

INTERNATIONAL LIFE SAVING Federation of Europe

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CIRCULAR No. 2010-02

25 January 2010

Distribution List: ILSE Member Associations
ILSE Board of Directors
ILSE Commissions

Copy: ILS Secretary General

Subject: European Qualification Framework (EQF)

Dear friends,

In cooperation with other European Organisations we explored the aspects of EQF. The European Commission describes the goals and contents of EQF:

"The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The EQF will relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

The EQF was adopted by the European Parliament and Council on 23 April 2008.

The EQF encourages countries to relate their qualifications systems or frameworks to the EQF by 2010 and to ensure that all new qualifications issued from 2012 carry a reference to the appropriate EQF level.

The core of the EQF are eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). It will therefore enable much easier comparison between national qualifications and should also mean that people do not have to repeat learning if they move to another country.

The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. The system shifts the focus from the traditional approach which emphasises 'learning inputs' such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning."

The EQF differentiates eight different levels, you find them as enclosure 1, pages C111/5 and C111/6.

Every member country of the EU has to draw up a National Qualifications Framework. The ILSE Member Associations should get in contact with their national culture department. The list of the contacts persons please find as enclosure 2. Participating organisations, institutions and project groups you find as enclosure 3. More information and the documents in your national language you find on the website: http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm.

Following the level of the EQF and considering the ILS-Certificate-System a European version for the

Lifeguard Qualifications

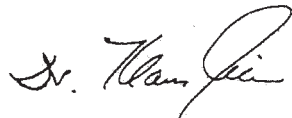
has been developed.

The four levels are explained in enclosure 4 (3 pages). The different levels as education and certificate system please find as enclosure 5.

Our concept has been submitted to the EU/Directorate-General for Education and Culture. The assessment was positive. Now it is the task of the ILSE Members in EU countries to translate the document in their national language and forward it to their national partners mentioned in enclosure 3, in order to achieve the National Qualification Framework.

This would be an important recognition of the work of the ILSE-Lifesaving-Organisation and gives a chance for a support by the EU Leonardo da Vinci and Grundvig Programmes.

Yours sincerely



Dr. Klaus Wilkens
ILSE President

Dr. Klaus Wilkens

Von: Dr. Klaus Wilkens [president@ilseurope.org]

Gesendet: Montag, 25. Januar 2010 18:18

An: Lifesaving United Kingdom; Lifesaving Ukraine; Lifesaving Turkey; Lifesaving Switzerland; Lifesaving Sweden; Lifesaving Spain; Lifesaving Slovenia; Lifesaving Serbia; Lifesaving Russia; Lifesaving Romania; Lifesaving Portugal; Lifesaving Poland; Lifesaving Norway; Lifesaving Netherlands; Lifesaving Montenegro; Lifesaving Malta; Lifesaving Macedonia; Lifesaving Lithuania; Lifesaving Latvia; Lifesaving Italy; Lifesaving Israel; Lifesaving Ireland; Lifesaving Hungary; Lifesaving Greece; Lifesaving Great Britain; Lifesaving Germany; Lifesaving France; Lifesaving Finland; Lifesaving Estonia; Lifesaving Denmark; Lifesaving Czechia; Lifesaving Cyprus; Lifesaving Croatia; Lifesaving Bulgaria; Lifesaving Bosnia Herzegowina; Lifesaving Belgium; Lifesaving Azerbaijan; Lifesaving Austria; Lifesaving Slovakia; Michael Cuddihy; John Martin; Janet Castro; Frans Kenis; Christer Junefelt; Bob Dekkers; Carsten Schlepphorst; Natalia Stoyanova; Ortwin Kreft; Martin O'Sullivan; Georgios Ioannis Tzikas; Dr. Daniel Hartmann; Danny Bryant; Claes Thorell; Giuseppe Andreana; Dr. Cliff Nelson; Sendi Zolt; Alexander Oancea; Gerald Innerwinkler; Dimitrios Katirtzis; Dr. Stoyan Andonov; Janet Wilson; Javier Sanz; Michael Murphy; Milan Stanisic; Nikola Jagic; Oscar Veronese; Thomasz Zalewski; Traci Tredinnick; Thomas ter Stege; Erich Bech; Di Standley; Antonio Gutierrez Gamero; Karin Brand; Markus Obertüfer; Julia Nelezina; Dr. Sanja Mazic; Clive Holland; Dr. Detlev Mohr; Angelo Lattarulo; Boris Donda; Walter Grimm; Dr. Nenad Javornik; Dr. Todor Popov; Frank Nolan; Georg Marios Karagiannis; Henri Voorhelst; Inkilap Obruk; Isabel Garcia Sanz; Jean Pierre Soubiran; Polis Pallikaros

Cc: Constantin Beloiu; Solon Tanos; Gulum Obruk; Ruza Petrovic; Llubomir Miladinovic; Djula Losonc; Dick Baas; Folkert Hoogslag; John-Inge Austad; Riitta Vienola; Jolanda van Dalen; Dr. Aleksandr Skaliy; Dr. Harald Vervaecke

Betreff: ILSE Circular 2010-02 European Qualification Framework EQF

Dear friends,

Please find attached ILSE Circular 2010-02 and all attachments concerning the European Qualification Framework EQF. The ILSE Commissions dealt with this subject at the meetings in Bad Nenndorf last weekend.

