

AEHESIS AREA PROGRESS REPORT: COACHING

JUNE 24 2005

1. Introduction

Within the coaching group, the decision was made from an early stage that the construction of a curriculum model should be set in the context of the existing framework for the recognition of coaching qualifications in Europe. In this regard, the opportunity presented itself to link the work of the project to the proposed review of the EU 5-level structure for the recognition of coaching qualifications being conducted by the European Coaching Council (a sub-committee of the European Network for Sports Science, Education and Employment).

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

Since its completion in 1995, the 5-level structure for the recognition of coaching qualifications has acted as an important reference point for the evolution of a common European framework. A number of countries have followed the template closely, while others have used it as a reference point in considering the status of their coach education systems.

However, it has become evident that there are elements of the structure which have not been implemented at all or which not gained full acceptance within the coaching community (for example, level 5 qualifications). It is also the case that the European context for the recognition of educational and vocational qualifications has been significantly changed through the adoption of the Bologna and Copenhagen declarations. In this context, the need to review the structure became apparent. The link between the AEHESIS project and the Review of the 5-level structure for coaches training provides an excellent opportunity to positively influence the future direction of curriculum building in coaching in both the university and non-university sector. The full context and progress of this work has been set out in a consultation paper (see Appendix 1).

2. First findings in relation to the 6-step model

The coaching group has employed the common AEHESIS 6-step model to guide its work to date. These six steps address the following key issues:

- Professional area
- Standard occupations
- Description of activities and tasks
- Description of competences
- Learning outcomes of the training programme
- Curriculum models

The model has been useful in guiding the work of the group and has provided the basis for an overall conceptual framework for the project (see Figure 1).

A significant portion of the work within the group to date has focused on the definition of the professional area and the related standard occupations. The primary outcomes of this work are outlined in Figure 1 and show that sports coaching has been identified as the professional area. The management of coaches and the support of coaches have also been identified as important elements of the overall functional map. For the purposes of curriculum building, the emphasis has been placed on sports coaching, with a parallel strand in coaching science also identified.

The standard occupations of coaching beginners; coaching talent identified players/athletes; coaching non-talent identified players/athletes; coaching high performance players/athletes have been identified. Consideration has also been given to the inclusion of head coach within the standard occupation category. It has also been identified that coaches may play single or mixed roles across these categories.

Turning to activities and tasks, it has been agreed that the pre-liminary framework from the EU 5-level structure for the qualification of coaches should act as a reference point for analysing the activities and tasks. These activities and tasks are outlined in Figure 1. However, it has been recognised that the full definition of tasks and activities should be directly linked to the overall typology employed for the classification of competence.

