Certification

Are you looking to become a critical part of a healthcare team dedicated to improving the quality of life of patients on a daily basis? The Certified Clinical Exercise Physiologist® (ACSM-CEP) is the credential for you. Clinical exercise physiologists help to increase the likelihood of long-term physical, social and economic independence of patients through individualized patient education, behavior change, and primary and secondary prevention strategies.



Clinical Exercise Physiologist

29

Our proposal for EQF levels 6 and 7



We are still looking for the most appropriate names for these qualifications

Graduate Exercise Professional/ Exercise Physiologist (6 EQF)

(Advanced Health and Exercise Specialist will be updated)

- Develops recommendations (also adjusts/evaluates/develops methods and tools used) for the pre-assessment, exercise program design, implementation, monitoring, controlling, post-assessment, for low-risk populations (including special populations and elite athletes).
- Designs and conducts research to get new knowledge and skills for exercise planning and delivery in low-risk populations (including special populations).
- Supervises other exercise professionals in the implementation of exercise programmes for low-risk populations.
- Promotes physical activity as a key element of healthy lifestyle.

30

Our proposal for EQF levels 6 and 7



We are still looking for the most appropriate names for these qualifications

Clinical/Advanced Graduate Exercise Professional/ Clinical/Advanced Exercise Physiologist (7 EQF)

Adjusts/evaluates methods and tools used for the pre-assessment, exercise program design, implementation, monitoring, controlling, post-assessment, **for clinical populations** (for people with acute, sub-acute or chronic medical conditions, injuries or disabilities - conditions for which there is evidence that exercise can improve the client's clinical status).

In the planning and implementation of exercise programmes, cooperates with health professionals, specialized in a given clinical condition.

Is ready to be a leader of the professional task force for exercise programme design and implementation for clients with clinical conditions; supervises other exercise professionals in the implementation of exercise programmes for clients with clinical conditions.

Designs and conducts research to get new knowledge and skills for exercise planning and delivery for clinical populations, e.g. for people with heart disease, cancer, diabetes, arthritis, mental problems, etc.

Promote physical activity as a key factor **to improve quality of life** in clinical populations.

31

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How To Join

To join EREPS please complete the application form by clicking the link below. You will be asked to upload copies of your relevant fitness certifications (qualifications) together with a resume (Curriculum Vitae) of your fitness industry experience and any other appropriate supporting statement.

The annual registration fee is €30 Euro. Membership of EREPS is an annual requirement and you will be sent a reminder to re-register. As part of the re-registration process and the EREPS Lifelong Learning Programme members should complete 10 hours of lifelong learning or continued career development activity for each year of their membership. This is a stipulation of the EREPS Code of Ethical Practice. For further information on the Lifelong Learning Programme [click here](#)

When your application and payment are received they will be checked for compliance and equivalency against the EuropeActive standards, and a **status of registration** will be awarded. If any clarification or additional information is required you will be contacted by our administrator.

If your application for registration is successful you will be sent an email of confirmation together with a unique Certificate of Registration which will detail the main occupation and EQF equivalent level. This information will be added to our website Directory of Members. Your Certificate also confirms compliance with our Code of Ethical Practice, and when membership expires. To see a copy of the Code of Ethical Practice [click here](#)

To join EREPS you will be required to complete the application form in full;

[JOIN EREPS - click here](#)

32

1. Foresight for the fitness sector: results from a **European Delphi Study**
2. **Covid-19 Standards and Skills Task Force**
3. **Qualification Framework** in the Fitness Sector and current education possibilities for exercise professionals

Was our sector ready for COVID-19 pandemic?



International Journal of
*Environmental Research
and Public Health*



Article

Foresight for the Fitness Sector: Results from a European Delphi Study and its Relevance in the time of Covid-19

Louis Moustakas ¹, Anna Szumilewicz ², Xian Mayo ³, Elisabeth Thienemann ⁴ and Andrew Grant ⁵

The methodology of European Delphi Study:



1. The brainstorming phase took place amongst members of Sector Skills Alliance in Fitness during the 2018 ISM in Warsaw.

