

A E H E S I S

Thematic Network Project Aligning a European Higher Education Structure In Sport Science

Report of the Second Year



Co-ordinated by the
German Sport University Cologne
on behalf of
ENSSEE



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Thematic Network Project

AEHESIS

Report of the Second 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 Second Year

(01.10.2004 – 30.9.2005)

Edited by

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1 FOREWORD

Karen Petry / Karsten Froberg

The motivation for creating the ERASMUS Thematic Network project was related to potential and fundamental changes in the structure of the Higher Education sector based on the Bologna declaration. While these changes are clearly influencing the development of the sport science sector in Europe, their actual implementation in the educational system is particularly complex, heterogeneous and sometimes contradictory especially in the sport science sector. For these reasons, the Bologna declaration and the Lisbon objectives as well as the related Education and Training Agenda 2010 strengthens the need of pooling together and capitalising on previous experiences and developments made in the sector in order to fully support the process, and also in the sport science sector to take into consideration all its implications. It is not enough that sport science universities embrace the general objectives: they also need to be ready to *reform their own strategies*. This fact makes the AEHESIS project extremely important because it will improve the employability by developing model curricula based on the market needs, which is crucial for the competitiveness and the positive development of the sector and even for the survival of many sport science institutions.

2 THE AEHESIS PROJECT FROM YEAR ONE TO YEAR TWO

Karen Petry / Karsten Froberg

2.1 Aims and objectives

As mentioned in the foreword, the Thematic Network project refers to the impact of the Bologna declaration on the “Alignment of Educational Structures in the Sport Sector in Europe” by focusing on two major focus points in the sport science sector. The first concerns the integration of programmes and time frames of the educational structures; the second intends to ensure that the identified structures relate to the needs of the labour market.

To reach this, the generic and sector specific competences and learning outcomes will be defined by using the methodology set up in the Pilot Project “Tuning Educational Structure in Europe”. For the two key aspects, the impact and the opportunities provided by ICT and e-learning facilities will be analysed, compared and evaluated for further implementation at different levels. The project focuses on four key areas in the sports science sector: Sport Management, Physical Education, Health & Fitness and Sport Coaching.

The concrete objectives of the project are:

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 sport 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 encouraging innovation, particularly in the ICT and e-learning;

5. Develop model curriculum structures for each area, having in mind the necessity of enhancing the process of recognition and European integration of diplomas;
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;
7. Reinforce the link between education and society, bringing together the public-sector and scientific and professional players.



Figure 1: Map of the AEHESIS partners

The activities during the 2nd year were based on the already established structure of the Thematic Network which was developed during the 1st year. The number of partners was again extended during the reported period and currently the network comprises 69 partners representing 29 countries. The partners are divided in four main categories:

- a) European Networks with a focus on education and employment or research
- b) related to the field of sport European "professional" organisations operating in special subfields
- c) Academic institutions operating in the field of Sport Science
- d) Other training organisations (vocational)

The organisational structure of the project, which was established during the 1st year has been confirmed also for the 2nd year: The project is running by a Project Management Group, which consists of the TN-Co-ordinator Karen Petry (German Sport University Cologne), Alberto Madella (CONI Italy & EOSE), Karsten Froberg (University of Southern Denmark), one/two co-ordinator/s of each of the four areas and the two experts Jean Camy (University Claude Bernard Lyon 1) and Paul de Knop (Free University of Brussels). A technological unit with a communication manager has also constantly integrated in the management group to make a full integration of the activities and the results in the ICT strategy possible. 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 groups meetings has been carried out according to the work plan. One councillor proposed by the Tuning Project has attended the first conference in Cologne and was also invited to take part in the Limerick meeting in September 2005 in order to provide guidance and feedback and to ensure the desired degree of compatibility and integration between the TNP and the Pilot Project.

The core partners of the four research teams are as follows:

- I. *Management*: University of Jyväskylä (FI), Lithuanian Academy of Physical Education (LT), Norwegian University of Sport and Physical Education (NO), Demokritis University of Thrace (GR), INSEP Paris (FR), German Sport University Cologne (GE).
- II. *Physical Education*: University College of Worcester (UK), University of Toulouse (FR), Charles University Prague (CZ), Technical University of Lisbon (PT), University of Göteborg (SE)
- III. *Coaching*: Sports Coach 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), Scuola dello Sport, International Tennis Federation, CONI Italy
- IV. *Health & Fitness*: SPRITO (UK), IUSM Rome (IT), Sport Science School of Rio Maior (PT), SkillsActive UK, University of Jyväskylä (FI), University of Leeds (UK)

During the reporting period, the German Sport University Cologne has continued to co-ordinate the Thematic Network and will also go on as coordinating University during the 3rd year.

Six new partners (especially coming from missing countries such as Cyprus, Romania and Latvia) have joined the network during the 2nd year and a lot of non-partners have expressed their interest in the results of the project and have filled in the two questionnaires. Mapping has been extended through the website, the newsletter and appointed “National Mapping Representatives”. Furthermore, national co-operation has taken place through different activities like national meetings, networking, mailing and the use of the AEHESIS Newsletter.

2.2 Methodology, tools and technology used / to be used

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

ambition to set innovative guidelines specific for the sport sector for the development of curricula, quality assurance systems for study programmes able to combine the academic quality and the European dimension with relevance to the market labour. *Target groups* are primarily sport science students and teachers and policy makers at universities and institutions dealing with education in the four main areas: Sport Management, Physical Education, Health & Fitness and Sport Coaching. The basic educational approach of the project is life-long-learning with a high impact of interactivity between the education and the training providers and the employers. The model curricula, which will be designed at the end of the project period will specifically pay attention to the implementation of new learning technologies. One intention of the project is also to test the actual implementation of sector specific E-Learning knowledge management tools and to create new forms of synergies between professional experience in the working field and formal learning.