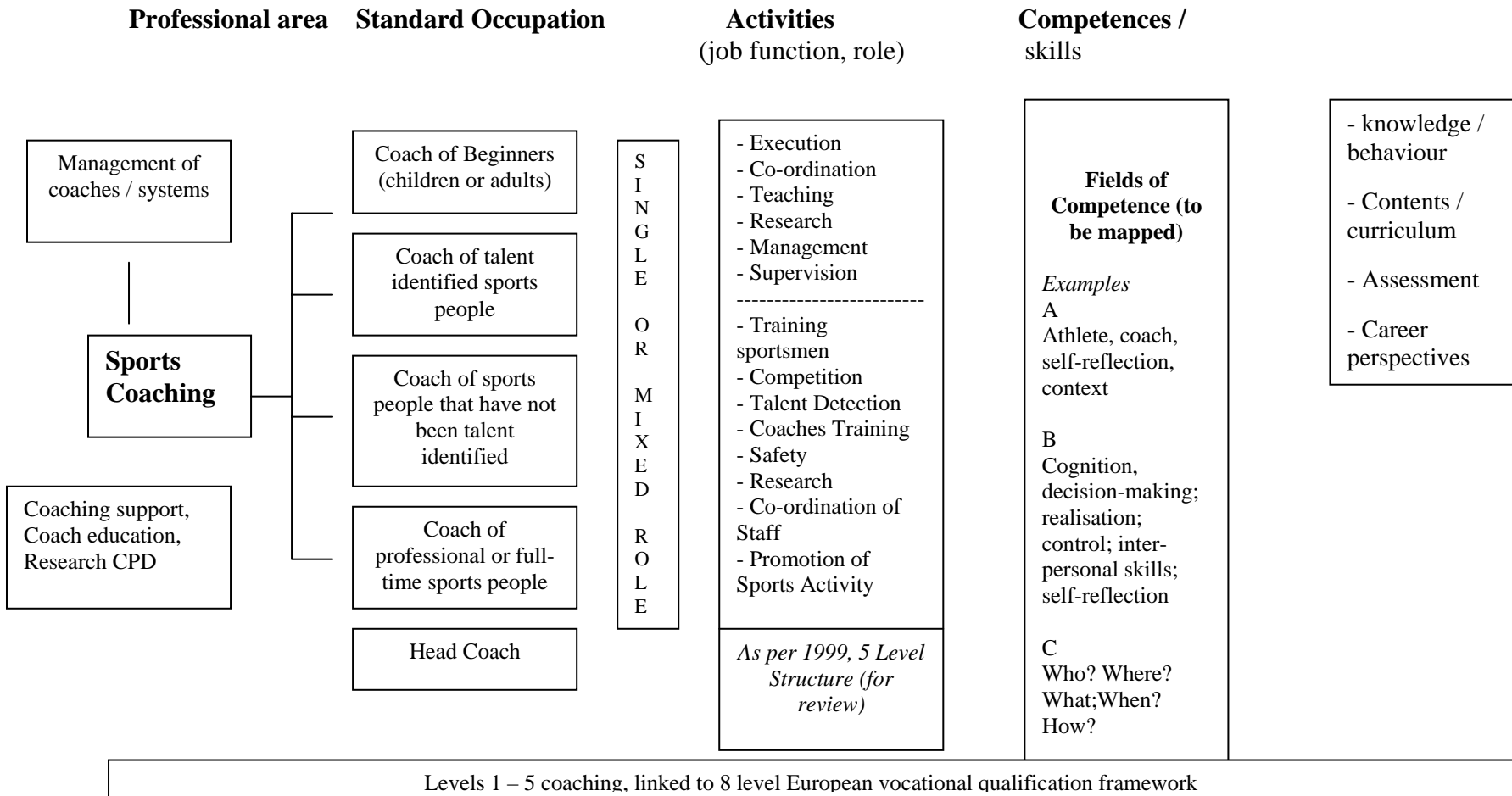
Attention has also been given to the issue of competence, with particular emphasis on the definition of the term as it relates to coaching. The following definition has been drafted:

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 is now a priority, with some of the preliminary thoughts on this issue presented in Figure 1. The competence frameworks from France, Hungary, Ireland, Portugal and the United Kingdom will provide the basis for constructing an agreed and generic conceptual framework for classifying competence.

FIGURE 1: OUTLINE FRAMEWORK – REVIEW OF COACHING QUALIFICATIONS / CURRICULUM BUILDING (DRAFT)

Sports coaching: “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”



In addition, the first phase of the project provided valuable data from participating institutions in relation to the competence and knowledge included in their courses. These data will also be used in the construction of the typology for competence, activities and tasks.

Finally, the context for curriculum building received considerable attention from the group. A draft framework has been developed, indicating the relationship between coaching and coaching science on the one hand and professional and university qualifications on the other.

Based on the experiences of International federations and the national competent authorities in coach education, it is proposed that curriculum building should occur within two primary strands:

A professional qualification 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 the professional qualification 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 that 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 professional qualification will be the primary measure of the coaches' mastery of the practical demands and competencies of coaching. The professional qualification strand will also include the key elements of coaching science as required at each level.

It is proposed that the development of a common professional qualification strand will be supported by International federations; national institutions responsible for the education of coaches and national sports federations.

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

The university/higher education qualification strand will be the primary measure of mastery of coaching science. The achievement of the higher education qualification should consist of the following:

- Demonstration of competence to coach at a given level
- Completion of a systematic course of study which achieves meaningful integration between relevant scientific knowledge and the practice of coaching
- Practical involvement in coaching for a specified period and with specified groups of players
- Recognition of prior learning
- The higher education strand will be the primary route for the attainment of coaching science qualifications. This strand should also include the attainment of appropriate qualifications from the professional qualification strand.