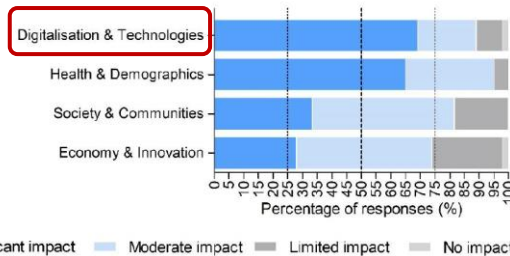


- 2. The online survey in two rounds between February and March 2019.
- 3. Over 50 fitness experts from 26 countries have replied.

Unprecedented times

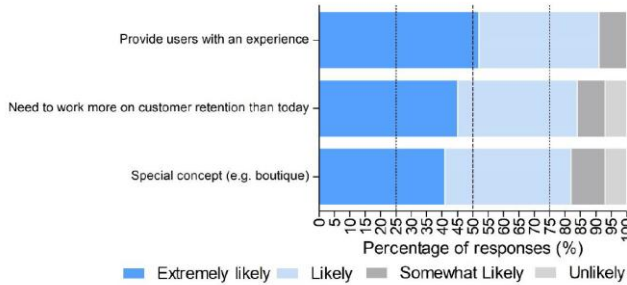
The outcomes of European Delphi Study:

Main drivers for changes & developments over the next decade...



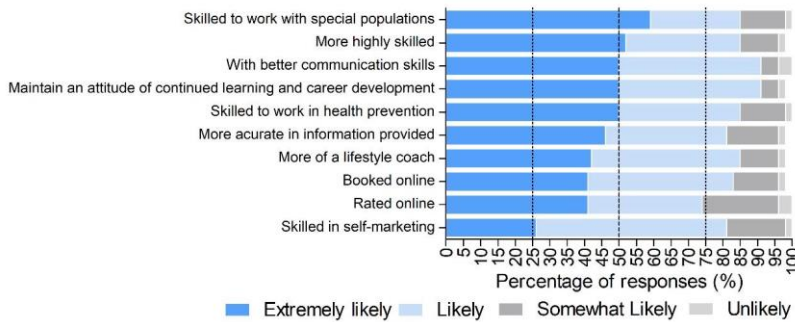
The outcomes of European Delphi Study:

Fitness places in 2030 will...



The outcomes of European Delphi Study:

Fitness professionals in 2030 will need to be...

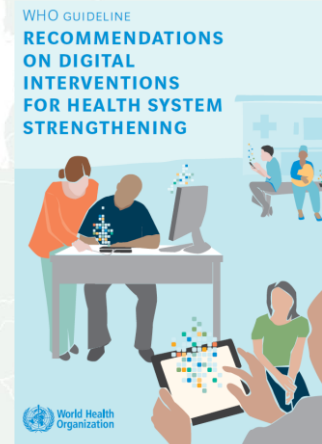


It was before the COVID-19 pandemic:

Should we already talk about “digital fitness”, similarly to the health sector, which has defined its term of digital health?

Digital health was introduced as “a broad umbrella term encompassing eHealth (which includes mHealth), as well as emerging areas, such as the use of advanced computing sciences in ‘big data’, genomics and artificial intelligence”.

Mobile health (mHealth) is a subset of eHealth and is defined as “the use of mobile wireless technologies for health” (WHO, 2019).



39

Unprecedented times

Conclusions of European Delphi Study:

We find that **technology, healthcare needs, and customer retention** are critical drivers of change in the fitness industry. In response to this, fitness professionals must improve both their professional skills, especially as they relate to **service provision for special populations**, as well as their **soft skills**.

The results here are as relevant as ever.