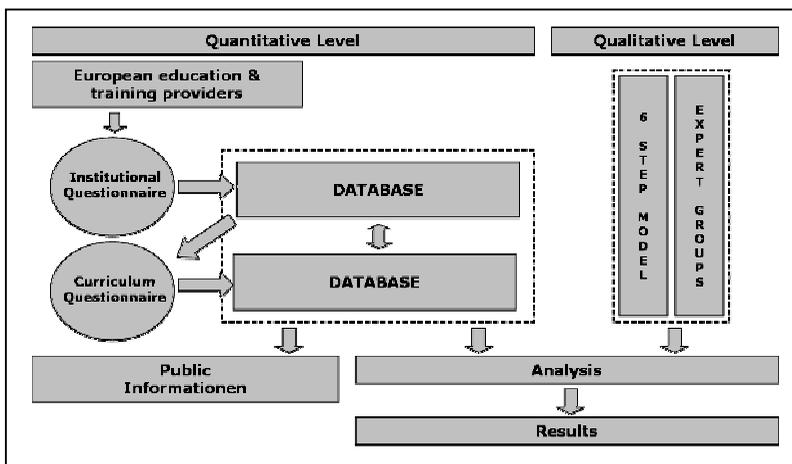


Figure 2: The AEHESIS project model

The used and further developed *tools*, especially the two compiled electronic questionnaires and the database are core elements of the project (figure 2). The effectiveness regarding the mapping through the organisational questionnaire is very high and the extension of the mapping can be seen as one of the main results. It can also be stated, that – through the existing webstructure – the already existing dissemination activities has been advanced.

The developed *Six-Step-Model* in order to collect information of a model curriculum structure for each area including examples of good practice has also been a main tool – especially for the area groups. Each area has been following this guideline, which includes a common approach: 1. Professional Area, 2. Standard Occupation, 3. Activities, 4. Competences, 5. Learning Outcomes, 6. Model Curriculum.

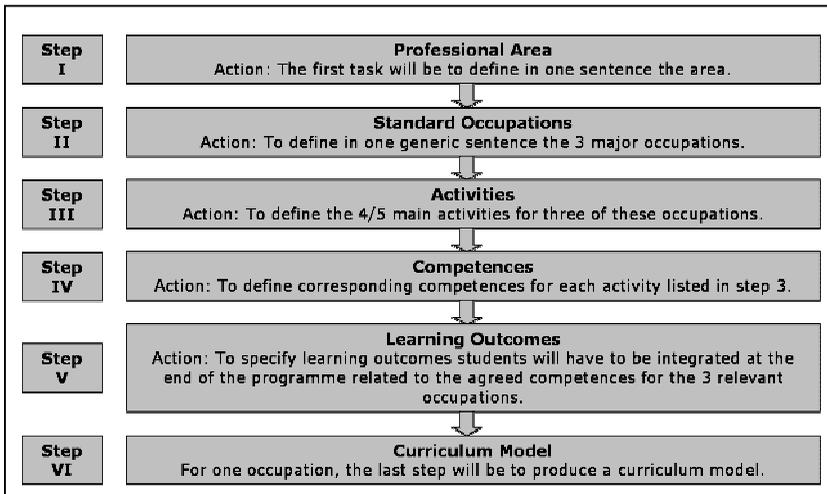


Figure 3: The AEHESIS Six-Step-Model

2.3 Products and results

The activities during the reporting period (01.10.2004 – 30.09.2005) were build on the results of the first year. The already established structure of the Thematic Network has been used and the number of organisations examined has increased, in order to understand in depth the processes going on in all the countries involved and especially to carry out effective comparisons of learning outcomes, maps of competences and teaching methods.

During the reported period of the AEHESIS Project the following objectives were achieved:

- A management and research structure was further developed;
- A further development and optimisation of the communication tools and hosting environment of the project, particularly regarding the development of the specific dedicated Intranet (www.aehesis.com),
- The database was tested and has reached an advanced stage through the Curriculum Questionnaire;
- A new Curriculum Questionnaire for analysing and comparing programmes through the identification of common elements and areas of specificity and diversity in the four areas has been developed based on the pilot studies from the first year;
- A six-step-model in order to collect information of a model curriculum structure for each area including examples of good practice was developed; The model curricula will also include:
 - A detailed overview of curricula.
 - An overview of how the curricula reflects the changing employment market.
 - An overview of how the curricula reflects the key principles of the Bologna Declaration.
 - An overview of the impact of ICT into the different curricula.
- A progress report for each area was produced – following the guidelines of the Six-Step-Model;
- The Network of partners has been further increased and the use of the electronic environment was promoted;
- Six meetings including a conference of all project partners which took place in September 2005 in Limerick/ Ireland were organised; Four additional area group meetings were organised by the research groups.
- Electronic newsletters were produced, providing information to 400 Email addresses;
- The structure for the printed report and a CD ROM was produced (published in autumn 2005);
- The Mapping was extended (289 programmes in the database).

At the end of September 2005 (end of the 2nd year) the first internal evaluation of the objectives has been carried out including an evaluation of the impact and the added value of the project.

During the 3rd year the following activities will be carried out:

- Further meetings and discussions of the results related to the objectives and the outcomes.
- Data collection and analyse of Line 1 and 2 of the “Tuning Methodology”,
- Finalise the mapping of “trends” in curriculum reforms,
- Finalise the development of a model curriculum structure for each area,
- Finalise the development and optimisation of the communication tools and hosting environment for the project, particularly with the development of the specific dedicated Intranet,
- Using and disseminate the web database for storing and searching the information needed for the effective execution of the project,
- Gathering and discussing the results related to the objectives and the outcomes. Activation of the quality assurance network. In autumn 2006 a final internal evaluation of the objectives will be carried out including an evaluation of the impact and the added value of the project,
- Finalise the concept and the development of a suggested quality assurance network as well as European accreditation in the four selected areas in sport science,
- A printed report at the end of the 3rd year will be produced, as well as a CD ROM.

