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Thematic Network Project AEHESIS Report of the Third year

Karen Petry / Karsten Froberg / Alberto Madella

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**Thematic Network Project
AEHESIS**

'Aligning a European Higher Education Structure In Sport Science'

Report of the Third Year

Edited by

Karen Petry, German Sport University Cologne
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2006

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1 FOREWORD

Karen Petry / Karsten Froberg

Three years ago, the ERASMUS Thematic Network project was started in order to 'align a European Higher Education Structure in Sport Science'. Since the start at 1st of October 2003, the project partners worked continuously to fulfil this aim. All in all fifteen Project Management Group Meetings, several Area Group Meetings in the four sectors ("Sport Coaching", "Physical Education", "Health and Fitness" and "Sport Management") and three Conferences were organised. The working process was conducted with several discussions about the activities and the outcomes of this project – always bearing in mind the Bologna Declaration and the Lisbon objectives as well as the related Education and Training Agenda 2010 and the European Qualification Framework (EQF).

This report shows where we are in achieving the aims and objectives and describes the main results of the work. The general intention of the project is to improve the relations between education and the professional areas. Therefore, we developed different tools and model curriculum structures in each sector. The main focus of the project is to produce new collective standards and references for curricula in the sport sector.

The European Commission has agreed to fund a fourth year of the AEHESIS project in order to disseminate the results. The main motivation for this dissemination year (September 2006 – September 2007) relates to the extension of the results and methodologies of the project to all Higher Education Institutes in the EU and other relevant stakeholders in the sector and additionally, to match the sport sector within the DGEAC programmes. Furthermore, the transversal programme "life long learning" (2007 - 2013) will associate all the areas. During this fourth year, the main focus will be on dissemination and application of results obtained during the previous three years.

2 OVERVIEW OF THE PROJECT

Karen Petry / Karsten Froberg

2.1 Aims and results

The initial objectives of the three year project were to:

1. develop a methodology for analysing and comparing programmes and carry through descriptions, analyses and comparisons of existing programmes and teaching methods through the identification of common elements and areas of specificity and diversity (mapping);
2. bring about a high level of Europe-wide convergence and transparency in four main areas of sports science by defining commonly accepted professional and learning outcomes;
3. engage with the labour market to ensure vocational relevance by developing professional profiles and desired outcomes, in terms of knowledge, skills & competences (in agreement with main guidelines set by the Tuning Project);
4. identify and promote examples of good practice, and encourage innovation, particularly in the ICT and e-learning areas;
5. develop model curriculum structures for each sector, having in mind the necessity of enhancing the process of recognition and European integration of qualifications;
6. co-ordinate the guiding role of the Higher Education structures and networks and the action of possible independent associations to secure quality control and European accreditation in the four main areas.

The list of the main outcomes of the 3-year TN project reflects the work done in order to reach the project aims – therefore, the close relationship between the initial objectives and the final outcomes is obvious.

The main outcomes and products are:**(1) The Database**

The database is a key tool for identifying specific information on preliminary questions for starting development of a common curriculum. It will be a necessity for all target groups (cf. chapter 3).

(2) The Curriculum Questionnaire

The Curriculum Questionnaire is a key tool for gathering information on European programmes in Physical Education, Sport Coaching, Health & Fitness and Sport Management in the future (cf. chapter 3).

(3) Six-Step-Model

The “Six-Step-Model”, which is a further development of the Tuning methodology, will be useful in relation to the development of any curriculum in the areas, reflecting the key principles of the Bologna process, and it will be an important tool for all stakeholders in the sport sector in higher education dealing with curriculum development, specifically in the four areas (cf. chapter 4).

(4) Sector specific Curriculum Models

The curriculum models in the four areas can be identified and used as reference models. They cover: the identification of key content; their distribution in programmes and modules; their loading in the ECTS system; the identification of training routes and learning pathways; the quality insurance methods (cf. chapter 5).

Furthermore,

- a management and research structure was further developed;
- a communication tools and hosting environment of the project was established with particular regard to the development of the area specific information and the “Student” button (www.aehesis.com),

- “mapping” was extended through the Institutional Questionnaire (IQ) (cf. chapter 3);
- guidelines for the identification of “Models of Good Practice” were developed;
- the Network of partners has been expanded;
- 15 meetings including three conferences (Cologne, Limerick, Prague) for all project partners were organised; several additional sector group meetings were organised by the research groups;
- electronic newsletters were produced, providing information to 400 e-mail addresses;
- internal & external evaluation was developed (cf. chapter 6);
- three printed reports were produced, as well as a CD ROM (1st year) and an USB Stick (2nd year).

2.2 Project partners

Given the complexity of what is called “sport and physical activity”, the project focuses on four main areas in the sports science sector: Sport Management, Physical Education, Health & Fitness, Sport Coaching. These are the key areas in the environment of sport and physical activity both for their prevalence in education and research and for the impact on the labour market in the EU member states. The activities carried out during the three-year project were based on the already established structure of the Thematic Network, which was developed in the 1st year. The number of partners was extended during the three years and currently the network comprises 70 partners representing 28 countries.

The partners are divided into three main categories:

- a) European Networks with a focus on education, employment or research and European “professional” organisations operating in specific subfields
- b) Academic institutions operating in the field of Sports Science
- c) Other training organisations (vocational) related to the field of sports and sports science



Figure 1: Map of the AEHESIS partner organisations

a) European Networks with a focus on education, employment or research and European “professional” organisations operating in specific subfields

- *European Network of Sport Science, Education & Employment (ENSSEE)*

The ENSSEE is a non-profit making association. Its members are institutes of Sport Sciences and sport organisations responsible for educational programmes and/or research in sport, located throughout the European Union.

- *European Association for Sport Management (EASM)*
EASM is an independent association of individuals involved or interested in sport management in the broadest sense. Its aims are to promote, stimulate and encourage studies, research, scholarly writing and professional development in the field of sport management.
- *European Health and Fitness Association (EHFA)*
EHFA is a non-profit European social dialogue organisation in the fitness sector. It brings together employers, employees and training organisations through membership and promotes and enhances the sector of Health and Fitness in Europe.
- *European Observatory of Sports and Employment (EOSE)*
The EOSE is a non-profit organisation of national, regional and local observatories specialised in the analysis of the sport labour market and in the production of dedicated methodologies and tools for the collection and treatment of quantitative and qualitative data.
- *SkillsActive UK, London*
SkillsActive is a registered charity and a membership organisation for employers and voluntary organisations in active leisure and learning sector licensed by the UK Government. Its main aims are to ensure quality of training and qualifications in the sport sector and to promote the image of sport and sport science to the public.
- *International Tennis Federation (ITF)*
The ITF is the governing body of tennis incorporating six regional associations (e.g. Tennis Europe) and has 203 national member associations. Its objective is to promote and develop the game of tennis. Therefore it also enhances professional training and higher education of tennis coaches.
- *International Rugby Board, Dublin/Ireland*
The IRB was founded in 1886 and is the world governing and law making body for rugby. It currently consists of 95 unions, twenty associate members and six regional associations. Within its goals to promote and to develop the game of rugby, the association deals with the training and education of professional rugby coaches.

b) The following academic institutions are experienced in both the educational work in one or more of the sectors of the project (Sport Management, Physical Education, Health & Fitness, Sport Coaching) as well as in co-operation at an European level (e.g. Socrates programme):

- University of Vienna,
- Catholic University of Louvain,
- Free University of Brussels,
- National Sports Academy Sofia,
- IMCS Intercollege LTD Cyprus,
- Charles University Prague,
- University of Aarhus,
- University of Copenhagen,
- University of Southern Denmark,
- University of Tartu,
- Sports Institute of Finland - HAAGA Polytechnic,
- University of Jyväskylä,
- University of Grenoble,
- University of Toulouse ,
- University Henri Poincaré - Nancy 1,
- University Claude Bernard - Lyon 1,
- University of Paris XII,
- Darmstadt University of Technology,
- German Sport University Cologne,
- University of Koblenz Landau,
- University of Tuebingen,
- Democritus University of Thrace Komotini,
- National and Kapodistrian University of Athens,
- Iceland University of Education, Reykjavik,
- ISEF Florence,
- IUSM - Rome University for Movement Science,
- University of Messina,
- Latvian Academy of Sport Education,

- Lithuanian Academy of Physical Education,
 - University of Malta,
 - Hanze University Groningen - School of Sportstudies,
 - University of Higher Professional Education of Amsterdam,
 - Norwegian School of Sport and Physical Education Oslo,
 - Academy of Physical Education Warsaw,
 - University School of Physical Education in Poznan,
 - Institute Polytechnic of Santarém - Sport Sciences School of Rio Maior,
 - University of Technology Lisbon,
 - University of Trás-os-Montes e Alto Douro Vila Real,
 - Babes-Bolyai University Cluj-Napoca,
 - National Academy of Physical Education and Sport Bucharest,
 - Comenius University of Bratislava,
 - National Institute of Physical Education of Catalonia – Barcelona,
 - National Institute of Physical Education of Catalonia - Lleida,
 - Stockholm University College of Physical Education & Sports,
 - University of Göteborg,
 - Marmara University Istanbul,
 - University of Gaziantep,
 - Leeds Metropolitan University,
 - Staffordshire University,
 - University College Worcester,
 - University of Wales Institute Cardiff.
- c) **In order to improve vocational expertise alongside academic level, mainly in sport coaching and the health & fitness area, the following training institutions are participating in the project:**
- *National Olympic Committee & Sports Confederation of Denmark (DIF)*
Sport in Denmark is organised via a pyramid structure. At the top of the pyramid is the DIF, which handles tasks of common interest to all federations at national level. The national federations primarily handle tasks within their own sports at. Altogether the national federations under DIF comprise more than 100 different types of sports.

- *Regional Centre of Sports and PE, Aix en Provence, France*
The regional centres of popular education and sports in France are public educational institutions which normally act in the field of their region, but which also extend their action to an inter-regional or national level.
- *National Institute of Sports and PE - INSEP Paris, France*
The INSEP is a national institution emanating from the French Ministry of Youth and Sports. Its role is to offer the elite of French athletes and sport the means to reconcile training and academic pursuits, and as such, the institute plays a leading role in sports management, as well as in research and circulation of information and knowledge in the realm of sports. It implements the Ministry's policies in the quest of athletic excellence, on a national and international level.
- *Institute of Coaching & Sport Education - Semmelweis University Budapest, Hungary*
The Hungarian Institute of Coaching and Sport Education is an Official Coaching and Training Centre of the IOC Olympic Solidarity and member of the International Council for Coach Education. It was involved also in the European VOCASPORT Project and gives International Coaching Courses.
- *National Coaching and Training Centre (NCTC) - University of Limerick, Ireland*
The NCTC, which is head quartered at the University of Limerick, works in the context of the Programmes of the Irish Sports Council and provides support services to Ireland's athletes, coaches and National Governing Bodies, including coach education and tutor training.
- *School of Sports - National Olympic Committee of Italy (CONI)*
The CONI coordinates and supervises the Italian sports organisation. It incorporates more than 43 National Sport federations and 17 Disciplinary Associations. One of the aims of the CONI is the promotion and enhancement of coach education.

- *Italian School of Aerobic and Fitness (SIAF), Italy*
The SIAF was founded in 1995 as a branch of the Italian Federation of Aerobic and Fitness in order to train high quality coaches in the Italian Aerobic and Fitness Sector, and to promote and support professional education of fitness coaches.
- *National College of PE and Sports of Luxembourg*
The National College of Physical Education and Sports of Luxembourg is incorporated in the Sports Ministry of Luxembourg and sees its main mission in training and educating sports coaches and to support and promote sport coaching and sciences in Luxembourg.
- *SportsCoach UK, United Kingdom*
SportsCoach UK is a charity organisation known as the former National Coaching Foundation as a sub-committee of the (GB) Sports council. It sees its strategic role in developing and supporting strategic planning for coaching and coach education by national, regional and local sports organisations.

A number of core partners have operated in the four sectors:

I. Sports Coaching:

SportsCoach UK, University of Louvain la Neuve (BE), INSEP Paris (FR), Institute of Coaching and Sport Education Budapest (HU), Sport Science School of Rio Maior (PT), International Tennis Federation, CONI Italy, Ecole Nationale de Voile (FR), Quiberon (FR), International Rugby Board, NCTC Ireland.

The group was supported by the ENSSEE Coaching Council and the International Council for Coach Education (ICCE - non partner).

II. Health & Fitness:

European Health and Fitness Association (UK), IUSM Rome (IT), Sport Science School of Rio Maior (PT), SkillsActive UK, University of Jyväskylä (FI), University of Leeds (UK), European Observatoire of Sport Employment (UK).

II. *Sport Management:*

Sports Institute of Finland, Vierumäki (FI), Lithuanian Academy of Physical Education (LT), Norwegian University of Sport and Physical Education (NO), Demokritos University of Thrace (GR), INSEP Paris (FR), German Sport University Cologne (GE).

The Team was supported by the European Association for Sport Management (FI).

II. *Physical Education:*

University College of Worcester (UK), University of Toulouse (FR), Charles University Prague (CZ), Technical University of Lisbon (PT), University of Gothenburg (SE).

The team was supported by the ENSSEE PE Committee and EUPEA (European Physical Education Association).

2.3 Project structure and management

The German Sport University Cologne has co-ordinated the Thematic Network during the three year period. The organisational structure of the project, which was established during the 1st year, was sustained for the 2nd and 3rd year: The project has been run by a Project Management Group, which consists of the TN-Co-ordinator (Karen Petry / German Sport University Cologne), Alberto Madella (CONI & EOSE), the Past-President of ENSSEE (Karsten Froberg / University of Southern Denmark), one/two co-ordinator/s of each of the four research areas and three experts (Jean Camy / Université Claude Bernard Lyon 1, Gilles Klein / University of Toulouse and Paul de Knop / Free University of Brussels). A technological unit with a communication manager has also been incorporated into the management group to facilitate full integration of the activities and the results in the ICT strategy. The general organisation of the work was based on a continuous electronic interaction between the partners involved at each stage, synchronised with frequent meetings organised to implement the strategies, to design the tools and to test their quality and to find new opportunities if necessary.

Project management meetings as well as specific research group meetings have been carried out according to the work plan. Representatives of the Tuning Project attended the AEHESIS conferences in Cologne (Germany) and Prague (Czech Republic) in order to provide guidance and feedback and to ensure the desired degree of compatibility and integration between the TNP and the Pilot Project.

2.4 Project approach

Starting from the inspiration and the methodological thrust derived from the Bologna declaration and the following process, the AEHESIS Thematic Network Project has especially paid attention to the methodologies and results of the “Tuning Project”.

Through this connection, the AEHESIS project has aimed to set innovative sports sector specific guidelines for the development of curricula, and quality assurance systems for study programmes able to combine the academic quality and the European dimension with relevance to the labour market.

Target groups are primarily sports science students and teachers and policy makers in universities and institutions dealing with education in the four main sectors: Sport Management, Physical Education, Health & Fitness and Sport Coaching. The basic educational approach focused within the project is life-long-learning with a high impact of inter-activity between the education and the training providers and the employers.

The *tools* that have been developed and tested, especially the two formulated electronic questionnaires and the database, are core elements of the project (see figure 2). An effective and extended sector mapping through the organisational questionnaire has been achieved and can be seen as one of the main results. In addition, through the dedicated web environment, an intense activity of dissemination activities has been developed.

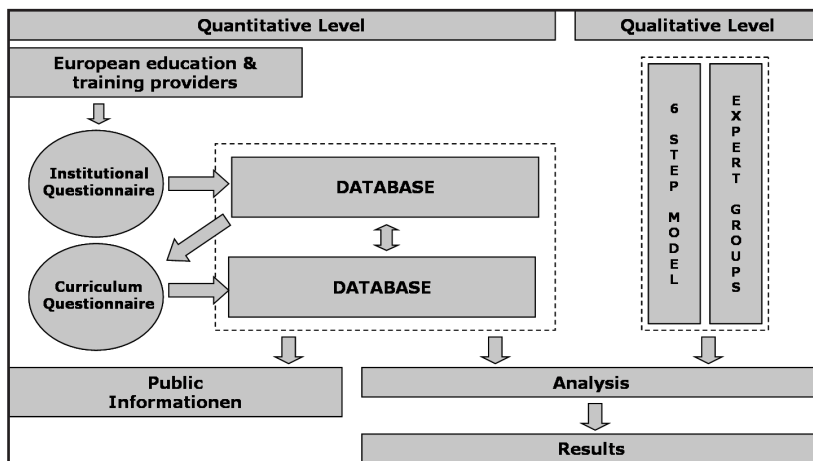


Figure 2: The AEHESIS project model

Another key tool has been the “Six-Step-Model” used to collect information to build a model curriculum structure for each area, including examples of good practice (cf. chapter 4). Each area has followed this guideline model, which includes a common approach:

1. Professional Area, 2. Standard Occupation, 3. Activities, 4. Competences, 5. Learning Outcomes, 6. Model Curriculum.

A *Curriculum Model* is a specific way/process used to build a curriculum that could be identified and used as a reference framework. If we consider the whole process, it will cover: the identification of key contents; their distribution in programmes, units and modules, their loading in a credit system, the identification of possible training routes and learning pathways (formal, non formal, informal, alternate training, in work training, etc.).

The methodology we are using, which has been adapted from the “Tuning” methodology, carries some internal weaknesses with, which we were confronted:

- I. The first problem concerns the meaning given to the concept of “competences”, which sometimes seems removed from what is generally understood by CEDEFOP research: either *vague* in

content, difficult to relate to any precise observable professional behaviour/practice, or with a content related quite exclusively to the *knowledge dimension*, as defined mostly by academics.

- II. The second problem is related to the *composition of what we have called the “expert groups”*. It is a key question of the bodies and persons who have the capacity and the legitimacy to define competences related to an occupation. In the ‘Tuning’ process, academics, students and professionals are considered equally able to define the professional competences. Within the approach followed by AEHESIS, we have considered for the project goals that in this case the only reliable source is the professional field itself, even if the ways to approach it may vary (observation or interviews with professionals, administered questionnaires on their behaviours or representations, etc.).

Sharing a methodology within a large group of people and making it appropriate for an even broader population (we have identified more than 1.800 training providers - institutions - specialized in the sport and sport related domains in the 25 EU countries), is a task for the dissemination of the procedures and a result of an ongoing process. It corresponds to the building of a “learning community”. Even if the professional and economic activities in these four areas are certainly the key activities in the sector, each sector has its own specifics to be considered in relation to the project activities.

Table 1: Problems outlined in the areas

Problem/issue in the Coaching area	Solutions
The relationship between the non-university and non-university sectors Sport specific expertise does not exist to the required level in many higher education agencies The development of a standard model for curriculum in coaching	A formal review of the 5-level structure for the qualification of coaches has been undertaken and the relationship between the two sectors has been addressed in the context of this review Framework for coaching qualifications developed and the need to link with national and international federations has been identified A comprehensive outline of the coaching structure has been developed, to provide higher education institutions with a tool that can be employed in the design of new programmes and the review of existing programmes. A number of broad curriculum options are suggested, linked to assistant coach; coach and expert coach levels.
Problem/issue in the PE area	Solutions
An issue rather than a problem is that of the development of a 'Best Practice' Curriculum Model for PE in the context of established and frequently well-regulated (usually State) teacher provision and professional demands across Europe. The development of a European Accreditation Association might be a problematic issue, again because of the political and legal positions of member states in a highly professionalized and regulated context.	What would be pertinent in these regulatory contexts would be identification of principles of/for 'Good Practice', which might be related to a basic but core set of practices in PE; together these principles and practices could form a guidance framework for providers and serve as a basis for Accreditation principles.

Problem/issue in the Sport Management area	Solutions
The different cultural backgrounds make it difficult to find “common” principles as well as general concepts and methods.	Both, the Six-Step-Model as well as meetings have helped to find mutual understanding.
Problem/issue in the Health and Fitness area	Solutions
The area of Health and Fitness is not easy to define. The vocational focus can stretch it self from pure fitness to pure health. Programmes provided under this label are covering a broad curriculum and not focused on a specific career path	The Curriculum Questionnaire in combination with the Six-Step-Model is a useful tool to clarify the relationship between health & fitness. These tools have helped to identify 3 main standard occupations (Advanced Gym Instructor, Public Health Promotion Specialist and the Health-related Exercise Specialist)

2.5 WEBSITE AND DATABASE

The AEHESIS website (<http://www.aehesis.com>) is one of the major tools of the project enhancing networking and communication within the AEHESIS partner organisations as well as regarding further stakeholders and all interested parties. The website consists of a general area and a keyword log in area. The general area offers detailed statistical data in different categories such as „Objectives“, „Activities“, „Workplan“, „Management“, „Research Areas“, „Partners“ and „Links“.



Figure 3: Web page - main navigation bar

The sub-category „database“ includes an interactive query. Detailed information on programmes of the different partner institutions is available after selecting and/or combining different search parameters like “Country”, “Area”, “Languages”, “Duration in Years”, “Level” and “European Dimension”

Figure 4: On-line form for database query

The results appear in tabular form with information on programme ID, name, institution and mail address of the contact person.

Figure 5: Result Query

Detailed information on the different programmes is shown by selecting the programme ID.

The on-line form „Results of existing programmes“ contains information in the following areas

- A. Organisation
- B. Organisation's Contact Person
- C. Programme
- D. Programme's Contact Person
- E. Database Administration

The keyword log in area provides project-specific information and is accessible to project partners only.



AEHESIS
Aligning a European Higher Education System

Objective | Activities | Work plan | Management | Research and Innovation

Login
Please, enter Username and Password

Username:

Password:

Enter Clear

■ Online survey
■ Conferences
■ NEWS ++
■ Newsletter

Figure 6: Log in project partners

Database access in this area enables the programme partners to update their programmes whenever needed. There are also on-line registration forms available for the annual conferences.

In this area the project coordinators also publish specific database applications and downloads like e.g. “AEHESIS Curriculum Questionnaire”, “Manual of the Curriculum Questionnaire”, “AEHESIS Statistics Setup”.



Figure 7: Project partners' area

Regarding the objective to extend the database and to present its results adequately to interested stakeholders, as a first step, the set up of a student webpage started.

In contrast to the project web page (described above) that is mainly used as a project tool informing all project partner organisations and interested researchers, the student related website is incorporating elements attracting this particular interest group, e.g. sound effects, bright colours and visual elements and focusing on stakeholder related information only (cf. figure 8).

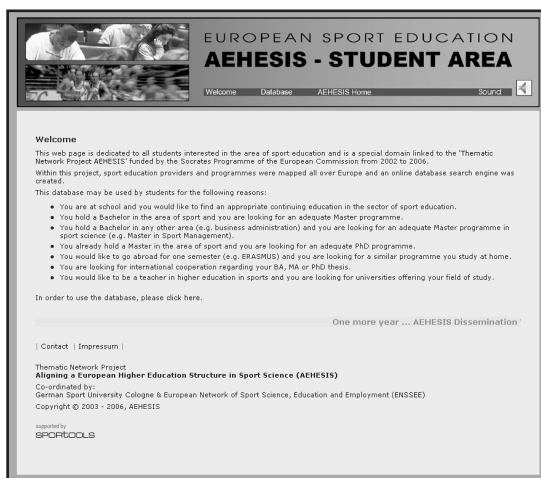


Figure 8: Student area website

The page is linked to the project website but ran independently. Concerning the database, the student area differs by linking search results via an interactive map of Europe and, then, providing basic information related to student's needs country specific (cf. figure 9). More information is available at www.aehesis.com/StudentArea.

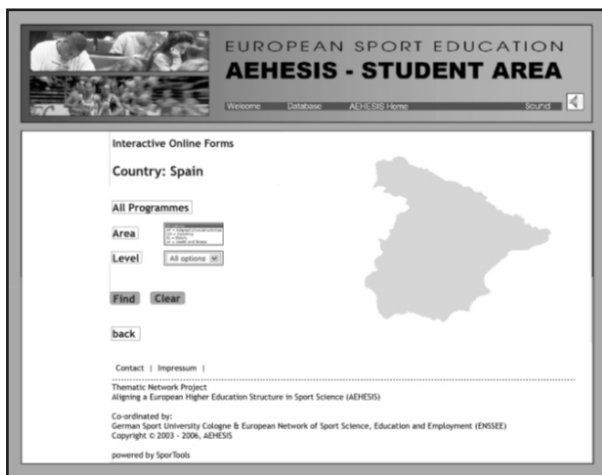


Figure 9: Student area search engine

2.6 Database Description

Processing of the project data is supported by several on-line database applications and web tools. The primary objective is to accurately compile programme data of AEHESIS project partners and to provide the information gained via specific web interfaces.

The data system has been developed with the objective to actively support and computer-control project-specific work processes with the help of automated logic. On-line forms, query generators and dynamically generated contents of the AEHESIS website as e.g. the list of project partners and their institutions communicate with central project database charts.

2.7 System description (technical area)

System functions of the project database applications as well as the web applications have been developed on the basis of .net-technologies. Basic requirements are Windows XP and MS Internet Information Server (IIS) as well as a SQL capable database (MS-SQL Server 2000). Programme language of the project applications (database applications and tools) is Delphi 7 (Pascal). Interactive website elements have been set up with Active Server Pages (ASP). On-line mode is required for administration and editing of contents.

2.8 Description of the content (IC and CQ)

The AEHESIS Institutional Questionnaire consists of a dynamic on-line form. This interface enables the project partners to add the programmes of their institutions to the central project database or modify existing entries if needed.

The AEHESIS Curriculum On-line Questionnaire has been developed to compile additional information on already existing programmes. Designed in Delphi 8, the PC application independently mails the information via txt.file to the project office. Following the data verification the mailed txt.files are read into the central project database.

AEHESIS QUESTIONNAIRE Step 4

SECTION I. Framework of the Programme

4. Student profile and entry requirements

1. To enter the programme an academic qualification is required?

2. If yes, please specify:

3. Is a level of practical ability required to enter the programme?

4. Please list the additional entry requirements, if any:

5. Number of entrants per year

6. Average age on programme completion

7. Drop out rate

5. Teaching Staff

1. Total number of staff involved in the programme (full time)
 Female Male

2. Total number of Staff with academic qualification
 Female Male

2.1 Please indicate level (if possible)
 Female Male

LEVEL 4

LEVEL 5

LEVEL 5+

3. Is professional experience required for the staff?

Back Next

Figure 10: AEHESIS Curriculum Questionnaire (Step 4/10)

2.9 Search function and queries (IC and QC)

AEHESIS Statistic-Tool

The Statistic-Tool has been designed with the objective to actively support and/or create an automated data evaluation process. The tool consists of two different areas which either separately or combined are able to compile a set of different statistics. Results are shown as bar charts which then can be exported to any word processing programme via clipboard.

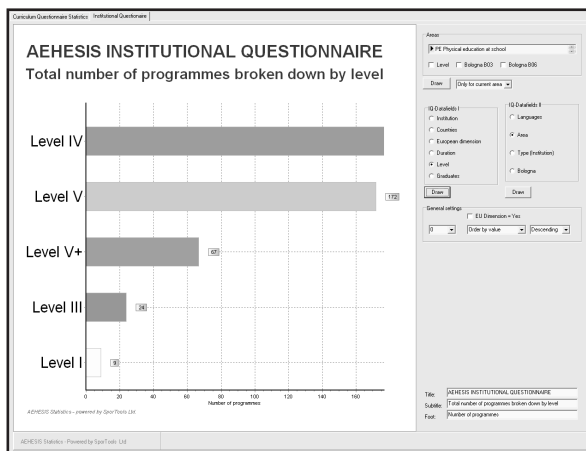


Figure 11: AEHESIS Statistic-Tool –IQ area

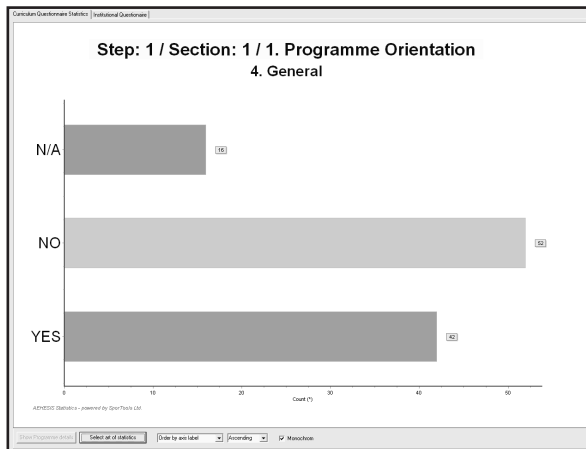


Figure 12: AEHESIS Statistic-Tool –CQ area

2.10 Dissemination activities

The outcomes of the project have been disseminated through brochures including the executive summary of the research results, research reports and articles in relevant journals. CD-ROMs, electronic newsletters as well as the web sites of the involved associations and committees have also been used. Scheduled events in the Sport Science sector as well as specific events dealing exclusively with the project results have been used for oral presentations. Fourteen electronic newsletters (app. 400 addressees) as well as press releases and articles in different journals have been produced. The target groups of the dissemination activities are university and non-university institutions, as well as students, teachers, employer organisations and policy makers in the field of sport.

New partners (especially from the hitherto unrepresented countries Cyprus, Romania and Latvia) have joined the network during the three years and many non-partners have expressed interest in the results of the project and have contributed to it. A European Mapping of the Institutes operating in the sector has been achieved collecting information through the website, the Newsletter and “National Mapping Representatives”. Furthermore, national co-operation has taken place through different activities: National meetings, networking, mailing and the use of the Newsletter.

One of the most important benefits of the project would be the possibility of defining common European provision of high quality curricula in the four main sectors of sport science. This potential outcome is important, because there is a growing set of experiences and products emanating from North America in the field of Sport Science especially in the areas of Sport Management and Health & Fitness. It is expected that Institutes will recognise the developed Model Curricula and that they will follow these European frameworks – instead of going ahead with a Curriculum, which is not oriented towards European Standards.

The efforts that we are making in “aligning a European higher education structure in sport sciences”, aim to produce new collective standards and references, which will affect all stakeholders. The general intention is to improve relations between education and professional areas, to facilitate the achievement of one of the key objectives of the Bologna process, that is the preparation of students for the labour market. Therefore, if we have to provide guidelines and tools for the “sports sciences” area, we have to be aware that we are working in a medium (and long) term perspective. In this perspective, a year devoted to dissemination and application of results is essential to lead the many target groups and end users to the understanding of the definitions of competences and learning outcomes. These definitions are a prerequisite for the efficiency of the outcomes and results beyond the boundaries of the project partnership. It could allow the beginning of the transfer and the adaptation of the tools (for example the ‘Six Steps Model’) to national contexts.

In relation to the four sectors, there is a need to make the results of the project known to a wider group of higher education institutions. Each area has its own specific target groups/organisations: for example the Coaching area will disseminate its results to international sports federations, coaches’ associations, the International Olympic Committee and governmental agencies. The project has involved a review of the 5-level structure for the qualification of coaches and there is now a need to test the proposals against a wider group of interested agencies. More direct discussions with high education institutions, international federations, coaching associations, employer groups and the International Olympic Committee are proposed. Similar approaches will be followed by the other areas.

3 MAPPING EUROPEAN SPORT EDUCATION PROVIDERS & PROGRAMMES

Karen Petry / Matthias Gütt

One of the main objectives of the AEHESIS project is to map and to evaluate sport education and training providers in Europe.

In order to fulfil this aim, two different questionnaires were developed and circulated in order to gain more detailed information about the various programmes and academic/professional qualification offered by European sport education and training providers.

3.1 Institutional Questionnaire Survey

The questionnaire followed the aim to receive the most important information about the programmes offered by European sport institutions and to obtain an overview of the training/education that is available. Furthermore, initial information can be obtained on ECTS, on the implementation of the Bologna Declaration and on the areas in which the programmes/qualifications are dealing with. The questionnaire will not only be used to gather information but also to offer a common European database containing sport science organisations and their programmes to all interested stakeholders.

Since May 2004, the questionnaire has been fully accessible on the website (www.aehesis.com/InstitutionalQuestionnaire), and, since then mapping has been expanded from AEHESIS partner organisations only to further European sport education and training providers via the AEHESIS newsletter and the AEHESIS Mapping Representatives. In order to keep all information in the database updated, an automatic letter of enquiry to revise all programmes is sent to all Programme Contact Persons regularly.

At present, the AEHESIS database encompasses approximately 540 programmes/degrees offered in 32 countries (September 2006).



Aligning a European Higher Education Structure in Sport Science

Objective | Activities | Work plan | Management | Research areas | Partners | Database | Login | Links

AEHESIS Institutional Questionnaire

Questionnaire 1 [step 1 of 3]

A. Organisation

Organisation
 Department
 Address
 ZIP
 City
 Country
 Internet http://www.

Status
 Hold the "Control-Buttons" pressed and click again for more than one selection

Public non profit
 Private for profit
 Private non profit
 Education and Training as main activity
 Education and Training as not main activity
 Sport specific
 Non sport specific

[?] Click for options

Implementation of the Bologna Declaration
 Hold the "Control-Buttons" pressed and click again for more than one selection

B00 = not applicable
 B01 = adopt a system of easily readable and comparable degrees
 B02 = adopt a system with two main cycles (undergraduate/graduate)
 B03 = establish a system of credits (such as ECTS)
 B04 = promote mobility by overcoming obstacles

[?] Click for information

B. Organisation's Contact Person

First name
 Last name
 Title
 Sex
 Profession
 Hold the "Control-Buttons" pressed and click again for more than one selection

Administrator
 Adviser
 Assistant Professor
 Associate Professor

E-Mail

C. Programme

Name of the qualification
 Title
 (in English)

Languages
 Hold the "Control-Buttons" pressed and click again for more than one selection

Language
 Austrian
 Bulgarian
 Catalan
 Czech

Duration in years
 Level [?] Click for information

ECTS Credit Points [?] What is ECTS

Area
 Hold the "Control-Buttons" pressed and click again for more than one selection

AP = Adapted physical activities (handicapped people)
 CO = Coaching
 EL = Elderly
 HF = Health and fitness

Graduates per year
 Awards per year
 O=not applicable

European dimension EU dimension [?] Click for information

Comments

D. Designated Programme Contact Person

First name
 Last name
 Title
 Sex
 Profession
 Hold the "Control-Buttons" pressed and click again for more than one selection

Administrator
 Adviser
 Assistant Professor
 Associate Professor

E-Mail

■ Online survey
 ■ Conferences
 NEWS +++
 ■ Newsletter

[Contact](#) | [Impressum](#)

Thematic Network Project
 Aligning a European Higher Education Structure in Sport Science (AEHESIS)
 Co-ordinated by:
 German Sport University Cologne & European Network of Sport Science, Education and Employment (ENSSEE)
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 powered by 

Figure 13: AEHESIS Institutional Questionnaire 2006
 (Source: www.aehesis.com/InstitutionalQuestionnaire)

Description of the programmes

The following figures describe the programmes registered in the AEHESIS database broken down by the categories of status, country, areas, level and European dimension. Overall, 156 organisations registered 540 programmes in the database.

Programmes broken down by status

In order to identify further core information about the institutions - besides name, address and country - the following categories regarding the status of the organisations were asked in the questionnaire:

- public non profit (A1)
- private for profit (A2)
- private non profit (A3)
- education & training as main activity (B1)
- education & training as not main activity (B2)
- sport specific (C1)
- non sport specific (C2)

In this process, all information relate to the entire organisation (e.g. the University), not to its (sport specific) sub division (e.g. the Institute of Sport and PE). Only 4,8% of the organisations did not identify all three elements of status. Figure 14 shows all entries by category and value in descending order (n=540).

The majority of organisations (97,8%) are from the “public non profit” sector (A1). 87,8% having “education & training as main activity” (B1) and 67,6% are “non sport specific” (C2) organisations. Combining all three criteria of status, most of the organisations - that is 62,8% - are “non sport specific” coming from the “public non profit” sector and dealing with “education & training as main activity”, which paraphrases universities.

An additional fourth of the entirety are organisations that are “public non profit”, dealing with “education & training as main activity” but working sport specific. Those are mainly sport universities (e.g. the Norwegian Sport University, the Jozef Pilsudski Academy of Physical Education Warsaw or the German Sport University Cologne). There is only a short number of programmes entered from the private sector (A2 & A3) such as SkillsActive UK or the Italian Association of Aerobic & Fitness.

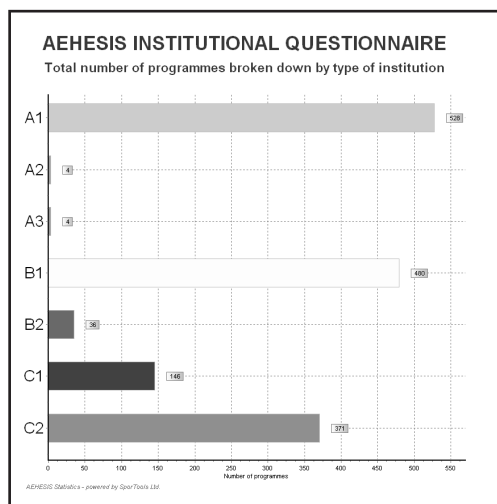


Figure 14: Total number of programmes broken down by type of institution

Overall, 94,8% of the programmes in the database are entered by 145 universities. The remaining percentage of 5,2%, (28 programmes), by only eleven non-university organisations (e.g. INSEP France, Danish Olympic Committee, C.O.N.I. Italy, National Coaching and Training Centre in Limerick, Ireland).

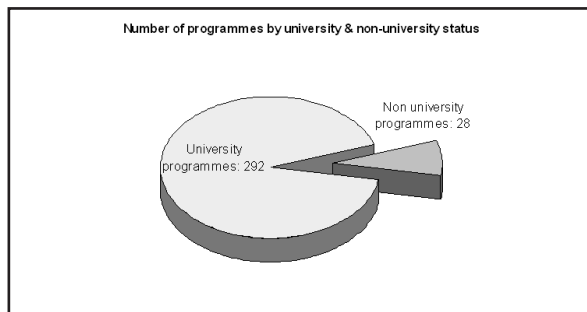


Figure 15: Number of programmes broken down by university and non-university status

This result is in high accord with the objective of the AEHESIS project that mainly addresses sport programmes in the higher education sector that is represented by universities in most of the European countries.

Of the said 28 programmes entered by non-universities, 23 programmes refer to the area of sport coaching (see chapter 5.2.1), which in total comprises 145 programmes. This originates on the fact that within the area of sport coaching, in general, there is a wide range of coach and trainer courses available outside universities.

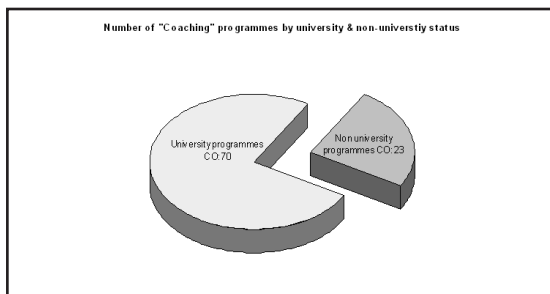


Figure 16: Number of coaching programmes broken down by university and non-university status

Programmes broken down by country

Overall, organisations from 32 European countries entered programmes to the AEHESIS data base. Considering the number of programmes broken down by country, Germany is in the lead by having entered no less than 73 programmes, followed by France, Turkey and the United Kingdom (cf. figure 17).

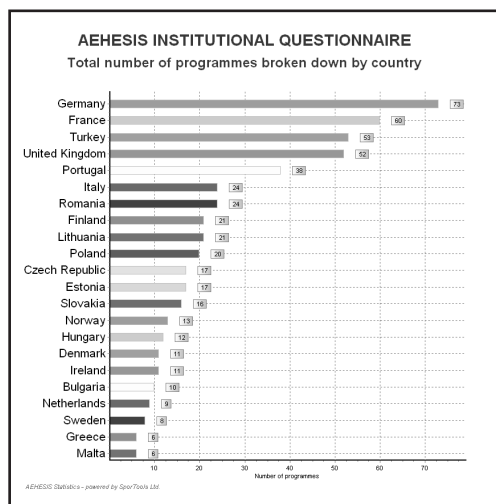


Figure 17: Number of programmes broken down by country

Having a closer look to the specific composition of data, national differences are obvious not only due to preconditions such as size of country and total number of sport education providers but also in regards of different data coverage concerning the number of programmes gathered per institutions:

Germany's 73 programmes e.g. were inserted by 38 organisations including only one non-university representative. Overall, 64 universities provide Higher Education programmes in sport in Germany.

That means that around 57,8% of the institutions have been mapped but only an average of about two programmes per institution has been collected. By contrast, the information gathered in France (60 programmes) was given by eleven organisations (nine universities) only, which reflects an approximate five programmes per institution in average. Comparing the number of programmes between Lithuania (21) and Italy (24) one can easily see the differences in data composition: all Lithuanian programmes were inserted by one organisation (Lithuanian Academy of Physical Education) whereas the Italian number represents eleven organisations.

The following four figures show the number of programmes split by area and broken down by country. Multiple choices - in regards of the area the programmes refer to - were possible.

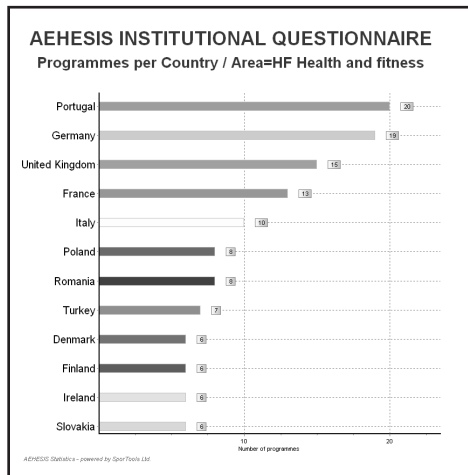


Figure 18: Number of Health & Fitness programmes broken down by country

Organisations from 27 European countries entered programmes in the area of Health & Fitness in the data base. Leader in that sector is the overall no. 5 country, Portugal.

More than half of the Portuguese programmes (52,6%) refer to this sector whereas the runners-up - Germany, UK, France and the overall no. 3, Turkey - are all below that line. Actually, the percentage of programmes in Health & Fitness entered from Turkey is an astonishing 13,2% only.

Countries considered to be leaders in that area, like Denmark (54,5%) or Sweden (50%) indeed show a comparable percentage in relation to their total programmes entered.