40

Covid-19 Standards and Skills Task Force



41

Covid-19 Standards and Skills Task Force:

- Prof. **Anna Szumilewicz**, PhD, PSC Deputy Director – Standards, EuropeActive, Brussels, Belgium; GPUES - Gdansk University of Physical Education and Sport, Poland (TEG Leader)
- **Julian Berriman**, PSC Director, EuropeActive, Belgium
- **Michael Harrison**, PSC Deputy Director - Accreditation, EuropeActive, Belgium; Waterford Institute of Technology, Ireland
- **Atle Arntzen**, Personal Trainer Manager, Norway
- **Anna Bogdanova**, Personal Trainer, PSC Deputy Director - EREPS, EuropeActive, Denmark
- **Colin Huffen**, Chartered Institute for the Management of Sport and Physical Activity, SportPark Loughborough University, United Kingdom, PSC member
- **David Kingsbury**, Personal Trainer, United Kingdom
- Prof. **Simona Pajaujiene**, PhD, Lithuanian Association of Health and Fitness Clubs (LSKA), Lithuanian Sports University, Lithuania
- **Ben Pratt**, Nordic Fitness Education, Iceland
- Prof. **Rita Santos Rocha**, PhD, ESDRM-IPS - Sport Sciences School of Rio Maior - Polytechnic Institute of Santarém, Rio Maior, Portugal
- **Dipanda Silva**, Personal Training Director in VivaGym, FitnessHut, Portugal

42

Learning outcomes area	Level 3 Fitness Instructor or Group Fitness Instructor	Level 4 Personal Trainer	Level 5 Exercise for Health Specialist
Communication, Mental and social wellbeing (existing)	<p>1.3 Lifestyle Management</p> <p>1.3.1 Promoting Physical Activity for Health</p> <p>1.3.2 Basic Nutrition & Hydration Guidelines</p> <p>1.3.3 Basic Stress management Techniques</p> <p>1.3.4 Introduction to Adaptations and Progressions</p> <p>1.5 Communication</p> <p>1.5.1 Building rapport</p> <p>1.5.2 Motivational Strategies</p> <p>1.5.3 Customer Service</p>	3.5 - Psychosocial Aspects of Health and Fitness	Section 5: Psycho-social aspects of Health & Fitness: Changing Health Behaviours

43

Learning outcomes area	Level 3 Fitness Instructor or Group Fitness Instructor	Level 4 Personal Trainer	Level 5 Exercise for Health Specialist
Immune system (New)	<p>In the section 1 - Core Fitness Knowledge one subsection has been added: 5. Immune System</p> <p>Learners should demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> The main function of immune system, the roles of innate and adaptive immune subsystems. Physiological regulation of immune system (hormones, vitamin D, diet, sleep and rest) The impact of exercise of various intensities and duration on immune system. 	<p>The section 3.3.3. has been extended:</p> <p>3.3.3 Nervous, Endocrine and Immune Systems:</p> <ul style="list-style-type: none"> Potential long-term effects of exercise programmes on immune system The open window theory for pathogen entrance after excessive exercise. 	<p>In the Section 3: Physiology & Pathophysiology, one learning outcome has been extended:</p> <p>Understand the differences between physiology and the characteristic pathophysiology for a range of NCDs, including parameters of metabolism, cardiopulmonary, musculoskeletal, nervous, and immune systems.</p>

44

Learning outcomes area	Level 3 Fitness Instructor or Group Fitness Instructor	Level 4 Personal Trainer	Level 5 Exercise for Health Specialist
Minimal equipment and alternative environment (New)	<p>New learning outcome has been added to the following section:</p> <p>1.4 Health and Safety</p> <p>1.4.2 Modifications to Exercise Alternatives / Adjustments</p> <p>How to adopt exercise to alternative environment (e.g. outdoor, home) and to conduct an exercise session with minimal equipment.</p>	<p><i>This learning outcome doesn't require any progression on the next EQF levels.</i></p>	<p><i>This learning outcome doesn't require any progression on the next EQF levels.</i></p>