2.4 Project evaluation

The evaluation and monitoring of the project has been undertaken mainly by the Project Management Group and the two experts (Prof. Jean Camy, Prof. Paul de Knop). A detailed workplan for each area and detailed action sheets after each meeting has been produced and the Project Management Group has (and will) carried out different control mechanisms: 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 (1 per participating country) gave feedback to the progress reports at the meeting in

Limerick 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 will include 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. External evaluation is also envisaged at the end of the 3rd year and will be carried out through the collection of feedback from the counsellors and experts of the Tuning Project, representative of European University Association, and from European Sport Organizations (COE, ENGSO) and employers (European Association of Sport Employers) as well as employees representatives. A final evaluation will be made by all the partners through a specific inquiry aiming at collecting their feedback.

2.4.1 Internal evaluation questionnaire

Regarding the project's goal to evaluate all steps and outcomes, an *Internal Evaluation Questionnaire* (see Appendix chapter 7.5) was developed and distributed at the Second Annual AEHESIS Conference in Limerick, Ireland, 1-4 September 2005. The questionnaire was submitted to all AEHESIS partner representatives (n=69), so far, 28 were received (about 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 gained (scale 1 [not informed] to 5 [well informed]).

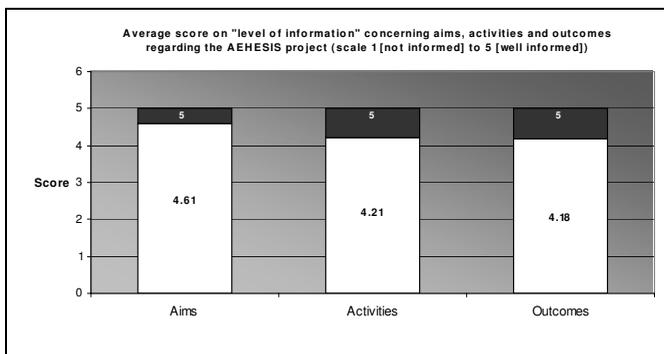


Figure 4: Level of information concerning aims, activities and outcomes regarding the AEHESIS project (scale 1 [not informed] to 5 [well informed])

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.

2.4.2 Website statistics

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 following statistics were generated in order to evaluate the number of visits, the time spent per visit as well as the total hits on the website.

The "Visits" report shows the number of visitor sessions to the AEHESIS site during August 2004 and June 2005 per month. A visit refers to a series of requests from a uniquely identified client.

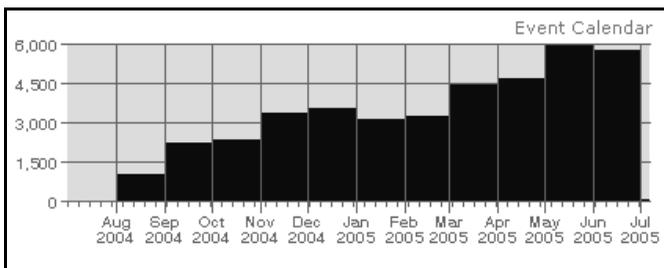


Figure 5: Visits to the AEHESIS website during August 2004 and June 2005 per month

The average number of visits during a month is around 2,000. On average the smallest number of visits occurs on Saturdays with 58 visits. On average the largest number of visits occurs on Mondays with 88 visits.

The "Time Spent per Visit" report tracks the average amount of time each visit spends during a visit to the AEHESIS website.

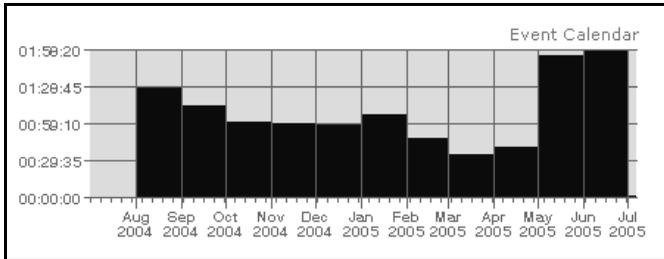


Figure 6: Time spent per visit on the AEHESIS website during August 2004 and June 2005 per month

The total time spent by visits during the selected months is 02:37:36 (HH:MM:SS). On average the smallest amount of time spent per visitor occurs on Saturdays with 00:03:21 spent. On average the largest amount of time spent per visitor occurs on Sundays with 00:04:33 spent.

The "Total Hits" report tracks the number of requests for files - or "hits" - logged during the specified report period. A "hit" is any request on the AEHESIS web server for any file, such as the questionnaires, documents, or web page links.

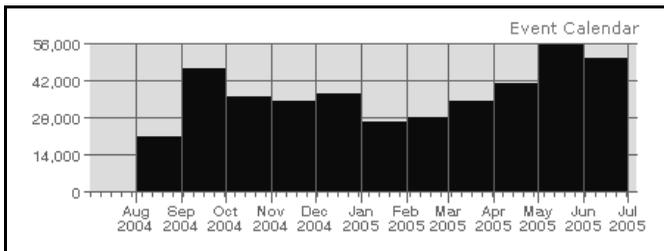


Figure 7: Number of hits on the AEHESIS website during August 2004 and June 2005 per month

The average number of hits during a month is around 25,000. On average the smallest number of hits occurs on Saturdays with 389 hits. On average the largest number of hits occurs on Tuesdays with 1,274 hits.

3 EUROPEAN SPORT EDUCATION AND TRAINING PROVIDERS

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, during the second year of the project, a questionnaire which was already drawn up during the first year (2003-2004) was revised and further circulated in order to gain more detailed information about the various programmes and academic/professional qualifications offered by European sport education and training providers.

