

REVIEW OF THE EU 5-LEVEL STRUCTURE FOR THE RECOGNITION OF COACHING QUALIFICATIONS: CONSULTATION DOCUMENT DRAFT 2, FOLLOWING A MEETING IN RIO MAIOR, PORTUGAL, MAY 18-19, 2005

1. Warsaw Meeting of the EU 5-level Review Group

The Review Group for the EU 5-level structure for the recognition of coaching qualifications met for the first time in the Jozef Pilsudski Academy of Physical Education in Warsaw on March 10 and 11 2005. The Review Group was convened by the European Coaching Council (ECC), a sub-committee of the European Network of Sports Science, Education and Employment (ENSSEE). The Group is also acting in an expert advisory capacity to the Aligning a European Higher Education Structure in Sport Science (AEHESIS) project.

The Review Group consists of the following structure:

Chair: Dr Pat Duffy, Director, National Coaching and Training Centre (Ireland);
Chairman of the European Coaching Council and Chairman of the AEHESIS Coaching Expert Group

Mr Corrado Beccarini, CONI, Italy

Mr Bruce Cook, International Rugby Board

Dr Miguel Crespo, International Tennis Federation

Mr Christophe DeBove, INSEP, France (*not in Warsaw*)

Dr Thierry Marique, Louvain, Belgium (*not in Warsaw*)

Ms Marit Myrmael, European Olympic Committee (*not in Warsaw*)

Dr Laszlo Petrovic, Director, Coach Education, Semmelweis University

Mr Jose Rodrigues, Director, Rio Maior

Mr Aguston Schulek, European Athletics Federation

Dr Frantisek Taborsky, European Handball Federation

External advisor: Mr John Bales, President, Coaching Association of Canada and President-elect of the International Council for Coach Education. (*not in Warsaw*)

Following the Warsaw meeting, a discussion paper on the proposed Review of the EU 5-level structure was prepared. This discussion paper formed the basis for a second meeting of the Review Group, which took place in Rio Maior, Portugal on May 18 and 19, 2005. The Rio Maior meeting was attended by the following:

Chair: Dr Pat Duffy

Mr Corrado Beccarini,

Ms Jacqueline Braissant, Federation Equestre International

Mr Phil Collier, Skills Active, United Kingdom

Mr Bruce Cook,

Dr Miguel Crespo,

Mr Christophe DeBove, INSEP, France
Mr Elio Locatelli, International Amateur Athletics Federation
Dr Thierry Marique, Louvain, Belgium
Mr Antonio Moreira, Portugal
Mr Mario Moreira, Portugal
Lt Col Gerry Mullins, Federation Equestre Internationale
Dr Laszlo Petrovic, Director, Coach Education, Semmelweis University
Mr Jose Rodrigues, Director, Rio Maior
Mr Aguston Schulek, European Athletics Federation
Mr Ton Van Linder, European Handball Federation
Mr Angelo Vicini, European Olympic Committee
Mr Hrovje Zmajic, European Tennis Federation

External advisor: Mr John Bales, President, Coaching Association of Canada and President-elect of the International Council for Coach Education.

The Rio Maior meeting considered the discussion document and proposed amendments which led to the production of a second draft.

2. Terms of Reference

The terms of reference of the Review are as follows:

- Review the EU Qualification structure for coaches, in light of the emerging structures for the recognition of vocational and educational qualifications in Europe and taking into account the needs and programmes of European/International and National sports federations.
- Make preliminary proposals on a revised structure for Coaching qualifications in Europe.
- Prepare a preliminary report, for consultation purposes, at the ENSSEE, ICCE Forum in Limerick on September 2-4, 2005

3. Rationale for undertaking the Review

The Review of the 5-level structure for the 5 levels of coaches training is being undertaken to provide guidance on the future development of knowledge, skills and competences in sports coaching at all levels in Europe.

The aims of the Review are as follows:

- a. Promote a greater consistency of approach to the development of coaching qualifications across sports and the different EU countries
- b. Provide a transparent framework for the recognition of coaching qualifications within the EU
- c. Encourage the development of more relevant education and training provision to meet the needs of federations, athletes and coaches

- d. Develop a framework that recognises the role of the non-university and university sectors in the education of coaches, in the context of emerging structures for the recognition of educational and vocational qualifications within the EU
- e. Raise standards and improve the quality of coaching
- f. Work towards a greater public recognition of coaching as a qualified and competent profession, which is integral to successful player development at all levels

In addition to the above, quality assurance procedures should underpin all programmes receiving recognition with the framework.

Equality of opportunity will be promoted as a key underpinning principle of the framework.

3. Link to AEHESIS Project

The Review will inform the work of the Coaching Expert Group within the AEHESIS project. The curriculum-building model of the AEHESIS project will be used to assist in the development of the revised structure for the recognition of coaching qualifications.