It is envisaged that there will be four levels within the professional qualification structure, with the possibility of a fifth level depending on the circumstances in each country. The university/higher education qualification strand will include up to five levels, including certificate, diploma, primary degree, masters degree and PhD. Full details of these two strands is presented in Appendix 1.

3. Next steps in relation to the 6-step model

It is now proposed to progress the work on the 6-step model as follows:

- Clarification of the definitions of the standards occupations
- Identification of the activities and tasks associated with these standard occupations (generic and occupation specific)
- Creation of a typology for description of competence in sports coaching and in coaching science
- Identification of learning outcomes
- Completion of an outline curriculum model for sports coaching and coaching science

4. Feedback on the feasibility of the 6-step model

The 6-step model has proven to be a useful tool in the process of curriculum building in the sports coaching and coaching science areas. However, it has become clear that the application of the model is not a linear process. In particular, the context in for curriculum building has required considerable attention within the coaching area, prior to embarking on the 6-steps. Some questions also remain about the sequencing of the steps, with particular reference to activities and competence (i.e. should a typology of competence come first?).

There has also been some concern expressed about the meaning of each of the six-steps, although this has now been allayed with the production of a common definition by the AEHESIS project management group.

Finally, the viability of producing a comprehensive curriculum structure for coaching and coaching science has been raised – the 6-step model is seen as providing a general template which has then to be applied to different countries, institutions and sports depending on their needs and structures.

5. Group structure

The members of the Coaching Expert Group are as follows:

Chair: Dr Pat Duffy, NCTC, Ireland
Mr Corrado Beccarini, CONI, Italy
Mr Phil Collier, Skills Active, United Kingdom
Mr Bruce Cook, International Rugby Board
Dr Miguel Crespo, International Tennis Federation
Mr Christophe DeBove, INSEP, France
Dr Thierry Marique, Louvain, Belgium
Dr Laszlo Petrovic, Director, Coach Education, Semmelweis University
Mr Jose Rodrigues, Director, Rio Maior
Mr Aguston Schulek, European Athletics Federation

The external advisor to the group is Mr John Bales, President, Coaching Association of Canada and President-elect of the International Council for Coach Education.

The expert group has also been extended for the purposes of the Review of the EU 5-level structure for the qualification of coaches (see Appendix 1).

6. Responsibility assignment of the group

The following responsibilities have been assigned within the Group:

Production of a discussion paper in advance of a meeting in Rio Maior, Portugal on May 18 and 19 (Pat Duffy)
Status: Complete

Research into the existing structures in coach education in the 10 leading European Sports Federations (Pat Duffy, Ladislav Petrovic)
Status: On-going

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)
Status: On-going

Collation of key data from the emerging EU vocational and qualification framework (Ladislav Petrovic)
Status: On-going

Preliminary work on the classification of coaching competence (Jose Rodrigues, Bruce Cook, Christophe DeBove)
Status: Progressed by Christophe De Bove. Further work to occur following Paris meeting on June 18 and 19

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

Extension of the research into coach education in the context of the AEHESIS project (AEHESIS project and Coaching Expert Group).
Status: Phase 2 questionnaire to issue in May

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

7. Group meetings

Group meetings have been held as follows in 2005:

January: London

March: Warsaw

May: Portugal

June: Paris

A further meeting is planned in Limerick in September.

APPENDIX

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 EU funded *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 that 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

Rationale for undertaking the Review

Since its completion in 1995, the 5-level structure for the recognition of coaching qualifications has acted as an important reference point for the evolution of a common European framework. A number of countries have followed the template closely, while others have used it as a reference point in considering the status of their coach education systems.

However, it has become evident that there are elements of the structure which have not been implemented at all or which not gained full acceptance within the coaching community (for example, level 5 qualifications). It is also the case that the European context for the recognition of educational and vocational qualifications has been significantly changed through the adoption of the Bologna and Copenhagen declarations. In this context, the need to review the structure became apparent. The Review of the 5-level structure for 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 main 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, the Review will seek to ensure that quality assurance procedures underpin all programmes receiving recognition with the framework.

Equality of opportunity will also be promoted as a key underpinning principle of the framework, with a strong emphasis on the inclusion of minority groups, girls/women and disabled players and coaches.