Best regards

Dr. Klaus Wilkens
ILSE President

26.01.2010

I

(Resolutions, recommendations and opinions)

RECOMMENDATIONS
EUROPEAN PARLIAMENT
COUNCIL

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 23 April 2008

on the establishment of the European Qualifications Framework for lifelong learning

(Text with EEA relevance)

(2008/C 111/01)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 149(4) and Article 150(4) thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the European Economic and Social Committee ⁽¹⁾,

Having regard to the opinion of the Committee of the Regions ⁽²⁾,

Acting in accordance with the procedure laid down in Article 251 of the Treaty ⁽³⁾,

Whereas:

(1) The development and recognition of citizens' knowledge, skills and competence are crucial for the development of individuals, competitiveness, employment and social cohesion in the Community. Such development and recognition should facilitate transnational mobility for workers and learners and contribute to meeting the requirements of supply and demand in the European labour market. Access to and participation in lifelong learning for all, including disadvantaged people, and the use of qualifications should therefore be promoted and improved at national and Community level.

(2) The Lisbon European Council in 2000 concluded that increased transparency of qualifications should be one of the main components necessary to adapt education and training systems in the Community to the demands of the knowledge society. Furthermore, the Barcelona European Council in 2002 called for closer cooperation in the university sector and improvement of transparency and recognition methods in the area of vocational education and training.

(3) The Council Resolution of 27 June 2002 on lifelong learning ⁽⁴⁾ invited the Commission, in close cooperation with the Council and Member States, to develop a framework for the recognition of qualifications for both education and training, building on the achievements of the Bologna process and promoting similar action in the area of vocational training.

(4) The joint reports of the Council and the Commission on the implementation of the 'Education and Training 2010' work programme, adopted in 2004 and 2006, stressed the need to develop a European Qualifications Framework.

(5) In the context of the Copenhagen process, the conclusions of the Council and the representatives of the governments of the Member States, meeting within the Council of 15 November 2004 on the future priorities of enhanced European cooperation in vocational education

⁽¹⁾ OJ C 175, 27.7.2007, p. 74.

⁽²⁾ OJ C 146, 30.6.2007, p. 77.

⁽³⁾ Opinion of the European Parliament of 24 October 2007 (not yet published in the Official Journal) and Council Decision of 14 February 2008.

⁽⁴⁾ OJ C 163, 9.7.2002, p. 1.

and training gave priority to the development of an open and flexible European Qualifications Framework, founded on transparency and mutual trust, which should stand as a common reference covering both education and training.

- (6) The validation of non-formal and informal learning outcomes should be promoted in accordance with the Council conclusions on common European principles for the identification and validation of non-formal and informal learning of 28 May 2004.
- (7) The Brussels European Councils of March 2005 and March 2006 underlined the importance of adopting a European Qualifications Framework.
- (8) This Recommendation takes into account Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) ⁽¹⁾ and Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning ⁽²⁾.
- (9) This Recommendation is compatible with the framework for the European Higher Education Area and cycle descriptors agreed by the ministers responsible for higher education in 45 European countries at their meeting in Bergen on 19 and 20 May 2005 within the framework of the Bologna process.
- (10) The Council conclusions on quality assurance in vocational education and training of 23 and 24 May 2004, Recommendation 2006/143/EC of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education ⁽³⁾ and the standards and guidelines for quality assurance in the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen contain common principles for quality assurance which should underpin the implementation of the European Qualifications Framework.
- (11) This Recommendation is without prejudice to Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications ⁽⁴⁾, which confers rights and obligations on both the relevant national authority and the migrant. Reference to the European Qualifications Framework levels on qualifications should not affect access to the labour market where professional qualifications have been recognised in accordance with Directive 2005/36/EC.
- (12) The objective of this Recommendation is to create a common reference framework which should serve as a

translation device between different qualifications systems and their levels, whether for general and higher education or for vocational education and training. This will improve the transparency, comparability and portability of citizens' qualifications issued in accordance with the practice in the different Member States. Each level of qualification should, in principle, be attainable by way of a variety of educational and career paths. The European Qualifications Framework should, moreover, enable international sectoral organisations to relate their qualifications systems to a common European reference point and thus show the relationship between international sectoral qualifications and national qualifications systems. This Recommendation therefore contributes to the wider objectives of promoting lifelong learning and increasing the employability, mobility and social integration of workers and learners. Transparent quality assurance principles and information exchange will support its implementation, by helping to build mutual trust.

- (13) This Recommendation should contribute to modernising education and training systems, the interrelationship of education, training and employment and building bridges between formal, non-formal and informal learning, leading also to the validation of learning outcomes acquired through experience.
- (14) This Recommendation does not replace or define national qualifications systems and/or qualifications. The European Qualifications Framework does not describe specific qualifications or an individual's competences and particular qualifications should be referenced to the appropriate European Qualifications Framework level by way of the relevant national qualifications systems.
- (15) Given its non-binding nature, this Recommendation conforms to the principle of subsidiarity by supporting and supplementing Member States' activities by facilitating further cooperation between them to increase transparency and to promote mobility and lifelong learning. It should be implemented in accordance with national legislation and practice.
- (16) Since the objective of this Recommendation, namely the creation of a common reference framework serving as a translation device between different qualifications systems and their levels, cannot be sufficiently achieved by the Member States and can therefore, by reason of the scale and effects of the action envisaged, be better achieved at Community level, the Community may adopt measures, in accordance with the principle of subsidiarity as set out in Article 5 of the Treaty. In accordance with the principle of proportionality as set out in that Article, this Recommendation does not go beyond what is necessary in order to achieve that objective,

⁽¹⁾ OJ L 390, 31.12.2004, p. 6.