45

Learning outcomes area	Level 3 Fitness Instructor or Group Fitness Instructor	Level 4 Personal Trainer	Level 5 Exercise for Health Specialist
On-line exercise provision (New)	<p>New learning outcomes have been added to the following sections:</p> <p>1.5 Communication</p> <p>1.5.3 Customer Service</p> <ul style="list-style-type: none"> How to communicate with exercise customers using online tools. <p>2.1 Individual Instruction – Core Knowledge Delivering a Fitness Session</p> <ul style="list-style-type: none"> Delivering a fitness session using basic on-line tools. <p>3.1 Group Fitness Instruction – Core Knowledge</p> <p>3.1.3 Delivering a Group Fitness Class</p> <ul style="list-style-type: none"> Delivering a group fitness class using basic on-line tools. 	<p>New learning outcome has been added to the following section:</p> <p>3.1.5 Use Current Technology:</p> <ul style="list-style-type: none"> Describe how to use on-line tools to plan and deliver personal training. <p>3.8 – Business and Marketing Skills for Personal Trainers</p> <ul style="list-style-type: none"> How to develop a suite of PT products and services (including online products and services) that will appeal to target clientele and meet their needs 	<p>New learning outcome has been added to the following section:</p> <p>Section 8: Participant Management and Programme Administration</p> <ul style="list-style-type: none"> Know how to use on-line tools to safely and efficiently deliver an exercise programme for individuals at risk or with controlled health conditions;

46

Unprecedented times



SETTING THE STANDARDS
FOR THE EUROPEAN
HEALTH AND FITNESS SECTOR

'Online provision of fitness services' Lifelong Learning Qualification



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47

Unprecedented times



THE LEGAL ASPECTS

Online Impersonal Training Risk Versus Benefit

by Anthony A. Abbott, Ed.D., FACSM, FNCSA

Abbott AA. Online Impersonal Training Risk Versus Benefit. ACSM's Health & Fitness Journal. 2016;20(1):34-8.

Eickhoff-Shemek JM, White CJ. Internet Personal Training and/or Coaching: What are the Legal Issues? Part I. ACSM's Health & Fitness Journal. 2004;8(3):25-6.

Eickhoff-Shemek JM, White CJ. Internet Personal Training and Coaching: What are the Legal Issues? Part II. ACSM's Health & Fitness Journal. 2004;8(5):24-5.

Eickhoff-Shemek JM, White CJ. Internet Personal Training and/or Coaching: What are the Legal Issues? Part III. ACSM's Health & Fitness Journal. 2005;9(3):29-31.

THE LEGAL ASPECTS

by JoAnn M. Eickhoff-Shemek, Ph.D., FACSM, and Carrie J. White, MBA, J.D.

Internet Personal Training and/or Coaching: What are the Legal Issues? Part III



48

RESEARCH ARTICLE

Open Access

Evaluating differences in the clinical impact of a free online weight loss programme, a resource-intensive commercial weight loss programme and an active control condition: a parallel randomised controlled trial



Aidan Q. Innes^{1,2}, Greig Thomson¹, Mary Cotter¹, James A. King^{3,4}, Niels B. J. Vollaard⁵ and Benjamin M. Kelly^{1,2*}

- **Job purpose** - to deliver online fitness services, within the scope of practice as a certified exercise professional at a particular EQF level, and to promote these services using online marketing.
- **Learning outcome units:**
 - Organisational, legal and ethical issues related to using LLL qualification 'Online provision of fitness services'
 - Fundamental rules and tools in the online provision of fitness services
 - Limitations and safety considerations related to the online provision of fitness services
 - Online marketing

ECTS - The European Credit Transfer and Accumulation System



ECTS Users' Guide



51

ECVET - The European Credit system for Vocational Education and Training



Using ECVET to Support Lifelong Learning ANNOTATED EXAMPLES OF HOW ECVET CAN BE USED TO SUPPORT LIFELONG LEARNING

Note prepared by the ECVET Users' Group



52

Leading Organisations:



International Council for
Coaching Excellence



ENSE
EUROPEAN NETWORK
OF SPORT EDUCATION

Presented by

Prof. Anna Szumilewicz

OUTPUT 6:
**Application of ECVET and ECTS to
new qualifications**

Final Conference, 18, November 2020, Brussels



Co-funded by the
Erasmus+ Programme
of the European Union

BLUEPRINT

53



Learning hours and enhancing the value of the European educational standards?