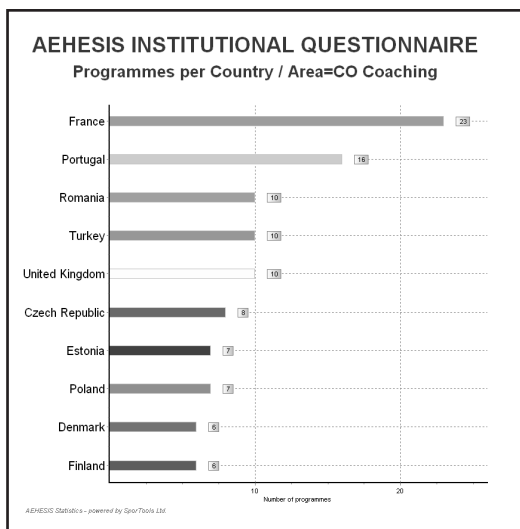


Figure 19: Number of Sport Coaching programmes broken down by country

Regarding programmes referring to the Sport Coaching sector, one can see that France is top in this area. Most of the 23 French programmes represented in the database are inserted from the two non-university organisations INSEP and PACA that is 60,9%. This represents 93,3% of the total number of programmes (15) both organisations enlisted.

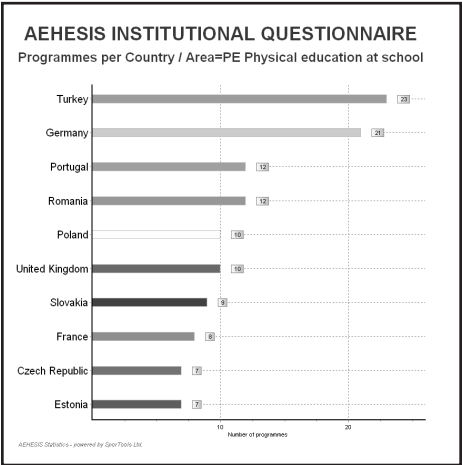


Figure 20: Number of Physical Education programmes broken down by country

Turkey inserted information about 53 programmes from eight universities. 43,4% of those programmes deal within the Physical Education sector. This percentage is even topped by Romania and Poland: their programmes enlisted in the data base refer to the PE area in 50% of the entire entries, which could be interpreted as keeping still a strong relation to the physical education strands in sport but must be proved by further analysis.

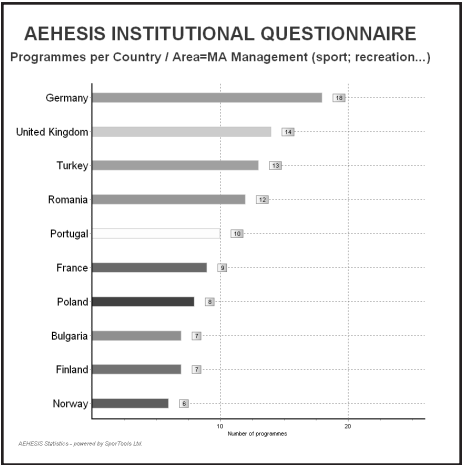


Figure 21: Number of Sport Management programmes broken down by country

24,3% of the entire sport education programmes mapped refer to Sport Management (131). Within this area Romania interposed between the top 5 countries by referring 50% of its programmes to this sector.

AEHESIS INSTITUTIONAL QUESTIONNAIRE

Programmes per Country /

Country	Programme ID	Programme Name
Germany	44100001	...
United Kingdom	44100002	...
Turkey	44100003	...
Romania	44100004	...
Portugal	44100005	...
France	44100006	...
Poland	44100007	...
Bulgaria	44100008	...
Finland	44100009	...

Programme Details:

Programme ID: 44100004
 Organisation: Norwegian School of Sport Sciences
 Department: Department of Cultural and Social Studies
 Country: Norway
 Language: English
 Level: MSc
 Bologna: MSc
 Degree Name: Master of Sport Science with a Specialization in Sport Management
 Programme Title: Master of Sport Science with a Specialization in Sport Management
 Language: English
 Level: MSc
 ECTS Points: 120
 Duration in years: 2
 Area: Sport Management
 Graduates per year: 10
 European Dimension: Yes

Figure 22: Identification of programmes in the database

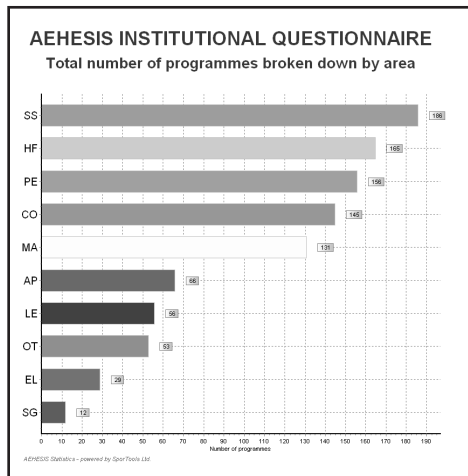
In order to further identify the programme composition of all areas, there is a list available in the database for all statistical findings containing the most important information comprising Programme ID, Organisation, Department, Country, Type, Bologna, Degree Name, Programme Title, Language, Level, ECTS, Duration in years, Area, Graduates per year and European Dimension. Consequently, one can see that the Department of Cultural and Social Studies of the Norwegian School of Sport Sciences was one of the institutions enlisting its Master of Sport Science with a Specialization in Sport Management to the database (cf. figure 22).

Areas covered by the programmes

Given the complexity of what is known as “sport and physical activity”, as said, the project focuses on four main areas in the sports science sector: Sport Management, Physical Education, Health & Fitness and Sport Coaching. These are the key areas in the environment of sport and physical activity, both because of their prevalence in the educational and research sector and because of the impact they have on the labour market.

All in all, the evaluation reflects the importance of the key areas chosen: There are 165 health & fitness programmes, 156 physical education programmes, 145 coaching programmes and 131 management programmes in the database (cf. figure 23).

As it is certainly not always possible to allocate the programmes clearly to one specific area, which also depends on the respective educational structure in sport in each country, the interdisciplinary area of Sport Sciences gathered the highest rate of programmes (186).



AP – Adapted physical activities

EL – Elderly

LE – Leisure

OT – Other

CO – Sport Coaching

HF – Health & Fitness

MA – Sport Management

PE – Physical Education

SG – Sports goods industry (trade)

SS – Sport Sciences

Figure 23: Total number of programmes – broken down by area
(multiple choices possible)

Levels covered by the programmes

The levels covered by the programmes relate to the European scale of qualification and the “Bologna declaration”: In the scope of Level I to III are only 37 programmes, The levels comprise: “basic short technical training”, “completed secondary education including vocational training” and “vocational training corresponding to one or two years after the end of secondary education”.

The majority of programmes entered in the database are Level IV programmes (264) that finish off with a Bachelor's degree. 172 Level V programmes (Master degrees) and 67 Level V+ degrees (PhD) have also been enlisted, which is not surprising as the AEHESIS project is directed primarily to university courses.

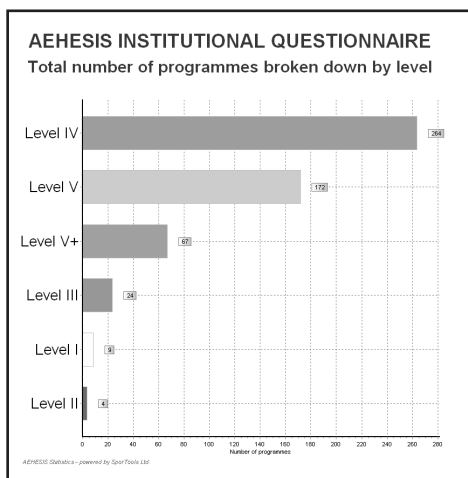


Figure 24: Total number of programmes broken down by level

The following figures allow a further look regarding the distribution of levels within the four main research areas, showing the number of programmes broken down by level entered in each sector.

Whatever category chosen (including “Sport Science”, “Leisure” & “Other”), level IV comes out on top. Surprisingly, the area categories “Adapted Physical Activities”, “Elderly” and “Sport Goods Industry” are dominated by level V programmes, which might be a subtle hint that those programmes gearing towards specific stakeholders are mainly developed as a specialisation in postgraduate courses due to previous knowledge one require.

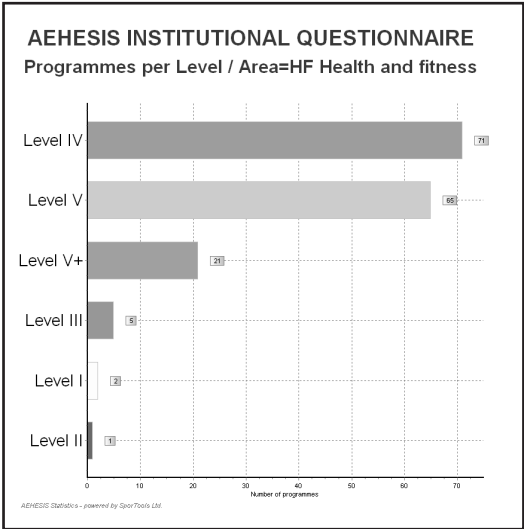


Figure 25: Total number of programmes broken down by level in the area of Health & Fitness

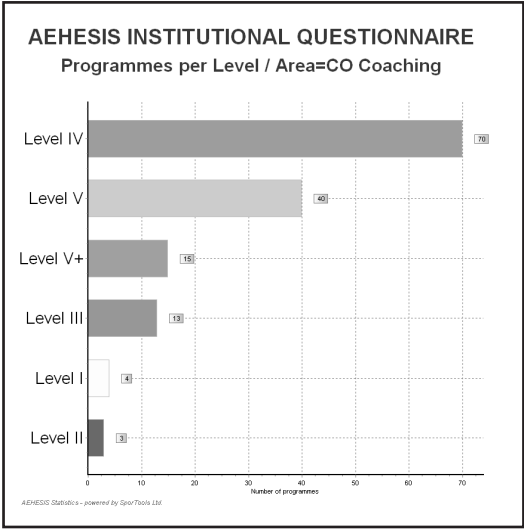


Figure 26: Total number of programmes broken down by level in the area of Sport Coaching

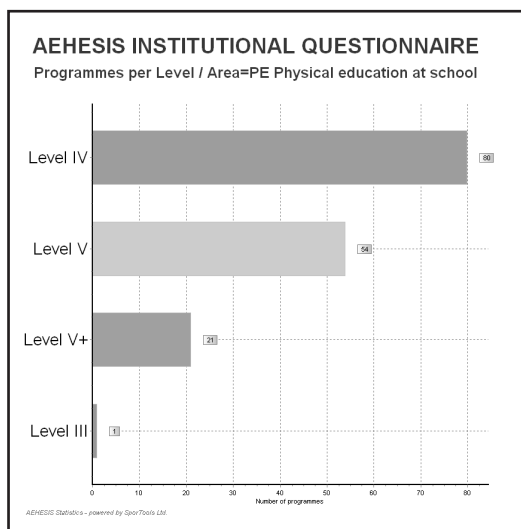


Figure 27: Total number of programmes broken down by level in the area of Physical Education

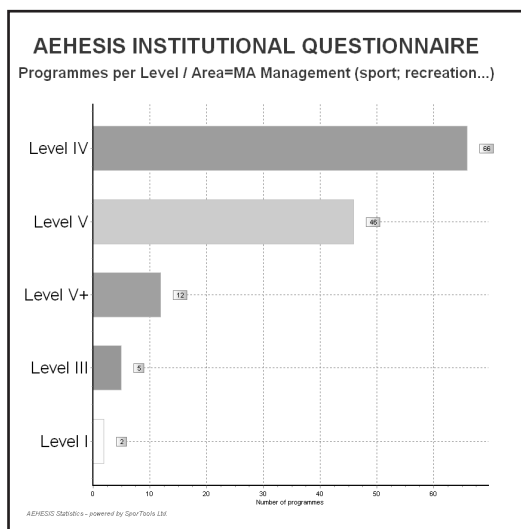


Figure 28: Total number of programmes broken down by level in the area of Sport Management

Within all 540 programmes enlisted in the database in the four main areas (multiple choices possible) approximately 17,8 % (104) have an “European Dimension” that means - for example - that those programmes are offered in co-operation with at least one foreign partner (joint degrees).

3.2 Curriculum Questionnaire Survey

Following the objectives of the AEHESIS project, a second questionnaire was developed. This Curriculum Questionnaire – published in on-line tool form (www.aehesis.com/CurriculumQuestionnaire) – has been especially developed to describe the main aspects of all different programmes delivered by Higher Education Institutes in Europe.

The questionnaire is based on four area specific pilot questionnaires, which were distributed during the project's first year. It was developed and improved by the Project Management Group as well as by the Project Research Group members afterwards. Thus, the development of the questionnaire was divided into five phases:

- In the first phase (beginning of May 2005) an alpha version of the Curriculum Questionnaire was submitted to the members of the Project Management Group containing the Project Research Group Leaders and the experts of the project (ten addressees).
- In the second submission (mid May 2005) a beta version was sent to 30 selected addressees in order to test the on-line application on technical adaptability as well as on comprehensibility in respect of style and content.
- The third phase was the first submission of the Curriculum Questionnaire (end of May 2005) to all AEHESIS Programme Contact Persons, who already had filled in the Institutional Questionnaire (see chapter 3.1).
- After having received 61 responses, it was decided to simplify the questionnaire again until December 2005.
- The final version of the questionnaire was sent to all partners in spring 2006 and 153 filled in questionnaires were received.

The following figure shows the first page of the Curriculum Questionnaire including the introduction and instructions for the on-line tool. The manual of the AEHESIS Curriculum Questionnaire containing all questions as well as all explication can be found on-line at www.aehesis.com.

Figure 29: Curriculum Questionnaire on-line tool – first page

Results of the Curriculum Analysis

Related to the results of the Institutional Questionnaire, most of the programmes are provided by universities and are mainly level IV programmes (cf. figure). 58,8% of them are full-time study programmes (103) and 40 are offered part-time. In this regard, “full time” means full presence and attendance at all units of the programme whereas “part time” describes e.g. intensive/sandwich courses by alternating study with work experience.

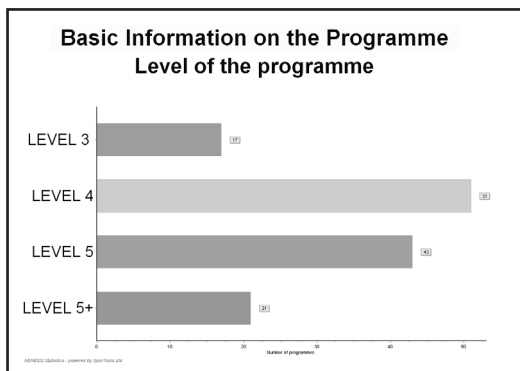


Figure 30: Number of programmes per level

Most programmes are a single subject discipline (54,2%). To enter the programme academic qualification is required (114). In the majority of cases, this is a 'Secondary School Diploma' (Abitur, Matura, A-Level) or an equivalent. Those providing Master Degrees require a Bachelor Degree for admission. As additional entry requirement, most of all, "sport specific skills and competences" are tested (50).(cf. figure 31)

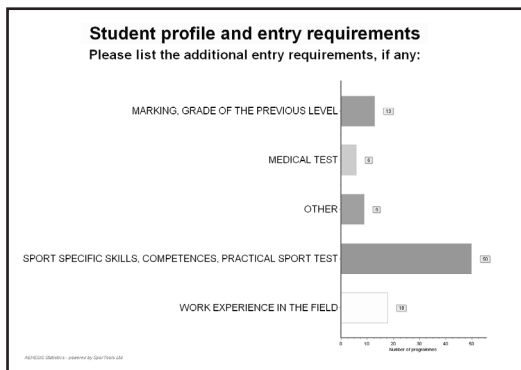


Figure 31: Additional entry requirements

The database also enlists information about the number of entrants per year (cf. figure 32) that allows some information about the dimension of the programme providers: 45 programmes have 21-50 entrants per year. There are only eight institutions, which have more than 300 but 32 that have not more than 20 entrants per year. This shows that all over Europe a lot of small institutions provide sport science programmes and only a few large universities are dealing with sport.

The average age of students when completing a programme is in the majority of cases (47,7%) between 20 and 25 years. The "drop out rate" is between 1 and 20% (77).

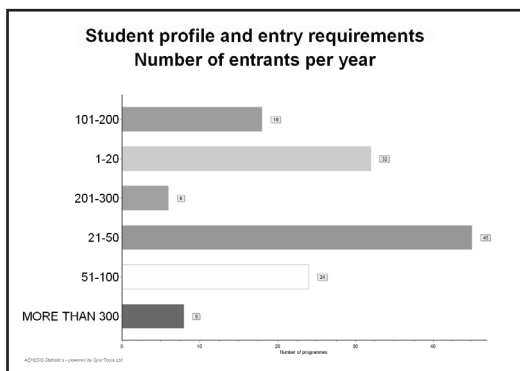


Figure 32: Number of entrants per year

Considering the assessment procedures within sport education programmes and teaching methods, several types of assessment is used: written essays, oral examinations, class tests, practical activities and on-line tests (cf. figure 17).

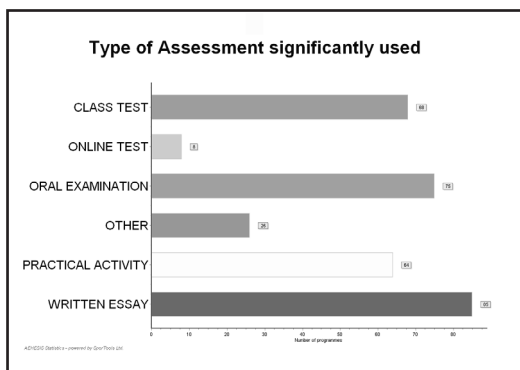


Figure 33: Type of Assessment significantly used

Most frequently, lectures, small group work and tutored seminars are used as teaching methods. Distance and E-Learning only plays a marginal role so that one can state that there is need to develop e-learning within sport education programmes.

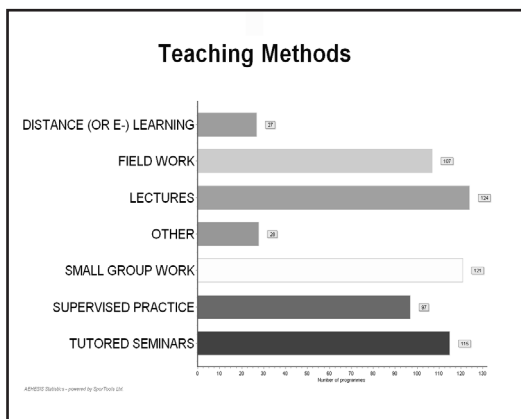


Figure 34: Teaching Methods

The present curriculum survey also informs about employability within the programmes. Regarding the topic “tracking of graduates”, only 25 universities declare an annual tracking of graduates including a five-year follow up. Most of the providers only track their graduates irregularly and twelve do not track graduates at all.

In figure 36 different possibilities of networking for the employment of graduates are listed. In the majority of cases, networking is implemented with sport organisations, professional bodies / associations and employers.

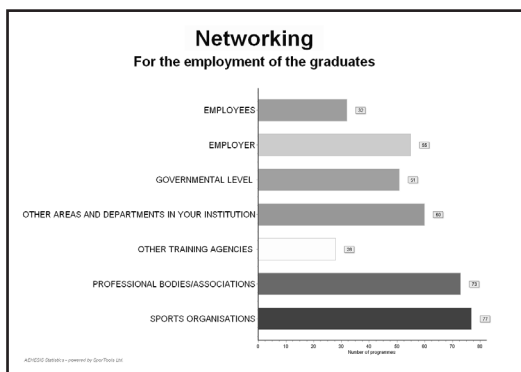


Figure 35: Networking for the Employment of Graduates

3.3 Conclusion and perspectives

The objective of the two questionnaires is to gather information on existing university and non-university programmes in Europe.

Besides the fact that both questionnaires offer an important source of information and provide more transparency in the sport sector, they also show common features and demonstrate differences in sport-specific training within the different European countries. Moreover, specific national trends can be identified and the ongoing Bologna process towards a common European university network in sport-specific education becomes more apparent.

The procedure, however, also clearly shows methodological limitations. As soon as there is need for a more detailed analysis of the existing curricula specifically regarding the contents involved it becomes apparent that an on-line questionnaire is not an adequate measure to gather comprehensive information. While the contact persons are required to describe complex issues of their course programmes the questionnaire provides only limited flexibility. It also turns out that although representing a clearly defined and fixed structure, the curriculum offers a variety of different and elaborating solutions to realize and implement its contents. Therefore, the core activities in relation to the on-line surveys within the next year(s) are:

- (1) The extension of the „mapping“
 - within the AEHESIS partners and
 - a wider network of European and Non-European countries.
- (2) The improvement of a service related development of the database regarding identified target groups / users (e.g. implementation of a “student area”).
- (3) The enhancement of the quality of data.

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4 THE SIX-STEP-MODEL: FROM MODEL TO PROCESS

Jean Camy / Alberto Madella / Gilles Klein

4.1 Introduction

In the framework of the Life long learning programme 2007-2013, some key orientation has been given, which put as main targets the development of life long learning, the validation of informal and non formal learning, credit accumulation and transfer, mutual trust based on quality control and an approach of learning based on learning outcomes expressed in competences. At the same time there is a wish, clearly expressed by the European Commission in particular in the area of Education and Culture, to mobilise the existing experiences in those areas to disseminate and exploit them, and to “valorise” the products coming out of projects and networks. In other words it is strongly advised not to “re-invent the wheel”. Keeping this exigency in mind, the AEHESIS thematic network tried to conceive and implement tools able to be disseminated and exploited within the community of sport education. One of the tools developed was named the six steps model conceived to contribute to the achievement of the main AEHESIS goal which is to develop in Europe a general convergence in the sport sector, notably in the four sub sectors of Sports Sciences: Physical Education (PE); Sport Management (SM); Sports Coaching (SC) and Health and Fitness (HF).

Within the context of the historical and current background of this model (4.1.), it is intended to consider the model as an interpretation of the Tuning process in the sport sector (4.2.), to present the sixth step to the curriculum model, which was the focus of the third year of the programme (4.3.), to review the four uses of the Six-Step-Model by the four areas expert group (4.4.), to consider further developments of the model in coherence with the elaboration of the European Qualification framework (4.5.).

4.2 Historical & current background of the Six-Step-Model

Following a classical approach the AEHESIS group has considered the six steps to be completed to achieve the route between the social needs in relation with the job market and the related “Curricula”. This approach is coherent with the logic of competence used in the civil society (4.1.1.), the European policies in the area of Education and Higher education (4.1.2.), the Tuning methodology project (4.1.3).

4.2.1 The logic of the competence in the civil society

Since the decade 1970 – 1980, there has been the notion of being competent or not competent with the diversity of notions associated with it – standard occupation, knowledge, know-how, kinds of activities inherent in jobs, individual aptitudes to function within the real work situation, articulation of training and employment, new management of companies, etc. – have transformed school, academic and professional training and professional qualifications (Klein, 2005).

The logic of the competence reintroduces an old debate on work and its organisation, providing a tension between the generality of modern man’s aptitudes and the specialisation of their usages. In current terms this tension proposes complementarity between generic and specific competences.

Until 1970–1980, the model of professions structured the work organisation. The profession is comprised as knowledge, know-how, knacks, that are acquired during a long training period. But during the 1970 decade, generally in Europe, the world of work underwent major changes. Within a crisis context, two new priorities appeared in structuring the work organisation. The first is a political and social one that aims at reducing unemployment and social fracture. The other concerns companies fixing the competition and profitability exigencies that the old work models did not allow to be obtained. Additionally, States are looking for influences on the work situation.

In Europe, the study centres on qualification, the employment agencies (e.g. in France the Cereq, the study centre for employment, the national agency for work) are mobilised in order to develop policies that aim to reduce unemployment and to help companies manage employment. It is in this context of economical and social crisis that the model of professions gives place to a logic organised by the work positions or more precisely their classification. According to this logic, the characteristics of a job are defined from a work position that is clearly identified by a concrete area where the worker has to realise one or several more or less complex tasks. Employment and training are not only the occasion to classify tasks in order to fix collective benchmarks within the company, but also to facilitate employee transfer from one company to another, or even from one profession to another.

This change from profession facilitates the appearance of the logic of the competence presented during the 1980s as an almost new model to a company's management. With the notion of competence, one generally refers to the necessity where the man in a work situation is to face an event, the unforeseen and to respond to it with initiatives mobilising the competences, which themselves are unforeseeable.

More precisely, from the ergonomic point of view, the competence corresponds to what the operator needs to face his/her task and realises it without new learning. It is the knowledge and know-how, the typical behaviour, the standard procedures, the agglomerated reasoning, in fact all that is acquired by training and learning and is indispensable to the work realisation. The sociologist of work completes this definition with the analysis of power relations facilitating or not the recognition of these 'know-how' in action within the work activity. Some add also a 'know-be' dimension that raises a number of questions.

During the 1980s companies appropriated this logic of the competence. One of the consequences is the appearance of the requirement to precisely and prospectively define the expected competences as well as the training and action systems developing them.

To achieve this, new procedures are appearing. We re-group the professions in families, we categorise the activities of the worker, we specify the elementary competences underlying them, and we look for the manual and cognitive knowledge, the cognitive and social capacities bound with the employment.

The set of this framework placed in position notably by the employment agencies provides companies with a tool helping them to analyse their own enterprises and allows the workers and the unemployed to identify the field of possibilities supporting a personal competence evaluation. The competence model does not valorise the profession and employment. It valorises employability. The workers or unemployed can build a portfolio of competences.

During the 1980s and 1990s, the world of education and higher education lay hold to the competence logic that contributes to the re-organisation of professional training, school curricula and academic programmes. This logic is implemented under four kinds of influence: pedagogy through objectives and behaviourist rationality, professional teaching and the elaboration of activities and competences benchmarks, evaluation trying to reduce the subjectivity part within the notation, the role of experts of educational sciences developing during the 1990s.

4.2.2 Competences & learning outcomes in the European educational policies

This strategy for defining competences is on the training and qualifications agenda in Europe. On this continent, as well as in all the developed countries, the weight of the economy and better management of work on educational and training systems are exemplars in recent years. It was in 2000 that the Lisbon summit defended the idea of a society of knowledge in which access to education and training for all weighs directly on the efficiency of the economies and their performances.

Moreover, in order to obtain a more competitive European economy, with qualitative and quantitative improvement of enterprise and greater social cohesion, it needs to attach more importance to life long learning. Then, education and training are closely bound to employment, economic and macro-economic policies. Two examples illustrate this evolution. In the area of professional and academic training pursued with the Sorbonne Process (1998), developed by Bologna Agreement (1999) and their continuation in Prague (2002) and Berlin (2003), there are attempts to bring new trends to the harmonisation of European initial training. This policy strengthens the relations between the expected results from the students and the professional competences defined by the employers. In the area of school training, the school curricula define the expected results from the students in terms of learning outcomes and school competences and use benchmarks inspired by the world of the work.

4.2.3 Combining professional competences and students learning outcomes in Higher education

To follow the guidelines defined by the Bologna Declaration the AEHESIS thematic network followed the marks provided by the Tuning project. Background (i) and field stakeholders consultation (ii) are the main sources for the AEHESIS inspiration.

i) Background

The first main influence in defining the AEHESIS tools comes from the background of the Tuning project (Gonzalez & Wagenaar, 2005) which is the implementation of the Bologna process at University level. The Tuning project aims to make study programmes comparable and compatible, to facilitate transparency and academic recognition at European level and to build trust between institutions by offering a methodology to assure and enhance the quality of study programmes.

The approach consists in a kind of “translation” of programmes in terms of learning outcomes expected from the students expressed in terms of generic and subject-specific competences as well as ECTS workload based credits. Then the main method supposes to identify in a Higher Education sector reference points in a particular sector for generic and specific competences for first and second cycles graduates in several subject matters.

ii) Stakeholders

The second influence coming from the Tuning project is, generally the rationale combining training and employment. More specifically the role of the stakeholders is the definition of the competences. In the part devoted to the approach of teaching and learning, assessment and performance and quality, the Tuning project provides precision on the responsibility of the Higher Education system particularly the universities. The main role of the universities is to use their knowledge, their capacity and capacity for innovation in order to prepare the future of Europe. Universities have the capacity to act as protagonists in preparing students for a productive working career and for citizenship. In fact universities are experts in transferring disciplinary knowledge. Employers, graduates and academics agree on this. Then a condition of the curricula contents elaboration is to understand the possible relationships between the exigencies of the job market and the learning outcomes expected from the students. In other words the definition of academic profiles must be bound with the professional profiles. All the stakeholders must be associated to this task, particularly: employers and other stakeholders, academic community with common reference points, employees and their representative professional and professional bodies.

4.3 The AEHESIS Six-Step-Model: A Tuning process interpretation

Taking into account the Tuning process insisting on a curriculum model based on the definition of the Learning outcomes of the students and taking into account the need to consult the stakeholders in the field of the sport sector, the AEHESIS management group decided to propose one step further in the Tuning process interpretation proposing a model to elaborate the curriculum in four areas and the learning outcomes expected from the students.

4.3.1 First year: the comparison of the programmes

During the first year, retaining the strategy of Tuning rather than the harmonisation one, the group achieved a comparison of the existing programmes in the sport sciences area, particularly in the 4 areas considered (coaching, health and fitness, physical education, sport management). This comparison oriented to a model of comparison of the programmes aiming to a curriculum model which was on the agenda follow up the first year (AEHESIS, 2004).

4.3.2 Second year: The Six-Step-Model elaboration

The main challenge of the second year was to establish a curriculum model taking into account the definition of professional learning outcomes and competences following the Tuning methodology (Camy & al, 2004).

4.3.2.1 The basic philosophy

However in the sport sector, according to its novelty, this establishment supposed to consider the whole process binding the sport professional sector to the sport education sector. Another exigency was to propose a pragmatic tool able to be used by the four areas chosen in the sport sector and by the partners in the 25 European countries. In other words a generic tool able to be used in any particular context.

Using the methodologies proposed by several national agencies (for

example Cereq in France) the management group worked to analyse the whole process from sport sector professions to sport sector training.

Considering the necessity to combine learning outcomes expected at the end of the curriculum in close relationship with the job market, we elaborated the following basic rationale. As in other professional areas, the work situation in the sport sector supposes several activities or tasks done by the professional adapted to his/her situation and then supposes competences corresponding to what the operator needs to face his/her task and realise it.

The definition of this work situation, the subject specific activities and competences supposes to consider successively:

- a definition of the sport sector areas concerned (which activities and products?);
- an employment typology per area (which standard occupations?);
- a typology of work activities/tasks per standard occupation;
- a typology of professionals' generic and specific competences per activity (to be defined with the agreement of the field stakeholders after consulting them);
- a typology of students' generic and specific learning outcomes in terms of competences (which might be corresponding to targeted professional's competences and qualifications);
- a curriculum model using objectives, key contents, training routes and learning pathways leading to student's learning outcomes.

4.3.2.2 A pragmatic tool: the Six-Step-Model

According to the wish to combine the curriculum development, the situation of the occupations, and the competences they require, we developed a specific model on the basis of Tuning methodology and the basic philosophy exposed. We have considered six steps to be completed to achieve the route between the social needs in relation with the job market and the related "Curricula" (Klein, 2004).

i) Professional Area (PA)

A professional area may be characterised by a set of tasks and functions corresponding to the production of goods or services and which have led to identify “functional maps”. One of the questions raised is to define as clearly as possible the core part and the limits of the area considered, leading to the definition of the key 5 to 10 standard occupations per area.

ii) Standard Occupation (SO)

According to the definition of a **standard occupation** as a category of occupations that could be found in a comparative setting in different European countries, the practical task encountered by the research groups has been to define in one sentence each occupation of its related area as a set of activities and tasks.

iii) Activities (A)

According to the definition of activities as **the set of tasks and duties**, corresponding to a specific occupation, the task undertaken by the area research groups has been to define (one line per activity) the main activities (12/15 reduced as soon as possible to 4/5) as a collection of finalised tasks, for 3 to 5 occupations for each area.

iv) Competences (C)

According to the competences referring to capacities demonstrated in action and identifying them from the working situations, each activity led to define one competence (equivalent to knowledge, skill, understanding) in order to qualify the occupation and to characterise the expected professional profile of the job market.

v) Learning Outcomes (LO)

According to Learning outcomes defined as competences expected from the students at the end of the programmes taught in the initial or continuing teaching institutions, we distinguished General Learning Outcomes (GLO) and Specific Learning Outcomes (SLO)

vi) Curriculum Model (CM)

According to the Curriculum defined as a specific process used to build a curriculum that could be identified and use as a reference, we considered the whole process taking into account the key contents, the programmes, modules, study load, and training routes and learning pathways.

4.4 The sixth step of the model: A curriculum model

To continue the use of the Six-Step-Model, one of the challenges of the third year was to propose a curriculum model including the learning outcomes expressed in terms of student's competences expected at the end of a programme. A challenge particularly important in the framework of the Bologna agreement at the Bachelor and Master degree levels.

4.4.1 General timeline

The general timeline of the third year took care at the sixth step of the six steps model trying to elaborate a common tool in four stages:

i) Budapest meeting

At the management and expert group meeting in Budapest the 27-28 January, the structure and the framework of the curriculum model was discussed. Several possibilities were proposed (e.g. one combined Bachelor plus four areas specific Masters/definition of core elements plus area specific Bachelors plus Masters, etc.). Therefore it was agreed that the management group will present a framework for the "Curriculum Model Structure" as soon as possible (AEHESIS, 2006a).

ii) Lyon meeting

At the management group Lyon meeting, on 10-11 March 2006 the structure and the framework of the curriculum model was discussed and further development of the references presented was agreed. A proposal regarding a detailed guidance for the curriculum model was proposed on 20th March (AEHESIS, 2006b).

iii) Cologne meeting

At the management group meeting in Cologne on 30th June to 1st July 2006 the structure and the framework of the curriculum model was discussed. A possible system of “Minor” (area specific education of 90 ECTS), “Major” (area specific education of 120 ECTS) and “Total Programmes” (area specific education of 180 ECTS) on Bachelor level was discussed. No matter which systems will be used it must be clearly relate to and match the description outlined in the step “standard occupation” of the Six-Step-Model and should be clearly described and explained in the final report (AEHESIS, 2006c).

iv) Prague conference

At the AEHESIS final conference in Prague on 1st & 2nd September, the draft of the areas reports and the workshops provided particular interpretations of the curriculum model, allowing us to identify convergences and divergences as well between the four areas.

4.4.2 The elements of the curriculum model

With the support of the AEHESIS six steps model and the definition of the curriculum model both provided by the second year report, we proposed the elements, which constitute the curriculum model (Klein, 2006).

i) Standard occupation

In order to keep the AEHESIS six steps model, the curriculum model refers explicitly to a specific standard occupation and the related activities, professional competences and students' learning outcomes.

ii) Period of time

The AEHESIS curriculum model distinguishes two levels of programmes - bachelor and master – and then proposes two identified standard occupations (or specific situations in those standard occupations) and corresponding levels of curricula.

iii) Learning outcomes

Each of these curricula refers explicitly to the learning outcomes the students will have acquired by the end of the programme, which are related to the agreed competences for the relevant occupations.

iv) Curriculum objectives

The education or training objectives refers explicitly to the set of learning outcomes

v) Key contents

Each objective is distributed by an inventory of activities, learning content, specifying knowledge, skills and understanding and structured in key contents, i.e. contents areas.

vi) Programmes

Each key content or content area is distributed in programmes, i.e. topics, themes, if possible expressed in terms of sub- learning outcomes.

vii) Study load

Each programme element refers explicitly to a number of credits (ECTS).

viii) Method

The programmes' elements use several learning methods, which are summarised as follows: lecture, working group, practice, training course.

ix) Assessment

The programmes are evaluated by several means of assessment summarised as follows: final evaluation, continuous evaluation. The key question remains that we must be sure that we use proper means to assess that the competence targeted has been reached

xi) Training routes

Several possible training routes and learning pathways (formal, non-formal, informal, alternate training, in work training, etc.) may be drawn up.

4.4.3 The formalisation of the AEHESIS curriculum model

A table proposed a formalisation of the curriculum model. It collates and co-ordinates the elements presented in the previous paragraph. Some aspects were posed to the area research groups, for example:

- the necessity to use or not a formalisation of the curriculum model
- the necessity to separate/collate the objectives relating to learning outcomes

- the number of objectives
- the key contents related to each diploma or common presentation by the four areas
- the number of themes to present
- the number of credits: global or by theme
- training routes: it seems essential to present a diversity of possibilities to attempt the learning outcomes even if e-learning is not currently usual practice.

4.5 From model to process: several uses of the “Six- Step-Model”

4.5.1 Implementing the Six-Step-Model

As shown by the AEHESIS second year report “the implementation of the Six-Step-Model consists in the collection and treatment of data contributing to give a practical content to each of its concepts in the corresponding areas. That work is done under the responsibility of the 4 areas research groups. They receive support in the conception of common tools from research coordinators and they contribute to the validation of these tools. It is also the responsibility of the areas research groups to identify “informants” (field experts) either within or without the partners network, to collect reliable and consistent information.” The information was supposed to be gathered and treated by the area research groups collecting information on the six steps (from professional area to curriculum model) in the key standard occupations of each field.

For the six steps development, the procedure was the same as for the second year:

- Each expert/researcher has collected information within his/her country using a standard;
- The AEHESIS partners were mobilised to extend and guaranty the quality of “informants”, in particular to be sure that social partners and professional organisations have been involved.

Table 2: The AEHESIS curriculum model

STANDARD OCCUPATION	Ex.: Advanced fitness instructor/Personal trainer						
PERIOD OF TIME	Bachelor (3 years)						
LEARNING OUTCOMES	Plan, design and execute safe and effective exercise programmes and activities using appropriate technique and procedures, specifically tailored to a range of individual or clients groups. Apply knowledge and critical understanding of well established principles, theories and concepts from appropriate fields of study to the health and fitness context. Demonstrate research and problem solving abilities by understanding methods of acquiring, interpreting and analysing information in the context of health and fitness Plan, design execute and communicate a sustained piece of independent intellectual work using appropriate media. Demonstrate understanding of health and fitness through both academic and professional reflective practice						
CURRICULUM OBJECTIVES	O1 O2 O3	O1 O2 O3	O1 O2 O3	O1 O2 O3	O1 O2 O3	O1 O2 O3	O1 O2 O3
KEY CONTENTS	Practical activities, Theory and practice	Educational and Teaching sciences	Natural and Biological Sciences	Social sciences/ Humanities	Scientific work	School-based teaching practice	Others

PROGRAMMES	Theme 1 Theme 2 Theme 3	Theme 1 Theme 2 Theme 3	Theme 1 Theme 2 Theme 3	Theme 1 Theme 2 Theme 3	Theme 1 Theme 2 Theme 3	Theme 1 Theme 2 Theme 3
STUDY LOAD	ECTS number	ECTS number	ECTS number	ECTS number	ECTS number	ECTS number
METHOD	1.Lecture 2.Working group	1.Lecture 2.Working group	1.Lecture 2.Working group	1.Lecture 2. Working group	1.Lecture 2.Working group	1.Lecture 2. Working group
ASSESSMENT	1.Final evaluation 2.Continuous evaluation	1.Final evaluation 2.Continuous evaluation	1.Final evaluation 2.Continuous evaluation	1.Final evaluation 2.Continuous evaluation	1.Final evaluation 2.Continuous evaluation	1.Final evaluation 2.Continuous evaluation
TRAINING ROUTES	1. Face-to-face 2.Continuous personal professional development 3.E-learning	1.Face-to-face 2.Continuous personal professional development 3.E-learning	1.Face-to-face 2.Continuous personal professional development 3.E-learning	1. Face-to-face 2.Continuous personal professional development 3.E-learning	1. Face-to-face 2.Continuous personal professional development 3.E-learning	1. Face-to-face 2.Continuous personal professional development 3.E-learning

4.5.2 Four routes from model to process

The Six-Step-Model should not be used as an object to imitate or to reproduce, but a set of categories allowing develop several kind of interpretations. This procedure was successful in so far as the areas groups used the Six-Step-Model tool according to different ways. It is not surprising relating to the specifics of the sub-field, the understanding of the model, the own strategies of the groups.

The analysis of the final area reports (cf. chapter 5) shows the differences between the four areas, illustrating several possible ways from model to process. It provides examples of convergences and divergences of the social uses of a model aiming to harmonise the relationship between training and employment in the sport sector. After reminders of the key elements of the four strategies, their main convergences and divergences, we will propose to identify the conditions of a model renewal.

i) Coaching: from a generic model to a specific one

The coaching group proposes an original but efficient method by a specific approach of the field, a specific and adapted interpretation of the six steps model leading to a typical model in coaching. The key elements of the coaching group's report are:

Partnership: the group worked in relationship with several social major partners in the field, like international federations, European Olympic Committee, or at the global level.

Field definition: before providing data or information about the six steps model, the group proposes a developed definition of the field of coaching and the principles of coaching education.

Future: the group tried to take into account the current situation but the future of the sector and its evolution as well.

Six-Step-Model: the model is used in reference of the developed field definition and its main challenges. Two standards occupations are studied and analysed in terms of roles, competences, learning outcomes and curriculum model.

Level of expertise: the group innovated proposing several level of expertise in the standard occupations (early, middle, late, master). This proposal is developed at each step, notably at the curriculum model one.

Qualification: the group proposes a new structure of qualification in the field with mutual recognition of the main stakeholders (federations, higher education institutions, etc.). This recognition leads to a licence with a same mutual recognition.

New model: To loop the process the group proposes a new model, specific to the coaching area, combining professional area, the specialisation in several standard occupations, taking into account the evolution in the future, mutual recognition of qualifications and coaching licence. An extensive consultation will validate the new model.

ii) Health and Fitness: from the generic model to a tree of the sector

The health and fitness group proposes a very developed adaptation of the six steps model. When the coaching proposed an adaptation, this group exploit all the possibilities of the model, adding in the same way a seventh step. The key elements of the health and fitness group's report are:

Partnership: the six steps model evolved according to the consultation of the stakeholders. The work was realised with the professional associations in the field;

Standard occupations: 4 standard occupations were analysed aiming to define in details the job profiles; one developed at the level of curriculum model;

Innovation: the group added a seventh step proposing examples of modules to deepen the learning outcomes in several fields of study;
Standard occupation: Activities: an excellent writing of the activities with verb of action

Competences: for each SO the professional generic competences and specific are defined with one or several sentences. One identifies several sub competences.

Learning outcomes and curriculum model: the curriculum is built combining the student's learning outcomes as the effective result of the curriculum. This curriculum is analysed at several programmes levels. It is deepened according to each standard, aims of the training, Generic and specific competences in relationship with the curriculum content structure. Many elements are provided: contents of programmes, study load, ECTS, training routes, evaluation.