⁽²⁾ OJ L 394, 30.12.2006, p. 10.

⁽³⁾ OJ L 64, 4.3.2006, p. 60.

⁽⁴⁾ OJ L 255, 30.9.2005, p. 22. Directive as amended by Council Directive 2006/100/EC (OJ L 363, 20.12.2006, p. 141).

HEREBY RECOMMEND THAT MEMBER STATES:

1. use the European Qualifications Framework as a reference tool to compare the qualification levels of the different qualifications systems and to promote both lifelong learning and equal opportunities in the knowledge-based society, as well as the further integration of the European labour market, while respecting the rich diversity of national education systems;
2. relate their national qualifications systems to the European Qualifications Framework by 2010, in particular by referencing, in a transparent manner, their qualification levels to the levels set out in Annex II, and, where appropriate, by developing national qualifications frameworks in accordance with national legislation and practice;
3. adopt measures, as appropriate, so that, by 2012, all new qualification certificates, diplomas and 'Europass' documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level;
4. use an approach based on learning outcomes when defining and describing qualifications, and promote the validation of non-formal and informal learning in accordance with the common European principles agreed in the Council conclusions of 28 May 2004, paying particular attention to those citizens most likely to be subject to unemployment or insecure forms of employment, for whom such an approach could help increase participation in lifelong learning and access to the labour market;
5. promote and apply the principles of quality assurance in education and training set out in Annex III when relating higher education and vocational education and training qualifications within national qualifications systems to the European Qualifications Framework;
6. designate national coordination points linked to the particular structures and requirements of the Member States, in order to support and, in conjunction with other relevant national authorities, guide the relationship between national qualifications systems and the European Qualifications Framework with a view to promoting the quality and transparency of that relationship.

The tasks of those national coordination points should include:

- (a) referencing levels of qualifications within national qualifications systems to the European Qualifications Framework levels described in Annex II;
- (b) ensuring that a transparent methodology is used to reference national qualifications levels to the European Qualifications Framework in order to facilitate comparisons between them on the one hand, and ensuring that the resulting decisions are published on the other;
- (c) providing access to information and guidance to stakeholders on how national qualifications relate to the European Qualifications Framework through national qualifications systems;
- (d) promoting the participation of all relevant stakeholders including, in accordance with national legislation and practice, higher education and vocational education and training institutions, social partners, sectors and experts on the comparison and use of qualifications at the European level.

ENDORSE THE COMMISSION'S INTENTION TO:

1. support Member States in carrying out the above tasks and international sectoral organisations in using the reference levels and principles of the European Qualifications Framework as set out in this Recommendation, in particular by facilitating cooperation, exchanging good practice and testing — *inter alia* through voluntary peer review and pilot projects under Community programmes, by launching information and consultation exercises with social dialogue committees — and developing support and guidance material;
2. establish, by 23 April 2009, a European Qualifications Framework advisory group, composed of representatives of Member States and involving the European social partners and other stakeholders, as appropriate, responsible for providing overall coherence and promoting transparency of the process of relating qualifications systems to the European Qualifications Framework;
3. assess and evaluate, in cooperation with the Member States and after consulting the stakeholders concerned, the action taken in response to this Recommendation, including the remit and duration of the advisory group, and, by 23 April 2013, report to the European Parliament and to the Council on the experience gained and implications for the future, including, if necessary, the possible review and revision of this Recommendation;
4. promote close links between the European Qualifications Framework and existing or future European systems for credit transfer and accumulation in higher education and vocational education and training, in order to improve citizens' mobility and facilitate the recognition of learning outcomes.

Done at Strasbourg, 23 April 2008.

For the European Parliament
The President
H.-G. PÖTTERING

For the Council
The President
J. LANARČIČ

ANNEX I

Definitions

For the purposes of the Recommendation, the definitions which apply are the following:

- (a) 'qualification' means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;
 - (b) 'national qualifications system' means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework;
 - (c) 'national qualifications framework' means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;
 - (d) 'sector' means a grouping of professional activities on the basis of their main economic function, product, service or technology;
 - (e) 'international sectoral organisation' means an association of national organisations, including, for example, employers and professional bodies, which represents the interests of national sectors;
 - (f) 'learning outcomes' means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence;
 - (g) 'knowledge' means 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 work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
 - (h) 'skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
 - (i) 'competence' means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.
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ANNEX II

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	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	
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	
Level 5 (*) The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others	

Level 6 (**) The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
Level 7 (***) The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 (****) The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles.

Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

(*) The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.

(**) The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

(***) The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

(****) The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

ANNEX III

Common Principles for Quality Assurance in Higher Education and Vocational Education and Training in the context of the European Qualifications Framework

When implementing the European Qualifications Framework, quality assurance — which is necessary to ensure accountability and the improvement of higher education and vocational education and training — should be carried out in accordance with the following principles:

- quality assurance policies and procedures should underpin all levels of the European Qualifications Framework,
 - quality assurance should be an integral part of the internal management of education and training institutions,
 - quality assurance should include regular evaluation of institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies,
 - external monitoring bodies or agencies carrying out quality assurance should be subject to regular review,
 - quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes,
 - quality assurance systems should include the following elements:
 - clear and measurable objectives and standards, guidelines for implementation, including stakeholder involvement,
 - appropriate resources,
 - consistent evaluation methods, associating self-assessment and external review,
 - feedback mechanisms and procedures for improvement,
 - widely accessible evaluation results,
 - quality assurance initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis,
 - quality assurance should be a cooperative process across education and training levels and systems, involving all relevant stakeholders, within Member States and across the Community,
 - quality assurance orientations at Community level may provide reference points for evaluations and peer learning.
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List of EQF NCP mail addresses to be published with the 2009 EQF call for proposals, to allow applicant organisations write a letter to the competent NCP.