The creation of a coherent, quality assured coach education and qualification system within the European Union will provide many tangible benefits. In particular, the creation of appropriate and rewarding pathways for greater numbers of participants will be facilitated. The consequent potential contribution to the quality of life within the EU is enormous.

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; individual learning; e-learning; distance learning; 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.

The design of coach education programmes should recognise prior learning.

C. PLAYER DEVELOPMENT

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

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.

D. 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, 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.

E. RECOGNITION OF COACHING QUALIFICATIONS

Coach education levels should link to the national and European vocational qualification structures

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 will be encouraged.

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 professional qualification 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 the professional qualification 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 that 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 professional qualification will be the primary measure of the coaches' mastery of the practical demands and competencies of coaching. The professional qualification strand will also include the key elements of coaching science as required at each level.

It is proposed that the development of a common professional qualification strand will be supported by International federations; national institutions responsible for the education of coaches and national sports federations.

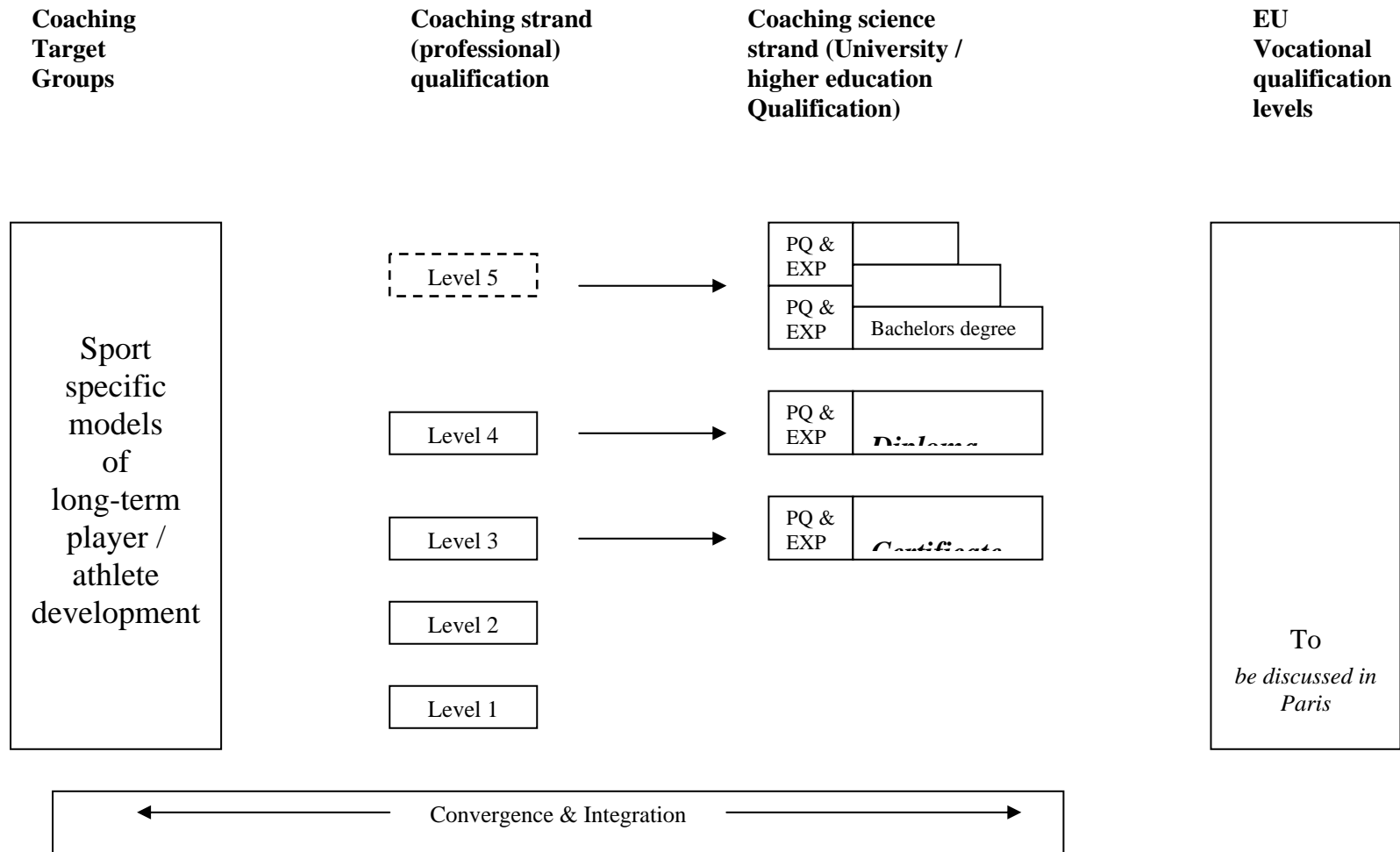
A university/higher education qualification strand, which is validated by a university or other competent authority and, ideally by the relevant national/international federation and may include diplomas, bachelors, degrees, masters and doctoral programmes.