Tree of the field: The health and fitness group used but also exploited all the possibilities of the six steps model adding a new element: the modules contents. The data collected provided an effective tree of the sector, each step allowing to develop the precedent one.

iii) Physical Education: a generic model for only one standard occupation

The PE group proposes a specific adaptation of the six steps model. When the other groups try to define largely their sector, the PE group reduces the field to the main standard occupation - PE teacher - which is analysed according rigorous methods. The key elements of the PE group's report are:

Bottom up approach: the process starts from data extracted in national countries to fill in the six steps model;

Stakeholders: The data collected were collected with the support of the AEHESIS partners since the first year and by PETE providers, employees representatives for example EUPEA, and employees.

Convergences and divergences: the results were treated according to the responses of the main stakeholders allowing to show the convergences and divergences in the field.

Method: a rationale method used with semi structured questionnaire and interviews. The treatment of the empirical provided results on standard occupation, activities and competences. These results were ranked from the most important to the less important. This process allows a definition of a profile of a PE teacher not consisting in a description of the occupation but a classification of results.

Standard occupation: The field of PE is defined by only one standard occupation: PE teacher. Contrarily of the three other group the sector of PE defined by a standard occupation.

Curriculum model: the group provided only recommendations on core principles and not a set of specific prescriptions.

Quality assurance process: Physical Education Teacher Education is defined according to many factors: for example, identity of PE in schools, PE quality in schools, model of PE teacher, model of PETE curriculum principles, etc.

iv) Sport Management: an adapted model useful to classify the competences and to analyse the future

The sport management group proposes a free adaptation of the Six-Step-Model. The model oriented to the current is here oriented to the future. It allows to identify the competences according to their importance and performance in the current and in the future jobs. The key elements of the sport management group's report are:

Field definition: The groups started from a field definition, with definition of sport management, of manager and objectives of management;

Routes: Two routes are differentiated to educate to the management professions in Europe. A general one in the trade sector and a specific one in the sport sector.

Literature review: the group studied the articles and books published in the field in order to identify the diversity of points of view.

Bottom up approach: the group adopted a bottom up approach, identifying a list of 60 competences, comparing with other studies, identifying 11 core and specific competences. The same procedure has been adopted for the other elements of the six steps model. Otherwise the data came from 6 countries.

Current/Future: the management group adapted the Tuning methodology and the six steps model to study the current core and specific competences and the competences expected in the future. In this way it analysed the trends of sport management in the next future (ex. Commercialisation, internationalisation, etc.). In the conclusion, new directions for the future are specified.

Importance/performance: the diversity of competences collected from the bottom were classified according to a matrix showing their importance and performance in the field and the professional's profile.

Sector borders: one standard occupation - fitness manager - is shown on the borders of two sectors, management and health and fitness.

(Good practice) Model: the group proposed a curriculum model corresponding to a good practice able to be disseminated. Two examples of good practice are proposed at the Bachelor and the Master levels.

Quality assurance: the group proposed some indicators in the process of selection of good practices

4.5.3 Convergences and divergences between the four areas

The analysis of the four areas reports and the diversity of uses of the Six-Step-Model shows weaknesses already noted in the second year report:

- the concept of “competences” which seems sometimes far from what is generally understood in the CEDEFOP researches:
- the composition of what we have called the “expert groups” regarding the capacity and the legitimacy to define competencies related to an occupation introducing a confusion between two roles: the role of “informant”, having an understanding of a professional situation, and the role of the “researcher” who has to formalise that knowledge in a standard way.

The 2nd year report stated “We have probably not taken enough attention to the distinction between researchers and field expert in our organisation with some consequences on the report produced” and proposed “to make an effort on that specific point by some of the area research groups”.³ Follow up the analysis of the areas reports the following table stated the main convergences and divergences.

1 Camy, J. et. al. (2005). Methods of the area analysis. In Petry, K./ Froberg, K. / Madella, A. (Eds.). Thematic Network Project AEHESIS -Report of the second year. Colgne. P 32.

Table 3: Convergences and divergences between the four areas

Uses of the model	Coaching	Health and fitness	Physical Education	Sport Management
Six steps model	Six-Step-Model in close relationship to sector qualifications	A tree of the HF sector	Bottom up approach from data to one job profile	Bottom up approach from diversity of current competences to jobs profiles (current and future)
Method	Interaction with international and European stakeholders	One expert per standard occupation Consultation of European professional associations	Rationale method (statistics) National and European consultations Comparison of points of view	Literature review Interaction with national and European stakeholders
Field definition	Broad definition	Sector definition	Equivalence sector and one standard occupation	Field definition (field, jobs, objectives)
Standard occupations (SO)	2 SO	4 SO studied; one at the curriculum level	1 SO	4 SO
Innovation	Four levels of standard occupation expertise New structure of qualification New specific area model Sector evolution	A new step with detailed modules contents Jobs on the border of two sectors	Elements of quality assurance process	A matrix of importance/ performance Jobs on the border of two sectors Current situation/ future evolution
Learning outcomes	Fields of study	Student's competences integrated to curriculum model	Fields of study	At Bachelor and Master levels
Curriculum model		A detailed curriculum with modules contents	Only principles recommendations	A (good practice) model at two levels
Quality assurance process	Indicators for quality assurance	Indicators for quality assurance	Indicators of quality to define physical education teacher education	Indicators for quality assurance

The divergences between the four groups could be resumed by the following 8 dynamics between:

- 1) no definition and a large definition of the field;
- 2) only one standard occupation and the wish to cover all the sector;
- 3) the analysis of the current situation and anticipate the future;
- 4) a research logic to a sector qualification logic;
- 5) ranking the competences to define the main competences of the main standard occupation in order to cover the whole sector;
- 6) quality assurance principles and qualifications levels;
- 7) curriculum model principles and detailed contents of modules;
- 8) specific area jobs and flexible jobs on the areas borders.

4.6 Further developments of the Six-Step-Model

The six steps have been elaborated to propose a Tuning methodology adapted to the sport sector. This tool and its uses present strong and weak points providing elements for new directions.

Looking at the strong points of the generic tool we can note:

- to be in coherence and complementary with the Tuning methodology organising a consultation of stakeholders and defining the learning outcomes in terms of competences;
- to focus on the logic of competences;
- to link the sport sector with the social needs of the labour market;
- to bridge the gap by several steps between employment in the sport sector and education in the sport sector, introducing definitions of each field, the main standard occupation, the professional activities, the competences expected from the professional, the learning outcomes expected from the students to be adapted to the job market, the curriculum models taking into account the Bologna and the Copenhagen processes;

- to specify the main elements characterising the job situation and the elements characterising the educational structure;
- to propose a common terminology to professions, education and vocational training in the four areas of this sector – coaching, health and fitness, physical education, sport management.

On the side of the strong points of the uses of the generic by the areas groups tool we can note:

- To use and follow the generic methodology;
- To specify the tool according to the areas specifications;
- To consider current competences but also future competences
- To consider several levels of competences;
- To propose an harmonisation of degrees, qualifications, and licences among the main stakeholders;
- To propose detailed examples of programmes and modules contents;
- To initiate a construction of a tree representation for each sport sector.

However the tool and its uses present some weak points: map of standard occupations and the qualifications and competences associated (i), the accessibility to the tools in the sport sector (ii).

(i) The main weakness refers to the map of the standard occupations of the sport sector in Europe: Eleven standard occupations covered during three years remains insufficient.

The Six-Step-Model has been elaborated in order to achieve two main objectives: firstly, at short term to tune the programmes in the sport sector; but secondly, at middle term to be a specific interpretation of the European Qualification Framework in the sport sector. The first objective can be considered as correctly achieved, with a condition of the Six-Step-Model dissemination in the higher education institutions, training institutes and the recognition and agreement by the main stakeholders. However the way is long to achieve the second objective.

The AEHESIS Thematic Network, particularly some of the areas, have to take deeply into account the qualification evolution in Europe. In March 2005 in Brussels the EU Heads of governments requested the creation of a European Qualification Framework, supporting g previous recommendations made by the Ministers of Education and Training.

This EQF is envisaged as a meta framework increasing transparency, improving comparability between the national qualification frameworks, and facilitating the transfer and recognition of the qualifications of individual citizens. The AEHESIS process, notably with the help of the Six-Step-Model take into account the EQF elaboration: bottom up more than top down approach, common terminology for key terms among EU countries, validation of personal competences obtained by formal of informal means, reference levels for national qualification frameworks, bridge the gap between academic education and vocational training, European, etc. Regarding EQF the AEHESIS thematic network represents the first step defining the conditions of the transfer and recognition of qualifications held by individual citizens in the sport sector.

(ii) A second weakness refers to the accessibility of the Six-Step-Model elaborated to bridge the gap between education, training and employment. The fourth year devoted to the promotion, dissemination and exploitation of the results will be important to inform the vocational training and professional community on the Six-Step-Model as the condition of a common definition of competences in the European sport sector.

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5 CURRICULUM MODEL DEVELOPMENT

5.1 Introduction

The main activities of the three year project relate to the development of curriculum models for the four outlined sectors. The agreed Six-Step-Model (cf. chapter 4) provides a framework for the activities in those areas. This method from expected social needs to curriculum building allows a common approach amongst the area research groups. The following area reports clearly indicate the interpretation of the Six-Step-Model in four different ways, which relates to the specifics of the field. In order to fulfil their aim, the research teams produced different working material (e.g. questionnaires).²

The four reports provide different reference points for curriculum design and they show some key characteristics of the specific sectors. Additional work to complete some aspects of the models is required and it is intended to start with a further consultation process in order to develop and finalise the work within the next years.

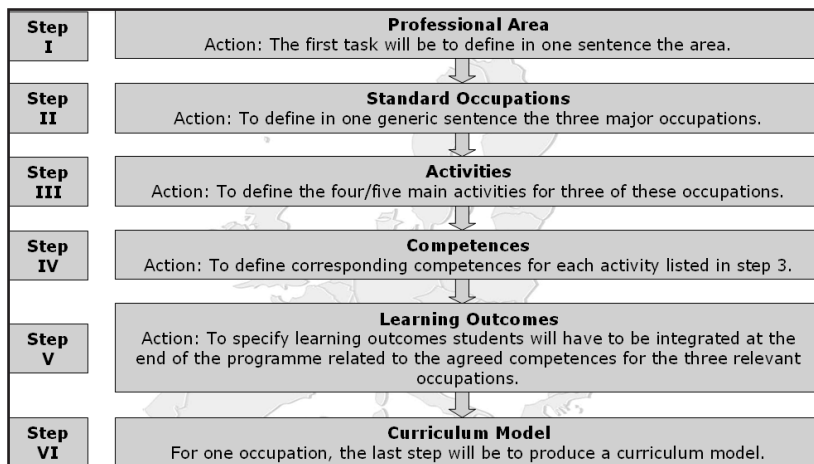


Figure 36: Six-Step-Model

5.2 Sport Coaching

Pat Duffy

5.2.1 Introduction

This report outlines the Six-Step-Model as it has been applied to coaching. The report provides an overall framework for the planning of curricula in coaching within the higher education sector, taking into account the evolving nature of the coaching qualification structure within Europe. The framework also provides higher education institutions with a set of reference points against which to plan and design courses within the context of their own educational and coaching systems. Finally, the relationship between coaching courses in the higher education sector and courses delivered by sports federations is also addressed.

Structure of the working group

The working group consisted of the following members:

- Dr Pat Duffy, Chief Executive, sports coach UK
- Mr Corrado Beccarini, CONI, Italy
- Dr Miguel Crespo, International Tennis Federation
- Mr Christophe DeBove, INSEP, France
- Dr Thierry Marique, Louvain, Belgium
- Mr Declan O Leary, National Coaching and Training Centre, Ireland
- Dr Laszlo Petrovic, Director, Coach Education, Semmelweis University
- Dr Jose Rodrigues, Rio Maior, Portugal

This Group also worked in parallel with a wider Review Group from the European Coaching Council (a sub-committee of the European Network of Sports Science Education and Employment) on the European Structure for the recognition of coaching qualifications. This approach ensured that there was a close relationship between the AEHESIS findings relating to coaching courses within the higher

education sector and the wider framework for the qualification of coaches within Europe. The interaction with the European Coaching Council Review Group also provided an additional and applied level of input into the overall directions taken within the AEHESIS project. The Review Group included representatives from the European Coaching Council (ECC), International Federations, European Olympic Committee, ICCE and ENSSEE.³

5.2.2 Structure of the Report

The structure of this report varies somewhat from the format employed in health & fitness, physical education and sport management in that it seeks to place the design of coaching curricula in the context of the evolving landscape of coaching qualifications within Europe. In the first instance, the definition of coaching will be provided. Secondly, principles that should underpin the education of coaches are outlined. Thirdly, the role and long-term development of the coach are dealt with. Fourthly, the Six-Step-Model as it relates to coaching is summarised. Finally, a set of principles underpinning the mutual recognition of coaching qualifications between the higher education sector and the sports federations are provided.

5.2.3 Definition of coaching

For the purposes of the project, coaching was defined as follows: The guided improvement, led by a coach, of sports participants in a single sport and at identifiable stages of the athlete/sportsperson pathway.

³ The composition of the Group was as follows: Chair: Dr Pat Duffy, sports coach UK and Chairman of the European Coaching Council; Mr Corrado Beccarini, CONI, Italy; Ms Jacqueline Braissant, Federation Equestre International; Mr Bruce Cook/ Mr Mark Harrington, International Rugby Board; Dr Miguel Crespo, International Tennis Federation; Mr Christophe DeBove, INSEP, France; Mr Elio Locatelli, International Amateur Athletics Federation; Dr Thierry Marique, Louvain, Belgium; Mr Declan O Leary, National Coaching and Training Centre, Ireland; Dr Ladislav Petrovic, Director, Coach Education, Semmelweis University; Mr Jose Rodrigues, Director, Rio Maior; Mr Agoston Schulek, European Athletics Association; Mr Ton Van Linder, European Handball Federation. External advisor: Mr John Bales, President, Coaching Association of Canada and President of the International Council for Coach Education.

Key coaching activities include needs analysis and planning; delivery of training sessions; coaching in competition settings and the on-going review of progress

The sport-specific nature of coaching is a key element of this definition, as is the linkage of coaching activity to specified population groups. It is recognised that coaches may play roles across a number of sports; or in developing discrete aspect of a sport such as fitness. However, for the purposes of this project, the definition has been focused sport and population specific activity.

The implication for higher education institutions is that courses that include coaching in their title, should equip students with the skills and relationships to coach in a sport, or a number of sports, to a specified level. This issue is dealt with in greater detail later in the paper.

5.2.4 Principles underpinning the education of coaches

There are a number of key principles that should be taken into account when coaching courses are being designed in the higher education sector. These principles also apply in the sports federation sector. The adoption of these principles by both sectors provides a basis for transparency and mutual recognition of qualifications in the future.

A. The purpose of coach education

Developing effective and ethical coaches should be a central feature of coach education programmes, underpinned by appropriate theoretical content

Coach education programmes should equip coaches to carry out the various elements of their role effectively and ethically. The coach should be provided with education in practical and theoretical (scientific) areas, which is closely linked with their day-to-day work. The work of coaches should be underpinned by a strong Code of Ethics and Conduct designed to protect the safety, welfare and rights of all sports participants.

B. Competence to do on the job

Coach education programmes should equip coaches with the competence to do the job.

The design of coach education programmes should be closely related to the needs of the labour market and/or the requirements of national/international federations. Coaches should be equipped to do the job, demonstrating and practising the skills that will enhance their effectiveness in fostering athlete progress, confidence, responsibility and empowerment. It should also be recognised that the role of the coach varies according to the pathway stage of the children, players and athletes. Some coaches will play mixed roles across the pathway, while others work at specific stages. The training and qualification of coaches should take the potential for diversification or specialisation of role into account, based on a clear analysis of the labour market and the needs of the relevant federations.

C. Learning modes

The format of coach education programmes should include a range of learning modes

Coach education programmes should consist of a combination of competence-based training; formal coach education sessions; individual learning; e-learning; distance learning; supervised practice and recognition of prior learning. Theoretical, practical and on-the-job training should be essential features of all coach education programmes, underpinned by an adherence to the Code of Ethics and Conduct.

Coaching expertise is built up through a combination of practical experience, formal training programmes and self-reflection

Coach education programmes are one part of the overall development of coaching expertise. These programmes provide essential building blocks and underpinning knowledge for coaches and are most effective when they are closely related to the experience and working context of the coach. The primary element of developing coaching expertise

comes from the practice of coaching, guided by well-structured education programmes and informed by the decision-making and self-reflection of the coach.

The design of coach education programmes should recognise prior learning and competence. Lifelong learning and a philosophy of continuous improvement should also be central features of coach education programmes. Informal and non-formal learning should be recognised and validated⁴.

D. Athlete⁵ and sportsperson⁶ development

Coach education programmes should be designed so that the coach has the competencies to assist the athletes and sportspersons in achieving their goals throughout their appropriate stage(s) of development.

Clear models of athlete and sportsperson development, both generic and sport specific, are central to the creation of participant-centred coach education programmes. The alignment of athlete and sportsperson development models with coach education programmes will maximise relevance and effectiveness for the participating coaches⁷. The early years of sport involvement should be characterised by a strong emphasis on enjoyment, the development of fundamental skills and the sampling of a range of sports activities.⁸ At all stages of athlete and sportsperson development coaches should seek to promote responsibility, decision-making and autonomy among athletes.

4 These terms are defined in the Glossary.

5 The term athlete refers to performance-oriented sports participants, including children, adolescents and adults

6 The term sportsperson refers to participation-oriented sports participants, including children, adolescents and adults

7 In cases where coaches play roles across a number of stages of athlete/sportsperson development, coach education programmes should provide the opportunity to develop competences and achieve learning outcomes that are relevant to each of the stages.

8 The approach taken to early sport experiences varies between countries and depending on whether sports are deemed to be early or late specialisation sports.

E. The coaching context

The context in which the coach will work, and the potential roles of the coach, should be taken into account when designing courses (e.g. club, federation/association, school, regional, national, international levels).

Coaching includes paid and unpaid aspects

The paid and unpaid aspects of coaching should be recognised in the development of the qualification structure. Recruitment and retention of coaches is an important consideration in the design of any coach education system.

F. Quality assurance systems

Coach education levels should be underpinned by systems of quality assurance and linked to national and European vocational qualification structures

All coach education programmes should be underpinned by quality assurance systems that meet the appropriate national and international criteria. These systems should ensure that the design, delivery, assessment and evaluation of coach education programmes are at the required standard against the relevant national and international norms.

G. Recognition of coaching qualifications

National and international federations, as well as the competent national authorities, have a central role in the education of coaches and tutors and in the recognition of coaching qualifications

The application of any coach education framework within the EU must have the capacity for sport-specific adaptation. Greater cooperation between the university and non-university sector in the education of coaches and the recognition of coaching qualifications is encouraged.

Transparency, information and guidance

The revised framework for recognising coaching qualifications should provide a transparent system to guide the design and recognition of coaching qualifications across the European Union and between sports.

5.2.5 Six-Step-Model

The AEHESIS Six-Step-Model for curriculum design was applied to coaching (see figure 37). The main outcomes of this process are described in the main text of this report, with more detailed examples provided in the appendices.

5.2.5.1 Professional area

The professional area is coaching a sport, as defined in section 3 above.

5.2.5.2 Standard occupations

Two main standard occupations within the professional area have been identified, each with two sub-components as follows:

A. Coach of participation-oriented sportspersons

1. Coach of beginners (child, junior, adult)
2. Coach of participation-oriented sportspersons (child, junior, adult)

A. Coach of performance-oriented athletes

1. Coach of talent identified/performance athletes (child, junior, adult)
2. Coach of full-time/high performance athletes

The standard occupations outlined above may be carried out in a volunteer, part-time or full-time context. It is also envisaged that many coaches may play roles in more than one of the categories listed. Differences will also exist in the nature of these roles between countries and from sport to sport. To maximise the clarity and effectiveness of the coaching roles, it is recommended that each sport/country have a clear specification of the stages and curriculum for long-term athlete and sportsperson development. This should then provide an important reference point for the identification of standard occupations and the associated education and qualification structure.

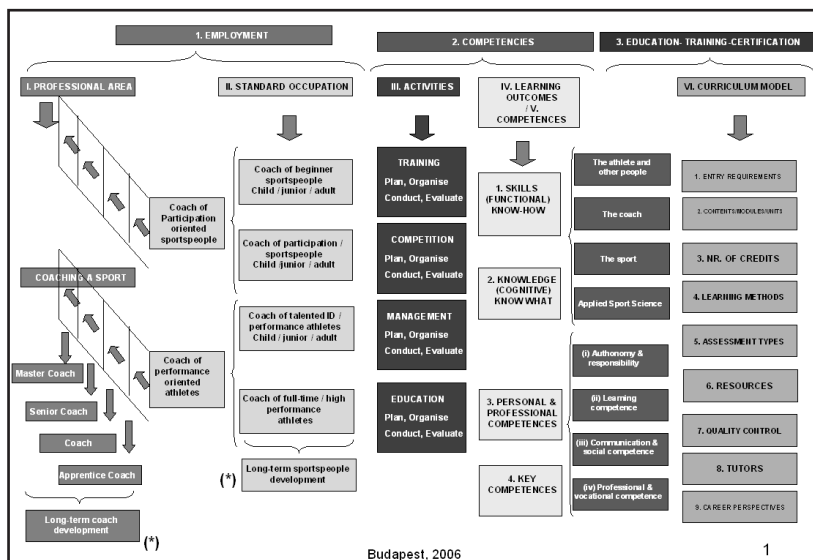


Figure 37: Sport coaching curriculum framework

It is also suggested that there are four main phases in the development of coaching expertise and these include early, middle, late, innovation.⁹ These phases of coaching expertise can be translated into coaching roles that have relevance for both the labour market and coach education programmes, as outlined in Table 4. These roles can, in turn, be related to the two main standard occupations.

During the review of the EU 5-level structure for the following qualification of coaches, the competences associated with each of these four coaching roles have been identified (see coaching appendix 1).

9

This classification is based on expertise literature (for example Ericson, 1994; Berliner, 2001). It is recognised that further research is required to more specifically identify the phases of associated with the development of coaching expertise.

Table 4: Suggested classification of coaching roles

Role title	Role description
Apprentice Coach	Assist more qualified coaches delivering aspects of coaching sessions, normally under supervision. Deliver coaching sessions under direction/support. Acquire and practice basic coaching competences.
Coach	Prepare for, deliver and review coaching sessions. Demonstrate basic coaching competence.
Senior Coach	Plan, implement and review annual coaching sessions. Demonstrate advanced coaching competence.
Master Coach	Plan, implement, analyse and revise multi-annual coaching programmes. Demonstrate advanced coaching competence, innovation and leadership.
Coach of participation-oriented sportspeople	
Coach of performance-oriented athletes	

5.2.5.3 Activities

The main activities associated with the coaching role are outlined in table 5.

Table 5: Activities and tasks associated with the coaching role

Activities
– Training: To prepare sportspeople for competition by planning, organising, conducting and evaluating the appropriate programmes and sessions – Competition: To plan, organise, conduct and evaluate the appropriate events, tournaments, programmes and matches – Management: To lead, direct or control people related to the sport – Education: To teach, instruct or mentor people related to the sport
Tasks
Within each activity, coaches perform the following tasks: – Plan: Ability to put together a step-by-step programme achieve a goal in a session, series of sessions, season, series of seasons – Organise: Ability to co-ordinate and make all the necessary arrangements to ensure that the goal will be achieved in an efficient and effective way – Conduct: Ability to carry out and execute the planned and organised task – Evaluate: Ability to study, analyse and decide on the utility, value, significance or quality of the above process – Research and self-reflection

5.2.5.4 Competences

The competences associated with the coaching role are outlined in table 6.

Table 6: Competences associated with the coaching role

- Knowledge: the use of theory and concepts, as well as informal tacit knowledge gained experientially
1. Knowledge of the sport a. Rules, b. Regulations, c. Facilities, d. Equipment, e. Specific characteristics of different modalities.
2. Knowledge of the people in the sport a. Athletes and their stages of development, b. Coaches themselves and their stages of development, c. Other fellow coaches, d. Parents and entourage, e. Officials, referees and agents, f. Schools, clubs and federations g. Media
3. Knowledge of sport sciences as related to the sport a. Technique; tactics; physical; and mental aspects of the sport b. Medicine, nutrition, first aid, injury prevention c. Methodology and pedagogy (didactics) d. Psychology and sociology e. Biomechanics f. Periodisation and planning, g. Training theory h. Lifestyle g. Sport-specific model of athlete development - Skills: the functions (know-how) a person should be able to do when functioning in a given area of work, learning or social activity - Personal, professional, ethical: knowing how to conduct oneself in a specific situation; and possessing certain personal and professional values - Generic/underpinning/key: Communication in mother tongue, communication in another language, basic competences in maths, science and technology, digital competence, learning to learn, interpersonal and civic competences, entrepreneurship and cultural expression

5.2.5.5 Learning outcomes

The development of learning outcomes is recommended in the following areas:

1. The athlete and other people
2. The Coach
3. The sport
4. Applied sports science
5. Autonomy and responsibility
6. Learning competence
7. Communication and social competence
8. Professional and vocational competence

Coaching appendix 2 and 3 provide examples of learning outcomes for the standard occupations of **Coach of participation-oriented sportspeople** and **Coach of Performance-Oriented Athletes**.

5.2.5.6 Curriculum model

In the design of courses within higher education, it is recommended that the definition of coaching adopted in this report be employed:

The guided improvement, led by a coach, of sports participants in a single sport and at identifiable stages of the athlete/sportsperson pathway.

Key coaching activities include needs analysis and planning; delivery of training sessions; coaching in competition settings and the on-going review of progress

Courses that include coaching in their title, should equip students with the skills and relationships to coach in a sport, or a number of sports, to a specified level. Table 7 provides an outline example of how such an approach might operate where 1, 2 and 3 sports respectively are included within the coaching programme.

Table 7: Possible curriculum models in the higher education sector: Bachelor's degree in coaching, with a specialism in one, two or three sports

N of sports/ coaching level	Apprentice Coach	Coach	Senior Coach	Master Coach
1	X	X	X (possible)	-----
2	X	X	-----	-----
3	X	X (possible)		

It is recommended that sport specific content should be delivered in a manner that is in line with the specification of the national federation. Federations will need to develop guidelines for the inclusion of sport specific coaching in higher education programmes. Adequate opportunities to engage in practical coaching during the course and through and work experience should be provided. Other curriculum models might include coaching as an element with other professional areas within physical activity/sport. Two examples are provided below:

1. Bachelor's degree in sports science with a specialism in coaching and one other area from physical education; health and fitness; sports management (maximum coverage of two sports and subject to the licensing criteria of the national federations)
2. Bachelor's degree in sport science with introductory specialisms in coaching one sport; physical education; health and fitness; sports management (maximum coverage of one sport and subject to the licensing criteria of the national federations)

Coaching appendix 2 and 3 provide details of the curriculum model for **Coach of participation-oriented sportspeople** and **Coach of Performance-Oriented Athletes**.

These models have been developed with reference to the four levels of the proposed revised framework for the qualification of coaches. It will be necessary for higher education institutions to determine to consider the following questions in designing the curriculum for their institution:

1. Which sport(s) do we wish to include in the course?
2. Which of the two standard occupations and their sub-components are to be covered on the course? (More than one of the standard occupations may be covered, depending on the duration of the course and the credit allocation to same – see section 5.2.5.2).
3. Which level(s) are targeted within each of the sports covered, with reference to the revised draft EU framework for the recognition of coaching qualifications. In the case of each sport and each standard occupation, four options are suggested: Apprentice Coach; Coach; Senior Coach and Master Coach. Appendices 1, 2 and 3 provide details of the competences associated with these levels and provide a reference point against which higher education institutions may plan their courses. Table 8 provides an overview of the levels; learning outcomes and coaching roles for reference purposes.
4. How do the key elements of the curriculum model apply to the course, namely entry requirements; content/modules/units; credits; learning methods; assessment type; resources; quality control; tutors; career perspectives. Appendix 2, 3 and 4 show examples of how each of these areas might be addressed?
5. Does the course provide a minimum threshold of credits in coaching?

Table 8: Reference points for the design of higher education courses in coaching

Level	Summary of learning outcomes	Coaching role reference point
1	Provide basic skills and knowledge for the apprentice coach role	Apprentice Coach
2	Consolidate skills and knowledge for the coach role	Coach
3	Provide advanced skills and knowledge for the senior coach role	Senior Coach
4	Provide advanced skills, knowledge, leadership and innovation for the master coach role	Master Coach
Coach of participation-oriented sportspersons		
Coach of performance-oriented sportspersons		

5.2.6. Framework for the recognition of coaching qualifications

In designing coaching courses within the higher education sector, it is recommended that the emerging scenario within the European context is considered. The Review of the EU Structure for the Recognition of Coaching Qualifications has made a number of recommendations in this regard and these are detailed below.

Based on the experiences of sports federations, higher education institutions and the national¹⁰ competent authorities in sports coach education, it is proposed that the overall framework for the recognition of sports coaching as a profession should take into account three main aspects:

1. education of sports coaches
2. qualification of sports coaches
3. licensing of sports coaches

¹⁰ References to national sports authorities or national federations can also include local, regional, continental and international organisations (federations).

5.2.6.1. Coaching qualifications

A revised framework for the recognition of coaching qualifications is proposed, linked to the stages of development of coaching expertise and based on the four levels of coach education outlined in Section 7. Table 9 provides an overview of the relationships between the revised proposed framework for the qualification of coaches and the EQF.

Table 9: Relationship between the proposed 4-level structure and the EQF 8-level structure

Level	Summary of learning outcomes	Coaching role reference point	EQF levels ¹
1	Provide basic skills and knowledge for the apprentice coach role	Apprentice Coach	2
2	Consolidate skills and knowledge for the coach role	Coach	3,4
3	Provide advanced skills and knowledge for the senior coach role	Senior Coach	5
4	Provide advanced skills, knowledge, leadership and innovation for the master coach role	Master Coach	6,7
Coach of participation-oriented sportspersons			
Coach of performance-oriented sportspersons			

5.2.6.2. Recognition of coaching qualifications

It is recommended that all national competent authorities¹¹ in coach education oversee, recognise and, if needed, conduct the sports coaching education programmes. These authorities may identify different public or private organisations or agencies to deliver these programmes, as recognised coaching education agencies.

¹¹ The national competent authority is a government-designated or recognised agency responsible for directly overseeing coach education programmes in one of the EU member states, within the context of the overall sports sector and the wider vocational framework. For example, central coaching/coach education agencies would fall into this category, assuming that agreed working arrangements exist with governing bodies. The national competent authority should ideally have a clear relationship with wider systems for the recognition of vocational training and with the higher education sector. Commercial agencies involved in coach education should be subject to quality assurance measures that have the agreement of the national competent authority and the relevant governing body of sport.

These recognised coach education agencies can be federations, universities-higher education institutions or public/private institutions/agencies as identified by the national competent authorities that will follow the guidelines set by the authorities.

Given the sport specific nature of coaching, the unique position of national federations in the conduct of coach education programmes is recognised.

The revised structure for the recognition of sport coach qualifications should consist of three primary strands:

1. Federation-based education
2. Higher Education-based education
3. Other recognised coaching education agencies -based education

i) **Federation-based education.** This strand is delivered, recognised and/or validated by federations at various levels of responsibility (local/regional/national/continental/international).

ii) **Higher Education-based education.** This strand is delivered, recognised and/or validated by institutions of higher education and/or other post second cycle institutions (e.g sports academies).

iii) **Other recognised coaching education agencies-based education.** This strand is delivered, recognised and/or validated by national competent authorities or by public or private organisations recognised by them. These organisations can be public or private institutions/agencies recognised by the national competent authorities.

Co-operation between the strands: Cooperation between these strands is recommended with a view to maximising the quality of coach education and the maximisation of resources.

Mutual recognition: It is recommended that all strands should be recognised by the rest of parties involved in the process for the following purposes:

- i) **Recognition of Federation, Higher Education, and recognised coach education agencies-based education by the National Sports Authorities:** It is recommended that this strand should be recognised by the national competent authorities for the purposes of integration into their education system and for the recognition of the experience and qualifications of coaches seeking further education in a non-university context.
- ii) **Recognition of Federation and recognised coach education agencies-based education by the Higher Education institutions:** It is recommended that these strands should be recognised by universities and higher education institutions for the purposes of integration into their courses and for the recognition of the experience and qualifications of coaches seeking further education in a university context.
- iv) **Recognition of Higher Education institutions and recognised coach education agencies-based education by the Federation:** It is recommended that these strands should be recognised by federations for the purposes of integration into their courses and for the recognition of the experience and qualifications of coaches seeking to obtain their coaching licence.

It is recommended that where joint-working occurs the parties cooperate in all aspects of the education process, regardless of the agency involved in delivery. Dialogue should occur early in the planning process, before the coach education process starts.

Table 10 provides an overview of the proposed framework for the recognition of coaching qualifications between the federation, higher education and other sectors.

Table 10: Outline framework for the recognition of coaching qualifications between sector

	National Competent Authorities recognise	
		
Federation-based education	Public or private coaching education agencies	Higher Education based education
MUTUAL RECOGNITION OF ALL QUALIFICATIONS FOR DIFFERENT PURPOSES		

Criteria for recognition should be developed by each strand, using the Overall Framework outlined in coaching appendices 1-4 and the Draft Curriculum Framework outlined in Figure 37.

5.2.7. Coaching Licence

As part of the process of moving coaching towards the status of a regulated profession, it is recommended that all coaches should hold a coaching licence¹². The sport-specific coaching licence should act as a registration and recognition system overseen and validated by the sports federations and, if needed, by the national competent authority. The coaching licence will be the primary criterion for the recognition of the coaches' mastery of the practical demands and competencies of sports coaching.

It is recommended that the sports coaching licence be issued by the relevant sport federation, with the recognition of the national competent authority. Appropriate systems and infrastructures will be needed within federations and EU member states to underpin this development.

¹² It is recognised that prior to formally taking up coaching, coaches may undertake a period of informal induction. The nature of this induction, or pre-coaching experience, will need to be identified within each sport, based on the model of long-term coach development that exists in the sport.

It is envisaged that a coaching licence will, over time, become be a mandatory requirement to coach at specified levels, with the timescale for this provision to be discussed and agreed within each sport and each country. Coach licensing schemes should also take account the volunteer, part-time and full-time paid nature of coaching.

The first step of licensing is the attainment of a formal qualification. The achievement of a sports coaching licence will derive from a combination of the following:

- i) **Coaching competence:** Demonstration of competence to coach at a given level of expertise (apprentice coach, coach, senior coach, and master coach) to:
- Beginners (child, junior, adult)
 - Participation/non-competitive sportspersons (child, junior, adult)
 - Talent identified/competitive athletes
 - High performance/full-time athletes

Coaching competence may be developed through a number of different routes, or a combination of routes, as outlined in ii) to iv) below.

- ii) **Coach education:** Completion of a systematic course of study which challenges discipline, commitment and willingness to learn on the part of the coach (to include a specified minimum number of hours with a tutor; self-study/distance learning; supervised practice), taking into account sport specific differences and which is recognised by the relevant national competent authorities and the federations.

Courses of study may take place within federation, national competent authorities, and higher education based programmes or a combination of them. Other courses of study may be considered based on their contribution to the competence and knowledge framework outlined in this document.

- iii) **Coaching practice:** Practical involvement in sports coaching for a specified period and with specified groups of sportspeople or coaches.
- iv) **Recognition of prior learning and current competence:** Recognition of the accredited learning and experience that are specific and applicable to the sports coaching context. Systems for the recognition of prior learning and current competence should be put in place and should include recognition of the experience of former athletes, as well as other relevant experience.

The coaching licence may be issued to coaches working in different stages of long-term sportspeople development (beginner, talent identified, high performance and professional) and at the different stages of long-term coach development (assistant coach, coach, senior coach, master coach). The licence may be issued for a given period of time and may be renewed after a successful completion of continuous education activities.

Where possible, the coaching licence may include the benefits of coaching insurance, legal assistance, access to continuous education programmes, resources and other benefits. Table 11 provides an overview of the proposed framework for the licensing of coaches.

The licensing of coaches should be seen as part of the wider process of the establishment of coaching as a regulated sector/profession within the physical activity/sport family. Further research is required to ensure that the development and positioning of the coaching profession takes account of experiences in other relevant areas and the emerging legislative frameworks within the European Union.

Table 11: Framework for the licensing of coaches

	National Competent Authority recognises	
		
Federation-based education	Public or private coaching education agencies	Higher Education based education
MUTUAL RECOGNITION OF QUALIFICATIONS (WHICH MAY LEAD TO A LICENCE IMMEDIATELY OR MAY REQUIRE COACHING EXPERIENCE/CONTINUING PROFESSIONAL DEVELOPMENT)		
		
(COACHING EXPERIENCE AND CONTINUING PROFESSIONAL DEVELOPMENT)		
COACHING LICENCE ISSUED BY THE FEDERATION or the national competent authority and recognised by the national competent authority		

Depending on the level and nature of the coaching qualification, the qualification may itself be regarded as the coaching licence initially. In such cases, it is envisaged that the maintenance of the licence would be contingent upon professional development activities within specified timescales.

The manner in which licensing is applied will vary according between sports and countries differences, although it is recommended that the licences for senior and master coaches should be comparable between sports and between countries.

Licences should specify the sport; level of expertise and standard occupation of the coach. The creation of licensing systems has significant resource implications that require careful consideration in each of the member states and in each sport.

5.2.8. Evaluation and next steps

In reviewing the progress of the project to date, the external evaluator, Mr John Bales has made the following comments:

The framework that has been presented has some key characteristics that place it at the forefront of coaching development, and that have important implications to the partners in coaching development. Table 12 below highlights the main characteristics of the new model (draft 3, as presented in Prague, September 2006), the implications of these characteristics, and issues that require further discussion.

Table 12: Characteristics, Implications and Issues for Discussion concerning the proposed European Coaching Model (draft 3, presented in Prague, Sept 2006)

Characteristic	Implications	Issues for Discussion
Professional Area: defined as the coach of a single sport	The specific competencies required for that sport will be incorporated in the learning programme, which creates a stronger linkage between the education body and the sport federations and employers	Some coaches coach more than one sport, particularly in the younger age groups. Transfer of credit from sport to sport will need to be addressed.
Specialization in first cycle programmes: Students in first cycle (bachelors) programmes specialize in one sport. (A more general programme allowing a focus on two or three sports is accommodated, but only allows students to progress to level 2)	Graduates of the programme are specialists, with well-developed competencies in a particular sport.	Higher education institutions need to ensure they have sport specific expertise.
Standard Occupations: are based on who is being coached - coach of participation-oriented sportspersons, or of performance-oriented athletes.	The learning programmes for the coaches can be oriented to the stage of development of the sportsperson/athlete, and hence to the job market and the needs of the coach.	Research is needed to confirm the size of the job market for these two occupations. To what degree should the learning programmes differ for these two occupations, and what are the financial / sustainability considerations of offering distinct programmes?

Characteristic	Implications	Issues for Discussion
Long Term Coach Development: the stages of development of the coach, from early to middle to late and to innovation, provide the basis for four coaching roles (apprentice, coach, senior, master) and a four level education model. (coaching levels 1, 2, 3, 4).	Coaches and employers can directly link the stage of development of the coach with the appropriate coaching roles and the education programmes. Different sports and countries will determine the titles of coaching roles and levels of education, depending on traditional structures and the job market.	Progress through the stages of coach development depends on experience and job performance as well as education. Student coaches graduating from university may still be at the early and middle stages of their development. The linkage between the coaching roles and education programme, the relation to EQF levels, and the division of responsibilities between sport federations and Higher Education institutions for delivery of the different levels of the coach education model requires further consideration.
Mutual recognition of qualifications: among Higher Education institutions, Sport Federations and recognized Coach Education Agencies.	Greater transparency and better articulation among coaching programmes, strengthened support for life long learning. Stronger relationships among the sectors and to the job market.	The basis for comparison between academic and non-academic programmes needs to be developed, considering methods to assess competencies, hours of study vs hours of coach experience etc.
Coach licensing: issued by the sport federation or the national competent authority	Development of a profession of coaching. Life long learning, requirements for professional development to retain the coaching licence.	Sport and country specific realities and cost factors will need to be considered.

The time taken to develop these characteristics of the coaching model, and the revision of the previous European 5 level structure, has been very well spent. Coaching development is a complex field, given the large number of sports each requiring specific development, and the mixture of voluntary, part-time and paid coaching positions. This work has set the foundation to move forward with the development of competencies and curriculum.

Detailed descriptions of the Coaching Competencies and Learning Outcomes for each of the Activities or job functions, and broken down for each of the Long Term coach Development roles, have been produced. A model curriculum for a Bachelor degree in sport coaching, indicating subjects, contact hours and ECTS units, has also been formulated. These now need to be reviewed and validated with a cross section from the sport and university sectors. Additional work is required to develop a model curriculum for the second cycle.

Recommendation:

Extensive consultation is required to review and validate the characteristics of the coaching model, the proposed competencies, and the model curriculum. Consultation should occur with additional sport federations, with Higher Education institutions, and with the leading international bodies that influence coaching development (for example the International Olympic Committee and International Council for Coach Education).

The Coaching Workgroup of the AEHESIS project has produced a visionary and innovative plan for the future of coaching and coach education in Europe. If implemented, it will place Europe at the forefront of coaching development. It is consistent with the aims of the AEHESIS project, both in terms of providing a basis for the alignment of educational structures and in relating those structures to the labour market. In so doing, it strongly supports the objectives of the Bologna Declaration.

A significant amount of additional work is required, both to complete aspects of the model and to consult and validate the proposals with an expanded target group of university and sport representatives. This is an essential step to ensure that the relationships between the partners are built effectively.

Although targeted primarily at the university sector, this work will have a direct impact on the sport sector, on sport federations and coach education agencies. It also has direct applications to coaching programmes in countries outside of Europe.