Belgium BE	<p>EQF AG – Jo Léonard Administration générale de l'enseignement et de la recherche scientifique Avenue des Peupliers 15 B - 4671 Saive</p> <p>EQF NCP – Wilfried Boomgaert Ministerie van Onderwijs en Vorming H. Consciencegebouw, lokaal 5C11 Koning Albert II-laan 15 B-1210 Brussel</p>
Bulgaria BG	<p>EQF NCP - Mimi Daneva Directorate of European Integration and International Cooperation Ministry of Education and Science 2a Kniaz Dondukov blvd. 1000 Sofia</p>
Ceska Republica CZ	<p>EQF NCP – Monika Pokorna Ministerstvo školství, mládeže a tělovýchovy (MŠMT) Karmelitska 7 CZ - 118 12 Prague 1</p>
Danmark DK	<p>EQF NCP - Jan Reitz Jørgensen Ministry of Education Vester Voldgade 123 DK-1552 København K.</p>
Deutschland DE	<p>EQF NCP - Melanie Form Bund-Länder Koordinierungsgruppe Bundesministerium für Bildung und Forschung Hannoversche Str. 28-30 D-10115 Berlin</p>
Ireland EIRE	<p>EQF NCP – Jim Murray National Qualifications Authority of Ireland, (NQAI) 5th floor Jervis House, Jervis Str RL - Dublin 1</p>
Eesti EE	<p>EQF NCP – Olav Aarna Kutsekvalifikatsiooni Sihtasutus Mustamäe tee 16 10617 Tallinn</p>
Ellas EL	<p>EQF NCP – Athina Plessa-Papadaki Ministry of National Education and Religious Affairs 2-4 Pittakou & Periadrou Str. EI - 10558 Athens</p>
España ES	<p>EQF NCP - Carmen Baños Saborido, Montserrat Grañeras Pastrana Centro de Investigación y Documentación Educativa (CIDE) Dirección General de Evaluación y Ordenación Académica, Ministerio de Educación, Política Social y Deporte C/ General Oráa 55 28006 - Madrid</p>
France FR	<p>EQF NCP – Anne-Marie Charraud Commission nationale pour les certifications et les professions (CNCP) 1 avenue du Stade de France F - 93210 Saint Denis - La Plaine</p>
Italia IT	<p>EQF NCP – Elisabetta Perulli ISFOL</p>

	Via G.B. Morgagni 33 I-00161 Roma
Kypros CY	EQF NCP - Elias Margadjis Department of Technical and Vocational Education Ministry of Education and Culture Kimonos and Thoukididou Street CY - 1434 Nicosia
Latvia LV	EQF NCP – Baiba Ramina Academic Information Centre Valnu 2 LV - 1050 Riga
Lithuania LT	EQF NCP – Vincentas Dienys Profesinio mokymo metodikos centras Gelezinio Vilko st. 12 LT-01112 Vilnius
Luxembourg LU	EQF NCP – Claude Kuffer Ministère de l'Education nationale et de la Formation professionnelle Service de la reconnaissance des diplômes L-2926Luxembourg
Magyarország HU	EQF NCP – András Forgács Oktatási és Kulturális Minisztérium, EU Kapcsolatok Főosztálya 1054, Budapest, V. Szalay u. 10-14
Malta MT	EQF NCP – James Calleja Kunsill Malti għall-Kwalifiki 16/18 Dawret it-Torri St Lucia SLC 1019 - MALTA
Nederland NL	EQF NCP - Karin van der Sanden Kenniscentrum EVC PO Box 19194 NL -3501 DD Utrecht
Österreich AT	EQF NCP - Eduard Staudecker Federal Ministry of Education, Art and Culture Dep. II/7, EU- and international Affairs (VET) Minoritenplatz 5 1014 Wien - Austria
Polska PL	EQF NCP – Ewa Chmielecka Ministry of National Education Wesolowskiego, 16 PL - 04-691 Warsaw
Portugal PT	EQF NCP – Paulo Feliciano National Agency for Qualifications, (ANQ) Av. 24 de Julho 138 PT - 1399-026 Lisbon
Romania RO	EQF NCP – Felicia Zarojanu Consiliul National de Formare Profesionala a Adultilor (CNFPA) Str. Valter Măărăcineanu nr. 1 - 3 Intrarea B, etajul II, camera 164 – 166 010155 București – Sector 1
Slovenija SI	EQF NCP – Urška Marentič National Institute for Vocational Education and Training Ob železnici 16 SI- 1000 Ljubljana
Slovensko SK	EQF NCP – Gabriela Jakubová Ministry of Education of Slovak Republic Stromova 1 815 02 Bratislava
Suomi FI	EQF NCP - Carita Blomqvist Finnish National Board of Education (Opetushallitus), Ministry of Education PO Box 380