The questionnaire was named "Institutional Questionnaire" following 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 programme/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 (<http://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 (see chapter 2). In order to keep all information in the database updated, an automatic letter of enquiry to revise all programmes entered is sent to all Programme Contact Persons regularly.

In the period of the second year of the project a total of 111 new programmes were entered in the database. At present, the AEHESIS database encompasses approximately 320 programmes/degrees offered in 25 countries (August 2005).


AEHESIS
 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.

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

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

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

Administrator
 Advisor
 Assistant Professor
 Associate Professor

E-Mail:

C. Programme

Name of the qualification:

Title: (in English)

Language:
 Austrian
 Bulgarian
 Catalan
 Czech

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

Duration in years:
 Level: [?] Click for information

ECTS Credit Points: [?] What is ECTS
 0

Area:
Hold the "Control-Button" 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:

European dimension: [?] Click for information
 Comments:

D. Designated Programme Contact Person

First name:
 Last name:
 Title:
 Sex:

Profession:
Hold the "Control-Button" pressed and click again for more than one selection

Administrator
 Advisor
 Assistant Professor
 Associate Professor

Online survey
 Conferences
 E-Mail
 NEWS
 Newsletter

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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 8: AEHESIS Institutional Questionnaire 2005
 (Source: <http://www.aehesis.com/InstitutionalQuestionnaire>)

3.1 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.

3.1.1 Programmes broken down by status

In accordance with the objective of the AEHESIS project, of course, more universities are represented than non-universities. This is also reflected in the number of programmes entered in the database: 91,25 % of the programmes were entered by universities (292) and only 28 programmes by non-universities (e.g. INSEP France, Danish Olympic Committee, C.O.N.I. Italy, National Coaching and Training Centre in Limerick, Ireland).

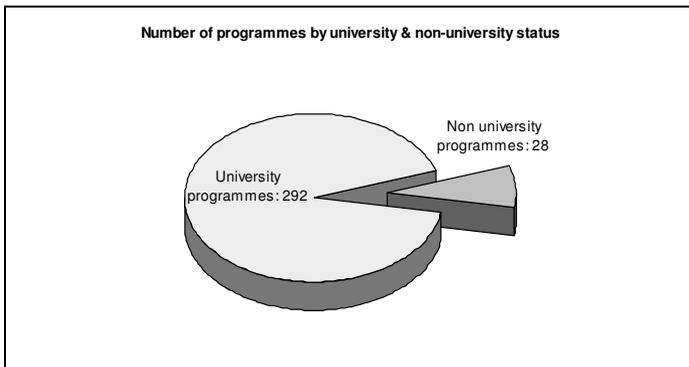


Figure 9: Number of programmes broken down by university and non-university status

Within those 28 programmes entered by non-universities, 23 programmes refer to the area of Sport Coaching (also see chapter 5.2). This originates on the fact that within this area, in general, there is a wide range of coach and trainer courses available outside universities.

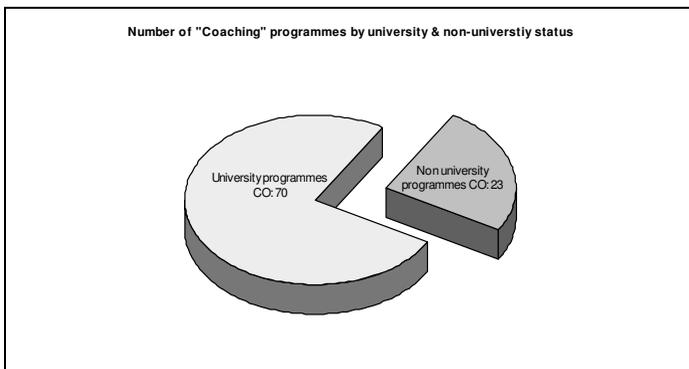


Figure 10: Number of coaching programmes broken down by university and non-university status

3.1.2 Programmes broken down by country

France is the leader in the AEHESIS database project by having entered no less than 52 programmes; followed by the United Kingdom, Germany, Lithuania and Poland. However, Spain and Iceland have entered only one programme, which has been totally unsatisfactory so far.

The following four figures show the number of programmes split by area and broken down by country:

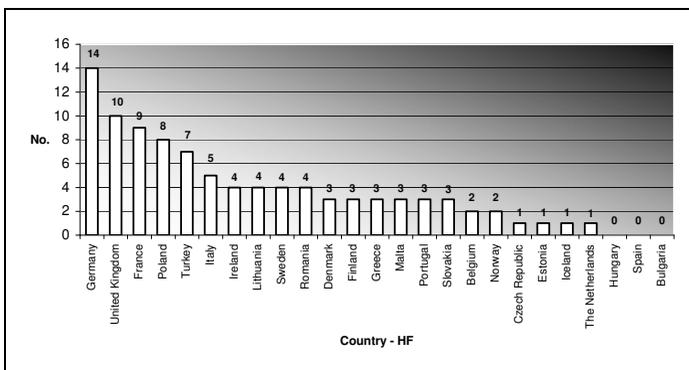


Figure 11: Number of Health & Fitness programmes broken down by country

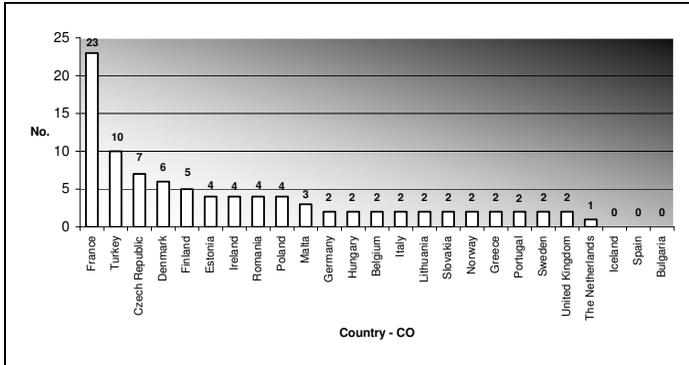


Figure 12: Number of Sport Coaching programmes broken down by country

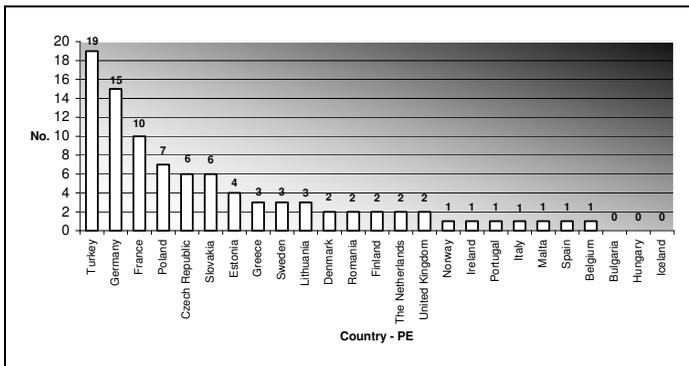


Figure 13: Number of Physical Education programmes broken down by country

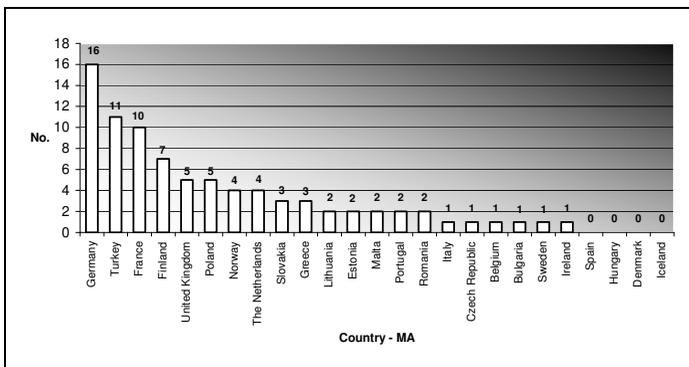
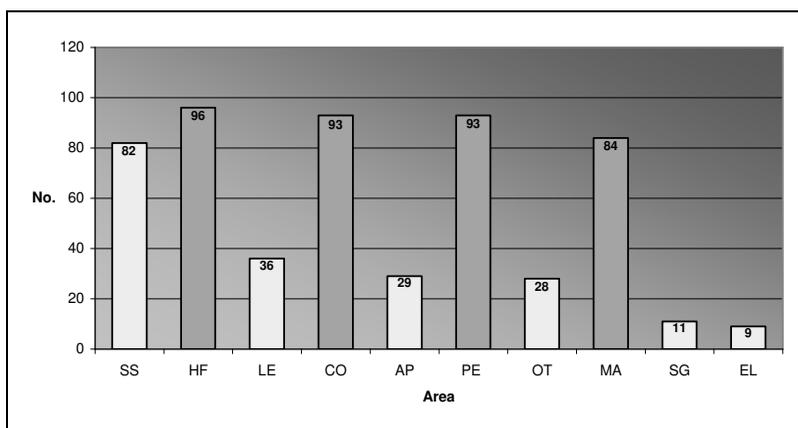


Figure 14: Number of Sport Management programmes broken down by country

3.1.3 Areas covered by the programmes

Given the complexity of what is known as “sport and physical activity”, 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 96 health & fitness programmes, 93 coaching programmes, 93 physical education programmes and 84 management programmes in the database.



AP – Adapted physical activities	HF – Health & Fitness
EL – Elderly	MA – Sport Management
LE – Leisure	PE – Physical Education
OT – Other	SG – Sports goods industry (trade)
CO – Sport Coaching	SS – Sport Sciences

Figure 15: Total number of programmes broken down by area (multiple choices possible)

It is certainly not always possible to allocate the programmes clearly to one specific area which also depends on the respective training structure in sport in each country. Therefore the interdisciplinary area of Sport Sciences also gathered a high rate of programmes (14,6 %).

3.1.4 Levels covered by the programmes

The majority of programmes entered in the AEHESIS database are Level IV programmes (172) that finish off with a Bachelor’s degree. 125 Level V programmes (Master degrees) and 31 Level V+ degrees (PhD) have also been entered. In the area of Level I to III, there are only 28 programmes. This is not surprising as the AEHESIS project is directed primarily to university courses.

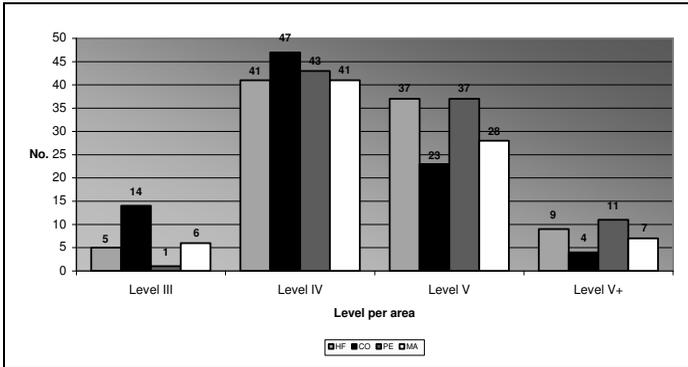


Figure 16: Total number of programmes broken down by level per area

The following figures show the number of programmes broken down by level entered in each of the four research areas:

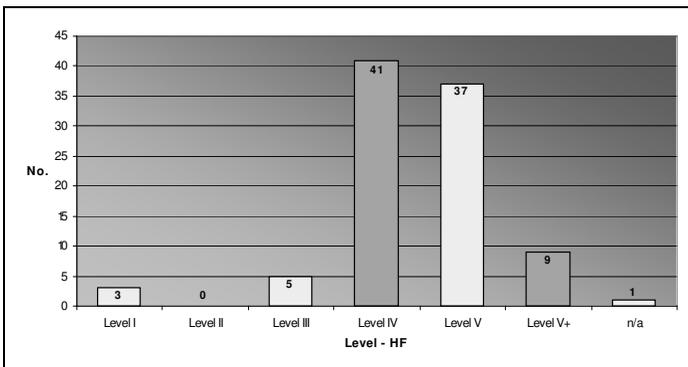


Figure 17: Total number of programmes broken down by level in the area of Health & Fitness

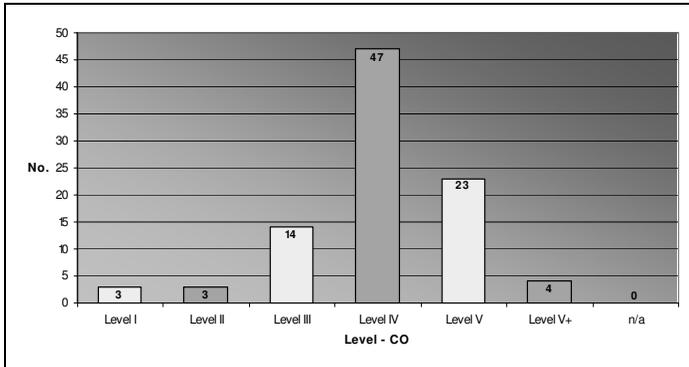


Figure 18: Total number of programmes broken down by level in the area of Sport Coaching

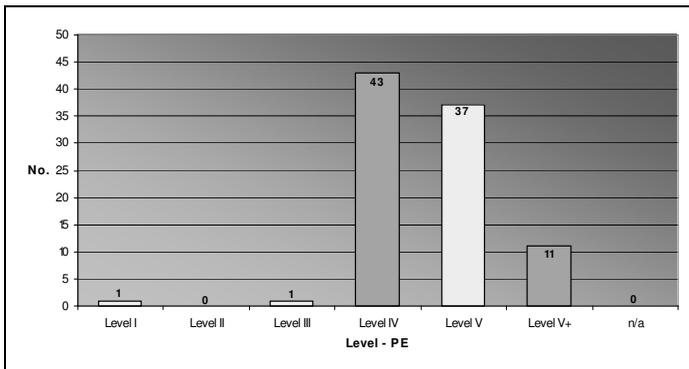


Figure 19: Total number of programmes broken down by level in the area of Physical Education

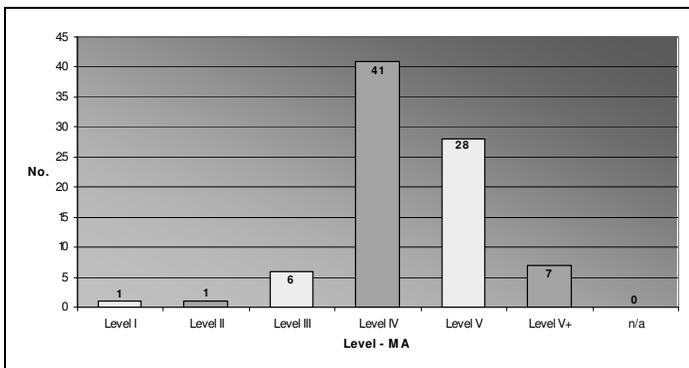


Figure 20: Total number of programmes broken down by level in the area of Sport Management

Figure 21 shows the number of programmes in the countries France, Germany, Poland, Finland and Portugal broken down by the different areas. There, it is evident that most of the French programmes represented in the database are from the Sport Coaching area because of the strong activities of the INSEP within the entire project. As compared to Germany one gets another scene: There are only two coaching programmes in the database, which falls far short.

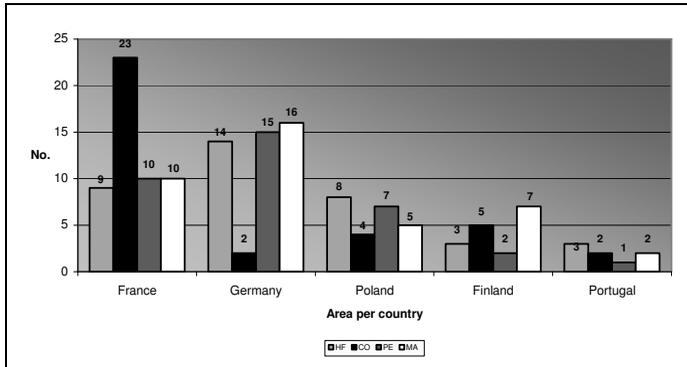


Figure 21: Number of programmes broken down by level per country

3.1.5 European dimension of the programmes

Out of 366 programmes entered in the four main areas in the database (multiple choices possible) approximately 17,8 % (65) have an “European Dimension” which means for example that the programme is offered in co-operation with at least one foreign partner (joint degrees). The following figure shows the number of programmes per area regarding their “European Dimension” in relation to the overall number of programmes given in each area.