In moving the work of the project forward, it is intended to carry the recommendations of the external evaluator into the dissemination phase of the project. This will see a further and widespread consultation exercise, as well as the refinement of the model presented in this report. In the interim, it is hoped that the model and supporting material provided will act as a reference point to higher education institutions as they review existing courses and plan new courses where coaching is considered to be a significant component.¹³

13 Further review and discussion of the link to EQF is required. The EQF levels included in the table are based on a preliminary analysis and prior to the completion of the EQF development process

Appendix 1: Revised structure at levels 1 to 4 for the education and qualification of coaches³

Keywords/Level/role	Level 1: Apprentice Coach	Level 2: Coach	Level 3: Senior Coach	Level 4: Master Coach
Assist	x	x	x	
Plan	(x)	x	x	x
Deliver	(x)	x	x	x
Review	(x)	x	x	x
Supervise		x	x	x
Mentor		(x)	x	x
Coordinate		(x)	x	x
Manage		(x)	x	x
Innovate/research			(x)	x
Plan strategically			(x)	x
TASKS	To assist in coaching one or more sportspersons or athletes, delivering aspects of supervised coaching sessions.	Prepare for, deliver and review coaching sessions.	Plan, implement and review annual coaching sessions.	Plan, implement, analyse and revise multi-annual coaching programmes.
COMPETENCE	Practice basic coaching competences	Basic coaching competence.	Advanced coaching competence.	Advanced coaching competence, innovation and leadership.
ACTIVITIES				
Training	Organise participants, facilities and equipment under supervision. Conduct sessions or parts of sessions under supervision Review sessions under supervision	Plan training sessions, taking account of participant needs Organise and conduct safe and effective training sessions Review training sessions	Plan training sessions and annual plans, taking account of participant needs Organise and conduct safe and effective training sessions and season plans Review training sessions and season plans	Plan training sessions, annual and multi-annual plans, taking account of participant needs Organise and conduct safe and effective training sessions, season and multi-season plans Review training sessions, season and multi-season plans
Competition	Organise safe competitions, conduct and review coaching at competitions under supervision	Plan and Organise safe competitions, in line with the needs of participants. Conduct and review coaching at competitions	Plan and Organise safe competitions and annual competition plans, in line with the needs of participants. Conduct and review coaching at competitions and as part of annual competition plans	Plan and Organise safe competitions, annual and multi-annual competition plans, in line with the needs of participants. Conduct and review coaching at competitions and as part of annual and multi-annual competition plans
Management	No role	Coordinate the development of sportspersons through the delivery of a series of coaching sessions and competitions	Plan, organise and review the management of participant careers, other coaches and the integration of sports science experts and others	Plan, organise and review the management of participant careers, other coaches and the integration of sports science experts and the wider organization
Education	Assist in the education of participants	Plan, organise, conduct and review education of participants and apprentice coaches	Plan, organise, conduct and review the education of participants, parents, other coaches and the wider organization	Plan, organise, conduct and review the education of participants, parents, other coaches and the wider organization
Admission conditions	Pending discussion	Pending discussion	Pending discussion	Pending discussion
Minimum duration	Pending discussion	Pending discussion	Pending discussion	Pending discussion

³ This table applies to coaches of participation-oriented sportspersons (beginners and participation/non-high performance sportspersons), as well as to coaches of performance-oriented participants (talent identified athletes/high performance athletes). The organisation of coach education programmes should consider these classifications, although it is recognised that there will be sport and country specific variations.

Sports coaching				
Performance coach				
Predominantly coaches competitive and talent identified people in sport				
Long Term Coach Development Label	APPRENTICE COACH	COACH	SENIOR COACH	MASTER COACH
Main role	Assist more qualified coaches, delivering aspects of coaching sessions, normally under supervision	Prepare for, deliver, and review coaching sessions	Plan, implement, analyse and revise coaching programmes	Plan, implement, analyse and revise long-term (multi-annual) coaching programmes
Coaching experience	This coach has little or no experience in coaching sportspeople at this level.	This coach has a relative short experience in coaching sportspeople at this level.	This coach has a considerable experience in coaching sportspeople at this level.	This coach has a solid experience in coaching sports people at this level.
Positioning	This coach reports to the rest of the coaches in the structure but directly to the supervising coach.	This coach directs assistant coaches and reports to the expert or master coach.	This coach directs assistant and coaches, and reports to the master coach.	This coach directs all coaches and does not report to any coach in the structure.
Responsibility	This coach has limited responsibility in the coaching process.	This coach has limited to considerable amount of responsibility in the coaching process.	This coach has full or considerable responsibility in the coaching process.	This coach has full or total responsibility in the coaching process.
Entry requirements	18 years old N/A Academic Primary studies	18 years old Basic skill level Primary or secondary studies?	N/A Intermediate-Advanced Skill Level Secondary studies	N/A Advanced Skill Level Secondary studies
Career perspectives	N/A To become a coach.	Relevant (could be quantified?) To become an expert coach.	Important To become a master coach, sports tutor, sports researcher, sports manager.	Fundamental To become a sports tutor, sports researcher, sports manager.
Tutors	A minimum of a Coach qualification is required to be tutor of sport specific disciplines in associate coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses.	A minimum of an expert coach qualification is required to be tutor of sport specific disciplines in coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses.	A minimum of a master coach qualification is required to be tutor of sport specific disciplines in coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses. A masters degree is recommended.	A minimum of a master coach qualification is required to be tutor of sport specific disciplines in coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses. A masters or Ph.D. degree is recommended.
Resources	General manuals and other resources (DVDs, etc.) on coaching which include basic generic sport science information and sports specific issues.	General manuals and other resources (DVDs, etc.) on coaching which include specific sport science information and specific issues as per the given sport.	Specific manuals and other resources (DVDs, etc.) on coaching which include specific sport science information and specific issues as per the specific sport. Research articles in the given sport.	Resources include specific sport science information and specific issues as per the given sport. Research articles in the specific sport and in other sports.

Long Term Coach Development Label Contents / Modules / Units (revisit once competencies are agreed)	APPRENTICE COACH	COACH	SENIOR COACH	MASTER COACH
	Basic: 1. Knowledge of the sport (technique, tactics, rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory).	General: 1. Knowledge of the sport (technique, tactics, rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, nutrition).	Comprehensive: 1. Knowledge of the sport (technique, tactics, rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, officials, agents, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, nutrition, sociology, marketing, history, management) 4. Research methods	Complete knowledge of: 1. Knowledge of the sport (rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, officials, agents, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, nutrition, sociology, marketing, history, management) 4. Research methods
Learning methods	Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, networking)	Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, action research, networking)	Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, action research, networking)	Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, action research, networking)
Assessment types	Practical (coaching session, skill test) or theoretical tests where applicable. Recognition of current competence (coaching experience, playing experience, educational experience).	Practical (coaching session, skill test) or theoretical tests where applicable. Recognition of current competence (coaching experience, playing experience, educational experience).	Practical (coaching session, skill test) or theoretical tests where applicable. Possible post-course paper. Recognition of current competence (coaching experience, playing experience, educational experience).	Practical (coaching session, skill test) or theoretical tests where applicable. Post-course research paper. Recognition of current competence (coaching experience, playing experience, educational experience).
Number of credits (1 Credit = 25 hours). Including all types of learning methods. To be reviewed. Quality control	4	8	16	32
	Provided by sports federation, education and training regulatory bodies. Sports coaching education recognised agencies and national sports coaching authorities.	Provided by sports federation, educational and sectoral regulatory bodies, as well as by expert review based on institutional or sector based agreements. Sports coaching education recognised agencies and national sports coaching authorities.	Provided by sports federation, expert evaluation coupled by institutional procedural requirements usually involving a third party review. Sports coaching education recognised agencies and national sports coaching authorities.	Provided by sports federation, expert peer review and evaluation coupled with institutional procedural requirements. Sports coaching education recognised agencies and national sports coaching authorities.
Activities/job Tasks functions	Learning Outcome - Competency 1: Skills (Know-how)	Learning Outcome - Competency 1: Skills (Know-how)	Learning Outcome - Competency 1: Skills (Know-how)	Learning Outcome - Competency 1: Skills (Know-how)

General Skills	General	The coach is able to use basic skills to carry out simple tasks or in which action is governed by rules defining routines and strategies. The coach can select and apply basic methods, tools and materials.	This coach is able to use a range of specific and practical skills to carry out tasks through the personal interpretation of the selection and adjustment of methods, tools and materials. The coach can evaluate different approaches to tasks and outcomes in terms of strategic approach used.	This coach is able to develop strategic and creative responses in researching solutions to problems demonstrating innovative methods and mastery of tools in a specialised field. The coach can demonstrate transfer of theoretical and practical knowledge in creating solutions to problems and devise and sustain arguments to solve problems.	This coach is able to diagnose problems by integrating knowledge from new fields and make judgements with limited information. The coach can develop new skills in response to emerging knowledge and techniques, as well as research, conceive, design, implement and adapt projects that lead to new knowledge and procedural solutions.
	Training				
		Plan	This coach has no skills applicable for this task under this activity.	This coach is able to design training sessions plans (mostly technical and tactical), based on sportspeople characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of annual training plans.	This coach is able to design sessions plans (technical, tactical, physical and mental) and annual and pluri-annual training plans (technical, tactical, physical and mental) based on sportspeople characteristics, sports discipline demands, and sports science principles.
		Organise	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the training session under supervision while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the training while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the training while ensuring a safe environment.
		Conduct	This coach is able to conduct the training of sportspeople at this level under supervision while ensuring a safe environment.	This coach is able to conduct the training of sportspeople at this level while ensuring a safe environment.	This coach is able to conduct the training of sportspeople at this level while ensuring a safe environment.
		Evaluate	This coach is able to evaluate the training of sportspeople at this level under supervision.	This coach is able to evaluate the training of sportspeople at this level.	This coach is able to evaluate the training of sportspeople at this level.
	Competition	Plan	This coach has no skills applicable for this task under this activity.	This coach is able to design match and tournament/event plans and schedules based on sportspeople characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of annual competition plans.	This coach is able to design match and tournament/event, annual and pluri-annual competition plans and schedules based on sportspeople characteristics, sports discipline demands, and sports science principles.

Long Term Coach Development Label		APPRENTICE COACH	COACH	SENIOR COACH	MASTER COACH
Competition	Organise	This coach is able to organise the sportspeople, and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition under supervision while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the competition while ensuring a safe environment. This coach is also able to decide on the rules and regulations for the competition under supervision.	This coach is able to organise the sportspeople, and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition while ensuring a safe environment.
	Conduct	This coach is able to conduct the competition of sportspeople at this level under supervision while ensuring a safe environment.	This coach is able to conduct the competition of sportspeople at this level while ensuring a safe environment and respecting the rules and regulations.	This coach is able to conduct the competition of sportspeople at this level while ensuring a safe environment and respecting the rules and regulations.	This coach is able to conduct the competition of sportspeople at this level while ensuring a safe environment and respecting the rules and regulations.
	Evaluate	This coach is able to evaluate the issues related to the competition of sportspeople at this level under supervision.	This coach is able to generally evaluate the issues related to the competition of sportspeople at this level.	This coach is able to evaluate in depth the issues related to the competition of sportspeople at this level.	This coach is able to evaluate in depth the issues related to the competition of sportspeople at this level.
	Plan	This coach has no skills applicable for this task under this activity.	This coach is able to plan the management of the career of competitive sportspeople the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to plan the management of the career of competitive sportspeople the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to plan the management of the career of competitive sportspeople the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.
	Organise	This coach has no skills applicable for this task under this activity.	This coach is able to organise the management of the career of competitive sportspeople the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to organise the management of the career of competitive sportspeople the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to organise the management of the career of competitive sportspeople the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.
Management	Conduct	This coach has no skills applicable for this task under this activity.	This coach is able to manage the career of competitive sportspeople, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to manage the career of competitive sportspeople, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to manage the career of competitive sportspeople, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.
	Evaluate	This coach has no skills applicable for this task under this activity.	This coach is able to evaluate the management process of the career of competitive sportspeople, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to evaluate the management process of the career of competitive sportspeople, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to evaluate the management process of the career of competitive sportspeople, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.

Education	Plan	This coach has no skills applicable for this task under this activity.	This coach is able to plan the education of the sportspeople and of the novice coaches under supervision.	This coach is able to plan the education of the sportspeople, of the rest of the coaches, and other related people (parents) and experts.
	Organise	This coach has no skills applicable for this task under this activity.	This coach is able to organise the education of the sportspeople and of the novice coaches under supervision.	This coach is able to organise the education of the sportspeople, of the rest of the coaches, and other related people (parents) and experts.
	Conduct	This coach has no skills applicable for this task under this activity.	This coach is able to educate the sportspeople and the novice coaches under supervision.	This coach is able to educate the sportspeople, the rest of the coaches, and other related people (parents) and experts.
	Evaluate	This coach has no skills applicable for this task under this activity.	This coach is able to evaluate the educational process of the sportspeople and the novice coaches under supervision.	This coach is able to evaluate the educational process of the sportspeople, the rest of the coaches, and other related people (parents) and experts.
	Tasks	Learning Outcome - Competency 2: Knowledge (know-what)	Learning Outcome - Competency 2: Knowledge (know-what)	Learning Outcome - Competency 2: Knowledge (know-what)
Activities/job functions	General	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas when working with competitive sportspeople	This coach applies a wide range of practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology. The coach can evaluate outcomes in terms of strategic approach used.	This coach uses highly specialised theoretical and practical knowledge some of which is at the forefront of coaching to critically analyse, evaluate and synthesise new and complex ideas. The coach can extend or redefine existing knowledge or professional practice in coaching.
	Training	This coach has basic general knowledge and main ideas on the planning tasks for the training activities of competitive sportspeople	This coach knows the fundamentals of session planning (mostly technical and tactical), the basic elements of LTSD related to the level of performance of the sportspeople, the basic demands of the sports discipline, and the fundamental principles of sports science.	This coach has an in depth knowledge of all the principles of session and annual planning (technical, tactical, physical and mental), all the elements of LTSD related to the level of performance of the sportspeople, all the demands of the sports discipline, and the principles of sports science.
Training	Plan	This coach has basic knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.	This coach has general knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.	This coach has an in depth knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.
	Organise	This coach has basic knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.	This coach has general knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.	This coach has an in depth knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.

Long Term Coach Development Label	Long Term Coach Development Label			MASTER COACH
	APPRENTICE COACH	COACH	SENIOR COACH	
Conduct	This coach has a basic knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.	This coach has a general knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.	This coach has an in depth knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.	This coach has an in depth knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.
Competition	This coach has a basic knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has a basic knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has a basic knowledge of self-performance evaluation during training.	This coach has a general knowledge of assessment and evaluation procedures of the lesson: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has a general knowledge of self-performance evaluation during training.	This coach has an in depth knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has an in depth knowledge of self-performance evaluation during training, and also knows how to evaluate the performance of other coaches.	This coach has an in depth knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has an in depth knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has an in depth knowledge of self-performance evaluation during training, and also knows how to evaluate the performance of other coaches.

Competition Management	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks for the competition activities of competitive sportspeople	This coach has a general knowledge of match and tournament/event planning and scheduling, of the sportspeople competitive needs, of the competitive demands of the sport (travel), and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans.	This coach has an in depth knowledge of match and tournament/event planning and scheduling, of the sportspeople competitive needs, of the competitive demands of the sport (travel), and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. Additionally, this coach has a general knowledge of the same contents as related to annual tournament/event scheduling.	This coach has an in depth knowledge of match and tournament/event planning and scheduling, of the sportspeople competitive needs, of the competitive demands of the sport (travel), and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. Additionally, this coach has an in depth knowledge of the same contents as related to annual tournament/event scheduling.
	Organise	This coach has a basic knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.	This coach has a general knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.	This coach has an in depth knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.	This coach has an in depth knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.
	Conduct	This coach has a basic knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.	This coach has a general knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.	This coach has an in depth knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.	This coach has an in depth knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.
	Evaluate	This coach has a basic knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.	This coach has a general knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.	This coach has an in depth knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.	This coach has an in depth knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.
	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the management activities of competitive sportspeople.	This coach has a general knowledge of planning activities (goal setting, task assignment, etc.) for managing sportspeople, and a basic knowledge of planning the management of novice coaches.	This coach has an in depth knowledge of planning activities (goal setting, task assignment, etc.) for managing sportspeople, and a general knowledge of planning the management of novice, assistant coaches, and other people related .	This coach has an in depth knowledge of planning activities (goal setting, task assignment, etc.) for managing sportspeople, and a general knowledge of planning the management of novice, assistant coaches, and other people related .

Long Term Coach Development Label		APPRENTICE COACH	COACH	SENIOR COACH	MASTER COACH
Management	Organise	This coach has basic general knowledge on the organisation tasks of competitive sportspeople.	This coach has a general knowledge of the organisation of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the organisation of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the organisation of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.
	Conduct	This coach has basic general knowledge on the management of competitive sportspeople.	This coach has a general knowledge of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.
	Evaluate	This coach has basic general knowledge on the evaluation of the management activities of competitive sportspeople.	This coach has a general knowledge of the evaluation of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the evaluation of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the evaluation of the management of the career of competitive sports people (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.
	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the educational activities of competitive sportspeople.	This coach has a basic knowledge on the planning activities for the education of sportspeople and novice coaches.	This coach has a general knowledge on the planning activities for the education of sportspeople and novice assistant coaches, and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the planning activities for the education of sportspeople and coaches, and other people related to the sport.
Education	Organise	This coach has basic general knowledge on the organisation tasks of the educational activities of competitive sportspeople.	This coach has a basic knowledge on the organisation of educational activities of sportspeople and novice coaches.	This coach has a general knowledge on the organisation of the education of sportspeople and novice assistant coaches, and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the organisation of educational activities of sportspeople and coaches, and other people related to the sport.
	Conduct	This coach has basic general knowledge on the management of competitive sportspeople.	This coach has a basic knowledge on the education of sportspeople and novice coaches.	This coach has a general knowledge on the education of sportspeople and novice assistant coaches, and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the education of sportspeople and coaches, and other people related to the sport.

	Evaluate	This coach has basic general knowledge on the evaluation of the educational activities of competitive sportspeople.	This coach has a basic knowledge on the evaluation of the educational activities of sportspeople and novice coaches.	This coach has a general knowledge on the evaluation activities for the education of sportspeople and novice and assistant coaches, and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the evaluation of the educational activities of sportspeople and coaches, and other people related to the sport.
Activities/job functions All	Types Autonomy / responsibility	Learning Outcome - Competency 3: Personal, ethical, professional (to be) or responsibility. This coach completes work or tasks under direct supervision and demonstrates effectiveness in simple contexts. This coach can take limited responsibility for improvement in performance in work in familiar groups.	Learning Outcome - Competency 3: Personal, ethical, professional (to be) or responsibility. This coach has little autonomy or responsibility. This coach can take responsibility for completion of tasks and demonstrate some independence in role in work in stable context but with some changes in factors. This coach can manage role under guidance in predictable work contexts. This coach can supervise routine works of others and can take some responsibility for training and educating other coaches.	Learning Outcome - Competency 3: Personal, ethical, professional (to be) or responsibility. This coach has considerable autonomy and responsibility. This coach can manage projects independently that require problem solving. This coach shows creativity and initiative in developing projects and managing people and processes that include review self-performance, training others to develop team performance.	Learning Outcome - Competency 3: Personal, ethical, professional (to be) or responsibility. This coach has full autonomy and responsibility. This coach demonstrates leadership and innovation in contexts that are new, complex and predictable that require the solving of problems that involve many interacting factors. This coach can review strategic performance of teams.
	Learning	This coach accepts and seeks guidance on learning.	This coach takes responsibility for own learning and demonstrates self-direction in learning	This coach evaluates own learning and identify learning needs.	This coach demonstrates autonomy in the direction of learning, capacity for sustained commitment to development of new ideas or processes, and a high level understanding of learning processes.
	Communication / social	This coach can respond to simple but detailed written and oral communication. The coach can demonstrate social role for self and can adjust it to different social settings.	This coach can produce and respond to detailed written and oral communication even in unfamiliar contexts. The coach can take responsibility for using self understanding to change behaviour.	This coach can communicate ideas, problems and solutions to different audiences using a range of techniques involving qualitative and quantitative information. This coach can express a comprehensive internalised personal world view manifesting solidarity with others.	This coach can communicate project outcomes and methods with authority through engaging in critical dialogue with different audiences. This coach can scrutinise and reflect on social norms and relationships and lead action to change them.
	Professional / vocational	This coach can demonstrate awareness of procedures for solving problems by using the information provided.	This coach can solve problems using and integrating well known information from expert sources taking account of relevant social and ethical issues.	This coach can formulate responses to abstract and concrete problems. The coach can demonstrate experience of operational interaction within a complex environment. The coach can make judgements based on social and ethical issues that arise in work.	This coach can solve problems by integrating complex, incomplete and unfamiliar knowledge sources. The coach can perform critical analysis, evaluation and synthesis of new and complex ideas and strategic decision making based on these processes. The coach can demonstrate experience of operational integration within a complex environment. The coach can promote social, and ethical advancement through actions.

Appendix 3									
Sport									
Professional area		Sports coaching							
Name of stand-ard occupation / Target group		Coach of participation oriented players (children/adolescents/adults)							
Other equivalent names (if any)		Trainer							
Definition of the role		Predominantly coaches people of all ages to enjoy participation in sport							
Long Term Coach Development Label			ASSOCIATE COACH	COACH		EXPERT COACH	MASTER COACH		
Main role			Assist more qualified coaches, delivering aspects of coaching sessions, normally under supervision	Prepare for, deliver, and review coaching sessions		Plan, implement, analyse and revise annual coaching programmes	Plan, implement, analyse and revise pluri-annual coaching programmes		
Coaching experience			This coach has little or no experience in coaching sportspeople at this level.	This coach has a relative short experience in coaching sportspeople at this level.		This coach has a considerable experience in coaching sportspeople at this level.	This coach has a solid experience in coaching sports people at this level.		
Positioning			This coach reports to the rest of the coaches in the structure but directly to the assistant coach.	This coach directs assistant coaches and reports to the expert or master coach.		This coach directs assistant and coaches, and reports to the master coach.	This coach directs all coaches and does not report to any coach in the structure.		
Responsibility			This coach has limited or no responsibility in the coaching process.	This coach has limited to considerable amount of responsibility in the coaching process.		This coach has full or considerable responsibility in the coaching process.	This coach has full or total responsibility in the coaching process.		
Entry requirements		App. Age	16 years old	18 years old		18 years or older	N/A		
		Skill level	N/A	Basic skill level		Intermediate-Advanced Skill Level	Intermediate-Advanced Skill Level		
		Academic level	Basic studies	Primary studies		Secondary studies	Secondary studies		

	Experience	N/A	Relevant	Important	Fundamental
Career perspectives		To become an assistant coach.	To become an expert coach.	To become a master coach, sports tutor, sports researcher, sports manager.	To become a sports tutor, sports researcher, sports manager.
Tutors		A minimum of a Coach qualification is required to be tutor of sport specific disciplines in assistant coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses.	A minimum of an expert coach qualification is required to be tutor of sport specific disciplines in coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses.	A minimum of a master coach qualification is required to be tutor of sport specific disciplines in coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses. A masters or Ph.D. degree is recommended.	A minimum of a master coach qualification is required to be tutor of sport specific disciplines in coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses. A masters or Ph.D. degree is recommended.
Resources		General manuals and other resources (DVDs, etc.) on coaching which include basic sport science information related to generalities of sports and some specific issues as per the given sport.	General manuals and other resources (DVDs, etc.) on coaching which include specific sport science information and specific issues as per the given sport.	Specific manuals and other resources (DVDs, etc.) on coaching which include specific sport science information and specific issues as per the specific sport. Research articles in the given sport.	Specific manuals and other resources (DVDs, etc.) on coaching which include specific sport science information and specific issues as per the given sport. Research articles in the specific sport and in other sports.
Contents / Modules / Units		Basic knowledge of: 1. Knowledge of the sport (rules, regulations, equipment, facilities, competitions). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, etc.). 3. Sports science (pedagogy, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory).	General knowledge of: 1. Knowledge of the sport (rules, regulations, equipment, facilities, competitions). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, etc.). 3. Sports science (pedagogy, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation).	Comprehensive knowledge of: 1. Knowledge of the sport (rules, regulations, equipment, facilities, competitions). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, officials, agents, etc.). 3. Sports science (pedagogy, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, sociology, marketing, history).	Complete knowledge of: 1. Knowledge of the sport (rules, regulations, equipment, facilities, competitions). 2. Knowledge of people (athletes, coaches, parents, colleagues, media officials, agents, etc.). 3. Sports science (pedagogy, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, sociology, marketing, history, management). 4. Research methods
Learning methods		Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Recognition of accredited prior learning (coaching experience, playing experience, educational experience).	Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Recognition of accredited prior learning (coaching experience, playing experience, educational experience).	Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Recognition of accredited prior learning (coaching experience, playing experience, educational experience).	Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Recognition of accredited prior learning (coaching experience, playing experience, educational experience).

Long Term Coach Development Label	ASSOCIATE COACH	COACH	EXPERT COACH	MASTER COACH
Assessment types	Practical (coaching session, skill test) or theoretical tests where applicable.	Practical (coaching session, skill test) or theoretical tests where applicable.	Practical (coaching session, skill test) or theoretical tests where applicable. Possible post-course paper.	Practical (coaching session, skill test) or theoretical tests where applicable. Post-course research paper.
Number of credits (1 Credit = 25 hours)	4	8	16	32
Quality control	Provided by education and training regulatory bodies. Sports coaching education recognised agencies and national sports coaching authorities.	Provided by educational and sectoral regulatory bodies, as well as by expert review based on institutional or sector based agreements. Sports coaching education recognised agencies and national sports coaching authorities.	Provided by expert evaluation coupled by institutional procedural requirements usually involving a third party review. Sports coaching education recognised agencies and national sports coaching authorities.	Provided by expert peer review and evaluation coupled with institutional procedural requirements. Sports coaching education recognised agencies and national sports coaching authorities.
Activities/job functions	Learning Outcome - Competency 1: Skills (Know-how)	Learning Outcome - Competency 1: Skills (Know-how)	Learning Outcome - Competency 1: Skills (Know-how)	Learning Outcome - Competency 1: Skills (Know-how)
General Skills	This coach is able to use basic skills to carry out simple tasks or in which action is governed by rules defining routines and strategies. The coach can select and apply basic methods, tools and materials	This coach is able to use a range of specific and practical skills to carry out tasks through the personal interpretation of the selection and adjustment of methods, tools and materials. The coach can evaluate different approaches to tasks and outcomes in terms of strategic approach used.	This coach is able to develop strategic and creative responses in researching solutions to problems demonstrating innovative methods and mastery of tools in a specialised field. The coach can demonstrate transfer of theoretical and practical knowledge in creating solutions to problems and devise and sustain arguments to solve problems.	This coach is able to diagnose problems by integrating knowledge from new fields and make judgements with limited information. The coach can develop new skills in response to emerging knowledge and techniques, as well as research, conceive, design, implement and adapt projects that lead to new knowledge and procedural solutions.
Training	This coach has no skills applicable for this task under this activity.	This coach is able to design training session plans (mostly technical and tactical), based on sportpeople characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of annual training plans.	This coach is able to design training sessions plans (technical, tactical, physical and mental) and annual training plans (mostly technical and tactical), based on sportpeople characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of pluri-annual training plans (physical and mental).	This coach is able to design training sessions plans (technical, tactical, physical and mental) and annual and pluri-annual training plans (technical, tactical, physical and mental) based on sportpeople characteristics, sports discipline demands, and sports science principles.

Competition	Organise	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the training session under supervision while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the training while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the training while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the training while ensuring a safe environment.
	Conduct	This coach is able to conduct the training of sportspeople at this level under supervision while ensuring a safe environment.	This coach is able to conduct the training of sportspeople at this level while ensuring a safe environment.	This coach is able to conduct the training of sportspeople at this level while ensuring a safe environment.	This coach is able to conduct the training of sportspeople at this level while ensuring a safe environment.
	Evaluate	This coach is able to evaluate the training of sportspeople at this level under supervision.	This coach is able to evaluate the training of sportspeople at this level under supervision.	This coach is able to evaluate the training of sportspeople at this level.	This coach is able to evaluate the training of sportspeople at this level.
	Plan	This coach has no skills applicable for this task under this activity.	This coach is able to design match and tournament/event plans and schedules based on sportspeople characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of annual competition plans.	This coach is able to design match and tournament/event as well as annual competition plans and schedules based on sportspeople characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of pluri-annual competition plans.	This coach is able to design match and tournament/event, annual and pluri-annual competition plans and schedules based on sportspeople characteristics, sports discipline demands, and sports science principles.
	Organise	This coach is able to organise the sportspeople, and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition under supervision while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities needed for the competition while ensuring a safe environment. This coach is also able to decide on the rules and regulations for the competition under supervision.	This coach is able to organise the sportspeople, and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition while ensuring a safe environment.	This coach is able to organise the sportspeople, and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition while ensuring a safe environment.
	Conduct	This coach is able to conduct the competition of sportspeople at this level under supervision while ensuring a safe environment.	This coach is able to conduct the competition of sportspeople at this level while ensuring a safe environment and respecting the rules and regulations.	This coach is able to conduct the competition of sportspeople at this level while ensuring a safe environment and respecting the rules and regulations.	This coach is able to conduct the competition of sportspeople at this level while ensuring a safe environment and respecting the rules and regulations.
	Evaluate	This coach is able to evaluate the issues related to the competition of sportspeople at this level under supervision.	This coach is able to generally evaluate the issues related to the competition of sportspeople at this level.	This coach is able to evaluate in depth the issues related to the competition of sportspeople at this level.	This coach is able to evaluate in depth the issues related to the competition of sportspeople at this level.

Long Term Coach Development Label		ASSOCIATE COACH	COACH	EXPERT COACH	MASTER COACH
Management	Plan	This coach has no skills applicable for this task under this activity.	This coach is able to plan the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to plan the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to plan the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.
	Organise	This coach has no skills applicable for this task under this activity.	This coach is able to organise the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to organise the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to organise the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.
	Conduct	This coach has no skills applicable for this task under this activity.	This coach is able to manage the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to manage the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to manage the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.
	Evaluate	This coach has no skills applicable for this task under this activity.	This coach is able to evaluate the management process of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.	This coach is able to evaluate the management process of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.	This coach is able to evaluate the management process of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation.
Education	Plan	This coach has no skills applicable for this task under this activity.	This coach is able to plan the education of the sportspeople and of the novice coaches under supervision.	This coach is able to plan the education of the sportspeople and of the novice and assistant coaches, and of other related people (parents).	This coach is able to plan the education of the sportspeople, of the rest of the coaches, and other related people (parents) and experts.
	Organise	This coach has no skills applicable for this task under this activity.	This coach is able to organise the education of the sportspeople and of the novice coaches under supervision.	This coach is able to organise the education of the sportspeople and of the novice and assistant coaches, and of other related people (parents).	This coach is able to organise the education of the sportspeople, of the rest of the coaches, and other related people (parents) and experts.

	Conduct	This coach has no skills applicable for this task under this activity.	This coach is able to educate the sportspeople and the novice coaches under supervision.	This coach is able to educate the sportspeople, the novice and assistant coaches, and other related people (parents).	This coach is able to educate the sportspeople, the rest of the coaches, and other related people (parents) and experts.
	Evaluate	This coach has no skills applicable for this task under this activity.	This coach is able to evaluate the educational process of the sportspeople and the novice coaches under supervision.	This coach is able to evaluate the educational process of the sportspeople, the novice and assistant coaches, and other related people (parents).	This coach is able to evaluate the educational process of the sportspeople, the rest of the coaches, and other related people (parents) and experts.
Activities/job functions	Tasks	Learning Outcome - Competency 2: Knowledge (know-what)	Learning Outcome - Competency 2: Knowledge (know-what)	Learning Outcome - Competency 2: Knowledge (know-what)	Learning Outcome - Competency 2: Knowledge (know-what)
General Knowledge	General	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas when working with participation oriented players	This coach applies a wide range of practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology. The coach can evaluate outcomes in terms of strategic approach used.	This coach can use broad and detailed theoretical and practical knowledge specialised in coaching and show awareness of limits to knowledge base. Some knowledge is at the forefront of coaching and will involve a critical understanding of theories and principles.	This coach uses highly specialised theoretical and practical knowledge some of which is at the forefront of coaching to critically analyse, evaluate and synthesise new and complex ideas. The coach can extend or redefine existing knowledge or professional practice in coaching.
Training	Plan	This coach has basic general knowledge and main ideas on the planning tasks for the training activities of participation oriented players	This coach knows the fundamentals of session planning (mostly technical and tactical), the basic elements of LTSD related to the level of performance of the sportspeople, the basic demands of the sports discipline, and the fundamental principles of sports science.	This coach has an in depth knowledge of all the principles of session planning (technical, tactical, physical and mental), all the elements of LTSD related to the level of performance of the sportspeople, all the demands of the sports discipline, and the principles of sports science.	This coach has an in depth knowledge of all the principles of session and annual planning (technical, tactical, physical and mental), all the elements of LTSD related to the level of performance of the sportspeople, all the demands of the sports discipline, and the principles of sports science.
	Organise	This coach has basic knowledge on group an individual organisation, equipment distribution and facilities assignment to provide an effective and safe training session.	This coach has general knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.	This coach has an in depth knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.	This coach has an in depth knowledge on group an individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.

Long Term Coach Development Label	Conduct	ASSOCIATE COACH	COACH	EXPERT COACH	MASTER COACH
Competition	Evaluate	This coach has a basic knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), human development and motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.	This coach has a general knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), human development and motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.	This coach has an in depth knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), human development and motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.	This coach has an in depth knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has an in depth knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above.
Competition	Evaluate	This coach has a basic knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has a basic knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above.	This coach has a general knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above.	This coach has an in depth knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above.	This coach has an in depth knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has an in depth knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above.

Competition	Evaluate	This coach has a basic knowledge of self-performance evaluation during training.	This coach has a general knowledge of self-performance evaluation during training.	This coach has an in depth knowledge of self-performance evaluation during training, and also knows how to evaluate the performance of other coaches.	This coach has an in depth knowledge of match and tournament/event planning and scheduling, of the participation oriented players needs, and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. Additionally, this coach has an in depth knowledge of the same contents as related to continuous tournament/event planning and scheduling.
	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks for the competition activities of participation oriented players	This coach has a general knowledge of match and tournament/event planning and scheduling, of the participation oriented players needs, and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans.	This coach has an in depth knowledge of match and tournament/event planning and scheduling, of the participation oriented players needs, and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. Additionally, this coach has a general knowledge of the same contents as related to continuous tournament/event planning and scheduling.	This coach has an in depth knowledge of match and tournament/event planning and scheduling, of the participation oriented players needs, and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. Additionally, this coach has an in depth knowledge of the same contents as related to continuous tournament/event planning and scheduling.
	Organise	This coach has a basic knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.	This coach has a general knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.	This coach has an in depth knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.	This coach has an in depth knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.
	Conduct	This coach has a basic knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.	This coach has a general knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.	This coach has an in depth knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.	This coach has an in depth knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.
Management	Evaluate	This coach has a basic knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.	This coach has a general knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.	This coach has an in depth knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.	This coach has an in depth knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.

Long Term Coach Development Label		ASSOCIATE COACH	COACH	EXPERT COACH	MASTER COACH
	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the management activities of participation oriented players.	This coach has a general knowledge of planning activities (goal setting, task assignment, etc.) for managing participation oriented players, and a basic knowledge of planning the management of assistant coaches.	This coach has an in depth knowledge of planning activities (goal setting, task assignment, etc.) for managing participation oriented players, and a general knowledge of planning the management of assistant coaches, coaches and other people related .	This coach has an in depth knowledge of planning activities (goal setting, task assignment, etc.) for managing participation oriented players, and a general knowledge of planning the management of assistant coaches, coaches and other people related .
	Organise	This coach has basic general knowledge on the organisation tasks of the management activities of participation oriented players.	This coach has a general knowledge of the organisation of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the organisation of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the organisation of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.
	Conduct	This coach has basic general knowledge on the management of participation oriented players.	This coach has a general knowledge of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.
Education	Evaluate	This coach has basic general knowledge on the evaluation of the management activities of participation oriented players.	This coach has a general knowledge of the evaluation of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the evaluation of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.	This coach has an in depth knowledge of the evaluation of the management of the players participation (motivation, affiliation, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the sports organisation.

	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the educational activities of participation oriented players	This coach has a basic knowledge on the planning activities for the education of participation oriented players and assistant coaches.	This coach has a general knowledge on the planning activities for the education of participation oriented players and assistant coaches, coaches and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the planning activities for the education of participation oriented players and assistant coaches, coaches, and other people related to the sport.
	Organise	This coach has basic general knowledge on the organisation tasks of the educational activities of participation oriented players.	This coach has a basic knowledge on the organisation of educational activities of participation oriented players and assistant coaches.	This coach has a general knowledge on the organisation of the education of participation oriented players and assistant coaches, coaches and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the organisation of educational activities of participation oriented players and assistant coaches, coaches, and other people related to the sport.
	Conduct	This coach has basic general knowledge on the education of participation oriented players.	This coach has a basic knowledge on the education of participation oriented players and assistant coaches.	This coach has a general knowledge on the education of participation oriented players and assistant coaches, coaches and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the education of participation oriented players and assistant coaches, coaches, and other people related to the sport.
	Evaluate	This coach has basic general knowledge on the evaluation of the educational activities of participation oriented players.	This coach has a basic knowledge on the evaluation of the educational activities of participation oriented players and assistant coaches.	This coach has a general knowledge on the evaluation activities for the education of participation oriented players and assistant coaches, coaches and a basic knowledge on the same activities for other people related to the sport.	This coach has an in depth knowledge on the evaluation of the educational activities of participation oriented players and assistant coaches, coaches, and other people related to the sport.
Activities/job functions All	Types	Learning Outcome - Competency 3: Personal, ethical, professional (to be)	Learning Outcome - Competency 3: Personal, ethical, professional (to be)	Learning Outcome - Competency 3: Personal, ethical, professional (to be)	Learning Outcome - Competency 3: Personal, ethical, professional (to be)

Long Term Coach Development Label	ASSOCIATE COACH	COACH	EXPERT COACH	MASTER COACH
Autonomy / responsibility	This coach has little or no autonomy or responsibility. This coach completes work or tasks under direct supervision and demonstrates effectiveness in simple contexts. This coach can take limited responsibility for improvement in performance in work in familiar groups.	This coach has little autonomy or responsibility. This coach can take responsibility for completion of tasks and demonstrate some independence in role in work in stable context but with some changes in factors. This coach can manage role under guidance in predictable work contexts. This coach can supervise routine works of others and can take some responsibility for training and educating other coaches.	This coach has considerable autonomy and responsibility. This coach can manage projects independently that require problem solving. This coach shows creativity and initiative in developing projects and managing people and processes that include review of self-performance, training others to develop team performance.	This coach has full autonomy and responsibility. This coach demonstrates leadership and innovation in contexts that are new, complex and predictable that require the solving of problems that involve many interacting factors. This coach can review strategic performance of teams.
Learning	This coach accepts and seeks guidance on learning.	This coach takes responsibility for own learning and demonstrates self-direction in learning	This coach evaluates own learning and identify learning needs.	This coach demonstrates autonomy in the direction of learning, capacity for sustained commitment to development of new ideas or processes, and a high level understanding of learning processes.
Communication / social	This coach can respond to simple but detailed written and oral communication. The coach can demonstrate social role for self and can adjust to different social settings.	This coach can produce and respond to detailed written and oral communication even in unfamiliar contexts. The coach can take responsibility for using self understanding to change behaviour.	This coach can communicate ideas, problems and solutions to different audiences using a range of techniques involving qualitative and quantitative information. This coach can express a comprehensive internalised personal world view manifesting solidarity with others.	This coach can communicate project outcomes and methods with authority through engaging in critical dialogue with different audiences. This coach can scrutinise and reflect on social norms and relationships and lead action to change them.
Professional / vocational	This coach can demonstrate awareness of procedures for solving problems by using the information provided.	This coach can solve problems using and integrating well known information from expert sources taking account of relevant social and ethical issues.	This coach can formulate responses to abstract and concrete problems. The coach can demonstrate experience of operational interaction within a complex environment. The coach can make judgements based on social and ethical issues that arise in work.	This coach can solve problems by integrating complex, incomplete and unfamiliar knowledge sources. The coach can perform critical analysis, evaluation and synthesis of new and complex ideas and strategic decision making based on these processes. The coach can demonstrate experience of operational integration within a complex environment. The coach can promote social, and ethical advancement through actions.

Appendix 4 / Plan Curriculum

[illegible]

Pedagogics	Options IV	3	5	2	0	0	2	2	30	3
Humanities	Options V	3	6	2	0	0	2	2	30	3
Pedagogics	Options VI	3	6	2	0	0	2	2	30	2
Technical	Sport Coaching III – (option one sport)							23.5	705	60
Coaching Practice (Induction - Supervised by tutors)		3	Annual				8	0	240	33
Humanities	Sport Sociology	3	5	2	2	0		4	60	6
Humanities	Sport Management I	3	5	2	2	0		4	60	6
Technical	Assessment and Control Training	3	5	0	2	1		3	45	3
Humanities	Sport Management II	3	6	2	2	0		4	60	6
Technical	Traumatology	3	6	1	2	0		3	45	3
Humanities	Sport Ethics and Olimpism	3	6	2	0	0		2	30	3
								18,0	540	60

Appendix 4 / By Science Field

PROPOSAL C. MODEL		SPORT COACHING BACHELOR - 180 ECTS									
FIELD	SUBJECTS	YEAR	SEMESTER	contact hours per week			Total week	Total Year	ECTS		
				T	TP	P				S-E	
Humanities	Anthropology and Sport History	1	1	2	0	0	2	30	3		
Humanities	Sport Psychology	2	4	2	2	0	4	60	5		
Humanities	Sport Organization	2	4	2	2	0	4	60	5		
Humanities	Sport Sociology	3	5	2	2	0	4	60	6		
Humanities	Sport Management I	3	5	2	2	0	4	60	6		
Humanities	Sport Management II	3	6	2	2	0	4	60	6		
Humanities	Sport Ethics and Olimpism	3	6	2	0	0	2	30	3		
Humanities	Options V	3	6	2	0	0	2	30	3		

[illegible]

	Coaching Practice (Induction - Supervised by tutors)	3	Annual				8	0	240	33
Technical	Theory of Training I	2	3	1	2	1		4	60	6
Technical	Theory of Training II	2	4	2	2	0		4	60	6
Technical	Assessment and Control Training	3	5	0	2	1		3	45	3
Technical	Traumatology	3	6	1	2	0		3	45	3
									780	83
									39.4%	46.1%
									1980	180

PROPOSAL
6 semesters
180 ECTS (1900 - 2100 hours)
600 - 700 hours contact per year
20 - 25 hours contact per week
Sport Sciences - (550 - 650 hours) - (45 - 55 ECTS) - 25% to 35%
Humanities - (350 - 400 hours) - (35 - 40 ECTS) - 15% to 20%
Pedagogics - (200 - 250 hours) - (20 - 25 ECTS) - 10% to 15%
Technical - (800 - 1000 hours) - (70 - 90 ECTS) - 40% to 50%

5.3 Health & Fitness

Allan Pilkington

5.3.1 Introduction

The work found in the following pages is a culmination of a three year project supported by the Socrates Funding Strand. It forms part of a larger piece of work looking at the areas of Sports Management, Sport Coaching and Physical Education and following the same methodology which has been named as the “Six-Step-Model” described in chapter 4. The work of the Health and Fitness Project Group has progressed through project meetings in which the model found below was devised followed by periods of consultation, review and revisions undertaken by individual members of the group at every stage of the model development.