	FI - 00531 Helsinki
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United Kingdom UK	EQF NCP – Mike Coles Qualifications and Curriculum Authority (QCA) 83 Piccadilly UK-London W1J 8QA
Iceland IS	EQF NCP – Björg Pétursdóttir Menntamálaráðuneytið Sölvhólgötu 4 150 Reykjavík
Liechtenstein LI	Not available
Norway NO	EQF NCP – Halfdan Farstad Ministry of Education and Research P.O. Box 8119 Dep, NO - 0032 Oslo
Turkey TR	EQF NCP - Ibrahim Demirer Educational Research and Development Directorate, Ministry of National Education GMK Bulvari No:109 06570 Ankara

International Life Saving Federation of Europe (ILSE)

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CHIEF LIFEGUARDS or CHIEF INSTRUCTORS

A Chief Lifeguard or Chief Instructor is a person instructing candidate(s) in the specific requirements of the appropriate Certificate "Lifesaver ***".

PREREQUISITES

The prerequisites for course attendance are as follows:

Theoretical education:

1. Not subject specific:
 - Principles of learning and teaching
 - Schemes of work and lesson planning
 - Principles of communication and presentation
 - Teaching-aid and equipment
 - Methods of assessment
2. Lifesaving specific (didactical and methodical aspects):
 - Water safety guidelines and prevention of drowning
 - Legal and ethical considerations
 - Swimming strokes and skills
 - Survival and swimming aids
 - Water entry and exit skills
 - Water rescue skills (casualty recognition, under water search, defense and escape, towing techniques, simulated rescue, rescue equipment)
 - CPR (single persons, two persons, CPR with equipment)
 - After care and first aid, O₂, AED, paramedical aspects
 - Emergency plans
 - Management of the duties
 - Structure of national and international Lifesaving Organisations and Competitions
3. Supervised teaching

In the "classroom", at the poolside, open water and beach (incl. CPR/first aid etc.)

Practical education/application

- Supervised lessons for Lifesaver ***, especially instructors
- Working out of six teaching concepts
- Examination lessons
 - 3 in the class room
 - 3 in the pool or at open water or at the beach
- Written examination

Assessment criteria:

3.1 Instruction of a group of successful candidates, as per the level of Certificates.

For Example;

Lifesaver Instructor Candidate

Group of Lifesaver *

or

Lifesaver Instructor Candidate

Group of Lifesaver **

LEARNING OUTCOME 4: Understand and explain the correct handling of resuscitation and life saving equipment.

Assessment criteria:

4.1 Instruction of a group of successful candidates, as per the level of Certificates.

For Example;

Lifesaver Instructor Candidate

Group of Lifesaver *

Lifesaver Instructor Candidate

Group of Lifesaver **

LEARNING OUTCOME 5: Demonstrate the delivery of a program of instruction in the organization of rescue operations.

Assessment criteria:

5.1 Instruction of a group of successful candidates, as per the level of ILS International Certificates.

For Example;

Lifesaver Instructor Candidate

Group of Lifesaver *

Lifesaver Instructor Candidate

Group of Lifesaver **

ASSESSMENT STRATEGY

These learning outcomes are best assessed using the following common assessment methods:

- Oral questioning
- Presentation of a written thesis about water life saving to the National Education Committee, or equivalent group.
- Oral defence of the thesis during 30 minutes in front of the Education Director or members of the National Education Committee, or equivalent group.
- Assessments to be held by a commission of a minimum of two members authorized by the National Association/Education Committee, as appropriate.
- Assessment documents to be signed by a representative of National Association/Education Committee.

Regulation approved by the ILS Board of Directors and ratified by the ILS General Assembly.

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LIFESAVER * (LIFESAVING INSTRUCTOR)**

MINIMUM RECOMMENDED COMPETENCIES

An Instructor is the person instructing candidate(s) in the specific requirements of the appropriate Certificates * and **.

PREREQUISITES

The prerequisites for course attendance are as follows:

- Minimum of 16 years of age
- Member of the National Association
- Possess the Level 1 Certificate of the discipline to be Instructed
- Be the current designated Instructor for the candidates being assessed for the appropriate Certificates

LEARNING OUTCOME 1: Knowledge of the methodology and didactics about water lifesaving education as per the accreditation guidelines.

Assessment criteria:

- 1.1 Instruction of a group of successful candidates for the lifesaving or lifeguarding competencies, as per the level of Certificates.

For Example;

Lifesaver Instructor Candidate

Group of Lifesaver *

or

Lifesaver Instructor Candidate

Group of Lifesaver **

LEARNING OUTCOME 2: Demonstrate the delivery of a program of instruction of anatomy, physiology and resuscitation of a person.

Assessment criteria:

- 2.1 Instruction of a group of successful candidates, as per the level of Certificates.

For Example;

Lifesaver Instructor Candidate

Group of Lifesaver *

or

Lifesaver Instructor Candidate

Group of Lifesaver **

LEARNING OUTCOME 3: Demonstrate the delivery of a program of instruction of swimming and lifesaving techniques.

LEARNING OUTCOME 9: Demonstrate the use of a boat for rescue purposes.

Assessment Criteria:

- 9.1 Identify and describe the aspects of a rescue boat and the equipment & procedure used.
- 9.2 Perform a boat rescue according to guidelines for boat rescue.