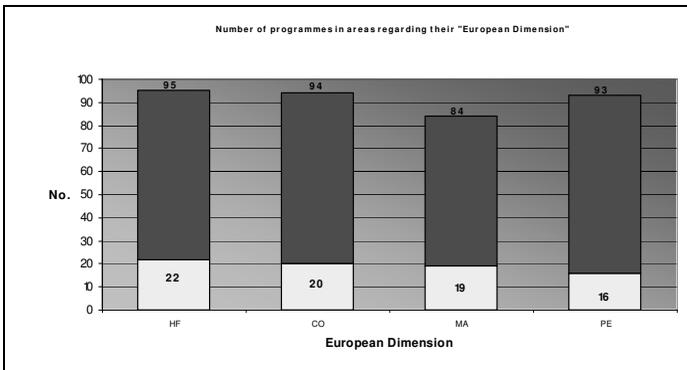


Figure 22: Number of programmes per area regarding their “European Dimension”

3.2 European Sport Education Programmes

Following the objectives of the AEHESIS project during its second year, a second questionnaire was developed. This AEHESIS Curriculum Questionnaire – published in online tool form (<http://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. So far, the project was divided into four 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 (10 addressees).
- In the second submission (mid May 2005) a beta version was sent to 30 selected addressees in order to test the online application on technical adaptability as well as on comprehensibility in respect of form and content.
- The third phase was the first submission of the Curriculum Questionnaire (end of May 2005) to all AEHESIS Programme Contact Persons, who had already filled in the AEHESIS Institutional Questionnaire.
- After having received 61 responses, it was decided to simplify the questionnaire again until the end of November 2005. The final submission of the Curriculum Questionnaire to all AEHESIS Programme Contact Persons will start in the beginning of December.

The following figure shows the first page of the Curriculum Questionnaire including the introduction and instructions for the online tool. The manual of the AEHESIS Curriculum Questionnaire containing all questions as well as all explanations can be found in chapter 7.4 – Appendix IV.

AEHESIS QUESTIONNAIRE Step 1 / powered by Spor Tools Ltd

Introduction
Dear colleague

The second step of the AEHESIS survey is provided for you in an online tool form. The questionnaire is, as far as possible, self-explanatory. By ticking the question items with [i] an explanation box appears and will provide further information or examples regarding the specific issue. You may easily skip sheets by using the "next"/"back" buttons; if skipping, your data will not be deleted.

The questionnaire contains ten sheets with 17 questions divided into three sections (the third section relates to Physical Education Programmes only) - most of them to be answered simply by ticking the relevant option.

Estimated time to complete the questionnaire is approximately 20-30 minutes.
Your progress is expressed via the blue bar shown on the bottom of the questionnaire. After completion of the questionnaire, please save it by clicking the "SAVE" button; then your data will be transferred automatically to the AEHESIS office.

All steps will be explained separately whilst completing the questionnaire. If you need any assistance or further information please do not hesitate to contact our AEHESIS office (office@aehehis.com or 0049-221-4982-9800) any time.

Many thanks for your assistance!

Exit Next

SECTION I. Framework of the Programme

Version 4.0 - 15. Dezember 2005, 11:00

Please type in your email address

Programme title

i Programme-ID
AEH0

1. Programme Orientation

i 1. Vocational (concurrent) **i** 2. Vocational (consecutive)

i 3. Pre-vocational **i** 4. General

Figure 23: AEHESIS Curriculum Questionnaire online tool – first page

3.3 References

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4 METHODS OF THE AREA ANALYSIS

Jean Camy / Alberto Madella / Gilles Klein

The goal of the AEHESIS project is to develop knowledge and tools useful to facilitate a process of convergence across Europe between the higher education and vocational training programmes in 4 areas related to “Sports Sciences”. These areas are Physical Education (P.E.), Sport Management (S.M.), Sports Coaching (S.C.) and Health & Fitness (H.F.)

Some of these areas have close relations with other fields of education. Following the International Standard Classification of Education (ISCED 1997), Physical education is related to “Education” and more precisely to “teacher training and education sciences” (field 14), Sport Management to “Business and Administration” (field 34), Health and Fitness (in particular for its health part) to “Health” (field 72). Sports Coaching is directly related to the “Sports” area, in its turn a part of the “Personal services” (field 81).

During the first year we have achieved:

- A *comparison of the existing programmes* in the sport sciences area, particularly in the 4 areas we consider (coaching, health and fitness, physical education, sport management) as a first reference point in view of the definition of a curriculum model in Europe.
- The establishment of *a model of definition of professional competences* (based on the Tuning methodology).

For the second year our target was to evaluate the consistency between professional competences expected by the job market and the curricula and programmes proposed by the education and training institutes.

The main challenge for the project is surely the attempt to link effectively the Curriculum Development (C.D.) to the requirements and characteristics of the occupations to which the specific curricula are supposed to correspond, and especially to the competences needed. This challenge has been faced through the development of a specific methodological approach.

Following a classical approach used in *training course planning and design*, we have considered *6 major steps* to progress on the route between the identification of job market requirements and the related “Curricula”. The next sections will present the methodology used in order to achieve these objectives of the second year of the project.

4.1 Methodology: The Six-Step-Model

A common six steps method with related tools has been agreed by the area research groups in order to set up a shared framework. Minor differences have been however introduced in this common process to match some specific characteristics of the four investigated areas.

This model proposes the following 6 steps:

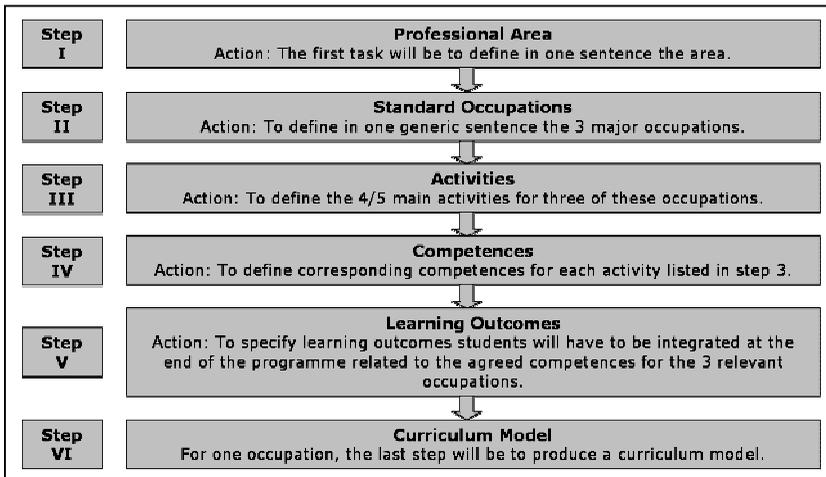


Figure 24: The AEHESIS Six-Step-Model

4.1.1 Identification of the Professional Area (PA)

By professional area, we mean a range of activities corresponding to the production of specific services or goods. It is also commonly designed as an “industry”, especially when related to private enterprises. Professional areas are characterised by a definite set of tasks and functions that can be presented as a “functional map” for each area. Professional areas could be related to specific “institutions” where they are carried on. In our case, PE, fitness, health care and competitive sport could be considered as targeted professional ar-

