

AEHESIS Aligning a European Higher Education Structure in Sport Science

AEHESIS Thematic Network Project

Sports Coaching

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AEHESIS **Overview**

1. Context: AEHESIS project and Review of 5-level structure
2. 6-step model and sports coaching
3. Guiding principles for the education of coaches
4. Role and long-term development of the coach
5. Framework for the education of coaches
6. Model curriculum
7. Programme models in higher education
8. Qualification and licensing of coaches
9. Next steps and implementation

AEHESIS **Project Research Group**

Coaching: Pat Duffy/ UK (Co-ordinator)
Christophe Debove/ France
Ladislav Petrovic/ Hungary
José Rodrigues/ Portugal
Corrado Beccarini/ Italy
Miguel Crespo/ITF and Spain
Declan O Leary/Ireland

Wider review group: Jacqueline Braissant (FEI); Bruce Cook/Mark Harrington (IRB); Elio Locatelli (IAAF); Ton Van Linder (EHF); Agoston Schulek (EAA)

External advisor: John Bales (Canada), President of the International Council for Coach Education

AEHESIS **Six-Step-Model** (Gilles Klein)

Step I	Professional Area Sports Coaching (Coaching a sport)
Step II	Standard Occupations a. Coach of participation oriented sports persons b. Coach of competition-oriented sports persons
Step III	Activities Training, competition, management, education
Step IV	Competences Plan, organise, conduct, evaluate Knowledge; skills; personal/professional; generic
Step V	Learning Outcomes The athlete; the coach; the sport; applied sports science
Step VI	Curriculum Model Outline curriculum framework and guidelines for the planning of coach education courses

AEHESIS **Professional area**

PROFESSIONAL AREA: COACHING

STANDARD OCCUPATIONS

a. Coach of participation-oriented sportspersons

- Coach of beginners (child, junior, adult)
- Coach of participation/non-competitive sportspersons (child, junior, adult)

b. Coach of competition-oriented athletes



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

AEHESIS **OUTLINE FRAMEWORK – REVIEW OF COACHING QUALIFICATIONS / CURRICULUM BUILDING**

The diagram illustrates the 'Outline Framework' for coaching qualifications, structured into three main phases: Employment, Competencies, and Education/Training/Certification. It maps out the progression from a professional area to a curriculum model, detailing standard occupations, activities, learning outcomes, and curriculum components like entry requirements, credits, assessment types, and career perspectives.

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Model curriculum
-examples of activities, tasks,
competences and learning
outcomes

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Level	Apprentice Coach	Coach	Senior Coach	Master Coach
N of sports				
1	x	x	(x)	
2	x	x		
3	x	(X)		

Bachelors degree in coaching, with one, two or three sports



AEHESIS **Further steps**

1. Consultation, research and verification of the framework (higher education; employers; federations; coaches; IOC; ASOIF)
2. Coaching convention
3. ENSSEE Forum (Sept 07) and AEHESIS implementation programme


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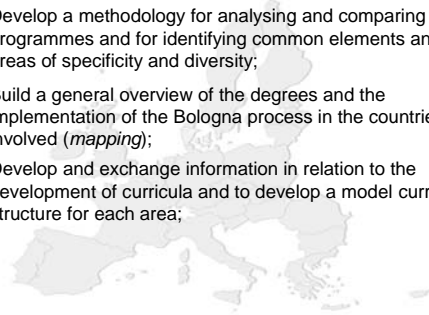
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1. Context
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AEHESIS **Overall project objectives**

- ✓ Develop a methodology for analysing and comparing programmes and for identifying common elements and areas of specificity and diversity;
- ✓ Build a general overview of the degrees and the implementation of the Bologna process in the countries involved (*mapping*);
- ✓ Develop and exchange information in relation to the development of curricula and to develop a model curriculum structure for each area;





AEHESIS Review of EU 5-level structure for coaching qualifications

Overall purpose:


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



AEHESIS Review of EU 5-level structure for coaching qualifications

Objectives:

- Consistency of approach to the development of coaching qualifications
- More relevant education and training
- Transparent framework for the recognition of coaching qualifications
- Framework that recognises roles of non-university and university sectors
- Raise standards and improve quality
- Greater public recognition of coaching



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2. Six-step model and sports coaching



AEHESIS Six-Step-Model

(1) Professional Area
 Action: The first task will be to define in one sentence the area.