1. We strongly emphasize that **the most important is the learning output (learning outcomes)**, not the education process itself.
2. We aim to make the accreditation process for training providers **more transparent** and the educational and vocational programmes **more comparable**.
3. Using **ECVET** and **ECTS** in EA Standards, we also want to facilitate the transferability of qualifications or individual learning units **between vocational education and training (VET) and higher education (HE) systems**.



54

Academic approach to ECTS examples from selected countries

- [Austria](#), [Italy](#), and [Spain](#) - 1 ECTS = 25 study hours;
- [Finland](#) - 1 ECTS = 27 study hours;
- [The Netherlands](#), [Portugal](#) - 1 ECTS = 28 study hours;
- [Germany](#), [Belgium](#), [Romania](#), and [Hungary](#) - 1 ECTS = 30 study hours;
- Poland – 1 ECTS = 25 to 30 study hours

- 1 ECTS = approx. 25-30 learning hours
- 1 ECVET = ?

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)
(Text with EEA relevance)
(2009/C 155/02)

'ECVET points' means a numerical representation of the **overall weight of learning outcomes** in a qualification and of the relative weight of units in relation to the qualification.

To enable a common approach for the use of ECVET points, a convention is used according to which **60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.**



BLUEPRINT

57

**The survey on the application (on the knowledge of the application)
of ECVET and ECTS in fitness sector
during International Standards Meeting in Warsaw, 2018**

**9th
INTERNATIONAL
STANDARDS MEETING**

**Future Proofing the Fitness Sector:
assuring quality in a diverse European environment**

WHERE
Golden Floor Plaza
ul. Jerozolimskie
120A, 26th Floor
Warsaw, Poland

WHEN
15th & 16th November 2018

ADDRESS
EuropeActive
The House of Sport
Avenue des 1018 43 - 7ème étage
1040 Brussels, Belgium

CONTACT
P : +32 (0) 2649 9044
E : info@europeactive.eu
W : www.europeactive.eu

**EUROPEAN
STANDARDS
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BLUEPRINT

58



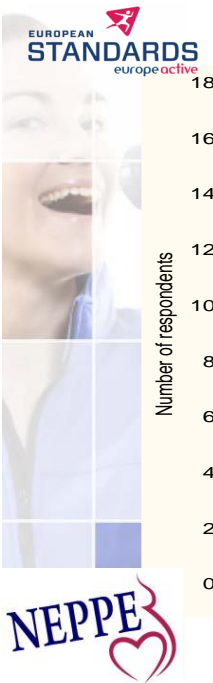
Representatives form 19 countries (also outside EU)