As will be seen later although four occupational areas have been identified as part of the „Six-Step-Model” only one, Advanced Fitness Instructor/Personal Trainer had been developed to the curriculum model stage and even this work will be continued after the third year is completed. The curriculum model in step six is disaggregated in extra detail by the Individual Modules of Learning (IML) to enable both debate and clarity of the breadth and depth of learning outcomes proposed within this framework.

The Project Group Health & Fitness

The group has worked together now for three years and was chosen for their complementing competences and expertise in the three areas of study identified through the specific occupations in stage 2 of the process.

The group is:

Name	Area of Work in Project	Organisation
Allan Pilkington	Group Chair	European Health & Fitness Association
Louise Sutton	Advanced Gym Instructor	Leeds Metropolitan University
Ben Gittus	Advanced Gym Instructor	SkillsActive
Aurélien Favre	Advanced Gym Instructor	European Observatory of Sport & Employment
Paolo Parisi	Health Related Exercise	University of Rome for Movement Science
Terttu Parkatti	Health Related Exercise	University of Jyväskylä
Susana Franco	Public Health Promotion	Escola Superior de Deporto de Rio Maior

5.3.2. Curriculum Model Development

5.3.2.1. Definition of the area

Please note that this section should be read in conjunction with the EHFA Functional Map which can be found on the EHFA webpage at www.ehfa.eu.

The Health and Fitness area collectively concerns activities, behaviours, or policies pertaining to the maintenance or promotion of health, physical fitness, or wellbeing, and consists of two related sub-areas, which may differ in terms of intervention, strategies and goals as well as operative contexts:

- The area of *Health-Related Exercise*, concerns the promotion, design, and execution of exercise as a means to maximise health, prevent and/or treat disease under medical supervision, and ameliorate or cope with disability, under the various health and age conditions;
- The area of *Fitness (Personal or Group Training)*, concerns the promotion, design, and execution of exercise meant to enhance individual fitness levels and wellness, and to prevent disease in the healthy adult population.

5.3.2.2. Standard Occupations

The following four standard occupations have been outlined. Whilst these occupational titles are widely used in the industry their usage and descriptions in this document relates specifically to those individuals within the university system.

Advanced Gym Instructor / Personal Trainer

The *Advanced Gym Instructor / Personal Trainer* is a graduate in the area of sport and health science who is able to design, deliver and evaluate exercise programmes related to the maintenance of health and physical efficiency for apparently healthy or low-risk individuals, using appropriate exercise techniques, ensuring health and safety conditions, and with medical advice as needed.

Health-related Exercise Instructor / Specialist

The *Health-related Exercise Instructor/Specialist* is a graduate or post-graduate in the area of sport and health science who is particularly qualified to design, deliver and evaluate, in appropriate contexts and under medical supervision, training programmes specifically tailored for the different age groups and health conditions, related to the maintenance and improvement of health and physical efficiency, to risk-factors prevention, movement re-education and rehabilitation, and to coping with chronic conditions or permanent disability.

Public Health Promoter

The *Public Health Promoter* is a graduate in the area of sport and health who is particularly able to develop, manage and promote all aspects of public health including exercise programmes and physical activity promotion determined by policy frameworks defined at a local, regional, national or international level.

Health and Fitness Manager

The *Health and Fitness Manager* is a graduate in the area of sport and health science or management who is able to manage all aspects of a health and fitness facility. The health and fitness manager assumes responsibility for financial management, marketing, promotion and sales, staff management, communications, quality control, programming the use of a facility, and strategic development. The manager will also oversee client retention, technical services, maintenance, hygiene and security.

5.3.2.3. Activities

The following section describes the key activities associated with the occupations listed above and shows those activities which apply to all areas and those which are unique to the particular occupation.

A. Generic Activities (GA)

The following five generic activities related to all four standard occupations were outlined:

1. The collection, analysis and interpretation of information about participants' health and fitness status, exercise and physical activity preference and goals.
2. The design, prescription, supervision and monitoring of safe and effective exercise and physical activity programmes for apparently healthy or low-risk individuals.
3. The provision and maintenance of participants' motivation using a variety of strategies to promote behaviour change and exercise or physical activity adherence.
4. Referrals to other health professionals as appropriate and control resources to ensure the health and safety of participants and application of emergency procedures where necessary.
5. The assumption of responsibility, with an ethical attitude and frame of reference, and evaluation of own performance at all levels of practice.

B. Specific Activities (SA)

The following specific activities respectively related to each of the four standard occupations were outlined:

B1 Advanced Gym Instructor / Personal Trainer Activities (AGI:)

1. Plan, teach and bring to an end specific activity sessions to individuals and groups in a variety of exercise settings
2. Plan and deliver personal training services
3. Apply the principles of nutrition and weight management to a progressive physical activity programme

B2 Health-Related Exercise Instructor/Specialist Activities (HREI):

1. Do risk stratification of subjects before exercise prescription and exercise testing. Design, administer and evaluate graded exercise tests.
2. Design and implement public health educational programmes of physical activity for the prevention of major risk factors and chronic disorders (e.g., obesity, diabetes, hypertension, etc.).
3. Design, administer and monitor, under medical supervision, training programmes for re-education, rehabilitation or coping in special groups and conditions, such as post-traumatic, cardiac or pulmonary patients, or other chronic conditions or disability.

B3 Public Health Promoter Activities (PHP):

1. Participate in public health surveillance programmes, searching and using scientific epidemiological evidence.
2. Plan, develop, promote, manage and evaluate public health, physical activity and exercise programmes.

B4 Health and Fitness Manager Activities (HFM):

1. Manage the financial, human resources and communication functions of a health and fitness facility
2. Manage the sales and the services within a health and fitness facility

5.3.2.4. Competences**A. Generic Competences (GC)**

Again, generic competences refer to all four standard occupations in the health & fitness area. In regards of generic competences a graduate in the health and fitness area should typically be able to:

1. Demonstrate an ability to use a range of communication methodologies to establish an effective rapport with their clients, collect information about their personal goals, lifestyle, medical and exercise history, exercise preferences and fitness level using interviews, a range of physical fitness assessments and

- other techniques suitable to the clients. Record and analyse information, identify, through research, realistic and effective goals and physical activities to achieve them and identify with the clients any barriers to achieving the goals.
2. Demonstrate an ability to practically deploy established techniques of analysis and enquiry in health, fitness and physical activity promotion, including practical fitness instruction/applied exercise teaching, and exercise prescription. Ability to design, conduct, evaluate and modify exercise programmes appropriate to counter sedentariness in the general population.
 3. Demonstrate an ability to use a range of motivation and behaviour change strategies to enable individuals to be enthusiastic and motivated about their goals and progress and provide the support they need to overcome obstacles and make long-term changes to their behaviour.
 4. Establish effective working relationships, define and agree roles and responsibilities, and agree common objectives and methods of communication with other professionals. Exchange accurate information with other professionals and respect professional boundaries. Respond to health and safety issues including planning how to minimise risk to individuals and ensure a working knowledge of emergency procedures and how to implement them.
 5. Recognise and respond to ethical issues which directly pertain to the promotion of health, fitness and physical activity, and to exercise interventions, including relevant legislation and professional codes of conduct. Review session and programme evaluations, identify personal strengths and weaknesses, research developments in the health and fitness sector and identify opportunities for further learning and personal development.

B. Specific Competences (SC)

The following specific competences respectively related to each of the four standard occupations in the health & fitness area were outlined. In regards of area specific competences a graduate should be able to:

B1 Advanced Gym Instructor/Personal Trainer Competences:

1. Demonstrate an ability to instruct and prescribe a programme of activities for, cardio-vascular fitness, strength, endurance, flexibility, core stability and weight management for experienced and inexperienced clients, individuals and groups and for goals including physical, psychological, social, lifestyle and adherence.
2. Demonstrate an understanding of the theory and practice of personal training, understanding the range of settings for personal training including the gym, the home and the outdoors.
3. Utilise advanced fitness techniques such as assisted activities, functional activities, assisted modifications & proprioception training.
4. Apply an understanding the commercial realities and business models employed by both self-employed and employed personal trainers
5. Apply medically established nutrition and weight management guidelines to work with clients.
6. Understand the inter-relationship between nutrition, health and exercise; sources functions and requirements for nutrients; basic dietary assessment methodologies; referral procedures and principles of weight management.

B2 Health-Related Exercise Instructor/Specialist Competences:

1. Apply the acquired scientific background to the understanding of risk stratification and graded exercise testing, with an ethical attitude and frame of reference.
2. Understanding the biological and psychosocial implications of physical activity at the various ages and in the different health, psychological, and social conditions.
3. Capability to design, conducts, and evaluates exercise programmes for children and for the elderly.
4. Sensibility for the problems of puberty and maturation, of individual psychosocial wellbeing, and of older age immobility inactivity and disability, and specific skills to deal with them.

B3 Public Health Promoter Competences:

1. Select the appropriate physical activities and design public health and exercise programmes for specific participants.
2. Promote the public health and exercise program and develop and apply strategies to encourage participants to adhere.
3. Co-ordinate, review and evaluate the implementation of public health and exercise programmes.

B4 Health and Fitness Manager Competences:

1. Apply business planning and financial management techniques to the health and fitness facility. Recruit, retain, lead and develop staff. Manage information and communications strategies for the business
2. Manage facilities and equipment; undertake service planning and quality management activities, taking responsibility for customer care, events and project management and organisation of technical activities in line with the businesses objectives and health, safety and ethical considerations.

C Health-Related Exercise Specialist – specific competences on master level:

The following specific competences refer to the master level, referring to figure 38, outlined as an example of specific competences on master level in the health & fitness area.

1. Basic knowledge on traumas and other temporary or permanent disabilities or chronic disorders. Understanding the implications of specific exercise programmes, and capability to apply and implement the principles of movement therapy.
2. Understanding the interactions between the therapy prescribed by physicians and the exercise program, and capability to adjust the program accordingly.
3. Detailed knowledge of disease-specific findings, signs and symptoms increasing the risk of complications during exercise.

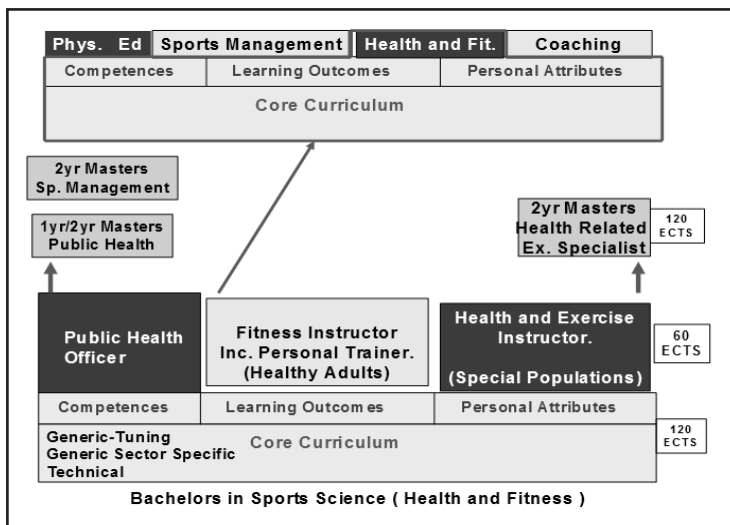


Figure 38: Possible Routes to a degree in H&F plus map of where H&F could fit into a wider programme

5.3.2.5. Overall Aims, Learning Outcomes & Broad Descriptions

Following Step 5 of the “Six-Step-Model”, subsequently, learning outcomes (again divided in generic and specific learning outcomes) including overall aims and broad descriptions are provided.

A. Overall Aims – Undergraduate Programme

The overall educational aims of an **undergraduate programme** in the area of health and fitness should be to:

- provide a programme of study that is academically challenging, vocationally relevant and cognisant of the moral, ethical and legal issues which underpin best practice
- develop knowledge, skills and competencies relevant to the provision of health and fitness services deemed relevant by appropriate national and international professional bodies
- develop a critical understanding of health and fitness related theories, principles and concepts recognising the multi-disciplinary nature of health and fitness
- foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.

B. Generic Learning Outcomes (GLOs):

A graduate in the Health and Fitness area should typically be able to:

1. Apply knowledge and critical understanding of well-established principles, theories and concepts from biomedical and psycho pedagogical disciplines to a range of health and fitness contexts, demonstrating a systematic understanding of the key aspects of the study of health, fitness and physical activity promotion. In addition, graduates should be able to collect and interpret data and analyse significant information in the context of health and fitness and understand issues related to public health and population needs including the social and political context
2. Apply the knowledge and understanding acquired in the areas of practical fitness instruction/applied exercise teaching, human and social biology, health psychology, and public health, with special respect to risk factors, lifestyle and social trends, to design, conduct, and evaluate exercise programmes apt to effectively counter unhealthy habits and sedentary lifestyles
3. Demonstrate research and problem solving abilities by evidencing a critical understanding of the scientific and behavioural principles and theories relating to methods of acquiring, interpreting and analysing information in the context of health and fitness to design, conduct and evaluate physical activity and exercise programmes for both apparently healthy or low-risk individuals, related to the maintenance and improvement of health and physical efficiency that are sufficiently attractive and accessible to sustain motivation in the general population.
4. Interact with, lead and manage groups and individuals in professional and vocational settings evidencing critical self awareness and the ability to assimilate and synthesise information from a variety of different sources and utilise it effectively to solve problems within own boundaries of professional competence and with due regard for health and safety.

5. Demonstrate conceptual understanding that facilitates the development of arguments and problem-solving using ideas and techniques relevant to health and fitness. Demonstrate qualities and transferable skills necessary for employment and progression to other academic or professional qualifications including initiative, personal responsibility, decision-making and the utilisation of opportunities for life-long learning. Demonstrate understanding of health and fitness through academic and professional reflective practice that enables the undertaking of further study with a higher degree of autonomy. Plan, execute and communicate a sustained piece of independent intellectual work using appropriate media.

C. Specific Learning Outcomes (SLOs):

C1 Advanced Gym Instructor/ Personal Trainer:

In addition to the above generic learning outcomes a graduate advanced gym instructor/personal trainer should typically be able to:

1. demonstrate a critical understanding of the concepts and components of fitness and how they can be assessed including definitions of fitness: physical fitness; health-related fitness; wellness: components of fitness: aerobic capacity, muscular strength, muscular resistance, flexibility, body composition: principles of fitness including FITT(A) principles, overload, specificity and reversibility.
2. demonstrate a critical understanding of the national and international context of health and fitness including: history and recent developments in the health and fitness industry; size and make up of the industry including corporate and public facilities; key national and international agencies e.g. European Health and Fitness Association; scientific, social and political contexts of physical activity; key roles and responsibilities of workers in health & fitness.
3. understand the principles of Health and fitness management to include marketing in the health and fitness industry; self employment, sales and promotion; financial planning; leadership, teamwork and conflict management; customer care; employment law.

4. demonstrate knowledge and critical understanding of the theoretical application relating to the inter-relationship between nutrition, health and exercise, sources, functions and requirements for nutrients and fluid, national and international dietary reference values, healthy eating principles, basic dietary assessment methodologies, principles of weight management, the role of nutrition in prevention of dietary related disorders, nutrition during the life-span/for specific group, and where appropriate and outside boundaries of professional competence as a health and fitness professional referral procedures to qualified diet and nutrition professionals.

C2 Health-Related Exercise Instructor/Specialist:

In addition to the above generic learning outcomes a graduate health-related exercise instructor/ specialist should typically be able to:

1. Apply basic knowledge and understanding acquired in the biomedical, psychological, and training areas, to design specific training programmes, ethically sensible and based on individual preconditions of age, health status, and functional capacity.
2. Design, conduct, and assess effective training programmes specifically tailored for children or for the elderly, accounting for the specificities of growth and development, the aging process and age-related issues. Sensible attitude to such problems as the delicacy of psychophysical maturation and its wide implications for the growing organism, or the issues of old-age functional limitations, the relevance of mental status on general health, and the subjective notion of efficiency and wellbeing.
3. Be able to apply with immediacy the knowledge and skills acquired in sport medicine and other health-related areas, to emergency procedures in the various situations.

C3 Public Health Promoter:

In addition to the above generic learning outcomes a graduate public health promoter should typically be able to:

1. Understand the concepts of epidemiology, and its role in prevention of disease, and apply different types of epidemiologic studies, in co-operation with other associated professionals, build and

using appropriate techniques for data collection, collect and treat this information using scientific evidence, analyse bio-statistical information and use biostatistics software.

2. Plan and develop public health and exercise programmes, based on population characteristics analyses, on the scientific epidemiological evidence, on the health policies, on the potential co-operation and on the resources analyses.
3. Develop and apply strategies to encourage participants to adhere and be motivated with the public health and exercise program, based on the data collection about participant' characteristics, barriers, motives of dropout, motivations, and use behaviour change strategies if necessary. Promote the public health and exercise program, using marketing strategies.
4. Manage public health and exercise program, co-ordinating the events, tasks, dates, schedule, facilities, materials and equipments, finances, and controlling the activity of the partnerships and employees. Review the progress of implementation of the public health and exercise program, based on the analysis of participants and co-operators, using appropriate techniques, and revise it if necessary
5. Evaluate the effect of the implementation of the public health and exercise program, based on the analysis of participants and co-operators, using appropriate techniques, make suggestions to improved the program, and develop new perspectives on policy, participation and practice of public health and exercise

C4 Health and Fitness Manager:

In addition to the above generic learning outcomes a graduate health and fitness manager should typically be able to:

1. Demonstrate a critical understanding of the wider role of fitness and leisure in society and the specific nature of management in a health and fitness facility including: an understanding of the service concept and product mix and relevant legislation and ethical considerations pertaining to health and fitness.

2. Demonstrate a critical understanding of the theories, concepts and practical application of professional skills in health and fitness management: facility management, financial management, marketing, service planning and quality management, event and project management, information management, recruitment and retention of staff, health and safety, and customer care.
3. demonstrate a critical understanding of the specific nature of the importance of sales and retaining members in a health and facility and how sales and customer loyalty can be maximised

D. Health-Related Exercise Specialist – generic learning outcomes on master level:

The following generic learning outcomes refer to the master level, see figure 38, outlined as an example of generic learning outcomes on master level in the health & fitness area.

Apply the knowledge and understanding acquired in such areas as exercise biology, sport medicine and traumatology, chronic disorders and limitations, and adapted physical activity, to design, conduct, and evaluate, with medical supervision as needed, specific adapted sport or movement therapy programmes, apt to provide or support movement re-education and rehabilitation in post-traumatic conditions or other health impairment, or to cope with chronic diseases or disabilities.

Note

In general, the learning outcomes imply knowledge, skills and attitudes that must satisfy qualitative criteria of modern content and high standards of excellence. As a rule, a Bachelor's Degree in sports science, physiotherapy or aligned health fields and extensive experience in exercise testing or rehabilitation should be a prerequisite to entering a Master program.

The main outcome should be the competence to design individual training programmes depending on the individual's preconditions, to integrate data from performance diagnosis and respective training

prescriptions, to be able to organise different training sessions for different groups of populations, to document training programmes and performance progress, and to motivate participants.

5.3.2.6. Curriculum Model

This model has been developed as an example.

The occupation of **Advanced Fitness Instructor / Personal Trainer** has been chosen as many of the modules shown below would be included in all of the occupations outlined in this area. In developing this curriculum model the project team has taken the model to individual module level (IMLs).

These modules are to be viewed as guidance to the indicative content of a programme. Their inclusion has given the development team the opportunity to indicate breadth and depth of the learning outcomes but this content should be seen as for information only rather than prescriptive.

Table 13: Module Advanced Fitness Instructor / Personal Trainer

Standard Occupation	Advanced Fitness Instructor/Personal Trainer
Period of Time	Bachelor (3 years)
ECTS	180 Credits
Overall Programme Aims	The overall educational aims of an undergraduate programme in Advanced Fitness Instruction/Personal Training in the area of Health and Fitness should be to: • provide a programme of study that is academically challenging, vocationally relevant and cognisant of the moral, ethical and legal issues which underpin best practice • develop knowledge, skills and competencies relevant to the provision of health and fitness services deemed relevant by appropriate national and international professional bodies • develop a critical understanding of health and fitness related theories, principles and concepts recognising the multi-disciplinary nature of health and fitness • foster the principles of life long learning and personal and professional development which contribute to career enhancement.

Generic Learning Outcomes (GLOs) and Specific Learning Outcomes (SLOs) for Advanced Gym Instructors (AGI)	A graduate Advanced Gym Instructor/Personal Trainer in the Health and Fitness area should typically be able to: GLO 1. apply knowledge and critical understanding of well-established principles, theories and concepts from biomedical and psychological disciplines to a range of health and fitness contexts, demonstrating a systematic understanding of the key aspects of the study of health, fitness and physical activity promotion. In addition, graduates should be able to collect and interpret data and analyse significant information in the context of health and fitness and understand issues related to public health and population needs including the social and political context GLO 2. apply the knowledge and understanding acquired in the areas of practical fitness instruction/applied exercise teaching, human and social biology, health psychology, and public health, with special respect to risk factors, lifestyle and social trends, to design, conduct, and evaluate exercise programmes apt to effectively counter unhealthy habits and sedentariness. GLO 3. demonstrate research and problem solving abilities by evidencing a critical understanding of the scientific and behavioural principles and theories relating to methods of acquiring, interpreting and analysing information in the context of health and fitness to design, conduct and evaluate physical activity and exercise programmes for both apparently healthy or low-risk individuals, related to the maintenance and improvement of health and physical efficiency that are sufficiently attractive and accessible to sustain motivation in the general population. GLO 4. interact with, lead and manage groups and individuals in professional and vocational settings evidencing critical self awareness and the ability to assimilate and synthesise information from a variety of different sources and utilise it effectively to solve problems within own boundaries of professional competence and with due regard for health and safety. GLO 5. demonstrate conceptual understanding that facilitates the development of arguments and problem-solving using ideas and techniques relevant to health and fitness. Demonstrate qualities and transferable skills necessary for employment and progression to other academic or professional qualifications including initiative, personal responsibility, decision-making and the utilisation of opportunities for life-long learning. Demonstrate understanding of health and fitness through academic and professional reflective practice that enables the undertaking of further study with a higher degree of autonomy. Plan, execute and communicate a sustained piece of independent intellectual work using appropriate media
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	SLO-AGI 1 demonstrate a critical understanding of the concepts and components of fitness and how they can be assessed including definitions of fitness: physical fitness; health-related fitness; wellness: components of fitness: aerobic capacity, muscular strength, muscular resistance, flexibility, body composition: principles of fitness including FITT(A) principles, overload, specificity and reversibility. SLO-AGI 2 demonstrate a critical understanding of the national and international context of health and fitness including: history and recent developments in the health and fitness industry; size and make up of the industry including corporate and public facilities; key national and international agencies e.g. European Health and Fitness Association; scientific, social and political contexts of physical activity; key roles and responsibilities of workers in health and fitness. SLO-AGI 3. Understand the principles of Health and fitness management to include marketing in the health and fitness industry; self employment, sales and promotion; financial planning; leadership, teamwork and conflict management; customer care; employment law. SLO-AGI 4. demonstrate knowledge and critical understanding of the application of theory relating to the inter-relationship between nutrition, health and exercise, sources, functions and requirements for nutrients and fluid, national and international dietary reference values, healthy eating principles, basic dietary assessment methodologies, principles of weight management, the role of nutrition in prevention of dietary related disorders, nutrition during the life-span/for specific group, and where appropriate and outside boundaries of professional competence as a health and fitness professional referral procedures to qualified diet and nutrition professionals.					
Learning Outcomes (LOs) covering the specific CCS below	GLO-1 GLO-2 GLO-3 SLO-8	GLO-1 GLO-2 GLO-3	GLO-2 GLO-3 GLO-4 GLO-5 SLO-6	GLO-4 GLO-5	GLO-1 GLO-2 GLO-3	

Curriculum Content Structure (CCS)	Biomedical Sciences	Human and Social Sciences	Practical Physical Activities	Work Experience and Continuing Professional Development	Research Methods and Scientific Work	Elective Studies
	General General Biology, Biochemistry, Biomechanics, Anatomy and Physiology, Nutrition Applied Exercise Physiology, Exercise Assessment and Prescription, Nutrition in health and disease, Sports nutrition Sports Medicine	General General Sociology and Psychology Applied Exercise Physiology, Public Health Promotion Pedagogy	Sport Applied Exercise Teaching / Practical Fitness Instruction Other activities			<i>These provide the HE institution and the student the opportunity to offer and study programmes that reflect the academic and vocational expertise of staff</i>

Individual Module Level (IML)	IML1-Basic Anatomy and Physiology IML2-Basic Biomechanics IML3-Applied Exercise Physiology IML4-Exercise Assessment and Prescription IML5- Nutrition and Biochemistry IML6-Nutrition in Health and Disease IML7-Nutrition for Sport and Exercise IML-8-Sports Medicine	IML9- Psychological Foundations in Health and Fitness IML10-Applied Exercise Physiology IML11-Public Health Promotion IML12 Pedagogy	IML13-Applied Exercise Teaching Group Exercise IML14-Applied Exercise Teaching Gym-based Exercise	IML15-Work Experience IML16 Continuing Professional Development	IML17- Research Methods IML18 Dissertation or Work-Based Project	
Programme content	Detail in following Section of Model	Detail in following Section of Model	Detail in following Section of Model	Detail in following Section of Model	Detail in following Section of Model	
Study Load-%	30 to 45 %	20 to 35 %	5 to 10 %	10 to 15 %	10 to 15 %	

Study Load ECTS Method	54 – 81 Credits		36 – 63 Credits	9 – 18 Credits	18 – 27 Credits	18 – 27 Credits
	1. Lectures 2. Seminars 3. Practical group Work	1. Lectures 2. Seminars	1. Lecture 2. Practical Group Work	1. 2. Working group	1. Lecture 2. Working group	As appropriate
Assessment	1. Final Examinations 2. Written report 3. Formative and Summative Evaluation of Practical Skills and Competences	1. Final Examination 2. Written Report	1. Examination 2. Formative and Summative Evaluation of Practical Skills and Competences 3. Written Report	1. Written Reports	1. Final evaluation	As appropriate
Training Routes	1. Formal 2. E-learning	1. Formal 2. E-learning	1. Formal 2. Informal 3. Work-based	1. In work / Work-based	1. Formal 2. Continuous personal professional development 3. E-learning	As appropriate

Table 14: Module Basic Anatomy and Physiology

Module Title	BASIC ANATOMY AND PHYSIOLOGY	
Part of BioMedical Sciences	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180 Credits	Level
Module Number IML1		1
Purpose	To provide students with an introduction to basic anatomy and physiology and applications to health and fitness contexts through the study of body organ systems. Students should be engaged in laboratory and/or field work.	
Learning Outcomes	On completion of this programme/module students should have: • developed knowledge and understanding of the structure and function of the cardiovascular, endocrine, muscular, skeletal, nervous, renal and respiratory body organ systems • developed knowledge and understanding of acute responses to exercise and chronic adaptations to training in the cardiovascular, muscular and respiratory body organ systems • developed skills in planning, organising and performing laboratory and field experiments, collecting and analysing relevant data at rest and during exercise to evaluate physical fitness • collected, presented, analysed and interpreted data	

Content	• Structure and function of the cardiovascular, endocrine, muscular, skeletal, nervous, renal and respiratory body organ systems • Acute responses to exercise in the cardiovascular, muscular and respiratory body organ systems • Chronic adaptations to training in the cardiovascular, muscular and respiratory body organ systems • Energy systems • Control and regulation in the human body: an overview of the nervous and endocrine body systems • Homeostasis: thermoregulation an example of an integrated physiological responses • Laboratory and field data collection, presentation, analysis and interpretation
Assessment	Examination of theoretical aspects Practical assessment of vocational skills and competences
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments. Independent learning can be supported by an e-learning environment. There should be the opportunity for group work throughout the module to gain vocational skills and competences.
Training Routes	Formal

Table 15: Module Basic Biomechanics

Module Title	BASIC BIOMECHANICS		
Part of BioMedical Sciences	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180		Level
Module Number IML2	Credits		1
Purpose	To provide students with an introduction to the fundamental principles of biomechanics and human movement and application to the health and fitness context.		
Learning Outcomes	Students should be engaged in collecting, processing and analysing biomechanical data. On completion of this programme/module students should be able to: - describe qualitatively and quantitatively the application of mechanical principles to human movement - collect, analyse and interpret data using a range of equipment		
Content	To be added		
Assessment	Examination of theoretical aspects Practical assessment of vocational skills and competences		
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments. Independent learning can be supported by an e-learning environment. There should be the opportunity for group work throughout the module to gain vocational skills and competences.		
Training Routes	Formal		

Table 16: Module Applied Exercise Physiology

Module Title	APPLIED EXERCISE PHYSIOLOGY	
Part of BioMedical Sciences	This module would contribute to between 30 to 45% awarded between BioMedical and Human and Social Sciences which equates to between	
Module Number IML3	54 – 81 ECTS of the total programme of 180 Credits	
Purpose	To identify the links between exercise, physical activity, fitness and health.	
Learning Outcomes	Students should be engaged in laboratory and/or field work. On completion of this programme/module students should be able to:	
Content	- describe and evaluate the evidence base that links exercise, physical activity and health outcomes - describe and evaluate the effects of exercise, physical activity, and fitness on the risk of selected health outcomes and illnesses - concepts of health, fitness, exercise and physical activity - introduction to epidemiology of health, fitness, exercise and physical activity - factors affecting physiological function - exercise and physical activity across the lifespan - body composition, energy balance and health-related aspects of exercise and physical activity - training for physical fitness and health - exercise physiology for clinical populations	
Assessment	Examination of theoretical aspects Practical assessment of vocational skills and competences	
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments. This can be supported by an e-learning environment.	
Training Routes	There should be the opportunity for group work throughout the module to gain vocational skills and competences. Formal	

Table 17: Module Exercise assessment and Prescription

EXERCISE ASSESSMENT AND PRESCRIPTION		
Module Title		
Part of BioMedical Sciences	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180 Credits	
Module Number IMIL4		
Purpose	To evaluate a variety of exercise assessment techniques and analyse the process of exercise prescription. Students should be engaged in laboratory and/or field work. On completion of this programme/module students should be able to:	
Learning Outcomes	• identify the exercise assessment and/or exercise prescription needs of individuals or groups of participants, of both sexes and across a range of ages. • correctly apply the appropriate assessment technique(s) within health-related exercise and fitness measurement. • prescribe an appropriate exercise intervention/schedule for the needs of the individual/group on the basis of assessment results and in accordance with relevant and appropriate training recommendations/guidelines for apparently healthy individuals. • be able to communicate exercise test results and their significance to a variety of exercise/physical activity participants.	

Content	• Components of health-related fitness • Pre-exercise test, patient screening and risk stratification • Informed consent, ethical and legal issues • Maximum oxygen consumption and cardio-respiratory fitness • Sub maximal estimation of maximum oxygen consumption using various laboratory & field assessment methods • Components of muscular fitness. Assessment of muscular strength, power and endurance characteristics; laboratory and field methods • Measurement of flexibility • Prescription of aerobic and resistance exercise on the basis of exercise test results using national and international guidelines for apparently healthy participants.
Assessment	Examination of theoretical aspects Practical assessment of vocational skills and competences
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments. This can be supported by an e-learning environment. There should be the opportunity for group work throughout the module to gain vocational skills and competences.
Training Routes	Formal

Table 18: Module Nutrition and Biochemistry

Module Title	NUTRITION AND BIOCHEMISTRY		
Part of BioMedical Sciences Module Number IM1L5	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180 Credits		Level 1
Purpose	To provide students with an introductory core module in the basic principles of nutrition and biochemistry.		
Learning Outcomes	Students should be engaged in laboratory and/or field work. On completion of this programme/module students should be able to: • describe, understand and begin to analyse basic principles and concepts of nutrition and biochemistry • describe the general concept of human energy production in the context of exercise and physical activity • describe, understand and apply basic dietary assessment methodologies		

Content	• Core concepts of nutrition and biochemistry • Acquisition and assimilation of food • Energy requirements and balance • Sources, functions and requirements for macro-nutrients • Sources, functions and requirements for micro-nutrients • Introduction to energy systems • Fluid requirements and regulation • Inter-relationship between nutrition, health, exercise and physical activity • National and international dietary reference values and the consensus on healthy eating principles
Assessment	Examination of theoretical aspects
Teaching and Learning Methods	Practical assessment of vocational skills and competences Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments. This can be supported by an e-learning environment There should be the opportunity for group work throughout the module to gain vocational skills and competences.
Training Routes	Formal

Table 19: Module Nutrition in Health and Disease

Module Title	NUTRITION IN HEALTH AND DISEASE		
Part of BioMedical Sciences	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180		Level
Module Number IML6	Credits		2
Purpose	To describe the physiological effects of differing nutrition on health and disease.		
Learning Outcomes	On completion of this programme/module students should be able to: • identify and explain the nutritional requirements through the lifespan – pre-conception and pregnancy, childhood, adolescence, early and older adulthood • recognise and evaluate the role of nutrition in the prevention of dietary related disorders, for example obesity, coronary heart disease, diabetes, cancer, osteoporosis, food intolerance and allergies • apply knowledge and understanding to recognise, assess and refer on appropriate clients to a qualified diet and nutrition professional		

Content	• Overview of public health nutrition • Nutritional epidemiology • Overnutrition and undernutrition • Measuring food intake and assessment of nutritional status • Nutrition through the lifespan; pre-conception and pregnancy, childhood, adolescence, early and older adulthood • Nutrition and dietary related disorders, for example obesity, coronary heart disease, diabetes, cancer, osteoporosis, food intolerance and allergies • Nutrition and immunity • Functional foods and supplementation
Assessment	Examination of theoretical aspects Case studies/written reports of applied aspects
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments. This can be supported by an e-learning environment.
Training Routes	There should be the opportunity for group work throughout the module to gain vocational skills and competences. Formal

Table 20: Module Nutrition for Sport and Exercise

Module Title		NUTRITION FOR SPORT AND EXERCISE	
Part of BioMedical Sciences		This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180 Credits	Level
	Module Number IML7		2
Purpose		To understand the relationship between nutrition, sport and exercise performance.	
Learning Outcomes		On completion of this programme/module students should be able to: - critically appreciate the effects of nutritional status on sport and exercise performance. - successfully evaluate the inter-relationship between exercise and energy balance. - effectively use tools and knowledge to evaluate the role of nutritional supplements and ergogenic aids in sport and performance and provide nutritional information/advice to the clients. - effectively apply knowledge and understanding to recognise, assess and refer on appropriate clients to a qualified diet and nutrition professional	

Content	• Nutrition and its impact on sport and exercise performance • Measuring food intake and assessment of nutritional status • Macronutrient metabolism and availability • Nutritional manipulation for sport and exercise • Dehydration, re-hydration and sports drinks • Nutritional supplements and ergogenic aids • Nutritional strategies for training and competition • Sport specific nutrition and requirements • Special considerations - the female athlete, the child athlete, the veteran athlete and the diabetic athlete • Practical issues in sport and exercise nutrition
Assessment	Examination of theoretical aspects Case studies/written reports of applied aspects
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments. This can be supported by an e-learning environment. There should be the opportunity for group work throughout the module to gain vocational skills and competences.
Training Routes	Formal

Table 21: Part of BioMedical Sciences - Module Sports Medicine

Module Title		SPORTS MEDICINE	
Part of BioMedical Sciences Module Number IML8	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180		Level
			1
Purpose	Credits Students get acquainted with the role of exercise in health promotion, and prevention and treatment of diseases.		
Learning Outcomes	On completion of this programme students should have: developed knowledge and understanding of the role of physical exercise in prevention and treatment of such public health issues as cardiovascular diseases, diabetes, loco motor diseases, mental disorders (Paolo, please add the list) developed knowledge and understanding of risks of physical exercise in different ages and health conditions developed knowledge and understanding of prevention of injuries in physical exercise developed knowledge and understanding of the importance of fitness testing and the role of different professionals in testing Effects of physical exercise in most common diseases.		
Content	Association of physical exercise and health in different age groups. Risk factors of physical exercise. Prevention of injuries. Meaning and importance of fitness testing. Role of different professionals in fitness testing. Dosage of physical exercise.		
Assessment	Examination of theoretical aspect of lecture and literature		
Teaching and Learning Methods	Lecture and literature (3 ECTS)		
Training Routes	Formal		

Table 22: Module Psychological Foundations in Health and Fitness

Module Title		PSYCHOLOGICAL FOUNDATIONS IN HEALTH AND FITNESS	
Part of Human and Social Sciences Module Number IML9		This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180	Level
		Credits To provide students with an introduction to fundamental psychological concepts and applications in health and fitness.	1
Purpose		Students should be engaged in laboratory and/or field work where appropriate. On completion of this programme/module students should be able to:	
Learning Outcomes		- demonstrate a sound knowledge of basic theoretical perspectives that inform an understanding of individuals and groups - understand key psychological theories as they apply to health and fitness - identify key issues that inform major debate in psychological research in health and fitness	
Content		- Individual differences: personality and self - Social psychology: group processes and motivation - Developmental psychology: lifespan perspectives - Biological psychology: motor learning and control - Cognitive psychology: perceptions and learning theory - Abnormal psychology: mental health	
Assessment		Examination	
Teaching and Learning Methods		Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched laboratory and/or field experiments or seminars. Independent learning can be supported by an e-learning environment.	
Training Routes		Formal	

Table 23: Module Applied Exercise Psychology

Module Title	APPLIED EXERCISE PSYCHOLOGY	
	Part of Human and Social Sciences Module Number IML10	Level
	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180 Credits	2
Purpose	The programme/module should provide students with an understanding of the role of psychological principles applied to physical activity and exercise promotion and adherence.	
Learning Outcomes	On completion of this programme/module students should be able to: - critically evaluate the evidence-base for applied exercise psychology - apply and evaluate psychological principles to understanding client behaviour in a physical activity/exercise setting - design and evaluate evidence-based physical activity/exercise interventions	
Content	- Physical and psychological benefits of physical activity, exercise and a healthy lifestyle - Potential barriers to physical activity and exercise participation - Principles, theories and determinants of behaviour change - Theoretical approaches and techniques of motivation and behaviour change - Motivational interviewing - Ethical issues in psychological interventions - Strategies to promote behaviour change and physical activity/exercise adherence - Relapse and relapse prevention strategies	
Assessment	Examination or Written Case Study	
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched seminars. Independent learning can be supported by an e-learning environment.	
Training Routes	Formal	

Table 24: Module Public Health and Promotion

Module Title	PUBLIC HEALTH PROMOTION	
Part of Human and Social Sciences Module Number	This module would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 – 81 ECTS of the total programme of 180 Credits	Level
IML11		1
Purpose	To provide students with an introduction to the concepts of public health and public health promotion.	
Learning Outcomes	On completion of this programme/module students should be able to: • describe and evaluate key concepts in public health and public health promotion in the context of health and fitness • describe and understand the legal, ethical and practice aspects of public health promotion in the context of health and fitness • describe and evaluate international, national, regional and local health trends, systems, policies and strategies • describe and evaluate health determinants and inequalities	
Content	• Concepts of public health and health promotion • Planning, implementation, promotion and evaluation of public health and exercise programmes • Legal, ethical and practical aspects of public health and exercise interventions • International, national, regional and local agencies (public and private) involved in public health promotion and the range of relevant associated professionals • National health trends, systems, policies, strategies and funding • Exercise and physical activity as primary and secondary intervention in health and disease • Health determinants and health inequalities	
Assessment	Examination	
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched seminar and workshop activities. This can be supported by e-learning.	
Training Routes	Formal	

Table 25: Module Applied Exercise Teaching (Group Exercise)

Module Title		APPLIED EXERCISE TEACHING (GROUP EXERCISE)	
Part of	Physical	This module would contribute to between 20 to 35% awarded to Practical Physical Activities which equates to between 36 – 63	Level
Activities			1/2
Module Number	IML-13	ECTS of the total programme of 180 Credits To provide practical and theoretical knowledge and skills of planning, delivering and evaluating group exercise sessions.	
Purpose		Students should be engaged in practical exercise sessions and provided with the opportunity to develop skills and competences in delivering group exercise in realistic environments preferably through relevant work experience.	
Learning Outcomes		On completion of this programme/module students should be able to: • demonstrate knowledge, skills and understanding of training principles and their application to the planning, delivery and evaluation of group exercise sessions according to national and international standards and industry recognised guidelines • lead safe, effective and motivational group exercise or activity sessions to recognised national guidelines.	

Content	• Modes of group exercise instruction including gym, exercise to music and water-based exercise • Training principles: overload, progression, adaptation, specificity, recovery and reversibility • Practical exercise instruction to include: planning and preparing activities, preparing clients for activity, teaching and adapting activities, bringing activities to an end and evaluating personal performance • Safe and effective exercise instruction • Planning, delivering and adapting group exercise sessions relative to: differing objectives (aerobic and resistance), different clients, (groups and individuals), availability of resources • Monitoring exercise intensity in group exercise environments • Client care and communication skills • Risk assessment and maintenance of the safe exercise environment
Assessment	Examination of theoretical aspects Written reports on work-based learning Practical assessment of group exercise session Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched practical activity. This can be supported by work-based learning. There should be the opportunity for group work throughout the module to gain vocational skills and competences. Formal, informal and work-based
Teaching and Learning Methods	
Training Routes	

Table 26: Module Applied Exercise Teaching (Gym Based Exercise)

Module Title		APPLIED EXERCISE TEACHING (GYM BASED EXERCISE)	
Part of Activities	Physical	This module would contribute to between 20 to 35% awarded to Practical Physical Activities which equates to between 36 – 63 ECTS of the total programme of 180 Credits	Level
Module Number IML14			1/2
Purpose		To provide practical and theoretical knowledge and skills of planning, delivering and evaluating gym-based exercise sessions Students should be engaged in practical gym-based exercise sessions and provided with the opportunity to develop skills and competences in gym-based exercise in realistic environments preferably through relevant work experience.	
Learning Outcomes		On completion of this programme/module students should be able to: • demonstrate knowledge, skills and understanding of training principles and their application to the planning, delivery and evaluation of gym-based exercise sessions according to national and international standards and industry recognised guidelines • lead safe, effective and motivational gym-based exercise or activity sessions to recognised national guidelines.	