ASSESSMENT STRATEGY

These learning outcomes are best assessed using the following common assessment methods:

- Observation (personal, video review)
- Oral questioning
- Written examination (short answer, multiple choice)
- Simulated rescue scenario

RANGE OF VARIABLES

There are a number of variables that will affect the performance and assessment of the learning outcomes. These may include:

Variable	Scope
<ul style="list-style-type: none">• Facilities	Facilities and use of inland-open water aquatic locations. Conditions of the venue. Identification of equipment that is available for use at that location.
<ul style="list-style-type: none">• Dress	Candidates may be required to wear their recognised uniform; long shirt and pants of short shirt and pants during the assessment.
<ul style="list-style-type: none">• Candidates	Candidates will have experience and will be seeking or currently employed as a lifeguard.

LEARNING OUTCOME 5: Perform emergency response techniques including advanced resuscitation and first aid techniques.

Assessment Criteria:

- 5.1 Perform patient management techniques including:
 - Diagnosis/Check for Dangers, Reaction, Airways, Breathing and Circulation (DRABC)
 - Lateral position & patient rollover
 - Calling for help
- 5.2 Perform advanced resuscitation techniques including:
 - EAR (adults, children, infant)
 - CPR (adult, children, infant)
- 5.3 Identify and perform first aid techniques for managing injury and emergency including:
 - Patient management
 - Identify and managing injuries (i.e. shock, fractures, arterial and venal bleeding, spinal injury etc.)
 - Use of appropriate rescue and first aid equipment.

LEARNING OUTCOME 6: Document medical knowledge about a range of conditions associated with rescues.

Assessment Criteria:

- 6.1 Describe the application of appropriate emergency treatments in a rescue situation.
- 6.2 Describe the use of medical equipment in emergency situations.
- 6.3 Identify regulations pertinent to managing emergency medical situations.
- 6.4 Identify and list medical services available for support in an emergency medical situation.

LEARNING OUTCOME 7: Develop and implement strategies to manage emergencies.

Assessment Criteria:

- 7.1 Identify and select strategies for water rescues and emergencies.
- 7.2 Identify and solve potential problems for putting plans into place.
- 7.3 Design a basic emergency management plan.
- 7.4 Practice emergency management plan.
- 7.5 Review and modify emergency management plan.

LEARNING OUTCOME 8: Identify and describe issues related to the facility/workplace.

Assessment Criteria:

- 8.1 Prepare a report on the characteristics of the aquatic location including environmental, geographic and demographic. Identify and select strategies for water rescues and emergencies.
- 8.2 List the nearest available safety services.
- 8.3 Find and use potential resources for use in rescue.
- 8.4 Discuss communications and public relations requirements for promoting safety at the location.

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LIFESAVER * (SURF LIFEGUARD)**

MINIMUM RECOMMENDED COMPETENCIES

A Surf Lifeguard is a person who will be regularly assigned to protect life and safety in the surf environment.

LEARNING OUTCOME 1: Perform water-based fitness skills in a pool environment.

Assessment Criteria:

- 1.1 Swim 50m in less than 50 seconds with the head above the water.
- 1.2 Swim 400m in less than 8:00 minutes without using equipment
- 1.3 Run-Swim-Run (Run 200 m, swim 200 m and run 200 m) within 8 minutes

LEARNING OUTCOME 2: Demonstrate underwater rescue without equipment in a pool environment.

Assessment Criteria:

- 2.1 Swim 25 m underwater without breaking the surface. While swimming underwater retrieve three (3) objects placed 5m apart, with one (1) in the deepest end of the pool.

LEARNING OUTCOME 3: Demonstrate combined rescue without equipment in a surf environment.

Assessment Criteria:

- 3.1 Perform combined rescue technique in the following sequence:
 - Lifesaving entry (wading, porpoising, swim); then
 - Perform rescue of conscious victim which is minimum of 100m away from shore

LEARNING OUTCOME 4: Simulate the use of land-based rescue skills.

Assessment Criteria:

- 4.1 Lift conscious patient and transport him over a minimum distance of 25m using a recognised patient transport technique.
- 4.2 Perform simulated rescue using a throwing aid to a conscious victim in the water over a minimum distance of 10m.

RANGE OF VARIABLES

There are a number of variables which will affect the performance and assessment of the learning outcomes. These may include:

Variable

- Facilities
- Dress
- Candidates

Scope

Facilities and use of inland-open water aquatic locations. Conditions of the venue. Identification of equipment that is available for use at that location.

Candidates may be required to wear their recognised uniform; long shirt and pants of short shirt and pants during the assessment.

Candidates will have experience and seeking or currently employed as a lifeguard.

- 4.2 Perform resuscitation techniques including:
 - EAR (adults, children, infant)
 - CPR (adult, children, infant)
 - Set up and apply oxygen equipment
- 4.3 Identify and perform first aid techniques for managing injury and emergency including:
 - Patient management
 - Identify and managing injuries (ie. shock, fractures, arterial and venal bleeding, spinal injury etc)
 - use of appropriate rescue and first aid equipment

LEARNING OUTCOME 5: Document medical knowledge about a range of conditions associated with rescues.

Assessment Criteria:

- 5.1 Describe the application of appropriate emergency treatments in a rescue situation including CPR and spinal management.
- 5.2 Describe the use of medical equipment in emergency situations.
- 5.3 Identify regulations pertinent to managing emergency medical situations.
- 5.4 Identify and list medical services available for support in an emergency medical situation.