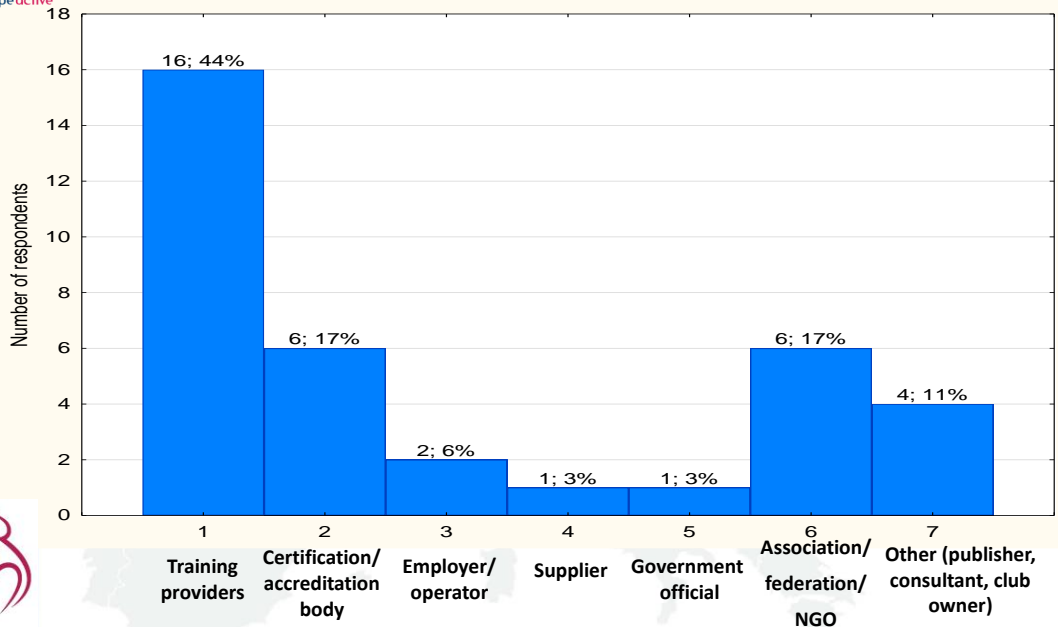
- Belgium
- Czech Republic
- Finland
- Germany
- Greece
- Hungary
- Iceland
- Iran
- Ireland
- Italy
- Lebanon
- Malta
- Netherlands
- Hungary
- Poland
- Sweden
- Switzerland
- United Kingdom
- USA



59



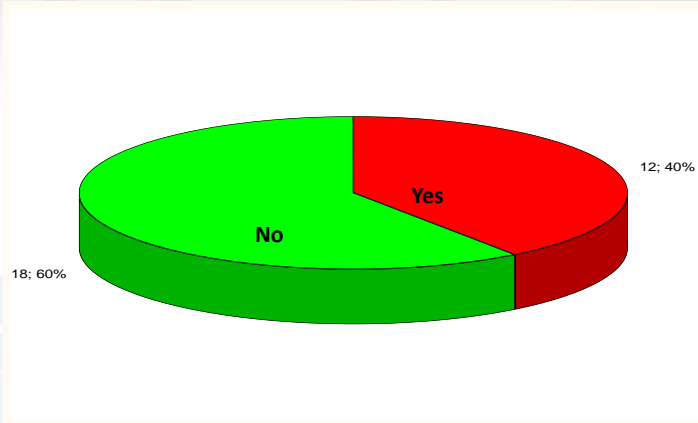
The responders' position in the fitness sector



60



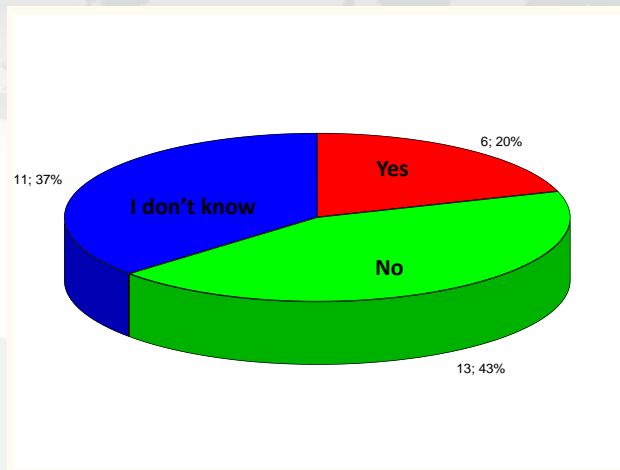
Do you know what ECVET is?



61



Do you use ECVET in your country?



62



Are there any law regulations to use ECVET in your country?