Content	• Training principles: overload, progression, adaptation, specificity, recovery and reversibility • Methods of gym-based training: cardiovascular, resistance etc • Practical gym-based exercise instruction to include: planning and preparing activities, preparing clients for activity, teaching and adapting activities, bringing activities to an end and evaluating personal performance • Safe and effective gym-based exercise instruction • Planning, delivering and adapting gym-based sessions relative to: differing objectives (aerobic and resistance), different clients, availability of resources • Monitoring exercise intensity in the gym environment • Risk assessment and maintenance of the safe exercise environment
Assessment	Examination of theoretical aspects Written reports on work-based learning Practical assessment of gym-based exercise session
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched practical activity in a gym environment. This can be supported by work-based learning. There should be the opportunity for group work throughout the module to gain vocational skills and competences.
Training Routes	Formal, informal and work-based

Table 27: Module Group Experience

Module Title	WORK EXPERIENCE	
Work Experience and CPD	This module would contribute to between 5 to 10% awarded to Work Experience and CPD which equates to between 9 - 18 ECTS of the total programme of 180 Credits	
Module Number IML15		
Purpose	Work experience is designed to provide a variety of experiences in which to observe, inquire, participate, contribute and learn in a 'real' situation. Moreover, the opportunity to feedback experience promotes the concept of the reflective practitioner. It should enable students to develop their own models of applied practice and promote an ability to conceptualise theory in a way that has real potential value to the future career progression.	
	Students who are used to operating within a learning environment that actively encourages continuing personal, academic and career development are likely to be much better placed to succeed in the workplace.	
Learning Outcomes	On completion of this programme/module students should have: • had the opportunity to apply under real conditions the knowledge and skills acquired through an associated academic programme of learning. • developed greater self awareness of individual strengths and weaknesses with respect to current/future personal, academic and career development needs. • developed the ability to plan realistic learning experience through the use of a negotiated learning agreement. learnt and applied new and vocationally relevant skills and techniques through a variety of work-based experiences.	

Learning Outcomes	- worked alongside qualified practising professionals within the health and fitness area and had their performance and potential evaluated by such professionals. - gained contextual understanding of the occupational sector into which the work experience fits.
Content	Effective work-based learning is fundamental to lifelong personal and career development. These experiences assist in preparing students for a career position, and subsequent success, upon completion of a programme of study. These experiences should complement and add value to the knowledge and skills obtained in lecture, seminar and workshop situations. Students should be encouraged to reflect back on their experience in an attempt to increase their level of understanding. Work experience should be governed by a tri-partite negotiated learning agreement between the student, the workplace supervisor and the academic tutor.
Assessment	Written Negotiated Learning Agreement Written Report or Learning Log of Work Experience
Teaching and Learning Methods	The process of work experience is one that is almost entirely driven by the student, but within the guidelines provided by the University to conform with appropriate legislation. The module is designed to promote the concept of the autonomous learner. This should be facilitated through experiential/action learning in a way that promotes both the intellectual and vocational development of the student. Students should be required to articulate and reflect upon their experiences of the process, in the context of their personal, academic and career development. This will take the form of a negotiated learning agreement (prior to commencement) and a learning log (during and after the work experience).
Training Routes	Work-based

Table 28: Module Continuing Professional Development

Module Title	CONTINUING PROFESSIONAL DEVELOPMENT	
Work Experience and CPD	This module would contribute to between 5 to 10% awarded to Work Experience and CPD which equates to between 9 - 18 ECTS of the total programme of 180 Credits	
Module Number IML16		
Purpose	To provide a focus for personal and career development of students. This includes the continuous monitoring, refinement and assessment of agreed personal, academic and career development targets.	
Learning Outcomes	On completion of this programme/module students should be able to: • demonstrate an understanding of the issues driving the personal and professional development within the context of lifelong learning • demonstrate an ability to critically evaluate their own development of personal, academic and career skills, using a range of relevant information sources e.g. national occupational standards • demonstrate an ability to plan, progress and effectively communicate individual skills/aptitudes against identified personal/career outcomes	

Content	• Concept and application of lifelong learning • Concept and application of professional development • Professional values, ethics and legal responsibilities • Action/work-based learning • Working with National Occupational Standards • Diversity & Cross Cultural Capability • Entrepreneurship / Intrapreneurship • Project Management • Leadership and teamwork in organisations • Developing personal skills (eg time management, assertiveness, self esteem, customer care etc) • Career development planning
Assessment	Written Professional Development Audit and Plan
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched seminar and workshop activities. This can be supported by e-learning. Students should be encouraged to apply learning, where appropriate, to their individual context and work environment. Students should work, closely, with personal tutors to monitor, reflect upon and plan for their personal, academic and career development. In addition, students would benefit from 'buddying-up' with fellow students to offer peer review, advice, feedback and support, as necessary.
Training Routes	Formal and informal with potential for application to work the environment

Table 29: Module Research Methods

Module Title	RESEARCH METHODS	
Research Methods and Scientific Work	This module would contribute to between 10 to 15% awarded to Research Methods and Scientific Work which equates to between 18 - 27 ECTS of the total programme of 180 Credits	Level
Module Number IML17		1/2/3
Purpose	This programme/module will involve students learning about different approaches to research in order that they will be better equipped both to undertake their own research and to offer a critique of the research of others.	
Learning Outcomes	On successful completion of this programme/module students should be able to: • understand the advantages and disadvantages of quantitative and qualitative approaches of research investigation and their applications • justify and apply a particular research approach to their own area of interest within health and fitness • critically evaluate the contribution of published research material from a methodological perspective • capable of devising and undertaking their own dissertation or work based project.	

Content	• Qualitative and quantitative approaches to research • Measuring research variables; validity and reliability; objectivity and subjectivity • Sampling • Questionnaire design and analysis • Statistical and measurement concepts in research • The use of computer software to input, process and analyse data • Case studies • Ethical issues in research • Writing for research
Assessment	A written research proposal
Teaching and Learning Methods	Theoretical subject matter and applications would be best presented in traditional lecture format followed by subject matched seminar and workshop activities. This can be supported by e-learning. Students should be encouraged to apply learning, where appropriate, to their individual context and work environment.
Training Routes	Formal and informal

Table 30: Module Dissertation or Work Based Project

Module Title	DISSERTATION or WORK BASED PROJECT	
Research Methods and Scientific Work	This module would contribute to between 10 to 15% awarded to Research Methods and Scientific Work which equates to between 18 - 27 ECTS of the total programme of 180 Credits	Level
Module Number IML18		3
Purpose	To give the students the opportunity to bring together concepts, skills and techniques developed in programmes/modules studied throughout their undergraduate course, to demonstrate the ability to direct their own studies and to investigate in depth a topic of their choice within the cognate field of their course.	
Learning Outcomes	On completion of this programme/module students should have demonstrated the ability to carry out an independent, sustained piece of work that requires technical competence and the ability to work independently to: • define a research question and undertake a large independent research project under the guidance of a tutor • assimilate a range of concepts, issues, techniques and skills • evaluate evidence and construct critical arguments	

Content	The structure of the dissertation, treatment of the research topic and adopted methodology will depend on the research topic selected and intended purpose of the dissertation. The research will normally contain an empirical component, but may be a critical review of the state of current knowledge in the health and fitness area. The research may attempt to extend the state of knowledge within the topic area or apply existing ideas techniques or methods to a new situation. Students should be able, where appropriate, to take a vocational focus in their dissertation, such research enables students the opportunity to apply, in an organisation setting, knowledge, skills and techniques developed in programmes/modules throughout their undergraduate course, to develop and demonstrate the ability to direct their own research project in co-operation with a relevant organisation of their choice. Ethical procedures should be followed as determined by institutional guidelines.
Assessment	Written Theses
Teaching and Learning Methods	Students should work in with a project supervisor, who will provide guidance and support through the research process. Students should be encouraged to formally document this support via a pro-forma. In supporting the research process and the role of the dissertation supervisor, students should be expected to attend research workshops relevant to the type of research and analyses they are undertaking.
Training Routes	Formal and informal with potential for application to work the environment

Note:

The module *Pedagogy* is within Level I and part of Human and Social Sciences and would contribute to between 30 to 45% awarded between Bio Medical and Human and Social Sciences which equates to between 54 to 81 ECTS of the total programme of 180 credits.

5.3.3 Conclusions

This document is just the beginning of a process towards the goals of the Bologna Process. The work has enabled the project group to formulate a model for consideration and discussion across Europe. Following the presentation of this report and consideration of the Evaluation Report extended consultation will take place throughout the Dissemination Year that follows the closing of the project development work. It is the goal of the project team that this document is used as the basis of a quality assurance process developed across all organisations offering a Bachelor Programme which leads towards the occupational areas identified in **Step 2** of the document. Subject to approval, further work will be undertaken to develop curriculum models for the areas of Health Related Exercise Specialists and Public Health Promoters and an analysis of the overlap between the work of this specialist area and that of Coaching, Sports Management and Physical Education.

It is our hope that the document will be used by a wide range of organisations to map their programmes to the framework outlined in Step 6 and that this information is then fed into the AEHESIS Database at www.aehesis.com to enable further analysis of the curriculum areas to take place.¹⁴

5.4 Sport Management

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5.4.1. Introduction

Sport management is one of the four areas selected for the investigation and creation as a final result curriculum model in the EU funded Socrates-Erasmus-Thematic Network project AEHESIS. Following a six-steps model agreed during the project the Sport Management Research Group (SMRG) selected four standard occupations and proposed ideal curriculum model both for bachelor and master levels. During the SMRG meetings each step of the six-steps model was deeply discussed. Active consultations with employers in six different European countries covering public, non-governmental and private sectors were arranged. Therefore developed curriculum model is based not only on good practices but also on real labour market situation and needs in Europe.

5.4.2. Professional Area

Sport Management

“A field concerned with the coordination of limited human and material resources, relevant technologies, and situational contingencies for the efficient production and exchange of sport services” (Chelladurai, 1994).

Sport manager

“A person, who coordinates limited human and material resources, relevant technologies, and situational contingencies for the efficient production and exchange of sport services” (Chelladurai, 1994).

Aims for Sport Management

As an example, Norwegian School of Sport Sciences' states the following aims for Sport Management program:

- Know the institutional structures in sport, knowledge on volunteers, boards, members of sport organizations, media, sport law, public institutions dealing with sport, sponsors and other organizations and be able to place this into a social context.
- To have knowledge and skills to work out and implement sport politics, prepare about financial and sponsor aid, make short and long term as well as strategic plans, make budgets and run the economy, seek advice by members, owners and managers.
- To be able to coordinate activities, services, facilities and events
- To have sound understanding of the scientific prerequisites for human movement and coaching in sport which they mostly acquire the first year of study in sport.

According to the studies during this AEHESIS-project the main partners in the area of sport management are as follows: local authorities, sport federations /associations, ministries, district organisations, health area, media, sponsors, equipment providers and private companies. Growing areas are commercial area in general; marketing, accounting, finance, law, consultation, management and human resource management. Some completely new areas in private and university sector with special sport management related programs will be born for e.g. health-related areas ("personal health trainers", "health instructors or coaches"). We'll probably also get some new professions, where several different competences are needed: "Health-related professions", "Sport science professions" (in the sport federations!), Project managers, Media consultants, IT-specialists and all kind of "net workers". It has also been evaluated, that some professions, mainly from public sector and mainly from rural areas will either disappear or work descriptions will change.

Nowadays educators and institutions are dealing with more or less conflicting but at least increasing demands coming from all sectors. There is more and more information for one general "sport manager" to handle and in fact too much for a sport management student to learn to become immediately a general sport manager able to handle

the whole broad area. Today students are specialising earlier and earlier and that is also the case in sport management. If we want to develop curricula and create some models, we need information not only from academics in universities but also from the professionals in the field. Curricula in this area are very diverse and that's the way it will be also in the future. We want to help all interested in curriculum development work and our main task is try to give logical information and hopefully useful proposals.

There are two main ways to educate people for sport management professions in Europe;

- The first way is to get the basic education from “Sport Sciences” and then in the end of the studies specialize on more or less sport management related management, financing, economics etc. or special sport management subjects.
- The second is to start with general management, economics, financing etc. and then specialize in the end on sport management or closely sport management related subjects.

Curriculum development is a complex process with several relevant issues to be considered, decisions to be made, several questions to be answered and problems to be solved. Curriculum is the study of “what should constitute a world of learning and how to go about making this world” (Jewett, 1995). The big dilemma in contemporary academic society is that should the education system respond strongly or at least to some extent to the market or should it be guided by research?

What are the targets of curriculum development work? Are we going to develop disciplinary mastery, are we going to reflect the existing social needs and what about the learning processes or possibilities for self actualization? What is the purpose of the program and curriculum design from the point of view of faculty, administration, student or society (market)? Is the curriculum for Undergraduate program or Graduate? Is it for Sport Management or Management in Recreation, Fitness or Tourism? Is it research or empirical oriented?

According to Slack (1991) it is important for undergraduate to have a strong knowledge of management, understanding about the nature of the sports, to have some electives from social science and a good supervised practicum. Danylchuk and Chelladurai (1999) listed the key managerial competence areas in Canada as financial management, leadership, policy making, disturbance handling, revenue generation, athlete affairs, conflict resolution, dissemination, evaluation, lobbying, marketing, staffing, coordination, public relations, league responsibilities, maintenance activities and information management. Furthermore he or she must have a figurehead, be a liaison and take care of athletes.

According to NASPE – NASSM (1993) joined Task force on Sport management Curriculum and Accreditation the 10 core content areas are Behavioral Dimension in Sports, Management and Organizational Skills in Sport, Ethics in Sport Management, Marketing in Sport, Communication in Sport, Finance in Sport, Economics in Sport, Legal Aspects of Sport, Governance in Sport and Field Experience.

For Master's Program 8 important areas were listed: Management Leadership and Organization in Sport, Research in Sport, Legal Aspects of Sport, Marketing in Sport, Sport Business in the Social Context, Financial Management in Sport, Ethics in Sport Management and Field Experience in Sport Management.

A research done by Kerr M. (2003) suggested the following five clusters: Human Resources Management, Leadership / Organization Management, Marketing Financial Management, Administrative Management and Planning.

Ming Li and Doyice Cotton (1996) published a study "Content Analysis of the Introductory Courses in Sport Management" where they divided the important issues to be considered in three categories: practical issues, theoretical issues and evaluating the curriculum. Practical Issues were Practicality (staff, time, facilities, equipment, money to implement the idea, Workability (benefits) and Acceptability (students). Theoretical Issues were "Who should control the curriculum? What

are the boundaries? and Is Sport Management a Science or an Art?”. Deparo and Titlebaum (2003) suggested also that the future curriculum must have international status and applications.

Therefore having in mind that the variety of approaches for curriculum development exists we accept general methodology which is used for the creation of curriculum as well as specificity both - sport sector and sport management area.

Brief history of the Sport Management Research Group (SMRG)’s work

SMRG started with analysing the existing curricula (information e.g. from the 1st and 2nd questionnaire). After studying the up-to-date situation, the group defined the standard occupations (1st step) with main activities (2nd and 3rd step). SMRG used 60 different competences and a combination of up-to-date situation and future requirements to analyse the core competences as well as special competences required in sport management area. After that research findings were compared with other sport management studies related to future and trends in sport management area. Finally the main principles and guidelines of curriculum development were decided and some examples of existing sport management curricula were compared with the model principles and the collected sport management related data.

5.4.3. Standard occupations

During Sport Management Research Group (SMRG) meeting in London on January 2005, 14 typical sport management occupations from public, private and voluntary sectors were listed: Municipal Sport Director, Director of the National Sport Federation, Sport Journalist, Sport Manager, Project Manager, Event Manager, Managing Director, Sport Consultant, Researcher, Animator, Sport Marketing Director, Sales Manager, Sport Instructor, Sport Club Manager. Finally during Project Management Group meeting in Brussels and after consultation with “Health and Fitness Research Group” Manager in Fitness Club was added into this list.

Definition: “Standard Occupation” means a set of tasks and duties characterised by a high degree of similarity.

The standard occupations of sport management area in this project are as follows:

1. Local Sport Manager or Director in a city or municipality,
2. Sport Club Manager or Director
3. Manager or Director in National Sport Federation and
4. Manager in Fitness Club

5.4.4. Activities and tasks

Two approaches for managerial activities and tasks exists:

a.) The managerial function an iterative process when sport manager is able to:

1º analyse and understand the situation of the organisation

Micro: internal situation

Meso: network and partnership

Macro: politic, social, economic environment

2º define policies and projects

To define objectives

To give the way to follow

To plan programs and actions

3º find and use efficiently the different resources

Organisational resource

Human resources

Facilities and material resources

Financial resources

4º analyse results, evaluate, report and ... begin again

b.) Another approach for a vocational classification of competences is when a sport manager is able to:

1º Know (Knowing and understanding)

General and specific knowledge about sport area are needed for sport managers. These are theoretical and academic and also vocational knowledge. Curriculum could be made up for example by history,

sociology, psychology, law, economic, management...etc.

The best practices could be lectures, e- learning, etc.

2°/ To know to act

The vocational Know-how for sport manager means to know how to do yourself (to know to do) and also to have someone to do something. Sport managers must learn tools, methods and processes to act. Curriculum could be made up for example by languages (national and foreign languages), computer tools (office suite and other specific computer programs), specific management tools and skills (promotion and communication, marketing, project management, financial tools, etc.) and best practices could be lectures, case studies and workshops.

3°/ To know to be

Sport managers need attitude, abilities, skills and personal competences. There is no specific curriculum to improve the best attitudes but the main personal abilities, skills and competences can be developed. These best practices can be internships, networking, team working, workgroup, students counselling.

Proposing curriculum and showing best practices to train and improve good sport managers was our main task. There are other questions about vocational competences. University and training institutions must consider entry requirements. What competences are e.g. needed before the internship and what competences have to be improved after the internship?

5.4.4.1. List of General Activities & Tasks of 4 Main Occupations

1°/ Local sport director in a city

- To plan the use of community sport facilities, and control their good and safety conditions
- To take into account the needs of local sport clubs
- To manage the local sport department staff
- To organise the local sport events

2°/ Sport club director

- To run the club
- To lead the technical (coaches) and administrative staff
- To welcome and give information to the customers
- To organise and take in hand, sport activities

3°/ Director in national sport federation

- To check the good organisation of national sport events
- To set up the training programme for coaches and referees
- To set up the meetings of executive authorities (general assembly, executive committees, boards)
- To run the federation and lead permanent staff

4°/ Manager in fitness club

- To run the club
- To lead the technical (coaches) and administrative staff
- To welcome and give information to the customers
- To organise and take in hand, sport activities

5.4.5. Competences

Definition of competences: “Ability to apply knowledge, know-how and skills in a habitual and/or changing work situation”.

SMRG adapted, applied and used “Tuning Methodology” when defining and evaluating:

1. The core and specific competences in the field at the moment and
2. Competences required in the area of sport management in the future

In order to understand a real situation in the market and to find out the current and future required competences for sport managers the sport management-related research material has been collected from Finland, France, Germany, Greece, Lithuania and Norway by questionnaires targeted to five persons from public, non-governmental and private sport organisations in earlier mentioned four standard occupations (120 altogether). SMRG used 60 different competences

and combination of up-to-date situation and future requirements to analyse the core competences as well as special competences required in sport management area. The method used when analysing the research findings was Importance-Performance Matrix¹⁵. The main idea when using this method was to evaluate the most important areas to be studied in the future as well as to find out existing and real educational demands straight from the field.¹⁶

The Likert scale was used for the evaluation of the current competences 1-5 (1=weak, 2=fair, 3=satisfactory, 4=good, 5=excellent) and necessary competences in the future from 1 to 5 (1=not at all important, 2=not really important, 3=quite important, 4=important, 5=very important).¹⁷

5.4.5.1. Core Competences

Definition of Core Competences:

“All competences, which in our Performance-Importance Matrix total evaluation (60 competences altogether, 6 countries, 4 standard occupations and 120 specialists involved):

- had the difference over 0,5 points between future requirements and competence today (future requirements > competence today)
- had the value of 4 or more in both “future requirements” as well as in “competence today” evaluations.

Core Competences of all 4 standard occupations are as follows:

- Will to succeed (Motivation)
- Leadership
- Capacity for planning and organising
- Marketing (commercialisation)
- Capacity to adapt to new situations (internationalisation)
- Creativity (demand, commercialisation)

15 The Importance-Performance Matrix is provided for download at www.aehesis.com

16 Cingiene, V. / Puronaho, K. / et. al. (2005) Sport Management. In Petry, K. / Froberg, K. / Madella, A. (Eds.). (2005). Thematic Network Project AEHESIS - Report of the Second year. Cologne. P. 71-73.

17 The questionnaire is provided for download at www.aehesis.com

- Production (commercialisation)
- Teamwork
- Oral communication
- Computing skills
- Interest in following the developments in the field (life-long-learning)

Entry requirements are important when evaluating the motives of applicants. The more you get motivated students, the surer you expect success. Studies in leadership, human resource management, planning, organising, marketing and production are very important to all evaluated sport management areas. It's good to develop student exchange, practical training possibilities and new methods of teaching in general. Important parts of the studies are applied projects where students must use imagination and develop their creativity in groups together with other students or during their training period with the staff members of training organisations (sport business, sport organisations, public sector of sport etc.). Oral communication skills must be developed e.g. through oral presentations, special courses and also during group work related to that subject. Students must also learn to follow the developments in their field also during the course of studies e.g. by following the area related journals, newspapers and other media as well as the latest research findings, seminars and congresses.

All end-users of these research findings can apply this data according to their own goals and targets. Here we have listed the "Core Competences of fitness managers and two other standard occupations" as well as "Core Competences of all standards occupations except fitness managers". Core Competences of fitness managers and two other standard occupations were as follows: custom service, concern for quality, initiative and entrepreneur spirit, decision making skills, interpersonal skills, personnel management, ability to work autonomously. Core Competences of all standards occupations except fitness managers were strategic planning and management,

project design and management, financial management, language skills, ability to work in an international context, research skills, problem solving skills, capacity for analyses and synthesis, information management skills, written communication and capacity for applying knowledge in practice

5.4.5.1. Other Important Competences & Standard Occupations

In this chapter the Sport Management Research Group (SMRG) listed other important competences especially related to specific standard occupations. Quite a lot of differences were found, especially between fitness managers and other managers. One of our proposals here is to give the students possibilities to specialize in the end of their studies to those subjects close to the requirements of the field they are especially interested in. Perhaps even a special route or even Master's programme for fitness managers is needed.

Fitness managers: service quality, custom service, human resource management, oral communication, interpersonal skills and creativity.

Other managers: project design and management, strategic planning and management, financial management, research, analysis, problem-solving, information management and language skills.

SMRG listed also the most and the least important competences of each 4 standard occupations. The criteria were more than 4,5 (the most important ones) or less than 3,5 (the least important ones) average points, when evaluating the future requirements.

Sport Club Manager

+ Will to succeed, capacity to adapt to new situations, interpersonal skills, marketing, leadership, initiative and entrepreneur spirit, teamwork, creativity, decision making skills.

- Sport tourism, adapted physical education, free time activities and problems.

Local Sport Manager

+ Capacity for organising, creativity, ability to communicate with experts in other fields, capacity to adapt to new situations, information management skills, initiative and entrepreneur spirit, concern for quality, ability to work in an interdisciplinary team, personnel management, teamwork, knowledge of peoples' need for physical activity, will to succeed.

- No competences lower than 3,5 average points.

Manager in National Sport Federation

+ Capacity for analyses and synthesis, capacity for planning, marketing, sponsoring, leadership, decision making skills, information management skills, oral communication, capacity for organising, strategic planning and management, capacity for applying knowledge in practice, capacity to adapt to new situations, creativity, will to succeed.

- Environmental control, physical education teaching methods, adapted physical education, personal sporting skills.

Manager in Fitness Club

+ Custom service (5 average points!), concern for quality, oral communication, creativity, will to succeed, interpersonal skills, capacity for planning, leadership, decision making skills, initiative and entrepreneur spirit, capacity to adapt to new situations, teamwork.

- Sport infrastructure construction, environmental control, knowledge of welfare politics, personal sporting skills, adapted physical education, physical education teaching methods, free time activities and problems.

5.4.5.2. Connections between the Trends in the Area of Sport Management and Research Findings

As a part of the quality control of this project SMRG checked also the connections between research findings about the trends and future of the sport management area and the research findings related to competences.

Table 31: Trends and Research Findings

Trends and future	Sport management –related competences
Commercialization • Competition gets harder • New working habits and rules • Economic growth for service providers • New competencies required • More professionalism required • More entrepreneurial spirit required	Research: • "Will to succeed" • Creativity • Production • Initiative and entrepreneur spirit • Marketing • Concern for quality • Custom service • Financial management
Commercialization • Importance of professional marketing • More marketing research • Privatisation of sport services • More sport-related jobs • Higher quality requirements • Effect on voluntarism is problematic • More discussion about moral and ethics	Research:
Internationalisation • No big effects (+/- possible) • International market chains > lower prices? • Bigger markets and broader opportunities for profit generation • Loose of control • Language requirements • Possibility to learn from others • Larger projects, more cooperation • Time-consuming work • Federations; no big effects, international already	Research • Language skills • Capacity to adapt to new situations • Ability to work in an international context • Strategic planning • Interpersonal skills • Interest in following the developments in the field • Ability to work in an international context
Internationalisation • International instead of national? • Mobility of labour • International supply of new trends, products and services • International education, projects and processes • "more talk than real activities"	Research
Information technology • Internet; bigger and faster access for several people • Analysis of customer-related data • More demands from users • New marketing practices • More effective distribution • Less meetings and travelling • Less to do, but also less time available • More problems will be solved outside the central organisation	Research • Capacity for analysis and synthesis • Research skills • Information management skills • Computing skills • Marketing • Problem solving skills • Ability to work autonomously
Gender Equality • Slow increase and development	Research • Strategic planning and management • Personnel management

5.4.6. Learning Outcomes

Definitions of learning outcome:

- “The set of knowledge, skills and/or competences an individual acquired and/or is able to demonstrate after completion of a learning process”.
- “A statement of what a learner is expected to know, to understand and to be able to do at the end of the period of training”.

Bachelor versus Master

The employee training level expected is above all related to the size and the economic and financial importance of the sport organisation (employer). For example a small local club would need a bachelor's degree, whereas a large sport federation would need a master's degree. Another distinction can be made: a master's degree can be justified by the level of specialization required. For example the manager of a local sport department could have a master's degree just like the manager of a large sport facility (nautical centre, stadium, etc.)

- For students the learning outcomes must be informative about the job
- For employers the learning outcomes must be clear and useful to help them to recruit employees
- For the programme training director and teachers the learning outcomes must be useful to define contents and programs easily, to distribute and balance easily credits (ECTS) for each content and programme, to choose the best learning method, to choose the best assessment method and to organise the prior learning recognition.

Learning outcomes must be described and written as a set of vocational. Each line of learning outcomes can begin with “ To be able to ...”:

- To be able to know and understand (theoretical knowledge of an academic field)
- To be able to act...(practical and operational application of knowledge to certain situations)
- To be able to be...(values as an integral element of the way of perceiving and living with others in a social context)

5.4.6.1. General Learning Outcomes

Sport manager (Bachelor's degree) shall make the student able to:

- analyse and to understand the situation of a sport organisation
- define programmes, projects, events and actions
- coordinate and use the different resources to implement programmes projects events and actions
- analyse results, report to the principal stakeholder, evaluate and renew the process.

Sport manager (Master's degree) shall make the student able to:

- analyse and understand, the strengths, the weakness, the threats (constraints) and the opportunities (SWOT analysis) and improve the situation of the sport organisation
- Micro level: internal situation
- Meso level: network and partnership
- Macro level: political, social, economic environment
- define strategies, policies and projects
- set objectives for the organization to follow
- plan programmes and actions
- communicate, promote and sell programs, projects, products and events of the sport organisation
- find, coordinate and use efficiently the different resources to implement strategies, programs, projects and actions as well as take good care of organisational, human, financial and material resources.
- analyse results, report to the principal, the sponsors or stakeholders, and... back to the beginning.

5.4.6.2. Specific Learning Outcomes

Local Sport Manager in a small municipality (bachelor's degree) is able to:

- prove the "sport manager's generic competences" (bachelor's level)

- plan the use of community sport facilities, and control their good and safety conditions
- take into account the needs of local sport clubs, schools and other users
- work with the other actors of local sport and to coordinate them
- organise or to help sport clubs to organise local sport events

Local Sport Manager in a city or municipality (master's degree) is able to:

- prove the "sport manager's generic competences" (master's level)
- plan the use of community sport facilities, and control their good and safety conditions
- take into account the needs of local sport clubs, schools and other users
- manage the local sport department staff
- organise local sport events

Sport Club Manager (bachelor's degree) is able to

- prove the "sport manager's generic competences" (bachelor's degree)
- run the club and set up the meetings of executive authority (general assembly, executive committee, board)
- coordinate the technical (coaches) and administrative staff
- welcome and give information to the customers (sportsmen)
- organise sport events and social events
- organise or take in charge sport activities

Sport Club Manager (master's degree) is able to:

- prove the "sport manager's generic competences" (master's degree)
- run an important or a professional club
- set up the meetings of executive authority (general assembly, executive committee, board)
- lead the technical (coaches) and administrative staff

- set up a marketing and a communication programme for the customers
- organise and take in charge, sport activities and sport competitions and events

Manager in Fitness Club (bachelor's degree) is able to:

- prove the "sport manager's generic competences" (bachelor's degree)
- run the fitness club
- coordinate the technical (coaches) and administrative staff
- welcome and give information to the customers
- organise or to take in charge sport activities
- organise sport events and social events

Manager in Fitness Club (master's degree) is able to:

- prove the "sport manager's generic competences" (master's degree)
- run an important fitness club or a group of several fitness clubs
- lead the technical and administrative staff
- set up a marketing and a communication programme for the customers
- welcome and give information to the customers
- control the safety condition of sport facilities and equipment
- organise and take in charge, sport activities sport or social events

Manager in National Sport Federation (bachelor's degree) is able to:

- prove the "sport manager's generic competences" (bachelor's degree)
- contribute to the good organisation of national and small international sport events
- contribute to the training programme for coaches and referees
- take in charge a project or a department of the sport federation

Manager in National Sport Federation (master's degree) is able to:

- prove the "sport manager's generic competences" (master's degree)
- check the good organisation of national and international sport events

- set up the training programme for coaches and referees
- set up the meetings of executive authority (general assembly, executive committee, board)
- run the federation and lead permanent staff

5.4.7. Curriculum models

Definition of curriculum model: “A set of actions followed when setting up a training course: it includes defining training goals, methods (including assessment) and material, as well as arrangements for training teachers and trainers”.

5.4.7.1. Sport Management Curriculum - General Principles

Bachelor in Sport Management

- Minimum 90 ECTS and hopefully 120 ECTS credits out of 180 ECTS credits must be sport management studies or closely sport management related studies/subjects

Master in Sport Management

- Bachelor in Sport Management or equivalent studies or other studies with bridge studies
- All 120 ECTS credits must be sport management studies or closely sport management related studies or subjects

Programme Design Principles

1. Competences and learning outcomes expected for a master's degree includes those expected for a bachelor's degree
2. Horizontal flexibility (variety of courses available – increasing variety through the education process)
3. Vertical flexibility (possibility for life-long-learning)
4. Semesters for core courses/modules/content
5. Semesters for student exchange abroad and optional courses in home institutions
6. At least 30 sport management related credits must be available in hosting institutions and gained by the students during the student exchange period abroad – those credits must be fully accepted in home institutions

An example: Bachelor in Sport Management

- A three-year-program
- One hundred and eighty (180) ECTS credits
- Thirty (30) ECTS credits per semester
- Each module/course normally worth six (6) ECTS credits
- The first sixty (60) credits (two semesters) are general education classes
- The next ninety (90) ECTS credits (three semesters) are sport management classes and the last thirty (30) ECTS credits (one semester) someone can specialize (e.g. 4 areas) or go abroad (student exchange programs) and study there 30 ECTS credits

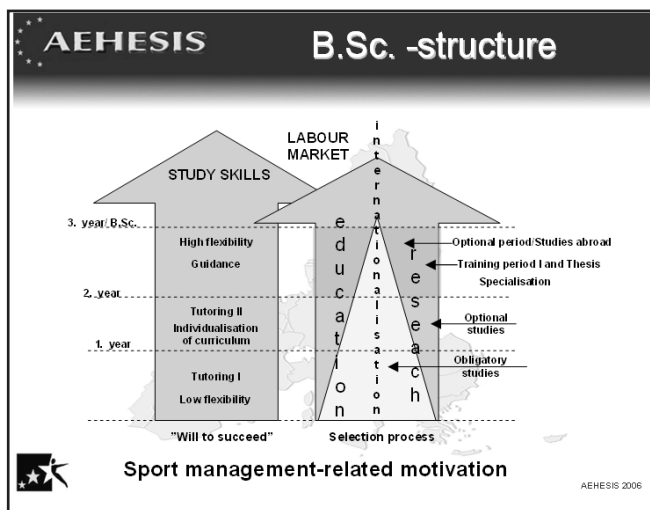


Figure 39: Bachelor in Sport Management - Structure

An example: Master in Sport Management

- A two-year-program
- One hundred and twenty (120) ECTS credits
- Thirty (30) ECTS credits per semester
- Each module/course normally worth six (6) ECTS credits
- Sixty (60) ECTS credits (two semesters) are sport management classes

- The next thirty (30) ECTS credits (one semester) someone can specialize (e.g. 4 areas) or go abroad.
- During the last semester all students have Master Thesis (30 ECTS credits).

Management Appendix 1 depicts a “golden model” of a sport management study at Bachelor and Master level discussed by the SMRG members. Real life can vary from this model after relevant specialities in the specific country, specialties by the staff etc. In addition an example of how sport management is organized both at Bachelor and Master level at the Norwegian School of Sport Sciences is included in Management Appendix 2.

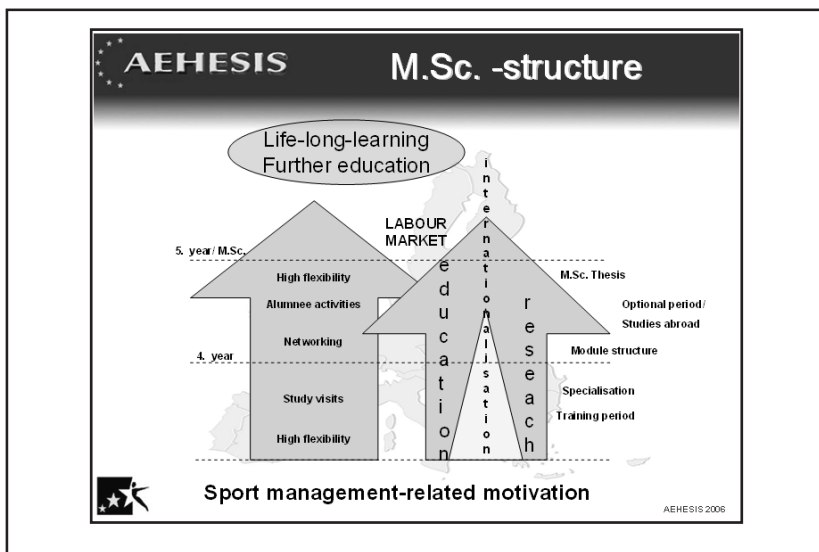


Figure 40: Master in Sport Management - Structure

5.4.8. Quality assurance

Because of the fact that especially the time resources have been limited during this AEHESIS project all the things related to high-quality curriculum development work couldn't be taken into consideration. All institutions and universities interested in high quality Sport Management Programme design can also evaluate their own programmes with the

help of “Key Questions of Programme Design” applied and developed by AEHESIS project. In order to identify good practice the following key questions should be answered:

1. Employability

1.1 Consultation process with the stakeholders (e.g. trade unions, employers etc.)

1.2 Is there convincing evidence that the degree will be recognized in terms of future employment?

1.3 Is the programme related to a specific professional context?

1.4 Surveys about the job market, use of existing information

2. Degree Profile

2.1. Is the definition of the profile clear?

2.2. Are the target groups (students) clearly identified?

2.3. Does the level of the programme correspond to the level(s) of the degree foreseen in the European and National Qualification Framework?

3. Competences

3.1. Are the competences acquired by the students clearly identified at least in terms of subject specific and generic competences covering knowledge (cognitive competences, skills or functional competences as well as professional and ethical competences?

3.2. Can the competences acquired be assessed adequately?

3.3. Is the methodology of assessment of the competences clearly specified?

4. Learning Outcomes

4.1. Have learning outcomes been clearly identified?

4.2. Are they appropriately distributed over the various parts of the programme?

4.3. Are the learning and teaching methods chosen for the development of competences clearly specified?

5. Credits and Workloads

- 5.1. Have ECTS Credits been allocated to the programme
- 5.2. Is information on the programme presented as described in the ECSTS User's Guide?
- 5.3. Is student mobility facilitated in the programme?
- 5.4. Is a Diploma Supplement issued to the students automatically and without charge in a widely spoken European language (e.g. English, German or French)?

6. Resources

- 6.1. Is the staffing for the delivery of programme guaranteed?
- 6.2. Does the programme require the use of teaching staff from outside the department?
- 6.3. How are the necessary structural, financial and technical means guaranteed?
- 6.4. In the case of workplace experiences, are there sufficient and suitable placements guaranteed?

7. Monitoring and Evaluation

- 7.1. Is the quality of the programme monitored?
- 7.2. Is staff quality monitored?
- 7.3. Is the quality of the class rooms and the equipment required to deliver the programme sufficient?
- 7.4. Are data collected of the graduates' satisfaction with the programme? How is the alumni database organized?

8. Flexibility

- 8.1. Is student support and guidance organized?
- 8.2. Do you have personal study plans for students?
- 8.3. Do you offer your students opportunities for life-long learning?
- 8.4. Do you have staff development programmes including e.g. pedagogical and/or language courses?

9. International elements

- 9.1. Is the student mobility in your programme foreseen?
- 9.2. Is there a plan for student mobility?
- 9.3. Do you regularly have foreign visiting lecturers?

5.4.9. Conclusions & recommendations

Finally the Sport Management Research Group highlight the following conclusions, recommendations and ideas for all those doing curriculum development work in the area of sport management:

1. There must be a logical and useful connection between science (research) and education
2. With the help of research findings and model curricula, we are willing to give directions to those developing sport management curricula
4. Directions and recommendations are on line with the data we've collected
5. To get reliable and relevant data, it was collected straight from sport managers in:
 - sport clubs,
 - local sport municipalities,
 - national sport federations and
 - fitness clubs
6. Curriculum (Outcome) and the demand from the job market must correspond each other to be able to guarantee employability (consultation process with the stakeholders) as much as possible
7. Staff involvement is also needed in overall planning, because they e.g. know all the relevant resources available for sport management education
8. Up-to-datedness of the content (latest research findings from the field) is extremely important in the fast changing world of sport management
9. A variation of international elements must be included
10. Individualisation of curricula can guarantee the motivation ("will to succeed") and help finally also the teachers' work
11. Efficient student support and guidance is needed especially in the beginning of studies
12. Teacher support (life-long-learning) is needed e.g. to keep up the good motivation of staff members

13. "Teachers teach, what they study" – principle guarantees the up-to-dateness of the teaching material. It is also useful to give teachers possibilities to have sabbatical years to update and study their own subjects, if these possibilities have not been organised in another way.
14. Permanent staff should take care of core courses and modules
15. Visiting staff is mainly for special topics and courses
16. Good teaching and learning environment keeps up the motivation of not only the students but also the teachers
17. Nowadays we give credits after the students have successfully passed their examinations with a variety of grades. In fact, the success in your studies does not necessarily motivate and award the students enough. If we can decide and define the core competences required and the core courses (the most important ones), it gives us in these cases a possibility to award good performance not only with high grades but also with higher number of credits of the particular course.
18. It is necessary for all universities and institutions to provide a system or a method to update the curriculum regularly. The more it is based on relevant research, staff involvement in planning process and experiences from the field, the better. Sport Management research Group has developed one method to do that job quite efficiently and hopefully that method will be developed somewhere in the near future.
19. Curriculum for bachelor in Sport Management should consists of minimum 90 ECTS and hopefully 120 ECTS credits out of 180 ECTS credits must be sport management studies or closely sport management related studies/subjects
20. All 120 ECTS credits must be sport management studies or closely sport management related studies or subjects in the Curriculum for Master in Sport Management.

5.4.10. Monitoring & evaluation

Sport Management Research Group has worked in close cooperation with several relevant stakeholders during the course of the whole project. One of the main partners has all the time been European Association for Sport Management (EASM) and the AEHESIS project results have been regularly delivered to EASM members not only during annual EASM Congresses but also through electronic newsletter, EASM E-News, which is published every second month. All the main research findings as well as description of the method used during this project will be open to all interested in this work in AEHESIS website (<http://www.aehesis.de>)

The AEHESIS process has regularly been evaluated in SMRG meetings and the cooperation between SMRG and Project Management Group has been fruitful. According to the common opinion in SMRG, it was a good decision to give a broad enough general framework to Research Groups to be followed, which in fact gave the project more useful experiences than very strict and defined project structure. As a matter of fact we had 4 pilot studies closely connected to each specific area and each special culture with a great amount of useful experiences.

External evaluators of sport management area are Berend Rubingh with the help of Hans Westerbeek. The real evaluators will finally be the students, teachers, employers and end-users, when and if they apply the method or use the AEHESIS project findings.¹⁸

Appendix 1. Sport Management Curriculum

For a Bachelor degree in Sport Management.

A three year program. One hundred and eighty (180) credit hours, thirty (30) per semester, each theory class (module) worth six (6) credits. The first sixty (60) credits (two semesters) are general sport education classes. The next ninety (90) credits (three semesters) are sport management classes and the last thirty (30) credit hours (one semester) someone can specialize in one of the four emphasis areas or go abroad (Erasmus or a different program) and take classes he/she chooses.