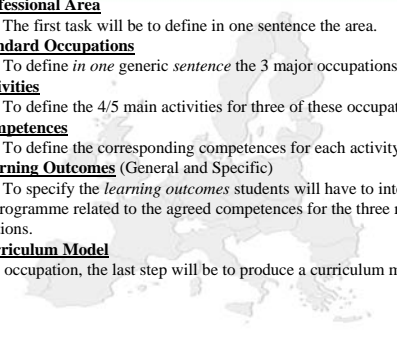
(2) Standard Occupations
 Action: To define in one generic sentence the 3 major occupations.

(3) Activities
 Action: To define the 4/5 main activities for three of these occupations

(4) Competences
 Action: To define the corresponding competences for each activity listed in point 3.


(5) Learning Outcomes (General and Specific)
 Action: To specify the learning outcomes students will have to integrate at the end of the programme related to the agreed competences for the three relevant occupations.

(6) Curriculum Model
 For one occupation, the last step will be to produce a curriculum model.



AEHESIS Six-Step-Model (Gilles Klein)

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AEHESIS Guiding principles (4)

Steps 1-4: Definite proposals



Steps 5-6: Guiding principles; framework and examples

Positioning of sports coaching qualification in the wider context of the education of coaches and the recognition of coaching qualifications

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3. Guiding principles for the education of coaches

AEHESIS Guiding principles

A. THE PURPOSE OF COACH EDUCATION
Developing effective and ethical coaches should be a central feature of coach education programmes

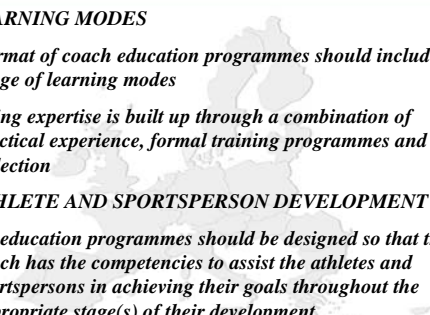

B. COMPETENCE TO DO THE JOB
Coach education programmes should equip coaches with the competence to do the job




AEHESIS Guiding principles (2)

C. LEARNING MODES
The format of coach education programmes should include a range of learning modes
Coaching expertise is built up through a combination of practical experience, formal training programmes and self-reflection

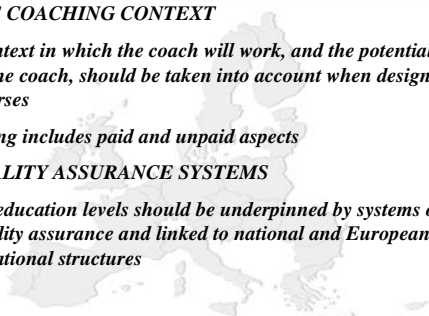

D. ATHLETE AND SPORTSPERSON DEVELOPMENT
Coach education programmes should be designed so that the coach has the competencies to assist the athletes and sportspersons in achieving their goals throughout the appropriate stage(s) of their development

AEHESIS Guiding principles (3)



E. THE COACHING CONTEXT
The context in which the coach will work, and the potential role of the coach, should be taken into account when designing courses
Coaching includes paid and unpaid aspects

F. QUALITY ASSURANCE SYSTEMS
Coach education levels should be underpinned by systems of quality assurance and linked to national and European vocational structures

AEHESIS Guiding principles (4)

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

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4. Role and long-term development of the coach

AEHESIS Guiding principles

DEFINITION OF COACHING

The coaching of one sport specific discipline to clearly identifiable groups of sportspersons at specified levels and recognised by the appropriate national federations and/or competent national authority for the sport sector

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

AEHESIS Guiding principles

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AEHESIS Guiding principles

Classification of coaching roles

Apprentice Coach

- Assist more qualified coaches delivering aspects of coaching sessions, normally under supervision. Deliver coaching sessions under direction/support.