The university/higher education qualification strand will be the primary measure of mastery of coaching science. The achievement of the higher education qualification should consist of the following:

- Demonstration of competence to coach at a given level
- Completion of a systematic course of study which achieves meaningful integration between relevant scientific knowledge and the practice of coaching
- Practical involvement in coaching for a specified period and with specified groups of players
- Recognition of prior learning
- The higher education strand will be the primary route for the attainment of coaching science qualifications. This strand should also include the attainment of appropriate qualifications from the professional qualification strand.

It is envisaged that there will be four levels within the professional qualification structure, with the possibility of a fifth level depending on the circumstances in each country. The university/higher education qualification strand will include up to five levels, including certificate, diploma, primary degree, masters degree and PhD

FIGURE 1: OVERVIEW OF PROPOSED FRAMEWORK FOR THE RECOGNITION OF COACHING QUALIFICATIONS



Note 1: P.Q. = Professional qualification, either integrated into the relevant level of the coaching science strand or completed following the relevant level

EXP = A specified period of verified coaching experience

Note 2: Based on P.Q. and EXP, candidates in the coaching science strand may be recognised at levels 1 to 5 in the coaching strand, as appropriate.

Note 3: Convergence and integration between strands may occur where strong cooperation exists between sports federations and universities / third level institutions

Note 4: The validity of the coaching strand as a basis for entry into bachelors, masters and PhD programmes will be promoted within the framework.

In progressing the proposed structure, the following key building blocks have been identified:

- Coaching qualifications will be directly related to sport-specific player development models
- In order to promote full recognition of coach certification and free mobility of coaches in the EU.
- It is recognised that qualifications at levels 1 and 2 have a particular significance for the International federations, given that the vast majority of coaches operate at this level. The International Council for Coach Education has stressed the significance of these qualifications for developing countries and wishes to see their full inclusion in the Review.
- 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' is recommended 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, it is recommended that not all of the proposed 8 levels in this structure are deemed to be relevant for coaching (see Appendix 1)