First Semester

1) Fundamentals of Sport Management	6
2) Fundamentals of Sport Marketing	6
3) Fundamentals of Sport Economics	6
4) Human Recourses in Sport Organizations	6
5) Event Management	6
	30

Second Semester

1) Organizational Theories	6
2) International Sports	6
3) Sport Business	6
4) Sociology and Ethics in Sports	6
5) Facility Management	6
	30

Third Semester

Choice of thirty Credit hours (five classes) in one emphasis area or electives.

5x6 30

Fourth Semester

1) Thesis	3X6	18
2) Internship (Practicum)	2X6	12
		30
		120

Here is an example of 30 credits for each of the 4 specialties:

a) Sport Management in Private Clubs

1) Professional Sports	6
2) Sponsorship	6
3) Managing Private Clubs	6
4) Economics in Commercial Sports	6
5) Sports and Law	6
	30

b) Sport Management in Federations

1) Structure of Sports Federations	6
2) Legal Systems in Sports Federations	6
3) Marketing and Advertising	6
4) Philosophy of International Organizations	6
5) Financing in Sport Federation	6
	30

c) Sport Management in Municipalities

1) Sports for All	6
2) Recreation Management	6
3) Society and Sports	6
4) Management Municipal Facilities	6
5) Fund Raising	6
	30

d) Sport Management in Fitness

1) Fitness Trends	6
2) Psychology and Exercise	6
3) Sales Techniques	6
4) Organizing Events for Fitness	6
5) Marketing Plans for Fitness Centers	6
	30

Masters Program in Sport Management.

A two year program. One hundred and twenty (120) credit hours, thirty (30) per semester, each theory class (module) worth six (6) credits. The first sixty (60) credits (two semesters) are sport management classes, the next thirty (30) credit hours (one semester) someone can specialize in one of the four emphasis areas or go abroad. Finally the last semester all students must write a Master Thesis.

First Semester

1) Research Methods	6
2) Advanced Sport Management	6
3) Advanced Sport Marketing	6
4) Advanced Sport Economic	6
5) Sports and Law	6
	30

Second Semester

1) Statistics	6
2) Sport Administration	6
3) Media and Sports	6
4) Financing and Fund Raising	6
5) Contemporary Society and Ethics	6
	30

Third Semester

Five (5) classes in Emphasis area	30
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Fourth Semester

Master Thesis	30
	120

These are suggestions for courses in the different specializations that can be offered:

a) Sport Management in Private Clubs

1) Organizational Theories	6
2) Spectator Services	6
3) Communication and Public Relations	6
4) Economics in Commercial Sports	6
5) Sport Tourism	6
	30

b) Sport Management in Federations

1) Mega Events	6
2) Law and Sports Federations	6
3) Communication and Media	6
4) Globalization of Sports	6
5) Economics in Sport Federation	6
	30

c) Sport Management in Municipalities

1) Leisure and Recreation	6
2) Programming Recreation Activities	6
3) Development of Sport Tourism	6
4) Managing Municipal Facilities	6
5) Volunteers in Sports	6
	30

d) Sport Management in Fitness

1) The Fitness Industry in Contemporary Society	6
2) Exercise and Motivation	6
3) Recreation Management	6
4) Budgeting for Fitness Centers	6
5) Fitness Centers Marketing	6
	30

**Appendix 2. Sport management at Bachelor and Master level
at the Norwegian School of Sport Sciences**

Second year in a sport management study at the Norwegian School of Sport Sciences:

1. period	ECTS	2. period	ECTS	3. period	ECTS	4. period	ECTS
SPM 214 Organizational theory	5	SPM 214 Organizational theory	5	SPM 220 Leadership	5	SPM 291 Internship	5
SPM 240 Economy I	5	SPM 215 Politics and administration	5	SPM 215 Politics and administration	5	SPM 223 Marketing	5
Scientific methodology	5	Scientific methodology	5	241 Economy II	5	241 Economy II	5

The 3rd year of sport management at the Norwegian School of Sport Sciences:

1. period	ECTS	2. period	ECTS	3. period	ECTS	4. period	ECTS
SPM 322 The economy of sports	5			SPM 310 Project management	5	SPM360 Sport journalism	5
SPM 330 Sport facilities	5	SPM 350 Sport and law	5	SPM 321 International organizing of sports	5	SPM 321 International organizing of sports	5
SPM 390 Bachelor thesis	5	SPM 390 Bachelor thesis	10	Elective modules	5	Elective modules	5

The first year of Master study in Sport Management at the Norwegian School of Sport Sciences:

Fall	ECTS	Spring	ECTS
Scientific philosophy	5		
Two courses in methodology out of 4	10	SPM 435 Sport Management	20
A seminar to be elected	20	Project plan for the thesis	5

Second year of Sport Management Master at the Norwegian School of Sport Sciences:

- Writing of thesis 60 ECTS
- 40 hours of tutoring

5.5 Physical Education

*Ken Hardman*¹⁹

5.5.1 Introduction

The overarching aim of the third year of the AEHESIS Project was to formulate a model curriculum for Physical Education, which could have applicability across higher education institutions in Europe involved with preparation of teachers and hence, represent a degree of harmonisation within the context of the intention and spirit of the Bologna Agreement. In pursuit of the overarching aim, the PE Area Research Team adopted the agreed (London, 2005) cross-area AEHESIS Project Six-Step-Model methodological approach (cf. chapter 4) based on the Tuning Project and elaborated by Gilles Klein. The results of Steps 1-5 of the Six-Step-Model were underpinned by empirically generated data from the first two years of the Project (see AEHESIS Year 1 and Year 2 Reports).

5.5.2. Progression of the Six-Step-Model

Over the year (2005-2006), the Six-Step-Model was progressed in full coherence with the Tuning methodology through the use of several procedural methods and research instruments in data collection and collation. The research instruments utilised, comprised semi-structured and open questionnaires²⁰, analysis of documentary (e.g. school physical education job descriptions) and research evidence. Additionally, data generated from Partner Institutions' completed on-line questionnaires in Years 1 and 2 relevant to the Physical Education Teacher Education (PETE) curriculum (general and specific job

19 Supported by Francisco Carreiro da Costa (Technical University of Lisbon), Gilles Klein (Paul Sabatier University Toulouse), Göran Patriksson (University of Göteborg) and Antonín Rychtecký (Charles University, Prague).

20 The final year questionnaires (as indeed with previous years' instruments) also collected biographical data on gender, qualifications (academic and professional) and teaching experience of respondents.

competences, fields of study and ECTS weighting) were used to inform pilot questionnaire instruments (respectively concerned with standard occupational functions and main activities, associated competences and learning outcomes of providers' PETE programmes' fields of study) administered in Limerick ENSSEE Forum, 1-3 September, 2005 during PE Area Workshops. Data sets variously included samples of PETE providers, employees and employers. Because of time and costs constraints, data generated from employers and employees were derived more in a framework of national case studies and hence, were not cross-nationally representative. However, the data do provide illustrative examples and reveal trends and tendencies, which can be utilised in a cautionary way to inform PETE Model Curriculum formulation.

5.5.2.1. Identification of Professional Area

- Physical education teacher

An issue here is what constitutes a "Physical Education teacher". There is an assumption, and this is explicit in the rubric for the AEHESIS on-line Physical Education data bases, that a *Physical Education teacher* is defined as a **qualified teacher who has undertaken a programme of academic and professional training, over 50% of the study load of which (excluding general education or pedagogical study) has related to the subject known as *Physical Education* or its equivalent term.** It is acknowledged that in some countries, Physical Education teachers working in the 'Basic School' may have undertaken study programmes, which comprise less than 50% of the total teacher education programme and, are, nevertheless, recognized as physical education teachers. In acknowledging the diversity across Europe, it may be necessary or pragmatically expedient to adopt a compromise, which recognizes or distinguishes between a 'Specialist Physical Education' teacher, a 'Physical Education' teacher and a 'Generalist' teacher who teaches a full range of subjects in primary/elementary school settings. This notion of specialization in physical education

is relevant to the various phases (or stages) of schooling, whether primary (elementary), basic (which tends to span primary and early/lower secondary education), or secondary (high).

It is worth noting that for teaching Physical Education in primary schools, the European Physical Education Association (EUPEA) stipulates that a proper²¹ education means ideally 1000 study load hours specialization, (33-40 ECTS²²) besides general teacher education, and periodical and obligatory refresher courses. For a Physical Education specialist, who is qualified for the total school system, a proper education takes at least 4000 study load hours (minimum 133-160 ECTS). From data extracted from an on-going survey (Hardman & Marshall, 2005-2006) of the situation of physical education in schools, notably both 'generalist' and 'specialist' qualified personnel teach physical education in European primary/elementary schools: generalist teachers feature in 83% of countries and specialists in 60% of countries. At secondary school level throughout the region, the large majority (94%) of physical education practitioners are specialists (Hardman, 2005).

A second issue related to terminological definition of the Professional Area is that of societal needs in evolving ideological and political settings within a dynamically and developmentally changing world, which may impact on, and hence, alter the functional roles of the designated professional area. With this scenario, occupational identity and associated functions and activities will essentially need to be flexibly adaptable.

Both issues related to the identification of the professional area and propensity for change have resonance for formulation of a PETE-related curriculum and are reflected in core sets of principles, which are adaptable and flexible to meet the needs of changed and changing circumstances and settings.

21 EUPEA does not define what constitutes 'proper' education; the assumption is a full Study Programme of integrated practical, theory and professional preparation fields of study.

22 ECTS (European Credit Transfer System). The figures assume a study workload range of 25-30 hours.

5.5.2.2. Standard Occupation with 3 major functions (in ranked order)

- Teaching physical education with emphasis on delivery of a broad and balanced curriculum fostering knowledge, skill and understanding
- Teaching physical education including health and lifestyle
- Teaching physical education including extra-curricular sport

The ranked three major Standard Occupation (defined as *a set of tasks and duties executed, or meant to be executed, by one person*) functions were derived from data generated by geographically representative exploratory and more widely distributed modified and further revised semi-structured questionnaires administered in the second year and beginning of the third year of the AEHESIS Project (refer Year 1, 2004 and Year 2, 2005 AEHESIS Project Reports). The functions were incorporated into a modified and revised semi-structured questionnaire essentially seeking responses concerned with generic and specific competences and administered to the provider, employer and employees data sets referred to earlier.

5.5.2.3. Activities with list of 4/5 occupational activities (in ranked order)

From a combination of the Second Year's PE Area team's empirical research (refer Report of the Second Year, 2005), and early Third Year's further empirical research, a set of five Main Occupational Activities (defined as *the set of tasks and duties (i.e. functions) itself, relating to a specific occupation*) was determined:

- Establishment of positive learning situations
- Understanding of physical activity as a process
- Fostering health and lifestyle perspectives
- Planning, organising and teaching curricular/extra-curricular activities
- Conception, implementation and assessment of PE and sport education processes/Provision of advisory guidance and instruction

For other activities, there was congruence between employers and employees concerning safety awareness and divergence between these two sample sets on the education process. Interestingly in the light of Europeanization advocacy, the least favoured activity was promotion of cultural dimension, especially so by employers.

As with Step 2 (Standard Occupation functions), the ranked five Main Activities were derived from geographically representative exploratory and more widely distributed modified and further revised semi-structured questionnaires administered in the second year and beginning of the third year of the AEHESIS Project. The Main Activities were also incorporated into the revised semi-structured questionnaire related to generic and specific competences and administered to the three data sets (see above).

5.5.2.4. Competences

Competences (sub-divided into **Generic and Specific**) are defined as the *ability to apply knowledge, know-how and skills in a habitual and/or changing work situation*, the language of *competences and skills* refers to capacities demonstrated in action, which relates to working situations and the associated tasks and duties. Building on the conclusions reached at the end of Years 1 and 2 on Generic and Specific Competences, the survey reviews of data generated by samples of providers, employers and employees during Year 3 of the Project provide orientations on the profile of a competent Physical Education teacher. Listed here in rank order are the top five generic and specific competences.

a) **Generic**

- Capacity to adapt to new situations
- Capacity for applying knowledge to practice
- Teamwork
- Capacity for organisational and planning
- Capacity for generation of new ideas

For other generic competences divergence is evident between employers and employees in capacity of analysis/synthesis, ethical commitment and ability to work with experts from other fields.

a) Specific

- PE subject knowledge, skills and understanding
- Knowledge of students and their characteristics
- Pedagogical content knowledge
- Professional engagement
- Collaborative work and planning

Greatest congruence between the three sample sets was related to knowledge of students, subject matter and pedagogy. For other specific competences: there was congruence of the three sets on reflective practice; employers ranked curriculum knowledge and ethical commitment more highly than employees; congruence was evident on inclusion and class heterogeneity and teaching a range of activities; curriculum implementation was more favoured by employers than by employees; generally there was congruence on least favoured competences though notably employees ranked knowledge of education systems less favourably than employers and PETE providers.

By way of summary, the PE area's activities over the three years of the AEHESIS Project are presented here as a reminder of the evolution of the competences' profiles. The results of the first year PE-related curriculum questionnaire on competence profile of the Physical Education teacher revealed mixed messages:

- an initial orientation of the professional profile could be discerned whereby the competent worker masters generic competences regarding subject knowledge, teaching organisation, work in a team, critical abilities and is able to adapt to new situations and to apply knowledge in practice. Specific competences are mastered at macro, meso and micro levels mainly regarding subject knowledge, and interventions to facilitate adaptation of subject-matter contents to the pupils
- the questionnaire methodology with a broad diversity of categories, notably specific competences, the orientations of the professional profile tended to be fragmented; moreover, the diversity of competences was not structured by a framework providing sense

to the list of generic and specific competences. The revised second year model attempted to rectify these inherent weaknesses

The second year Competences questionnaire provided data relevant to the orientation of the PE teacher competence profile. The use of the Six-Step-Model allowed a focus on the most often cited standard occupation in the PE area: a PE teacher (most frequently) in secondary schools. This occupation seemed to relate more to curriculum organisation and delivery, taking into account healthy lifestyles, than to involvement in school sport or more generally in extra-curricular activities. From the providers' point of view, the focus of the PE teacher job seemed to be curriculum delivery.

The findings provided a more detailed orientation of the competence profile. Main activities embraced curriculum promotion, organisation, implementation and evaluation with a range of physical activities aimed at student development. The findings also indicated less favoured activities related to sport competition, the aesthetic dimension, the organisation of extra-curricular activities and research. The generic competences provided other elements in defining the orientation of the professional profile: anticipation and adaptability of the PE teacher to reality, mainly in the class situation, which pre-supposes a capacity to plan, analysis of the decision implementation and their modification according to the context. A less favoured competence profile related to the capacity to analyse the international context and other cultures. The specific competences profile confirmed the engagement into the reality of teaching grounded in solid foundations of knowledge, with scientific, didactical or pedagogical bases. The less favoured profile was also confirmed.

Whilst the findings facilitated the definition of the main orientations of the profile of a competent PE teacher, the methodology used had weaknesses: a focus on providers, numbers of questionnaires completed and number of items. A main task for the third year's activity was to generate data from additional 'actors' associated with the professional profile, notably, employees and employers.

The third year survey provided more definitive orientations of the profile of a competent PE teacher. The data from three groups of actors produced findings, which variously demonstrated convergences and divergences between providers, employers and employees. Generally, PETE providers had an intermediate point of view, with a mean always between employer and employees. The most frequent divergences occurred between employers and employees.

The definitions of standard occupation were congruent for the three groups of actors. The PE teacher had to deliver a balanced curriculum mainly focused on school and school sport was not regarded as the priority. This exclusive PE orientation was not confirmed by the concrete activities definition. If the main activities are developed within PE classes, elements concerning the delivery of school sport and extra-curricular activities could be seen. Orientations common to the three actor groups related to the importance of safety or the far less importance of the cultural dimension of PE. However, divergences between employer and were noted: employees favoured the health education process less; and the employers favoured the PE cultural dimension.

The generic competences showed convergences among the three groups of actors concerning adaptation and teamwork, capacity of analysis and synthesis. Divergences appeared about creativity or work with other experts' fields (less favoured by employees). The specific competences showed convergences about knowledge of the subject matter, reflexive practice and class heterogeneity. In the less ranked favoured competences, the findings show divergences between employer and employees relating to administrative aspects. Formal curriculum development and implementation, knowledge of educational systems and contexts are less favoured by employees than by employers.

Each actor category intimated some priorities. Employers in France and in England favoured curriculum planning and development, effective teaching and learning strategies, teamwork and communication skills. The English employers specifically indicated the importance of

extra-curricular sport whereas France prioritised ethical commitment. Amongst employees, the Portuguese favoured employees teaching the national curriculum, didactical and pedagogical knowledge, knowledge of pupils ethical aspects; in France, professional engagement, reflective practice, use of inclusion strategies and management of class heterogeneity, pedagogical content knowledge, body concepts' knowledge and appreciation were favoured. Amongst the PETE providers, the Portuguese favoured scientific and pedagogical knowledge on teaching, subject-matter contents, pupils' characteristics, training processes, teaching skills and teamwork; in France, knowledge of pedagogical and didactical (including teaching styles) interventions, PE subject knowledge, skills and understanding, knowledge of students and their characteristics, knowledge of curriculum planning and development, curriculum implementation (teaching activities) were favoured.

For future reference the loop needs to be completed. With retention of the range of actors, the ranking of activities as well as generic and specific competences, it seems essential to simultaneously introduce a categorisation of the generic and specific competences and in the categories thus defined to rank the elements according to the findings obtained from the three surveys. Then it may be possible to categorise the generic and specific competences involving on the one hand contexts of professional behaviour specific competences (working with children, working in a team and an organisation, working with and in the environment), and contexts of professional behaviour generic competences (working at one's own development); and on the other professional roles (pedagogic behaviour, subject-methodological, organisational behaviour and interpersonal behaviour) (Klein, 2006b).²³

23 For further details of ranking of General and Specific Competences you will find data (derived from job applications containing details of expected competences) from a sample of English employers on the AEHESIS website under www.aehesis.com

5.5.2.5. Learning Outcomes and Programmes of Study

As with the competences data seeking research instrument, in order to maximise returns of completed questionnaires, information on the *Learning Outcomes* (defined as *the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process* (Cedefop, 2003); *learning outcomes are the competences seen from a 'training' programme point of view*) of programmes of study was sought through semi-structured questionnaires distributed directly to AEHESIS partner HE institutions. From an analysis of first and second year on-line data provided by partner institutions (see Year 1, 2004, and Year 2, 2005 Project Reports), *Programmes of Study* were disaggregated into *Fields of Study*, recast (for simplification) to embrace *Practical Activities* (theory and practice in six main areas), *Educational & Teaching Sciences* (Pedagogy and Didactics), *Natural and Biological Sciences* (General and Applied), *Social Sciences/Humanities* (General and Applied), *Scientific Work* (research related study such as dissertation or project), *School-based Teaching Practice* and *Specified Others*. In the questionnaire, respondents were asked to list main learning outcomes associated with each Field of Study. Additionally, the on-line PE Curriculum Area linking the *Fields of Study* with *Total Study Load Hours* and *ECTS Credits* generated data on weightings attached to each Field of Study, which could be used to inform the formulation of principles of a curriculum model. Tables 32 and 33 provide summary data on these weightings of Fields of Study and Study Load hours in terms of ECTS.

Table 32. Fields of Study: ECTS and Percentage

Field of Study	ECTS	%
Practical Activities (Theory and Practice)		
Adventure Activities	16.8	9
Dance	5	2.7
Games	19.1	10.2
Gymnastics	7.2	3.9
Swimming	17.3	9.3
Track & Field Athletics	9.6	5.2
Pedagogical/Didactical Sciences	27.6	14.8
Natural/Biomedical Sciences	11.7	6.3
Social Sciences/Humanities	25.5	13.6
Dissertation/Research Project	11.6	6.2
School-based Experience (Teaching Practices)	22.7	12.1
Others	12.6	6.7
Totals	186.7	100

Table 33. Generic Areas of Study: ECTS and Percentage

Generic Area of Study	ECTS	%
Practical Activities (Theory & Practice)	75	40.3
Teacher Preparation	50.3	26.9
General and Applied Sport Sciences	37.2	19.9
Dissertation/Research Project	11.6	6.2
Other	12.6	6.7

From the questionnaire, the three Learning Outcomes listed most frequently (in frequency order) for each Field of Study were as follows.

Practical Activities

- Knowledge, understanding and analysis of (motor) skills and performance factors in range of activities
- Teach activities' skills/didactic competence connecting theory with practice
- Have a range of, and apply, practical skills

Pedagogy/Didactics

- Knowledge of curriculum implementation
- Knowledge of education and effective teaching theories
- Communication and learning processes

Natural/Biological Sciences

- Knowledge of structure, function and control of physical systems
- Understanding and application of biomechanical principles to movement
- Knowledge of human anatomy

Social Sciences/Humanities

- Knowledge of PE/Sport in society, historical & sociological developments
- Psychological/sociological knowledge of human movement
- Understand concept of culture and application to PE and sport

Research Studies

- Preparation and conduct of PE project
- Ability to generate quantitative/qualitative data
- Present written report

Teaching Practica

- Application of teaching skills
- Experience content, pedagogical and contextual knowledge
- Assessment and evaluation of teaching skills

Other (not ranked)

- Development of personal philosophy
- Use of new activities
- Use of multi-media technology

For full details of Fields of Study and Learning Outcomes questionnaire responses refer the AEHESIS web site at www.aehesis.com).

The on-line and distributed questionnaire data on Fields of Study and Learning Outcomes and profile of occupational Competences together with employees' (that is EUPEA) vision of identity and characteristics of quality physical education (see next section) informed the formulation of a set of Principles, which is addressed within Step 6 *PETE Curriculum Model*.

5.5.2.6 PETE Curriculum Model

a) Introduction

In recent years across the region, there have been a variety of policies and initiatives prompted by national and pan-European agencies such as the European Commission all of which have important implications for the preparation of teachers of physical education. With the notions of harmonisation in Europe, the time seems appropriate to reflect upon the rationale and structure of PETE provision and plan to ensure that it continues to offer a coherent, integrated and relevant preparation for teaching in the future. Reflection here embraces the empirically generated data as part of the Six-Step-Model, current PETE provider practices, PETE-related research literature as well as informed expert opinion. The identity, characteristics and competences for delivery of, Quality Physical Education (QPE) in schools need to be taken into account when formulating a PE Curriculum Model. It is clear that historical antecedents, culture-bound practices and varying levels of state and/or regional legislation etc have shaped PETE across Europe. Any curriculum formulation should recognise **pan-European diversity** (of cultures, languages, national education systems and university autonomy, as is made clear in the Bologna Declaration). Thus, for Physical Education Model Curriculum formulation, the PE Area Research Group's recommendations are based on **Core Principles**, grounded in the evidence (research data) and experts' considerations (academic/professional practices/ideals) and **NOT** a set of **specific Prescriptions**. Prior to presentation of these principles, it is important to address a number of issues, not least of which is physical education in school contexts, specifically its identity and characteristics of quality, which have significant consequences for PETE Programmes of Study, Learning Outcomes and occupational Competences. Figure 41 provides an overview of the inter-relationships of key areas of consideration Model PETE Curriculum principles.

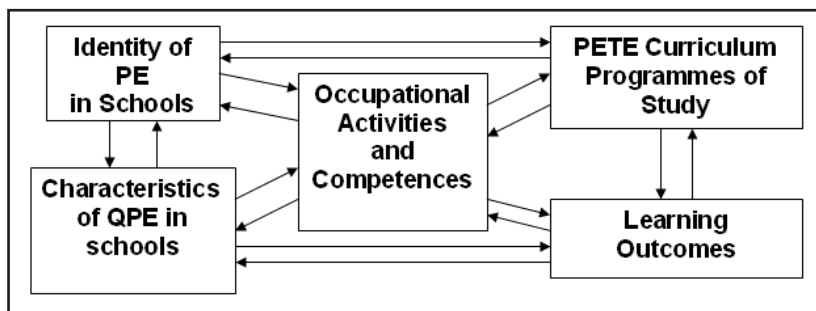


Figure 41. School PE, Occupational Competences and PETE Provider Programmes of Study and Learning Outcomes

b) Identity of Physical Education in Schools

As a precursor to defining characteristics of what constitutes Quality Physical Education (QPE), it is necessary to establish the identity of Physical Education in schools. In recognising that Physical Education makes a unique contribution to the education of all pupils, the EUPEA has drawn up a list of identity criteria for physical education in schools in Europe. The criteria comprise:

1. Physical Education (PE) PE is principally concerned with learning, personal development and health, and is essentially a means of teaching different types of physical activity as a part of pupil's overall educational experience.
2. In general, each pupil, regardless of cultural context, ability, sex, ethnic or cultural background, has the right to experience a programme of PE which promotes at least the following:
 - a broad base of physical competence and knowledge of physical activities
 - growth and development
 - insight and understanding of the importance of a healthy lifestyle
 - a positive self-esteem within the context of physical activity

- interpersonal skills, such as the ability to solve problems and co-operate with others in the context of sport and physical activity
 - the opportunity to develop oneself as an independent and responsible participant of sport-culture
 - a lifelong interest and engagement in, and affinity for, physical activities
3. PE is important for the development of a caring, positive community within a school. It is also a source of communication with others and, in addition, can involve an appreciation of the natural environment.
4. In many ways PE is related to, and also distinct from, sport. Both PE and Sport deal with (young people's) physical activities and are guiding movement development and processes of motor learning; in some respects, however, there are differences between PE and Sport.

For example:

- differences in selection of activities, in teaching strategies and also differences in social setting
- differences, which refer mainly to distinctive missions.

PE has to provide a springboard for involvement in sport and physical activities throughout life (eupea, 2006)

c) Characteristics of Quality Physical Education in Schools

QPE has become a much used term in many countries but rarely has its nature and scope been defined and there is a problem of universal applicability of defined terms in differentiated socio-cultural, economic and politic-ideological settings. It might help, therefore, to define QPE by identifying a set of characteristics, which arguably have universal applicability.

The following list of characteristics is offered as a basis for such applicability:

- serves diverse needs of all children/students in schools; this implies a balanced and coherent curriculum, sufficient in width and depth to be challenging to all, delivered so as to ensure differentiated learning tasks and teaching styles or interventions appropriate both to the students and to the tasks
- is formatively/developmentally based and progressively sequenced with clearly defined aims and learning outcomes
- provides opportunities and experiences for enhancement of knowledge, understanding and movement skills in a variety of physical activities
- fosters creativity
- promotes safe behaviours and management of risk-taking and other challenges
- promotes positive self-concepts and social interaction, a range of psycho-social qualities, and morally sound values and behaviours
- provides for enjoyable engagement

In turn, these characteristics lead to what might be regarded as positive outcomes of QPE programmes in schools:

- student commitment to physical and sporting activity
- understanding what and how to achieve through informed use of principles
- understanding of essential role of physical education in contributing to personal well-being and to a balanced healthy, active lifestyle
- confidence to engage in physical/sporting activity in a variety of capacities and settings as well as take initiative
- acquisition and application of a range of skills and techniques with good body control and movement
- willing participation in different types of physical/sporting activities
- reflective thinking, appropriate decision-making and taking, and adaptive behaviours

- determination and commitment to achievement and improvement
- development of stamina, suppleness, strength and flexibility
- demonstration of enthusiasm for, interest in, and enjoyment of participation.

d) Quality Physical Education in PE Teacher Education

The identity and quality of Physical Education in schools have resonance for PETE preparation. The EUPEA has also addressed so-called *Issues of Quality* of physical education in schools (eupea, 2006) Translated into a PETE context, the quality of physical education provided during 'training' is critical to its effectiveness in shaping intending Physical Education teachers' philosophy and attitudes. The provision of quality of Physical Education rests at least upon: a balanced, coherent and clearly defined curriculum, which covers:

- a sustainable range of the many types of practical activities available
- fostering knowledge and understanding of pedagogical and didactical processes and their application in school-related contexts including curriculum development, implementation and evaluation, effective communication and interaction in a variety of physical activity and safe learning environments
- subject knowledge and understanding in relevant areas of the natural/biological (life sciences) and social sciences (including humanities)
- contributing to development of positive professional attitudes of reflective and research capable practitioners.

These quality-related issues and consequential provision implications are taken into account in formulation of the Model Physical Education Curriculum principles prior to which is presentation of a conceptual model of the Physical Education teacher

e) Model of the Physical Education Teacher

The concept of a PE teacher has undergone some reconstruction in recent years as the subject itself has absorbed the implications of a significant amount of curriculum development, and the changing context of schooling in the 21st century. Additionally, there have been new developments in what should be taught, why it should be taught and how it is most effectively taught and these have influenced the nature of the preparation of students trained to deliver PE in schools. Today PE teachers are faced with a variety of tasks, which encompass overt and discrete contributions to young people's learning as well as facilitation, co-ordination and management of experiences available to young people in physical education through sources internal and external to the school. The need for more adaptable teachers is clear and PE teachers must be no less adaptable than others. It is evident that their roles are changing and if they are to be empowered to teach effectively, they will need to develop academic and professional competencies within a range of contexts.

The model of the physical education teacher envisaged emphasises competence and professionalism and acknowledges the need for reflection on the complexities involved. The physical education teacher is seen as a competent professional who is concerned to become more effective in aiding and facilitating children's learning and development within a variety of contexts through analysing, exploring and reflecting upon their own classroom practice. Initial training is seen as the foundation stage in a process of continuing professional development (CPD) through induction and subsequent In-service training (INSET).

Any model of PE teacher competence should embrace both cognitive and attitudinal elements. This is demonstrated through knowledge and understanding of PE curriculum functions and by a command of subject knowledge and the ability to apply it at different levels of pupil ability. It will require the physical education teacher to employ a variety of teaching styles so as to maximise pupil learning and progress.

The teacher will be expected to manage and control classes and to understand the organisation of the school and its place within the wider outside school community and will also be required to have the knowledge, understanding and skills needed to assess, evaluate and report pupils' attainment and progress for formative and summative purposes. The model PE teacher is (i) competent (ii) analytically reflective and (iii) professionally effective (University College, Chichester 2003).

(i) Competence

- familiar with the content of the requirements of the PE curriculum subject matter for the age-range studied
- able to use the any prescriptions or guidelines and other related materials constructively and positively in order to resource the PE curriculum content
- able to teach effectively with informed selection of and/or from a range of intervention strategies
- able to manage the 'classroom' setting and the children within it to ensure effective learning
- able to employ suitable methods and procedures to assess/evaluate children's work and progress, and to adjust teaching and learning methods accordingly.

(ii) Analytically reflective

- conversant with a range of social, cultural, ethical, political and social issues which children affectively encounter in school
- able to critically evaluate own practice in relation to these issues
- able to reflect upon and develop strategies in response to such issues in the interests of children's overall education.

(ii) Professionally effective

- able to respond professionally to children's all round needs (personal, social, pastoral and curriculum-related)
- able to communicate and work co-operatively with colleagues, parents and others in negotiating the curriculum and overall provision for, and care of, children in school.

Model PETE Curriculum Principles

The Principles of the Model PETE Curriculum are presented sequentially as Structure and Progression of Subject Knowledge, Aims of Programmes of Study, Learning outcomes, Assessment and Curriculum Benchmarks.

Aims of a PETE Programme of Study

Study Programmes should establish a secure knowledge base to include an understanding of the knowledge, concepts, and skills of the subject as well as breadth and depth of subject knowledge, which extends beyond programmes. In the provision of a base for initial professional competence, elements that contribute to this are specific subject-based professional skills as well as recognition of the generic context of education across all class stages and the wider context of the community. For the development of intellectual and critical powers, throughout the study programme, students should be required to analyse, diagnose, select appropriate courses of action, report and evaluate within several contexts. In order to assist in the growth of personal qualities, attitudes and values, which are a necessary feature of the teacher of the future, teacher education should include elements of independent and cooperative learning, of self-appraisal and judgement of others, of reports and debates, of necessity and choice within a framework of challenge and sensitivity to others.

Thus, the following broad aims focus on producing teachers who:

- are able to play a prominent and constructive role in the development of physical education and related activities for young people, both within the school and in partnership with agencies in the community
- have an understanding of physical education involving the synthesis and application of relevant academic, practical and professional perspectives
- have acquired a specialist understanding and competence in specific aspects of physical education

- are competent qualified teachers with insight into their own professional development as life-long learners
- possess transferable skills as appropriate for employment in a range of schools
- are conversant with specific agendas (for example, inclusion and gender and disability equity) reflecting the place of physical education within the whole school context.

Structure and Progression of Subject Knowledge

The rationale of a programme has at its core a model of the teacher who understands that pupils have individual needs and can respond to them, who is competent in curriculum areas and classroom practice and who, as an effective practitioner, is analytical, critically reflective, professional and one who demonstrates a continuing openness to new ideas. The ability to respond to, and manage change, is a central requisite. Teachers need also to be learners, and to be able to handle issues in an informed way so as to develop their practice in a changing world. In order to plan, deliver and evaluate the curriculum effectively, the teacher needs professional skills in co-operative working. Any model should build on recognised strengths of existing provision and should be based on the integration of theoretical, practical and professional work across the period of the programme.

It should emphasise

- sound subject knowledge
- understanding of how children and young people learn and acquire skills
- effective pedagogy
- the contribution of Information Communication Technology (ICT)
- the development of trainee teachers' intellectual skills
- a proactive and challenging approach to learning
- the development of trainee teachers' perspectives on life long learning for personal and professional development

Elements in considering structure, content and progression should include:

- a module or unit of study should be based on the ECTS system, that is, 25-30 hours study load per credit with an accumulation of 240 credits normally over 4 years²⁴ for subject and qualified teacher status
- a broad and balance curriculum to meet needs and trends in society, accord with cultural traditions, contribute to life-long learning and healthy active lifestyles
- a balanced range of practical physical activities to accord with school PE curriculum practice and developments
- a balance of applied bio-medical and social sciences (including humanities), which assumes integration of theory and practice
- a full range of teaching methods suitably and appropriately selected to achieve learning outcomes and develop academic and professional competence
- internal and external quality assurance procedures
- a minimum of 10% (that is 24 ECTS) of the total allocated Programme of Study theory/practice/professional preparation time for teaching practica, which will be appropriately distributed over the duration of the PETE programme. NB in early years (for 'concurrent' programmes or weeks (for consecutive programmes), observation of practice will be a feature of school-based experiences; time devoted to observation will decrease over the period of the programme with actual teaching increasing.
- a Dissertation/Research project (applied to PE)
- a time/credit allocation to education theory and applied education

24 It should be noted that across Europe there are various patterns of lengths of the Study Year within a range period of 30-40 weeks. Where the study year is over 40 weeks, it would be possible to acquire the 240 ECTS over a period of 3 years.

Programmes of Study might be structured to facilitate students passing through three broad phases - foundation (Year 1), extension (Year 2) and synthesis (Years 3 & 4). Thus, Year 1 modules provide a sound introduction to the principles underpinning the study and teaching of physical education; Year 2 modules examine in greater depth areas that were raised in Year 1; and modules in Years 3 and 4 require students to consider their evolving experience in the programme in general and physical education in particular, finally integrating theory and practice in a personal independent dissertational or research project study.

Modules should combine experience in a range of activities with a thorough intellectual underpinning. Thus, the student should be required to develop techniques of observing, recording, classifying, analysing, interpreting and presenting information. These techniques can then be used to test the value of scientific, pedagogical and didactical concepts as well as principles (e.g. patterns of play, tactics and strategies) relevant to the curriculum. The principal function of some modules is the professional organisation of practical activities. They provide substantial opportunity for experience in physical activities that are currently part of the teaching of physical education. Such units of study should include opportunities for students to experiment with a variety of teaching methods and approaches appropriate to the wide range of children they will serve. In addition trainees will achieve an understanding of the ways in which children develop and learn in a movement setting with particular attention to the more common learning difficulties that some children experience. These units should ensure that students: increase their knowledge of individual development; develop an understanding of the rationale for individualised approaches to teaching and learning; realise that the activities engaged in provide an amplification of child-centred approaches in PE; learn to relate aims of PE to more general curricular objectives; and recognise that a central concern of PE is the development of personal capacities and that a pre-requisite of such an approach is the appreciation of the

recipient as an active, evolving individual. Coherence and cohesion within and between these modules are enhanced for students with the specific pedagogical reference points of school experience.

There should be a commitment to Fields of Study, which embrace Practical Activities²⁵ (theory and practice in Dance, Games, Gymnastics, Outdoor and Adventurous Activities, Swimming, Track and Field Athletics and others encompassing relevant 'new' activities and national/local culturally traditional activities), Pedagogical/Didactical Sciences, Natural/Biomedical Sciences (Life Sciences), Social Sciences/Humanities, Dissertation/Research Project and School-based Experience (Teaching Practices).

Programmes of Study Learning Outcomes

The validity of the process of teacher education is best assessed through the evidence of outcomes. In essence these include:

- the capability to provide an explanation of the specialist subject and to make use of appropriate disciplinary perspectives to further that end
- the initiation and competent management of appropriate content of the subject study in the school curriculum
- the appreciation of the need for phase of education at the same time as adopting an evolutionary, critical but open-minded approach to its place in the education process.

Trainee teachers who successfully complete a PETE programme should have:

- a knowledge of accreditation agency benchmark standards
- specialist knowledge and understanding in physical education appropriate to Higher Education level 4 (6); this includes acquisition of a subject content knowledge base, including key concepts and skills that provide the material to be taught and the ability to employ a range of teaching styles and methods within a variety of contexts

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The range of practical activities reflects what is currently offered in schools and aims to build up a balanced profile for trainee teachers, whose skills on entry are often diverse.

- acquired the necessary range of observational, analytical and recording skills necessary for the planning and implementation of appropriate programmes of study and competent organisation of the learning environment
- developed sensitive and effective relationships with children
- knowledge and skills to support pupil's learning, progression and development within the school curriculum in an informed and imaginative manner
- appropriate communication skills in writing and other modes and be able to appraise evidence, critically analyse different points of view, argue rationally and form independent judgements
- the ability to synthesise and apply knowledge and understanding to the critical analysis and evaluation of physical education theory research and practice
- a breadth of experience, knowledge and understanding of physical education and its application in a range of contexts within the national cultural settings and of the school's local community
- an understanding of the significance of the political context within which physical education and sport operate and its impact on planning, provision and development
- an awareness of the influence of spiritual, moral, social and cultural values surrounding the involvement of young people in physical activity
- an active commitment to the provision of equal opportunities for all pupils in physical education.

In summary, by the end of the study programme, successful trainee students should be able to provide a reasoned rational argument for the enduring qualities of physical education whilst at the same time adopting an evolutionary, critical approach to its place in the educational process. They should appreciate that their role in schools and teaching physical education in the twenty first century will be a changing one.

Trainees should be able to show awareness and understanding of the statutory framework in which the PE Curriculum functions, skills in assessment, reporting and recording achievement, a view of the whole curriculum and an understanding of curriculum continuity. They should also be able to demonstrate competence in curriculum planning and review and appreciate the need for curriculum development. Students should be able to communicate effectively in writing and other modes and be able to appraise evidence, critically analyse different points of view, argue rationally and form independent judgements.

Assessment

Assessment modes should be sufficiently varied to enable students to give evidence of a range of knowledge, skills, understanding and competencies developed by their programme of study and provide students with a clear idea of their progress as their programme of study unfolds.

The safeguarding and enhancement of the standards of the teaching profession should be a central objective of an assessment scheme. Rigorous assessment ensures that students achieve the high standards of classroom performance that are expected of the modern teacher. The assessment of competency should be embedded in a profiling system that runs throughout the programme and across disciplines and areas of study. Semester by semester building of the profile would involve the students with an active process of self-appraisal, evaluation, and target setting.

Curriculum Quality Benchmarks

Programmes should be driven by clear conceptions, shared sets of institutional provider beliefs about what is valued in a teacher and what should be expected of a prospective teacher, particularly as teaching is no longer the only function that PE teachers have in school contexts of societal change, cultural and ethnical diversity.

The present day teacher is confronted with the need to demonstrate competence at three levels of professional activity: (i) tasks at the **micro** level concerning the teaching of Physical Education and School Sport; (ii) tasks at the **meso** level relating to school context; and (iii) tasks at the **macro** level in attaining relationships between School and community. Drawing from research (see for example, Bain, 1990; Behets, 2000; Hargreaves, 2000; O'Sullivan, 1996; and O'Sullivan, 1998), characteristics of quality embrace:

- a balanced and coherent curriculum with sufficiency of width and depth to ensure professional and academic proficiency appropriate in teaching a progressive range of physical activities in physical education programmes in schools
- a curriculum that is formatively/developmentally based and progressively sequenced with clearly defined aims and learning outcomes and key concepts that provide a framework to assist in developing student perspective on learning to teach and commitment
- a curriculum that provides opportunities and experiences for enhancement of knowledge, understanding and movement skills in a variety of physical activities and related scientific areas of study
- a curriculum that leads to acquisition and application of a range of pedagogical, didactical and management techniques/skills that guarantee differentiation of learning tasks and teaching styles which are appropriate both to the tasks and to the students; these skills will include evaluation of student achievement and progress, reflective thinking, appropriate decision-making and initiative taking, and adaptive behaviours
- a curriculum that leads to understanding of the essential role of physical education in contributing to personal well-being and to a balanced healthy, active lifestyle
- a curriculum that develops ethically and professionally sound values and behaviours

- a curriculum that fosters safe behaviours (teaching and learning, physically and socially) and management of risk-taking
- there is a balance in the time and respect for learning content knowledge, learning about pedagogy, pedagogical knowledge, and experience in learning to teach
- supervision of teaching practice by appropriately professionally qualified/experienced provider staff and co-operating school teachers/mentors; induction of trainees into the professional cultures of schools is an imperative in teacher education
- positive internal (providers) and external (schools) institutional and individual/group networks; this is an essential key to the creation and dissemination of better pedagogical practice
- provision for research and development in teacher education
- a systematic plan in place for programme evaluation and quality assurance.

The latter leads to consideration of principles pertinent to quality assurance evaluation of PETE programmes and to setting a framework of standards for PE Teachers.

5.5.3 Quality Assurance for PETE Programmes

A key component of Quality Assurance is **evaluation**. National evaluation models of higher education differ greatly across Europe. Some countries have no centralised (i.e. national or provincial state) evaluation systems and here responsibility tends to lie with each university and subject. The Bologna process calls for harmonisation alignment processes. In seeking harmonisation, the research team analysed several models of established, evolving and experimental externally driven quality assurance practices.

The motivations for evaluation include raising and maintaining quality of provision and delivery, enhancement of the quality of the student experience, public accountability and safeguarding the public interest in sound standards of higher education qualifications, informing policy and checking compliance with statutory requirements. Self-evaluation and associated report, peer review and report and adherence to

agreed academic/professional benchmark standards are central to the evaluation process on a regular basis.