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.

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5. Framework for the education of coaches

AEHESIS Framework for the education of coaches

Level 1: Apprentice Coach
Provide basic skills and knowledge for the apprentice coach role

Level 2: Coach
Consolidate skills and knowledge for the coach role

Level 3: Senior Coach
Provide advanced skills and knowledge for the senior coach role

Level 4: Master Coach
Provide advanced skills, knowledge, leadership and innovation for the master coach role

Coach of participation-oriented sportspersons
Coach of competition-oriented sportspersons

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Revised framework for the education of coaches (grid)

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6. Model curriculum

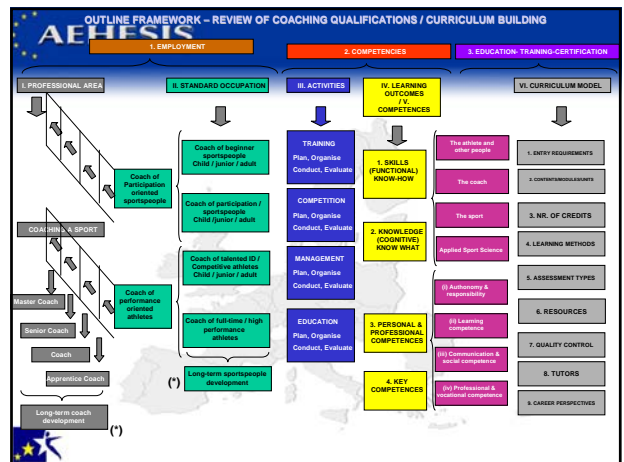
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Guiding principles (4)

Steps 1-4: Definite proposals

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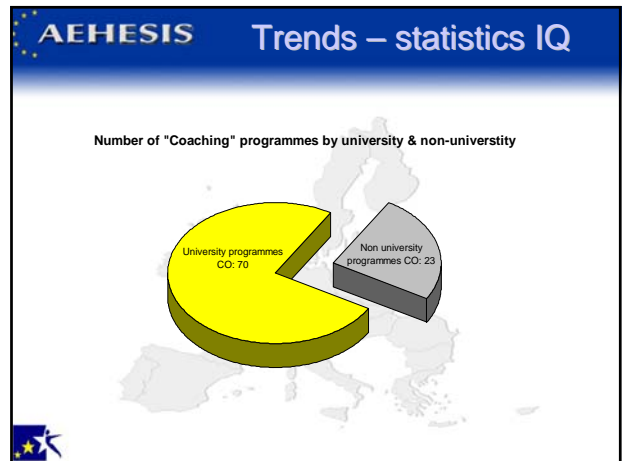
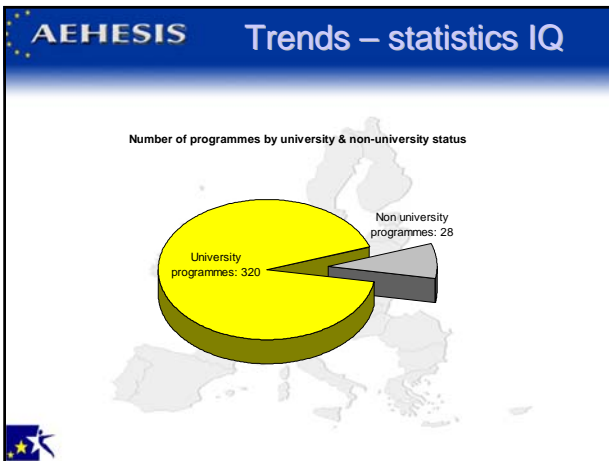


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Model curriculum -examples of activities, tasks, competences and learning outcomes

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7. Programme models in higher education



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Programme planning -good practice checklist

- AEHESIS** Coaching in higher education courses
- Bachelors in coaching in one, two or three sports**
 - Bachelor's 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)*
 - 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 studies; coaching science; coaching philosophy – not included in the classification of coaching courses if they do not include an identifiable coaching component)*

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Sample curriculum models

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Mutual recognition of qualifications between the university and non-university sectors



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8. Qualification and licensing of coaches



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