LEARNING OUTCOME 6: Develop and implement strategies to manage emergencies.

Assessment Criteria:

- 6.1 Identify and select strategies for water rescues and emergencies.
- 6.2 Identify and solve potential problems for putting plans into place.
- 6.3 Design a basic emergency management plan.
- 6.4 Practice emergency management plan.
- 6.5 Review and modify emergency management plan.

LEARNING OUTCOME 7: Identify and describe issues related to the facility/workplace.

Assessment Criteria:

- 7.1 Prepare a report on the characteristics of the aquatic location including environmental, geographic and demographic information.
- 7.2 List the nearest available safety services.
- 7.3 Find and use potential resources for use in rescue.

LEARNING OUTCOME 8: Demonstrate the use of a craft for rescue purposes.

Assessment Criteria:

- 8.1 Demonstrate the use of a craft for rescue purposes. Craft to be defined as rescue boat, board, ski, PWC or similar which is used by a member organisation for rescue purposes.
- 8.2 Perform a craft rescue according to guidelines for craft rescue.

ASSESSMENT STRATEGY

These learning outcomes are best assessed using the following common assessment methods:

- Observation (personal, video review)
- Oral questioning
- Written examination (short answer, multiple choice)
- Simulated rescue scenario

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LIFESAVER * (INLAND OPEN WATER LIFEGUARD)**

MINIMUM RECOMMENDED COMPETENCIES

An Inland – Open Water Lifeguard is a person who will be regularly assigned to protect life and safety at a non-surf, stillwater beach, such as a lake or river.

LEARNING OUTCOME 1: Perform water-based skills (on the front only) in an open water environment.

Assessment Criteria:

- 1.1 Swim 50m in less than 50 seconds with the head above the water.
- 1.2 Swim no less than 400m in less than 9:00 minutes without using equipment.
- 1.3 Swim 25m under water.
- 1.4 Retrieve three (3) objects placed 5m apart in the deepest end of an available pool.
- 1.5 Run-Swim-Run(run 200 m, swim 200 m and run 200 m) within 8 minutes.

LEARNING OUTCOME 2: Demonstrate combined rescue without equipment in an open water environment.

Assessment Criteria:

- 2.1 Perform combined rescue technique in the following sequence:
 - lifesaving entry (stride jump, slide entry, wading, porpoising, swim); then,
 - perform rescue of conscious victim which is minimum of 100m away from shore.

LEARNING OUTCOME 3: Simulate the use of land-based rescue skills.

Assessment Criteria:

- 3.1 Lift conscious patient and transport them over a minimum distance of 25m using a recognised patient transport technique.
- 3.2 Perform simulated rescue using a throwing aid to a conscious victim in the water over a minimum distance of 10m.

LEARNING OUTCOME 4: Perform emergency response techniques including resuscitation and first aid techniques.

Assessment Criteria:

- 4.1 Perform basic patient management techniques including:
 - Diagnosis/Check for Dangers, Reaction, Airways, Breathing and Circulation (DRABC)
 - Lateral position & patient rollover
 - Calling for help

RANGE OF VARIABLES

There are a number of variables which will affect the performance and assessment of the learning outcomes. These may include:

Variable

- Facilities
- Dress
- Candidates

Scope

Facilities and use of inland-open water aquatic locations. Conditions of the venue. Identification of equipment that is available for use at that location.

Candidates may be required to wear their recognised uniform; long shirt and pants of short shirt and pants during the assessment.

Candidates will have experience and seeking or currently employed as a lifeguard.

- 4.2 Perform resuscitation techniques including:
 - EAR (adults, children, infant)
 - CPR (adult, children, infant)
 - Set up and apply oxygen equipment
- 4.3 Identify and perform first aid techniques for managing injury and emergency including:
 - Patient management
 - Identify and managing injuries (ie. shock, fractures, arterial and venal bleeding, spinal injury etc)
 - use of appropriate rescue and first aid equipment

LEARNING OUTCOME 5: Document medical knowledge about a range of conditions associated with rescues.

Assessment Criteria:

- 5.1 Describe the application of appropriate emergency treatments in a rescue situation including CPR and spinal management.
- 5.2 Describe the use of medical equipment in emergency situations.
- 5.3 Identify regulations pertinent to managing emergency medical situations.
- 5.4 Identify and list medical services available for support in an emergency medical situation.

LEARNING OUTCOME 6: Develop and implement strategies to manage emergencies.

Assessment Criteria:

- 6.1 Identify and select strategies for water rescues and emergencies.
- 6.2 Identify and solve potential problems for putting plans into place.
- 6.3 Design a basic emergency management plan.
- 6.4 Practice emergency management plan.
- 6.5 Review and modify emergency management plan.

LEARNING OUTCOME 7: Identify and describe issues related to the facility/workplace.

Assessment Criteria:

- 7.1 Prepare a report on the characteristics of the aquatic location including environmental, geographic and demographic information.
- 7.2 List the nearest available safety services.
- 7.3 Find and use potential resources for use in rescue.

LEARNING OUTCOME 8: Demonstrate the use of a craft for rescue purposes.

Assessment Criteria:

- 8.1 Demonstrate the use of a craft for rescue purposes. Craft to be defined as rescue boat, board, ski, PWC or similar which is used by a member organisation for rescue purposes.
- 8.2 Perform a craft rescue according to guidelines for craft rescue.