4. Draft Guiding Principles

The need to fully review the EU 5-level structure for the recognition of coaching qualifications was agreed by the Review Group. The review should be consultative in nature, and guided by a number of draft guiding principles. These guidelines are supported by the agencies participating in the Review and respect the independence of each EU country and should be adapted according to the systems operating in each country:

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. Using the analogy of a bicycle, these two elements represent the wheels – both are essential for effective functioning. The coaches day-to-day experience can be compared to the frame of the bicycle. The importance of all three elements: practical, theoretical and on-the-job experience should be recognised in the design and validation of all coach education programmes.

B. 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; supervised practice and recognition of prior learning.

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

C. PLAYER DEVELOPMENT.

The design of coach education programmes should have a strong player focus
Coach education programmes should be designed so that the coach has the **competencies to assist the players in achieving their goals.**

Clear models of player development, both generic and sport specific, are central to the creation of player-centred coach education programmes. The alignment of player development models with coach education programmes will maximise relevance and effectiveness for the participating coaches.

E. THE COACHING CONTEXT.

The context in which the coach will work should be taken into account when designing courses

The context in which coaches will work should guide the design of courses (e.g. club, school, regional, national, international levels).

Coaching includes paid and unpaid aspects

The paid and unpaid aspects of coaching must 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. RECOGNITION OF COACHING QUALIFICATIONS

Coach education levels should link to vocational qualification structures

Coach education programmes should link to the national and European vocational qualification frameworks

National and international federations have a central role in the education of coaches and in the recognition of coaching qualifications

Federations, national and international, have a central role in the education of coaches 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 will be encouraged.

j. 5. Initial Proposals on the Outline structure

Based on the experiences of International federations and the national competent authorities in coach education, it is proposed that the revised structure should consist of two primary strands:

A coaching licence/accreditation strand, which is validated by national/international federations and which is directly related to the coaches ability to coach at a specified level. This strand should be recognised by universities 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. The achievement of a licence will derive from a combination of the following:

- i) Demonstration of competence to coach at a given level
- ii) Completion of a systematic course of study which challenges discipline and commitment 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
- iii) Practical involvement in coaching for a specified period and with specified groups of players
- iv) Recognition of prior learning
- v) The licence will be the primary measure of the coaches' mastery of the practical demands and competencies of coaching.

A coaching diploma strand, which is validated by a university or other authority and, ideally by the relevant national/international federation and may include diplomas, degrees, masters and doctoral programmes.

The diploma will be the primary measure of mastery of coaching science.

It is envisaged that there will be between three to five levels in the revised structure, with the following key building blocks:

- Coaching qualifications will be directly related to sport-specific player development models
- A benchmark level for 'mobility in coaching' will be identified (e.g. level 3 in the original structure)
- Coaching competence will be specified at each level, which will be closely linked to the sport-specific model of player development
- The possibility of a 'coaching convention' will be considered, where EU member states and international/national federations sign up to the proposed new framework

- The revised coaching levels will be linked to the emerging European levels in vocational training. However, not all of the proposed 8 levels in this structure are deemed to be relevant for coaching

6. Outline map of the review

Preliminary consideration has been given to the overall process that should guide the review. This work was started initially by the AEHESIS Expert Coaching Group in London in January 2005, and further developed by the Review Group at the Warsaw meeting. The preliminary map is outlined in figure 1.

Proposed changes:

Look at the titles of the standard occupation

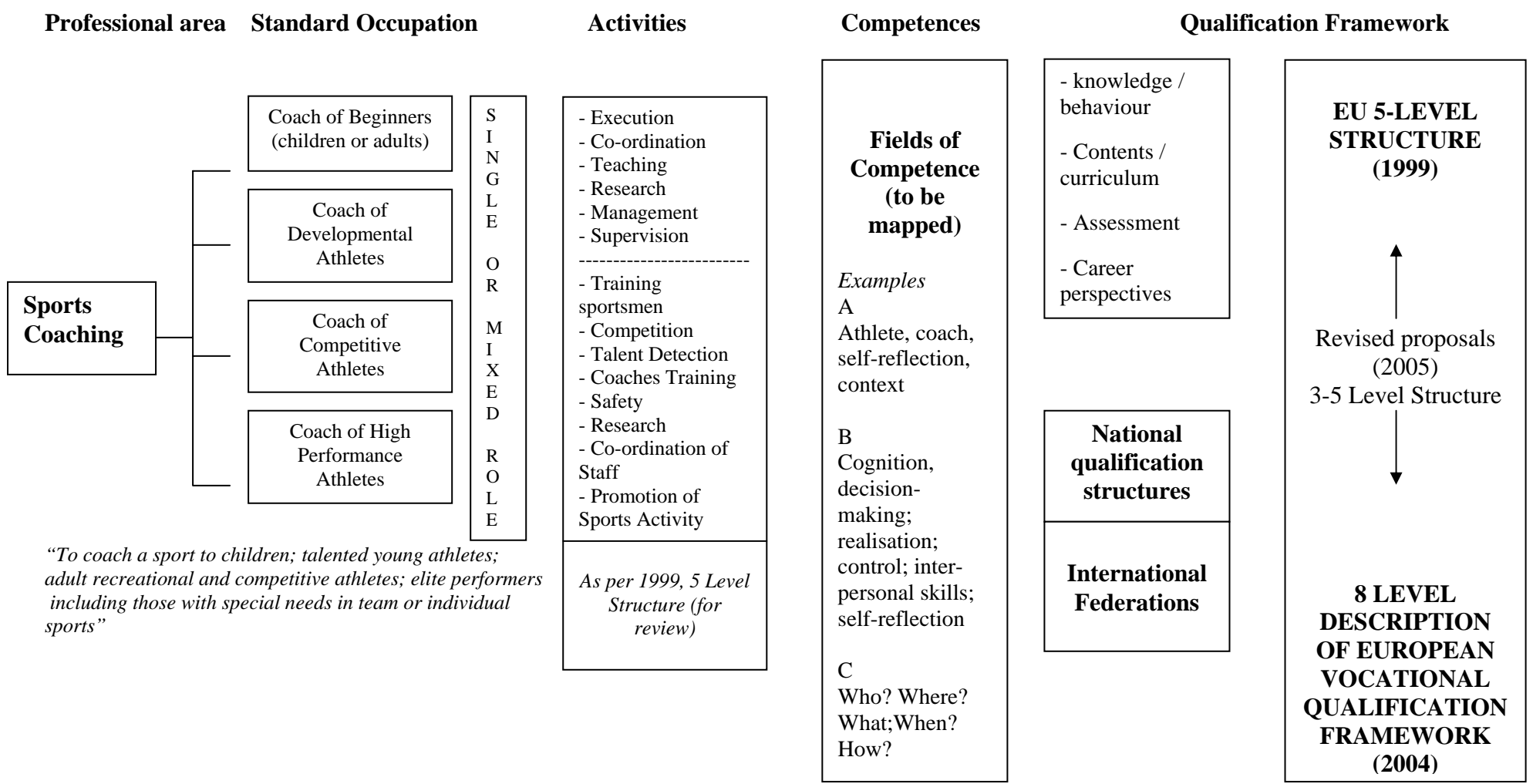
Make it clear that the standard occupation relates to different target groups

Move the competency line so that it appears before the activity line

Move the qualification framework line to the end of the diagram

Consider including a dimension which shows the role of federation/state institutes in terms of delivery and recognition (eg federation driven, institute supported/recognised)

**FIGURE 1: OUTLINE FRAMEWORK – REVIEW OF COACHING QUALIFICATIONS / CURRICULUM BUILDING (DRAFT)
(REVISED FOLLOWING WARSAW MEETING, MARCH 2005)**



“To coach a sport to children; talented young athletes; adult recreational and competitive athletes; elite performers including those with special needs in team or individual sports”

7. Defining competence

The need to clearly define what is meant by competence in a coaching context has been identified. The following definition is being considered in this regard.

What the coach must be able to do in order to assist players in achieving their goals and to perform effectively and ethically as a coach, informed by knowledge and experience

A clear framework for mapping coaching competence will need to be developed. Some of the preliminary thoughts on this issue are outlined in Figure 1.

8. Initial Action Plan

An initial action plan was outlined after the Warsaw meeting as follows:.

Production of a discussion paper in advance of a meeting in Rio Mair, Portugal on May 18 and 19 (Pat Duffy*)

Research into the existing structures in coach education in the 10 leading European Sports Federations (Pat Duffy*, Ladislav Petrovic)

Collation of data on the coach education systems of the 25 EU member states, using the Vocasport project as a reference point (Ladislav Petrovic*, Pat Duffy)

Collation of key data from the emerging EU vocational and qualification framework (Ladislav Petrovic*)

Preliminary work on the classification of coaching competence (Jose Rodrigues*, Frantisek Taborsky, Bruce Cook, Christophe DeBove)

Collation of background material on Long-term player development models (Miguel Crespo*, Corrado Beccarini)

Extension of the research into coach education in the context of the AEHESIS project (AEHESIS project and Coaching Expert Group).

Publication of details concerning the ENSSEE Forum and the promotion of same among member states, institutions and international federations (Pat Duffy* and all Review Group members).

Circulation of the initial discussion paper to the external advisor to the project, John Bales and to Review Group members not in attendance in Warsaw (Pat Duffy*)

The actions proposed following the Rio Mair meeting were as follows:.

9. Next meetings

The next meetings of the Group are scheduled as follows:

- 1. AEHESIS expert group to meet in Paris on June 18 and 19*
- 2. Limerick, Ireland on September 1, time to be finalised*