The evaluation process has 3 steps: systematic self-evaluation following a standard procedural format, followed by a site visit by an evaluation team to scrutinise relevant documentation and confirm/establish basic facts concerning: institutional organisation details; staff and student profiles; structure, management, aims, contents including integration of theory and practice, learning outcomes and delivery of programmes; observation of students on teaching practice; use of information technology; quality assurance²⁶ measures; and student exit data etc. The team interviews key actors (e.g. dean, academic/professional staff and students), observes facilities and equipment and looks at students' assigned work and dissertations/research projects etc. The final evaluation report, detailing strengths and weaknesses, providing examples of good practice and recommendations for improvement plans, is meant to constructively contribute to the improvement of the educational process in a dialogue with the evaluated partner.

It is suggested that (i) inspection is by a non-ministerial (i.e. independent to provide impartial reports on management and quality assurance of provision, quality of training provided and standards achieved by trainees) agency accountable to state authorities comprising academics, national professional association, practitioners and representatives of employers; and (ii) inspection is conducted in 4-6 year cycles.

5.5.3.1 Framework of Standards for Teachers

Directly linked to quality assurance is the establishment of a framework of standards for PE teachers. A *framework of standards for teachers* needs to be established with a base of at least minimal expectations of all teachers with responsibility for delivery of physical education programmes. Various models for standards can be framed.

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Quality assurance is embedded in subject benchmark statements, which set out expectations about the standards of programmes of study.

The framework currently implemented in England and, particularly its inherent principles, especially as it also serves to identify areas for further professional development could be adapted for application in other countries to suit different national contexts. The framework principles presented below have also been informed by research (see for example,) Essentially the framework comprises a matrix of hierarchical order of qualifications, experience and positions held (newly qualified teachers to head-teachers) and areas of standards expected (variously at micro, meso and macro levels) under a series of headings. The framework:

- knowledge and understanding (of the subject physical education)
- planning and setting expectations (e.g. effectiveness of planning, identification of objectives, content, lesson structures relevant to students being taught; clear learning targets; and building on prior attainment)
- teaching and managing student learning (e.g. technical competence in teaching; good standards of control and discipline; and use of appropriate teaching methods/interventions)
- assessment and evaluation (of learning outcomes; monitor formative progress; and provide constructive feedback)
- student achievement (acquisition of knowledge, skills and understanding; and secure progress towards targets)
- relations with parents and wider community (preparation and presentation of reports to parents; understand need to liaise with other welfare responsible agencies)
- managing own performance and development (responsibility for own professional development and responsibilities, reflective practice, keep up to date with subject developments)
- managing and developing staff and other adults (establish effective working relationships with colleagues etc.)
- managing resources (selection and use of learning resources), and strategic leadership (with experience demonstrate competence in policy formulation etc.).

Table 34: Pathway Routes to PE Teacher Qualification²⁷

1° cycle	2° cycle
PE + QTS (240 ECTS) 4 Years	Master in PE (60 ECTS) (Concurrent)
Sport Science (or other designation) (120 ECTS) + PE Modules (60 ECTS) (3 Years) + QTS (60 ECTS) (1 Year)	Non-QTS Master in PE (120 ECTS) (QTS) Master in PE (60 ECTS)
PE as Major (120 ECTS) + Coaching or Fitness & Health or Sport Management or Other as Minor (60 ECTS) + QTS (60 Credits) 4 Years (Concurrent) or 3+1 Years (Consecutive)	Master in PE (120 ECTS) (QTS) Master in PE (60 ECTS)

Because of the diverse accreditation practices of well-established and legally constituted national PETE frameworks across Europe, the PE Research Team recognises the need for flexibility in PETE provision. This flexibility embraces traditional and recent developments of routes to qualification as a certificated or licensed teacher and acknowledges the different career motivations/decisions of students entering provider higher education institutions (HEI's).

First Model:

1st Cycle: Physical Education (240 ECTS); (4 Years)

2nd Cycle: Master in PE (60 ECTS) (1 Year).

Advantages:

- Preparation of PE teachers and professionalisation in the first cycle
- Provision of appropriately relevant conditions for the PETE

²⁷ As noted under footnote 3 earlier, across Europe duration of Study Year varies within a range of 30-40 weeks. The Pathways Routes assume 240 ECTS for initial training (academic and professional qualification), that is 60 ECTS per year for 4 Study Years of 30 weeks per year. Hence, where the study year is over 40 weeks, the 240 ECTS may be accumulated over a period of 3 years.

- Serves to overcome one of the myths about teacher education: majoring in an academic subject satisfies the requirement for subject matter knowledge needed for teaching
- Facilitation of integration of scientific and pedagogical educational processes
- Development of research and reflective competencies and not only basic and teaching abilities
- The second cycle aims to prepare PE teachers for other educational functions (e.g. Advisory; Inspection etc.).

Disadvantages:

- Potentially less flexibility in student mobility for initial employment.

Second Model:

1st Cycle: Sport Science (or other designation) (120 ECTS) + PE modules (60 ECTS) (3 Years); + QTS 60 ECTS (1 Year)

2nd Cycle: Master in Physical Education inc. QTS (120 ECTS); (2 Years).

Advantages:

- Represents easiest access to the PE profession by sport science graduates.

Disadvantages:

- Scientific preparation precedes (first cycle) pedagogical education (second cycle); this is a non integrated model that is criticised by the literature in teacher education
- Inadequate time to prepare a PE teacher as a professional and a reflective teacher
- Preparation for other educational functions implies attendance at other courses.

Third Model:**1st Cycle:**

Physical Education Major (120 ECTS) plus Minor in Coaching (60 ECTS) or Health & Fitness (60 ECTS) or Sports Management (60 ECTS) or Other Subject Area (60 ECTS); Total ECTS 180 (3 Years) + QTS 60 ECTS (1 Year)

2nd Cycle: Master in PE inc. QTS (120 ECTS); (2 Years).

Advantages:

- Preparation of PE teachers by a model that integrates the first and the second cycle
- Provision of adequate conditions for the PETE
- Serves to overcome one of the myths about teacher education: majoring in an academic subject satisfies the requirement for subject matter knowledge needed for teaching (National Center for Research on Teacher Learning, 1993)
- Facilitation of integration of the scientific and pedagogical educational process;
- Development of research and reflective competencies and not only basic and teaching abilities
- Facilitation of preparation of PE teachers for other teaching functions (e.g. coaching and health & fitness)
- The second cycle facilitates completion of preparation of the PE teacher candidates for a variety of elective teaching and educational functions
- PE graduates can more easily continue their education in other sport/physical activity-related professions.

Disadvantage:

- May cause responsible authorities to decide that PE teachers must be educated only by a first cycle of 120 ECTS.

5.5.4 Summary Statement

Throughout the AEHESIS Project in anticipation of the final year's objective related to matching occupational competences to physical education training provision and formulation of a physical education framework for potential pan-European implementation consideration, the Physical Education Area Research Group has adopted a 'bottom up' approach to facilitate a more informed and relevant model. This approach has embraced:

- i) the adoption of the *Tuning Project* aligned Six-Step-Model, elaborated by Gilles Klein in order to achieve the final year's objective
- ii) a range of exploratory, pilot and revised versions of on-line and electronically distributed structured, semi- structured and open-ended questionnaire instruments; variously these instruments have been designed to collect data on PETE provision (Programmes of Study including content, assessment and quality assurance *inter alia*), Learning Outcomes of Programmes' Fields of Study and Occupational Competences for the job of a *Physical Education Teacher* from representative data sets comprising employers, employees and PETE programme providers; in some instances (for example the domain of Competences), data generated were derived more in a framework of national case studies and hence, findings are tentative and need to be treated with caution; however, they do reveal tendencies and trends, which have resonance in formulation of core principles for the PETE Curriculum
- iii) additional data derived from the Hardman & Marshall (2005-06) follow-up survey of the situation of Physical Education in schools, from EUPEA documents and from research articles in the field as well as expert opinion have been accessed to extend and enrich the information base
- iv) *Quality Assurance* is a necessary adjunct to formulation of a Model Curriculum; analysis of several national case studies was undertaken from which resulted the identification of a set of principles for quality assurance including a standards framework for PE teachers which could be flexibly adopted or adapted across the European region.

In recognition of pan-European diversity and varying levels of national systems, autonomous institutional entities and state legislation, formulation of the Model PETE Curriculum is evidence-based and grounded in sets of principles and not on specific prescriptions. Thus the principles encompass the identity and quality characteristics of physical education in schools, a model of a Physical Education teacher, structural, progression and content features of PETE Programmes of Study, and their associated aims, learning outcomes, assessment, quality benchmarks, quality assurance procedures and framework of standards for PE teachers.

The Report concludes with an overview of pathway routes to PE teacher qualification and includes reference to perceived advantages and disadvantages of each pathway.

5.5.5 Monitoring and evaluation

Consistent with strategic policy adopted in the first two years of the AEHESIS Project, the PE Area team continued with internal and Project Management Group on-going monitoring and evaluation of progress of the Tuning aligned Six-Step-Model culminating in the formulation of a Model Curriculum for Physical Education Teacher Education. The process is also subject to external evaluation (Prof. Emeritus, Dr. Willy Laporte, University of Ghent, Belgium) (cf. chapter 6).

The monitoring and evaluation process embraced the activities presented immediately below:

a) As indicated in the PE Area second year Report, exploratory and piloted semi-structured questionnaires concerned respectively with *Occupational Competences* and providers' programmes of *Fields of Study and Learning Outcomes* were revised by the PE Area Research team in the light of feedback from PE workshops conducted in early September at the ENSSEE Forum in Limerick

b) The *Occupational Competences* questionnaire and other specifically designed data generating instruments were administered to data sets representing partner providers across the European region and to national samples of employers and employees in the framework of case studies in England, France and Portugal. The team's analysis and recording of the findings of the data took into account the case study characteristics where relevant (employer/employee Occupational Competences) and acknowledged that they were not cross-nationally representative. However, after due internal monitoring, it was agreed that the tendencies revealed justified (albeit tentatively so), attention in formulation of sets of principles as one of the bases of a PETE Curriculum Model.

c) Throughout the third year, the PE area team adhered to the Six-Step-Model and brought added value to empirical findings through access to EUPEA documentation on aspects of Physical Education in schools (identity and quality), findings of a School PE Survey (Hardman & Marshall), national practices of quality assurance procedures, research publications and experts' opinions. The value added information served to variously reinforce empirical findings and contributed to the formulation of a more balanced set of Curriculum Model principles.

d) A necessary procedure for any Curriculum Model is that of *Quality Assurance*. For this issue, an analysis of several case studies was undertaken, the internal evaluation of which resulted in the identification of a set of principles for quality assurance including a standards framework for PE teachers which could be flexibly adapted or adapted across the European region.

e) A review of the third year activities was undertaken in the AEHESIS PE Area Workshops in Prague at the beginning of September 2006. Feedback comments during discussion of the Year's *Status Quo* Report were noted and these together with electronically-generated feedback after a reflection period of 2 weeks were incorporated into the final Report.

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6 MONITORING & EVALUATION

Karsten Froberg / Gilles Klein / Alberto Madella

The evaluation and monitoring of the project has been undertaken mainly by the Project Management Group and the three experts (Prof. Jean Camy, Prof. Paul de Knop and Prof. Gilles Klein). A detailed work plan for each area and detailed action sheets after each meeting has been produced and the Project Management Group has carried out different control mechanism: e.g. the progress of the work has been discussed at each meeting, and in specific sessions the results of the work has been discussed within the internal group. A panel of partners (one per participating country) provided feedback to the progress reports at the yearly meetings in Cologne, Limerick and Prague and advised the Project Management Group on this matter. Other potential stakeholders (public local and national sport governing bodies, professional organizations not included in the partnership, e.g. for sport facilities, sport tourism, etc.) has also been involved in the process, through e-mail questionnaires and telephone interviews and through the participation in the events organised within the specific framework of the project.

Parameters for self-evaluation have included

- the effectiveness of the management processes;
- the quality and accessibility of the information and of the web environment;
- the quality of the tools;
- the degree of partner commitment;
- the validity of the main results;
- and especially the feasibility of the model proposed to ensure at the same time alignment and institutional autonomy.

6.1 Internal evaluation questionnaire

Regarding the project's goal to evaluate all steps and outcomes, an *Internal Evaluation Questionnaire* (see www.aehesis.com) was developed and distributed at the Second Annual AEHESIS Conference in Limerick, Ireland, 1-4 September 2005. It was further developed based on recommendations from 2005, and the new AEHESIS evaluation questionnaire was distributed in the Third Annual AEHESIS Conference in Prague, Czech Republic 1-2 September 2006.

In 2005 the questionnaire was submitted to the AEHESIS partner representatives (n=69), and it was sent back by 28 partners (40,6 %). The following figures and statistics were generated:

- Asking about the assessment of quality of communication given by the AEHESIS office on a scale 1 (lowest) to 10 (highest) the average score was 8,7 – including a minimum of 4 and a maximum of 10.
- Regarding the question of “feeling well informed” concerning the aims, the activities and the outcomes of the project, the following average scores were obtained (scale 1 [not informed] to 5 [well informed]): 4,61; 4,21 and 4,18 respectively.
- With reference to the regular flow of information about the project, 71,4 % of the partners stated that they always read the information e-mails sent by the AEHESIS office (score 5 out of the range 1 to 5). On a scale 1 (never) to 5 (always) 92 % scored 4 and 5 regarding the question, if they read the AEHESIS newsletter. The “AEHESIS – Report of the First Year” was read by 100 % of the partners.
- In 2006 the questionnaire was again submitted to the AEHESIS partner representatives (n=71), and 29 were sent back (40,8 %), with a very similar return rate. The following main statistics were generated in **2005**:

- The quality of communication given by the AEHESIS office (again on a scale 1 to 10, as the highest value was rated 9,1. Regarding the question of “feeling well informed” concerning the aims, the activities and the outcomes of the project, the following average scores were gained (scale 1 [not informed] to 5 [well informed]); 4,61; 4,21 and 4,18. In order to gain information about the project regularly, 71,4 % of the partners always (score 5 out of the range 1 to 5) read the information e-mails sent by the AEHESIS office. On a scale 1 (never) to 5 (always) 92 % scored 4 and 5 regarding the question, if they read the AEHESIS newsletter. The “AEHESIS – Report of the First Year” was read by 100 % of the partners.

The final evaluation made in years **2006** is naturally more interesting and therefore also more extensively explained. The following statistics were generated:

- The quality of communication given by the AEHESIS Office (scale 1 to 10 (highest)): 9,1
- Information concerning the aims of the AEHESIS project (scale 1 to 6 (highest)): 5,9
- Information about the activities, meetings, decisions etc. of the PMG (scale 1 to 6): 5,1
- Informative mails sent by the AEHESIS office (scale 1 to 6): 5,7
- Regarding different tools of the AEHESIS project, the mean score of knowledge was 90%. Different tools were: webpage, database, newsletter, flyer, CD-Rom, annual report, institutional and curriculum questionnaire.
- The average number of visiting the AEHESIS website was 1-4 times per month, and the files downloaded were mostly related to meetings including presentations and reports.
- There was a 100% knowledge regarding the institutional questionnaire, which also was evaluated as user friendly. The same was the understanding of the structure of the database; therefore the website content were evaluated as very useful tools for the future development for both a European platform regarding sports

science education and for the development of new programmes. Nearly all the partners were convinced that they would use the AEHESIS models for further curriculum development.

- Regarding comments to the questions asked, they were mostly very positive, which fits into the overall evaluation of the project. Some essential comments can be mentioned such as:
- 'When the principles of the model will apply in the EU countries, it contributes to harmonisation of study programmes and increases the student mobility'.
- 'The model is a guarantee for the necessary coherence between the professional profile and the educational process'.
- 'It has also broadened the understanding of the systems in other countries and Institutes'.
- 'Promote the same methodology in all countries'.
- 'Interesting but complex work, which needs continuous follow up-actions to match
- closely to the market.
- 'It is a good attempt and will offer a valuable reference point. Flexibility needs to be stressed and the possibility for individual institutions to adopt the model to needs and requirements, and to explicitly account for academic standards on top of professional requirements'.
- 'An excellent project that has helped to develop frameworks for the development of curricula in sport science'.

Finally it can be mentioned that the overall evaluation rate of the project was 5,3 on a scale from 1 to 6.

6.2 External evaluation

The quality of the project has as mentioned also been evaluated by external experts dealing with sports science education at university levels as Director of Studies or former head of Physical Education Sport Institutes, and by the head of the Coaching Association of Canada.

This external evaluation of the project is based on the documentation contained on the www.aehesis.de website and materials provided at the 1st & 2nd September 2006 AEHESIS conference in Prague. It is an external assessment of the first three years of the project, and does not include the collection of original data from project participants or other users.

The evaluation covers four topic areas:

- I. the Communication Environment, in particular the website;
- II. the Partnership, in particular the representation of stakeholders,
- III. the Methodology/Model and
- IV. the Final Outcome and Results.

The external evaluators have made some meaningful and very necessary recommendations which will be summarised below.²⁸

6.2.1 The Communication Environment

The AEHESIS Website www.aehesis.de provides a comprehensive source of information on the AEHESIS project. It enables the user to understand the background of the project and offers access to a wealth of information related to European sport education in one location.

General Effectiveness of the Communication Delivery System

The project has been very effective in providing intermediate results to the main target groups as the project unfolds. The website contains the major documentation from the Cologne (2004), Limerick (2005) and Prague (2006) conferences, and the annual reports contain

28 External Evaluators were: John Bales (Sport Coaching), Christian Pierar (Health & Fitness), Willy Laporte (Physical Education) and Berend Rubingh (Sport Management)

detailed descriptions of the progress of the overall project and the details pertaining to each of the four areas. The annual reports are informative and clear.

There are some differences between the areas even though the structure is the same. The newsletter is nice and short. It contains news that is relevant to its readers, but could perhaps be distributed more often.

In all four areas, additional face to face communication has occurred with a range of users to ensure the directions being taken would meet the needs of the coaching, the physical education, the health and fitness as well as the sport management communities, but minutes from meetings with central key discussions of the process and the development would have improved the interactive communication to people from outside.

The following **recommendations** have been indicated for further improvement:

1. Currently, the website assumes a high level of background knowledge with regard to European education policy, using terms such as Bologna, Socrates, and Thematic Network etc. These are likely familiar for those working in academic institutions but may not be understood by less well-informed users like students, employer groups and coaching organizations. Links could be added to provide explanations for these terms.
2. It is essential to provide an overview of the project for the naïve reader who does not have the background knowledge related to European education structures and policies. It is recommended to develop dedicated portals for each user group, to explain the project in terms that will be meaningful to that group. For example, it is important to have distinct 'hot' links for students, professors and higher education institutions, and for sport/employer groups, to define the relevance of the project to them, also indicating information would be of particular value, and how they can participate and keep informed about the project.

3. It is also important to develop pull-down menus for each section of the website, and consolidate some of the section headings. A search function for the site could also be added.
4. It is suggested to include on the website a cover page for the database section to explain what is contained in the data base, who it is intended to serve, and how to use it.
5. It is suggested to determine the long term plans for continuation of the project objectives and re-brand the website to transition it as the source of information and analysis of sport education in Europe, perhaps under the ENSSEE banner. In preparation for such a step, a more extensive review of the current site should be completed.

6.2.2 The Partnership and Representation of Stakeholders

The target groups for the AEHESIS project are “primarily European sport science students, teachers and policy makers at universities and institutions dealing with education and research in [the four main areas], in partnership with key employer groups and networks.”

One of the aims of the AEHESIS project is to ensure that the identified structures relate to the needs of the labour market, so the partnership and consultation process needs to engage these different groups that ultimately influence both the quality of preparation of the coach and the prospect for employment. Therefore it has been crucial to get involvement of stakeholders.

Within the **coaching** work group input from these different perspectives was accomplished to a large degree by the inclusion of representatives from five major international federations: athletics, equestrian, handball, rugby and tennis. This provided a broad perspective on the needs of coaches and employers, and on the articulation among higher education, sport federation and agency programmes.

In relation to the **physical education** area, representation of stakeholders in a scientific way has not been respected, even though strong efforts have been made regarding the representation

of universities and the European association. Nevertheless this task hasn't been sufficiently done, but in the development of the project it is acceptable and more efficient to work with committed and efficient persons with high capability and engagement, and the persons responsible for the area are undoubtedly the most competent in their field.

The number of partners related to the employer organizations of **sport management** has been limited, but even though it is solid and trustful, and the partners are committed and willing to make AEHESIS a success. So far the network has proved itself very valuable. The management and administration structure are the solid foundation for this steady network.

The Bologna Declaration includes among its objectives the recognition of credits acquired in other contexts than the higher education system. This statement is of critical importance - the mutual recognition of qualifications between the university and sport sectors will create the basis for a strong partnership that links directly to the labour market, and supports the goal of life long learning.

Recommendation:

6. The process for Higher Education institutions, sport federations, health and fitness organisations and coach education agencies to mutually recognize each others' qualifications, thereby providing a more transparent and efficient education experience for the coach and the health and fitness instructor needs to be developed.

6.2.3 The Six-Step-Model

By using common terminology and curriculum models to describe education programmes, it will be easier to compare standards and the quality of coach, health and fitness, sport management and physical education preparation across Europe. This will allow recognition of qualifications from country to country, which should enhance mobility and confidence in the employees and their professional standards.

The model is effective in linking the educational structures to the needs of the labour market, as set out in the aims of the AEHESIS project. Steps 1 to 4 (the Professional Area, Standard Occupations, Activities and Competencies) relate directly to the job situation, while steps 5 and 6 (the Learning outcomes and Curriculum model) link this job analysis to the educational structure.

The Six-Step-Model represents the central tool that has been used by the project leaders and will continue to be used as the project is implemented across countries and institutions. A more detailed description of the six steps would be beneficial, with examples of effective and ineffective interpretations of each of the steps (see chapter 4). For example, how broad should the professional area be? What should be done with closely related professional areas?

Recommendation:

7. It is suggested to develop a “user manual” directed at Higher Education institutions to help with the implementation stage of the AEHESIS Six-Step-Model, providing guidelines, examples of issues that have arisen, and linkages between the AEHESIS model and the Tuning project.

6.2.3.1 Sport Coaching

The Coaching work group has elaborated a long term coach development model, with four main phases in the development of coaching expertise: early, middle, late, and innovation. The Coaching work group has used this classification of coaching roles to provide the focus for education programmes, and has proposed a four level structure, which is then related to the European Qualifications Framework. The framework that has been presented has some key characteristics that place it at the forefront of coaching development, and that have important implications to the partners in coaching development.

Detailed descriptions of the Coaching Competencies and Learning Outcomes for each of the Activities or job functions, and broken down

for each of the Long Term coach Development roles, have been produced.

A model curriculum for a Bachelor degree in sport coaching, indicating subjects, contact hours and ECTS units, has also been formulated. These now need to be reviewed and validated with a cross section from the sport and university sectors. Additional work is required to develop a model curriculum for the second cycle.

Recommendation:

8. Extensive consultation is required to review and validate the characteristics of the coaching model, the proposed competencies, and the model curriculum. Consultation should occur with additional sport federations, with Higher Education institutions, and with the leading international bodies that influence coaching development (for example the International Olympic Committee and International Council for Coach Education).

6.2.3.2 Physical Education

The area of PHYSICAL Education is well described and very well related to the professional areas and standard occupations as to the competences and learning outcomes. The Six-Step-Model is carefully elaborated and the model proposed is of a high standard. The model is applicable for all kinds of Physical Education institutions. Referring to the small percentage of institutions following the Bologna regulations it will be necessary to convince the national authorities responsible for educational matters as the institutional authorities to take profit from the presented model. The congruence with the initial declared goals is very satisfactory.

Recommendation:

9. More information through the national authorities concerning existing regulations related to education and higher education institutions is needed as complementary to the collected information.
10. It's important to continue the close cooperation with the European Physical Education Association, because of the knowledge and

continuously research they are doing concerning quality of Physical Education in schools; the profile of the PE teacher; competences, standard occupations etc.

6.2.3.3 Sport Management

The Six-Step-Model is a good model for the data gathering process also in the area of sport management, even though it's different from the other areas. We think that the results of the separate areas prove the value of the model. A point for discussion is the model's limited attention and influence by the actual field. In the search for standard occupations and accompanying competences the field should be consulted. The model is not specifically aiming so, although the researchers have done a good job involving field experts anyway.

6.2.4 The Final Outcome and Results

The Coaching work group of the AEHESIS project has produced a visionary and innovative plan for the future of coaching and coach education in Europe. If implemented, it will place Europe at the forefront of coaching development. It is consistent with the aims of the AEHESIS project, both in terms of providing a basis for the alignment of educational structures and in relating those structures to the labour market. In so doing, it strongly supports the objectives of the Bologna Declaration.

A significant amount of additional work is required, both to complete aspects of the model and to consult and validate the proposals with an expanded target group of university and sport representatives. This is an essential step to ensure that the relationships between the partners are built effectively.

Although targeted primarily at the university sector, this work will have a direct impact on the sport sector, on sport federations and coach education agencies. It also has direct applications to coaching programmes in countries outside of Europe.

Also the Physical Education work group of the AEHESIS project has produced a visionary curriculum model for the future of physical

education in Europe. Even though the results from the surveys must be handled carefully, the curriculum model developed can be very useful for study directors and developers as well as for regional and national authorities.

As for the Sport Management area, the most valuable result is the impact of the project on the European field of sport management. The results clarify positions and functions in the market. This is highly valuable for students and young professionals searching for their place in the sport management field. A set of competences will contribute to making a relatively young profession professional.

AEHESIS will contribute significantly to enhancing the attractiveness of the European Higher Education Area within the sport sector. The future direction and implementation strategy once the curriculum models are completed must be determined. The website and database are valuable tools, but a longer term strategy is required to take advantage of the investment and expertise that has been developed.

7 FINAL CONCLUSION & PERSPECTIVES

Jean Camy / Gilles Klein / Alberto Madella / Karen Petry

To give perspectives for the future we have first to identify some of the key references of our work before presenting the challenges for universities and other training providers in the coming years to implement a *European Education Policy in the Sport Sector*.

7.1 The European Education Policy as a common reference

Since the beginning of the nineties, two complementary processes have gone forward in the field of education at European level:

- The *Bologna process* has linked in an intergovernmental framework, for all the European higher education institutions to promote common references and principles, relating education to the social and economical needs;
- The *Copenhagen process* is the core/central factor of the cooperation between the EU countries in the field of education. It is promoting life long learning as a key issue for the Lisbon agenda, including the recognition of informal and non formal learning, the establishment of an European Qualification Framework composed of eight levels with descriptions based on competences and learning outcomes, transfer and accumulation of credits, mutual trust and quality control of assessment.

Those two processes are now included in the “2010 Agenda for education” and constitute the core of the European education policy. Even if there is no obligation for any of the member states to apply that policy, there is a great push towards objectives which have been defined collectively. This policy is a strong reference for us as education and training providers in the sports related areas.

7.2 The sports related sectors & their key standard occupations

Even if it has often been presented in previous papers, it is necessary to describe shortly this landscape for which human resources have to be trained and educated.

The “**sports sector**”, as defined by the international statistical classification which corresponds in the European Union to NACE group 92.6²⁹, is confined to the services activities which are related directly to practising sports, i.e. provision of facilities or equipment and supervision of sporting activities. It is made up of several segments organised around the production of differentiated services:

- *Professional sport*, whose main focus is to produce events, in which professional football occupies a dominant position;
- *Competitive associative sport* is what forms the original and still dominant fabric of the sports sector. It is made up of associations, which in turn come together in sports federations, and provides its members with training and competitive sporting activities.
- *Sporting leisure pursuits* occupy a growing place in the sports sector. They are organised either by associations (a number of which are also present in the competitive sports sector), or by businesses, often very small businesses. Each sporting leisure field (fitness, outdoors including horse riding, sailing, golf, mountaineering, winter sports, racket sports, etc.) has its own particular features and its own identity.

However, the sports sector cannot exist without the presence of “complementary activities”. Participation in sports requires sports facilities, or at least the possibility of accessing public spaces open to participants, suitable shared equipment made accessible by an effective distribution system. As a rule, this activity must be run or at least assisted by public authorities.

It is usually based on initiation provided within the primary and secondary education system, generates medical and paramedical care and mobilises (if not initiated by) various media, newspapers, magazines, radio, and television. All those activities constitute what we call the **sport related sectors**.

The human resources needed to run such activities constitute what we call “sports and sports related occupations”. The sports occupations gather professional players and officials, instructors, coaches and their supervisors. Sport related occupations are composed of professionals belonging to an already existing category with a sports specification (i.e.: a PE teacher is an education professional specialised in the teaching of sports and physical activities). Below we have summarized the main sports and sports related activities and their corresponding occupations, including their usual level of qualification.

Table 35: EQF-level and Sports professions

Sports sector	Sports and sports related professions	Usual level of qualification (EQF)
	Sports Managers (general/specialized)	5 to 7
	Sport technician supervisors	5 to 7
	Sport technicians (coaches, instructors...)	4 to 7
	Professional sportsmen/women	3 to 6
	Clerks and maintenance sports workers	2 to 5
Sport related sectors	Sports related professions (examples)	Usual level of qualification (EQF)
<i>Construction of sports facilities</i>	Executive director	6 to 7
	Sports Marketing specialist	6 to 7
<i>Manufacture of sports equipment and goods</i>	Executive director	6 to 7
	Sports Marketing specialist	
<i>Sale of sports goods and equipment</i>	Executive director	6 to 7
<i>Public administration of sports</i>	Sport senior administrator	7
	Public administration operational sports manager	
<i>Education related to sports and PE</i>	Sports higher education teacher/professor	7 to 8
	Trainer for sports professionals (instructors, coaches, etc...)	5 to 7
	PE teacher	6 to 7
<i>Sport related health activities</i>	Health related exercise specialist	6 to 7
	Health related promoter	6 to 7
<i>Sports media activities</i>	Sports journalist	6 to 7

Within the AEHESIS project, we have been dealing with four areas of activities related to sport. The following standard occupations for the different areas were identified (cf. chapter 5):

Health and Fitness

- Advanced Gym Instructor/ Personal Trainer
- Health related Exercise Instructor/ Specialist
- Public Health Promoter
- Health and Fitness Manager

Physical Education

There is only one standard occupation with 3 major functions:

- Teaching PE with emphasis on delivery of a broad and balanced curriculum fostering knowledge, skill and understanding
- Teaching PE including health and lifestyle
- Teaching PE including extra-curricular sport

Sport Coaching

Two main standard occupations within the professional area have been identified, each with two sub-components:

- a) Coach of participation-oriented sports person
 - Coach of beginners (child, junior, adult)
 - Coach of participation oriented sports person (child, junior, adult)
- b) Coach of performance-oriented athletes
 - Coach of talent identified/performance athletes (child, junior, adult)
 - Coach of full-time/high performance athletes

Sport Management

- Local Sport Manager or director in a city or municipality
- Sport club Manager or Director
- Manager or Director in a National Sport Federation
- Manager in a Fitness Club

One of the next steps in the future is to complete the work in all professional areas of the sports occupation landscape and to adapt the outlined Curriculum Models for this 11 standard occupations to the European Qualification Framework. Naturally the main challenges

derive from the question whether the education and training systems existing in EU countries that are responsible for training the human resources are well adapted to social and economical needs.

A common strategy for European sector stakeholders for the training and education of the sports “work force”

To undertake harmonised actions for the education and training of “professionals” in the whole sector (sport and sport related as previously described) and for all the professions, a common strategy has to be defined. For that purpose, a body gathering all sports sector stakeholders at European level would be of key importance. In the last months, a “European Sports Workforce Development Alliance” has been established with, as a mission to:

“provide a mechanism to coordinate the development of the European sport’s workforce to ensure a workforce with the “right skills at the right time in the right place” and develop an active partnership between the major decision makers of the sector”.

The Alliance is composed of the following organizations:

- The European Association of Sports Employers (employers representative organisation);
- The Union Network International – Europa (employees representative organisation);
- The European Olympic Committees and the European Non Governmental Sport Organisations (European sports movement umbrella organisations);
- The European Network of Sports Sciences, Education and Employment (ENSSEE, our organisation gathering training providers);
- The European Health and Fitness Association (sub-sector organisation gathering employers, employees and training providers).
- The European Observatoire of Sports and Employment (EOSE, accompanying expert organisation).

The Alliance has worked on the characterisation of the situation in the sector and identified some possible issues: The training of human resources, both volunteers and paid workforces is unanimously seen as a key question for the development of sport and physical activity in Europe. The sports sector is confronted to four main traits which are at the same time difficulties to which the European education policy, in particular the EQF, may provide some responses:

- (1) A high level of diversity:** there are more than 1800 training providers delivering more than 12 000 training programmes to nearly 200 000 participants each year in Europe. Most of those programmes are non formal, given as a complement to field practice and delivered by sport governing bodies. But an important number take place also in higher education institutions as initial formal education. Other contributors, such as professional organisations, private companies or public training centres belonging to the Ministries in charge of Sports are also present. The existence of an EQF will be a strong support to these efforts and to provide a tool both for internal and external comparisons.
- (2) A high degree of mobility in some sports occupations, (many of which regulated):** Sport is one of the sectors with the highest level of conflicts related to European mobility. While a number of countries are regulating access and activity in sports occupations, the general directives (1989 or 1991) are still subject to interpretations by the members' states and the sports authorities and restrictions to mobility often presented to the European Court of Justice. Any initiative bringing more transparency and mutual trust is welcomed in the sports sector.
- (3) Short and split careers** are another trait of the sports sector: the average length of the career is less than ten years, with a necessity to update frequently qualifications and to retrain to take higher positions or to turn to a new type of occupation. The lifelong learning process is one of the key issues for the professionals of the sports sector at the European, National and Local levels.

(4) High presence of volunteers or volunteerism with poor recognition of informal learning is also an important characteristic of the sports sector. We have already mentioned that there is a wide recognition that the sports sector could not exist in an appropriate format without the contribution of volunteers. We can add that few of the professionals (in that case understood as “paid personnel”) have reached their position without having served as volunteers for years. It is a huge problem having those experiences recognised as qualifications, both in the sports sector and in other sectors. The development of the validation of non-formal and informal learning promoted by the EQF is of particular interest for the sports sector.

All these elements constitute a base for the building of a common strategy related to education and training in the sports and sports related sectors and as such, important references for all sports education and training providers.

Future directions

(1) The first challenge is to extend and refine the contribution of universities (and more broadly research and training organisations) in the production of sectoral knowledge and competences. It is essential to find an agreement on the fact that competences are built in professional situations with the support of contextualised scientific knowledge. But it is also clear that “formalising” those competences (identify, name and describe them in a shared language, even if they might be very practical) could help to their transmission as well as their evolution. In many cases, universities and training providers are playing an efficient role in these matters, in particular if they accept to cooperate, on equal positions, with the “field professionals”. Developing initiatives in that domain is one of the key challenges if we want to build a “knowledge society” also in the sports related sectors of activity.

- (2) The second challenge is to re-orient progressively the training and education activities of universities and training organisations. Most of them are mainly dedicated to initial full time education, when social needs are more and more oriented towards life long learning, alternate training, recognition of informal and non formal learning. The European Commission has stated that a “competitive knowledge society” could not be established in Europe in a reasonable time perspective (there are already very limited chances to reach the Lisbon objectives and be the most competitive knowledge society 2010), without a mobilization of Universities and higher education organisations for the implementation of life long learning. The new education policy of the European Union is now fully committed to reach such an objective, and it has changed the names of programmes to adopt the LLL banner. It is essential that all sports training providers, including the universities, become more flexible in their functioning and in their implementation of LLL, recognizing the contribution of field/working experiences as a fundamental contribution to education and training. In the sports sector it is something which has already been developed in Central and Eastern European countries and which exists since long in voluntary sports organisations in Western Europe. The key initiatives to go in that direction will be the promotion of e-learning and “alternate” training (off- and in-the job) at all levels, as well as the recognition of informal and non formal learning.
- (3) The third challenge consist in a generalised application of the Six-Step-Model in all sports areas, in particular based on a systematic mapping of sport standard occupations and their related tasks, functions and competences. That sports occupations mapping has still to be refined and also validated by the relevant bodies, mostly social partners and professional organisations. The evolution of the contents and associated competences of those occupations do not allow to stay at a very general level of education. There is no real “critical” education, which means the capacity to adapt

ourselves to changes in working conditions and occupations profiles, without a very precise and practical mastery of the specific “arts” and “techniques” of those occupations. This requires the set up of a permanent process at the European level (with national and regional support), to facilitate the offer of the right education and training for the relevant sports occupations in our training organisations.

- (4) The fourth and last challenge is related with the three first one. Such difficult initiatives, involving so many contributors, cannot be successful without an efficient **European governance of sports training and education stakeholders**. The challenge can be divided in two complementary actions:

- (a) We have already mentioned the recent creation of a “**European Sports Workforce Development Alliance**”. That organisation could give a serious guidance to education and training providers in the sports related areas, contribute to the organisation of efficient local, regional and national bodies able to play that “guiding role” at sport sectoral level or at a more specific activity level. Such an organisation can only operate as a network, including down top and horizontal processes of communication.
- (b) At the educational and training level, it is essential that European education and training providers can cooperate and share their experiences. An effective cooperation will be possible only if transparency and mutual trust based on quality control is promoted. In order to fulfil this task, the existing website and database of the AEHESIS project will be further developed to a **European Information Platform** on Sport Education during the Dissemination Year (2006 – 2007). That is for the future the most important challenge for ENSSEE and a key prolongation of the AEHESIS programme. In that way AEHESIS will contribute significantly to enhancing the attractiveness of the European Higher Education Area within the sport sector.

8 APPENDIX

8.1 AEHESIS Self evaluation questionnaire

List of Key Questions for Programme Design

In order to identify examples of good practice the following key questions should be answered:

1. Employability (involvement of the employers in the process of Curriculum Design)

- 1.1. Consultation process with the stakeholders (e.g. social partners)?
- 1.2. Is there convincing evidence that the degree/qualification will be recognized in terms of future employment?
- 1.3. Is the programme related to a specific professional context?
- 1.4. Surveys about the job market, use of existing information?

2. Degree Profile

- 2.1 Is the definition of the profile clear?
- 2.2. Are the target groups (students) clear identified?
- 2.3. Does the level of the programme correspond to the level(s) of the degree foreseen in the European and National Qualification Framework?

3. Competences (clear description annex)

- 3.1. Are the Competences acquired by the students clearly identified in terms of subject specific and generic competences covering knowledge/ cognitive c., skills/ functional c., professional and ethnical competences (culture, values)?
- 3.2. Can the Competences acquired be assessed adequately?
- 3.3. Is the methodology of assessment of the competences clearly specified?

4. Learning Outcomes (clear description annex)

- 4.1. Have learning outcomes been clearly identified?
- 4.2. Are they adequately distributed over the various parts of the programme?
- 4.3. Are the learning and teaching methods chosen for the development of competences clearly specified?

5. Credits and Workloads

- 5.1. Have ECTS Credits been allocated to the programme?
- 5.2. Is information on the programme presented as described in the ECTS Users' Guide?
- 5.3. Is student mobility facilitated in the programme?
- 5.4. Is a Diploma Supplement issued to the students automatically and without charge in a widely spoken European language (e.g. English, German, French, Spanish)?

6. Resources

- 6.1. Is the staffing (academic and supporting staff) for delivering the programme guaranteed?
- 6.2. Does the programme require the use of teaching staff from outside the department?
- 6.3. How are the necessary structural, financial and technical means (class rooms, equipment, sport facilities) guaranteed?
- 6.4. In the case of workplace/placements, are there sufficient and suitable placements guaranteed?

7. Monitoring and evaluation

- 7.1. Is the quality of the programme monitored?
- 7.2. Is staff quality monitored?
- 7.3. Is the quality of the class rooms and the equipment required to deliver the programme sufficient?
- 7.4. Are data collected on the graduates' satisfaction with the programme? How is the alumni database organized?

8. Flexibility

- 8.1. Is student support and guidance organized?
- 8.2. Do you have personal studyplans for students?
- 8.3. Do you offer your students possibilities for life-long-learning?
- 8.4. Do you have staff development programmes including e.g. pedagogical and/or language courses?

9. International elements

- 9.1. Is student mobility in your programme foreseen?
- 9.2. Is there a plan for staff mobility?
- 9.3. Do you regularly have foreign visiting lecturers?

8.2 CEDEFOP Glossary of Terms

This short glossary defines basic terms related to transparency of qualifications and mobility (Source CEDEFOP 2003).

awarding body

A body issuing qualifications (certificates or diplomas) formally recognising the achievements of an individual, following a standard assessment procedure.

certification (of competences)

The process of formally validating knowledge, know-how and/or competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies.

competence

Proven and demonstrated ability to apply knowledge, know-how and skills in a habitual and/or changing work situation.

employability

The degree of adaptability an individual demonstrates in finding and keeping a job, and updating occupational competences.

formal learning

Learning that occurs in an organised and structured context (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or learning support). Formal learning is intentional from the learner's point of view. It usually leads to certification.

informal learning

Learning resulting from daily work-related, family or leisure activities. It is not organised or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective. It usually does not lead to certification.

mobility

The ability of an individual to move – and to adapt – to a new occupational environment.

non-formal learning

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification.

prior learning

The knowledge, know-how and/or competences acquired through previously unrecognised training or experience. qualification

- (a) an official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination;

or

- (b) the requirements for an individual to enter, or progress within an occupation. recognition (of competences)

- (a) Formal recognition: the process of granting official status to competences, either

- through the award of certificates or
 - through the grant of equivalence, credit units, validation of gained competences;

and/or

- (b) social recognition: through acknowledgement of the value of competences by economic and social stakeholders.

skill

The relevant knowledge and experience needed to perform a specific task or job.

transferability (of competences)

Capacity of skills or competences to be transferred to and used in a new context, either occupational or educational.

transparency (of qualifications)

The degree of intelligibility of qualifications on the (sectoral, regional, national and international) labour and training markets. Why is transparency important?

- it helps holders of vocational training certificates to explain their skills and competences to potential employers;
- it improves the intelligibility of national qualification systems;
- it improves cooperation between European countries;
- it promotes the recognition of non-formal skills and competences (acquired on-the-job, in daily life, etc.)
- it fosters the sectoral or geographical mobility of workers.

validation of informal / non-formal learning

The process of assessing and officially recognising a wide range of skills and competences which people develop through their lives in different contexts, for example through education, work and leisure activities.

vocational education and training (VET)

Education and training which aims to equip people with skills and competences that can be used on the labour market.

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