ASSESSMENT STRATEGY

These learning outcomes are best assessed using the following common assessment methods:

- Observation (personal, video review)
- Oral questioning
- Written examination (short answer, multiple choice)
- Simulated rescue scenario

RANGE OF VARIABLES

There are a number of variables which will affect the performance and assessment of the learning outcomes. These may include:

Variable

- Facilities
- Dress
- Candidates

Scope

Swimming Pool lengths/depths and measurements (metric/imperial).
Use of alternative aquatic locations where pools are not available.
Identification of equipment that is available for use.
Candidates may be required to wear their recognised uniform.
Candidates will have experience and will be seeking or currently employed as a lifeguard.

- 4.2 Perform resuscitation techniques including:
 - Expired Air Resuscitation (adults, children, infant)
 - Cardio Pulmonary Resuscitation (adult, children, infant)
 - Set up and apply oxygen equipment
- 4.3 Identify and perform first aid techniques for managing injury and emergency including:
 - patient management
 - identify and managing injuries (i.e. shock, fractures, arterial and venal bleeding, spinal injury etc)

LEARNING OUTCOME 5: Document medical knowledge about a range of conditions associated with rescues.

Assessment Criteria:

- 5.1 Describe the application of appropriate emergency treatments in a rescue situation including CPR and spinal management.
- 5.2 Describe the use of medical equipment in emergency situations.
- 5.3 Identify regulations pertinent to managing emergency medical situations.
- 5.4 Identify and list medical services available for support in an emergency medical situation.

LEARNING OUTCOME 6: Choose and plan strategies to manage basic emergencies.

Assessment Criteria:

- 6.1 Identify and select possible strategies for water rescues and emergencies.
- 6.2 Identify and solve potential problems for putting plans into place.
- 6.3 Design a basic emergency management plan.
- 6.4 Practice emergency management plan.
- 6.5 Review and modify basic emergency management plan.

LEARNING OUTCOME 7: Identify and describe issues related to the facility/workplace.

Assessment Criteria:

- 7.1 List the specifications of the pool including depth, access, use of spas or saunas etc.
- 7.2 List the nearest available safety services.
- 7.3 Find and use potential resources for use in rescue.

ASSESSMENT STRATEGY

These learning outcomes are best assessed using the following common assessment methods:

- Observation (personal, video review)
- Oral questioning
- Written examination (short answer, multiple choice)
- Simulated rescue scenario

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LIFESAVER * (POOL LIFEGUARD)**

MINIMUM RECOMMENDED COMPETENCIES

A Pool Lifeguard is a person who will be regularly assigned to protect life and safety at a pool.

LEARNING OUTCOME 1: Perform water-based fitness skills in a pool environment.

Assessment Criteria:

- 1.1 Swim 50m in less than 50 seconds with the head above the water.
- 1.2 Swim 400m in less than 8:00 minutes without using equipment.
- 1.3 Swim 25m under water, retrieve three (3) objects placed 5m apart in the deepest end of the pool).

LEARNING OUTCOME 2: Demonstrate combined rescue without equipment.

Assessment Criteria:

- 2.1 Consecutively perform combined rescue technique in the following sequence in less than two (2) minutes:
 - lifesaving entry (stride jump, slide entry); then,
 - 25m freestyle with head above the water.
 - surface dive to adult dummy/person (minimum depth of 1.5m)
 - lift the dummy/person and tow minimum of 25m to the edge of pool
 - lifting the person out of the pool.

LEARNING OUTCOME 3: Demonstrate the use of land-based rescue simulation skills.

Assessment Criteria:

- 3.1 Lift conscious patient and transport them over a minimum distance of 25m using a recognised patient transport technique.
- 3.2 Perform simulated rescue using a throwing aid to a conscious patient in the water over a minimum distance of 10m.

LEARNING OUTCOME 4: Perform emergency response techniques including resuscitation and first aid techniques

Assessment Criteria:

- 4.1 Perform basic patient management techniques including:
 - Diagnosis/Check for Dangers, Reaction, Airways, Breathing and Circulation (DRABC)
 - Lateral position & patient rollover
 - Calling for help

LEARNING OUTCOME 6: Perform emergency response techniques including basic resuscitation and first aid techniques.

Assessment Criteria:

- 6.1 Perform basic patient management techniques including:
 - Diagnose/check for Dangers, Reaction, Airways, Breathing and Circulation (DRABC)
 - Lateral position & patient rollover
 - Calling for help
- 6.2 Perform basic resuscitation techniques including:
 - EAR (adults, children, infant)
 - CPR (adult, children, infant)
 - One and two-person CPR operation
 - Resuscitation equipment
- 6.3 Perform and manage basic first aid techniques including:
 - Patient management
 - Managing basic injuries (ie. shock, fractures, bleeding etc)

ASSESSMENT STRATEGY

These learning outcomes are best assessed using the following common assessment methods:

- Observation (personal, video review).
- Oral questioning.
- Written examination (short answer, multiple choice).
- Simulated rescue scenario.

RANGE OF VARIABLES

There are a number of variables, which will affect the performance and assessment of the learning outcomes. These may include:

<u>Variable</u>	<u>Scope</u>
• Facilities	Swimming Pool lengths/depths and measurements (metric/imperial). Use of alternative aquatic locations where pools are not available. Identification of equipment available for use.
• Dress	Candidates may be required to wear their recognised uniform.
• Candidates	Candidates will have limited experience and will be at least 16 years of age.