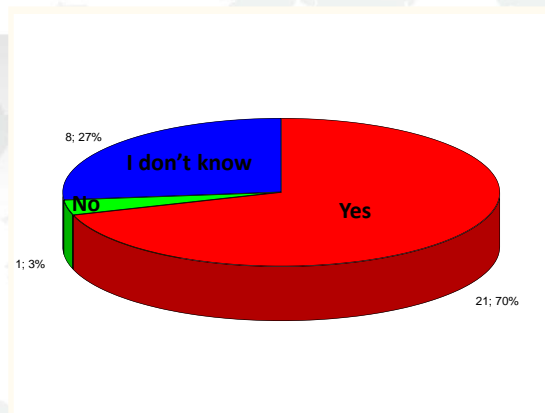
BLUEPRINT

63



Do you consider credit system as a useful tool?

SURPRISING ANSWERS



BLUEPRINT

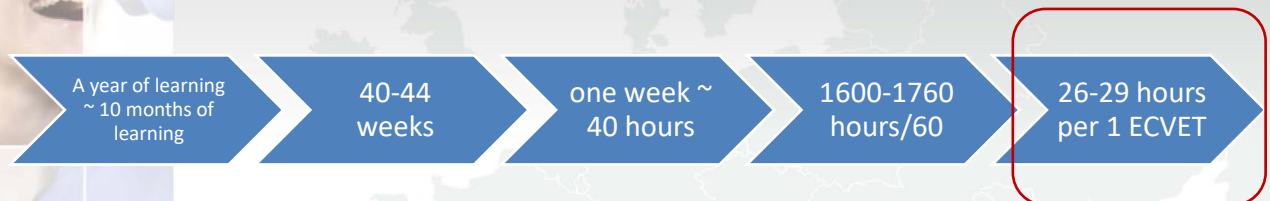
64

Conclusions so far...

1. The majority of the fitness stakeholders **didn't know** what the ECVET is, how it can be used and whether there were any regulations to use it in their countries.
2. The vast majority of the fitness stakeholders considered a credit system in qualifications **as a useful tool**, therefore **it's justified to develop recommendations to use it**.

Based on these outcomes we were encouraged to assign ECVET and ECTS credits to EA Standards/qualifications.

60 ECVET credits during one year of full time VET



Do we need the credits?

Recommended Minimum Guided Learning Hours, estimated Total Qualification Time, number of ECVET and ECTS for 'Exercise in Pregnancy' Module			Recommended Minimum Guided Learning Hours, estimated Total Qualification Time, number of ECVET and ECTS for 'Exercise in Postpartum' Module		
No.	Learning outcomes unit	Recommended Guided Learning hours ¹	No.	Learning outcomes unit	Recommended Guided Learning hours ¹
1.	Theoretical basis of planning and conducting exercise programmes for pregnant women	6	1.	Theoretical basis of planning and conducting exercise programmes for postpartum women;	6
2.	Health issues and safety considerations related to pregnancy	3	2.	Health issues and safety considerations related to postpartum period;	3
3.	Health screening and fitness assessment in pregnant women	3	3.	Health screening and fitness assessment in postpartum women;	3
4.	Prescription, implementation, and adaptation of exercise for pregnant women	6	4.	Prescription, implementation, and adaptation of exercise for postpartum women, including exercising with an infant;	6
5.	Promotion of physical activity during pregnancy	2	5.	Promotion of physical activity during postpartum period.	2
Minimum Guided Learning Hours		20	Minimum Guided Learning Hours		20
Estimated Total Qualification Time (Guided Learning Hours + Self Learning Hours)		50-60	Estimated Total Qualification Time (Guided Learning Hours + Self Learning Hours)		50-60
Number of ECVET²		2	Number of ECVET²		2
Number of ECTS³		2	Number of ECTS³		2

67

Message to take home...

The diagram illustrates three interlocking gears representing key factors for success: 'Flexible approach' (top, blue), 'Attractive education' (left, orange), and 'Credible professionals' (bottom, green). Arrows show a clockwise cycle between these elements.

Logo of the Faculty of Physical Education and Sport, Pedagogical University in Lublin:

Logos at the bottom: europe active (MORE PEOPLE. MORE ACTIVE. MORE OFTEN) and EUROPEAN STANDARDS europe active.

68

Thank you