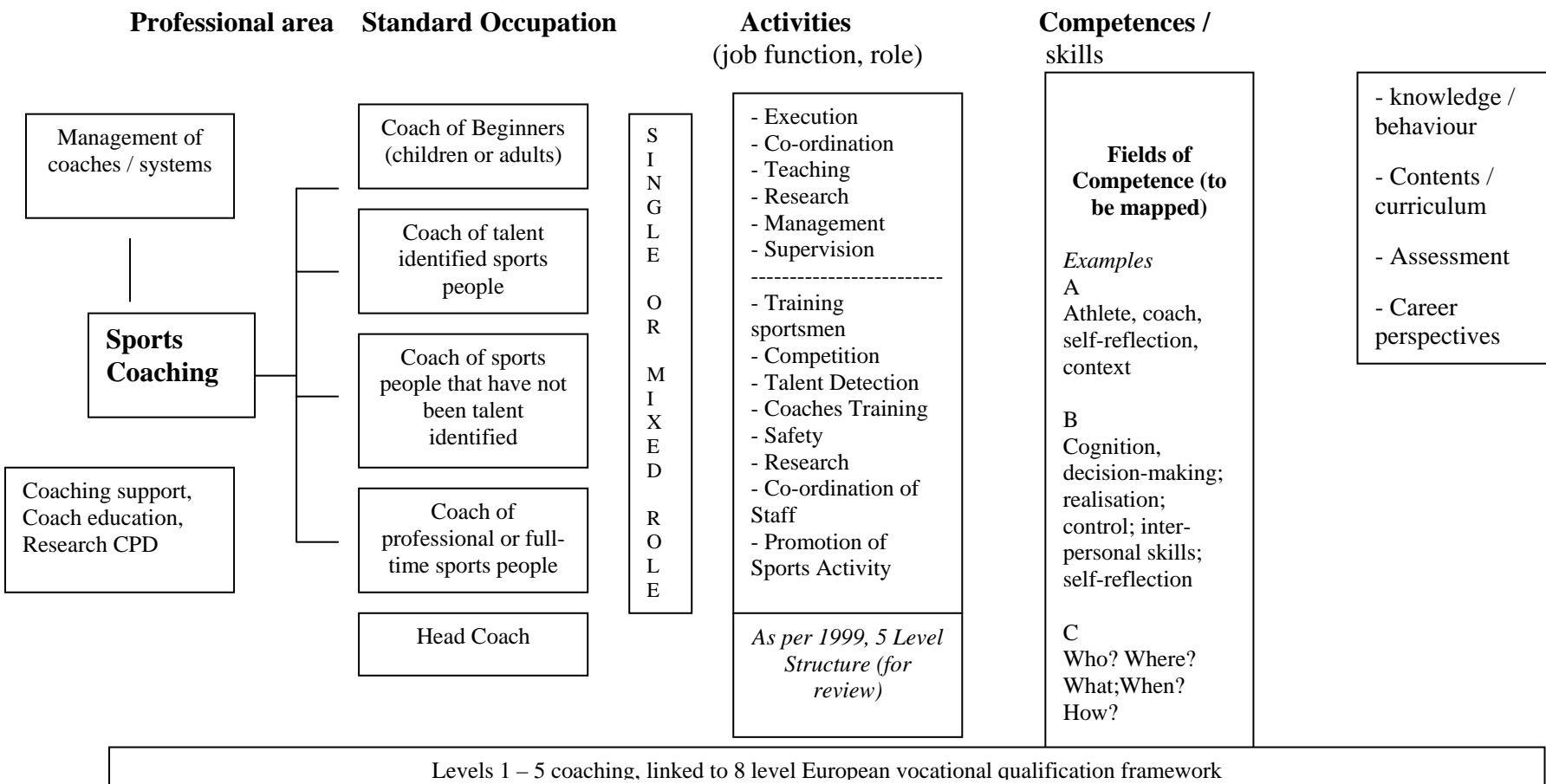
6. Outline map of the review

As well as outlining the broad structure for the recognition of coaching qualifications, the Review will seek to identify the main competencies associated with each level; the activities carried out; learning outcomes and assessment. These elements will be developed with a view to providing guidelines which may be interpreted both sport specifically and within each country of the EU, as appropriate.

The preliminary map of the key issues to be addressed in the Review is outlined in figure 2.

FIGURE 2: OUTLINE FRAMEWORK – REVIEW OF COACHING QUALIFICATIONS / CURRICULUM BUILDING (DRAFT)

Sports coaching: “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. Action Plans

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*)

Status: Complete

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

Status: On-going

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)

Status: On-going

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

Status: On-going

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

Status: Progressed by Christophe De Bove. Further work to occur in Paris on June 18 and 19

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

Status: Complete

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

Status: Phase 2 questionnaire to issue in May

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).

Status: Complete

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*)
Status: Complete

The actions proposed following the Rio Maoir meeting were as follows:

Re-drafting of discussion paper (Pat Duffy)
Status: Complete

Review of discussion paper (all attendees at Rio Maoir meeting)
Status: Comments due by June 25

Distribution of brochures on the Limerick Forum (all group)

Further work on competencies
Status: Corrado Beccarini; Christophe De Bove; Declan O Leary (NCTC); Laszlo Petrovic; Thierry Marique to progress this work in Paris on June 18 and 19

Briefing of AEHESIS Project Management Group on progress and in particular on the two-strand approach
Status: Corrado Beccarini; Christophe De Bove; Declan O Leary (NCTC); Laszlo Petrovic; Thierry Marique to conduct this briefing in Paris on June 18 and 19

Distribution of contact e-mail list:
Status: Complete

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 followed by workshop sessions with EU; ICCE and representatives of international federations.