eas with related institutions which are schools (primary, secondary, higher education), fitness clubs/centres, health care centres, sport clubs, etc. Sport managers may operate in the various ranges of sport industries while PE teachers are dedicated to school education and coaches (mainly) to sport clubs.

One of the questions raised is to define as clearly as possible the core part and the limits of the industry considered.

Our aim is to identify the key 5 to 10 standard occupations on the basis of the prevalent social needs in each area.

4.1.2 Standard Occupation (SO)

The concept of "Standard Occupation" has been used for the "International Standard Classification of Occupations" (ISCO). Its last version has been published in 1988. The framework necessary for designing and constructing ISCO-88 has been based on the concept of the *kind of work performed or job*. *Job* is defined as *a set of tasks and duties executed, or meant to be executed, by one person*. A set of jobs whose main tasks and duties are characterised by a high degree of similarity constitutes an *occupation* (ISCO-88 and NEORS, 1998).

A *standard occupation* corresponds to a category of occupations that could be found in a comparative setting in different European countries.

In general "occupations" may generate special collective identities, special training programmes, particular corporate bodies, recognition or regulation by public authorities. In their most developed figure they could be called "professions".

In our case we must be sure that the standard occupations we are considering correspond to well identified ones.

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.

4.1.3 Identification of the Activities (A)

Through this concept, we consider here the *set of tasks and duties*, corresponding to a specific occupation. To make this list readable, we have considered that the tasks could be gathered in a limited number (normally less than 10) of “functions”. The usual way to proceed is to disaggregate the functions in a list of elementary tasks. An example could be taken from what has been done in the Health & Fitness area (see chapter 5.1).

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.

4.1.4 Competences (C)

Definition: *Ability to apply knowledge, know-how and skills in a habitual and/or changing work situation* (Tissot, 2003).

Related terms: knowledge, know-how (*practical knowledge or expertise*) and skills (*the relevant knowledge and experience needed to perform a specific task or job*) (Tissot, 2003).

In the European Qualification Framework (EQF 2005), the following definition is given:

Competence includes: i) cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; ii) functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) personal competence involving knowing how to conduct oneself in a specific situation; and iv) ethical competence involving the possession of certain personal and professional values.

The language of “competences and skills” refers to capacities demonstrated in action. The way to identify them is to start from the working situations and the tasks and duties that they are consisting in. In this respect, the current methodological approach that we have developed for AEHESIS does not fully correspond with the way competences have been described in the Tuning project. An effort has been made to avoid vagueness and to refer very clearly to the working situations where competences are applied. There are many

ways to identify competences related to a specific occupation but in all cases an agreement as to be found on the related tasks and duties. The corresponding competences have been mainly built through “interviews of experts” sometimes including different and potentially contrasting perspectives (e.g. the point of view of employers but also of employees). The process has allowed the construction of a consensus on those that can be considered the “core/key competences” which might be needed in all situations and others which may vary from one situation to another (“optional competences”).

4.1.5 Learning Outcomes (LO)

Definition: *The set of knowledge, skills and/or competences an individual acquired and/or is able to demonstrate after completion of a learning process* (Tissot, 2003). Related terms are assessment and certification.

Learning outcomes are the competences seen from a training point of view. If we want some coherence in the relationship between training and labour market dimensions, competences needed in a specific occupation must be the same as the learning outcomes of the programmes preparing to such an occupation. To receive committed students, it's also important to have them involved besides the employers and trainers in the study of learning outcomes.

The learning outcomes are those competences expected from the students at the end of the programmes taught in the initial or continuing teaching institutions.

Therefore it is necessary to make a distinction between:

a. General Learning Outcomes (GLO)

As an example, for a P.E. teacher general learning outcomes are general behaviour with students, reflective practice, and mastery of technologies as well as citizenship.

b. Specific Learning Outcomes (SLO)

As an example, for a PE teacher specific learning outcomes are: to have scientific knowledge/what-how to teach/learn, to present teaching skills, to use new teaching technologies, to develop team work, to participate in/contribute to school management, to analyse teaching and to follow an ethical code.

4.1.6 Curriculum Model (CM)

Definition: A Curriculum is *a set of actions followed when setting up a training course: it includes defining training goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers* (adapted and translated by Cedefop from Landsheere G. de, 1979). A curriculum is also often related to the result of this process which might be called, in a more appropriate way, a programme.

A programme (of education or training) is *an inventory of activities, learning content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills or competences), organised in a logical sequence over a specified period of time* (Tissot, 2003). *Related term: curriculum.*

A *curriculum model* is a specific way/process used to build a curriculum that could be identified and use as a reference. If we consider the process till its end, it will cover: the identification 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.)

4.2 Implementing the Six-Step-Model in the four areas

4.2.1 The area research groups

The implementation of the Six-Step-Model consists in the collection and treatment of data contributing to give the required content to each of its concepts in the corresponding areas. That work is done under the responsibility of the four area 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.

4.2.2 The General Timeline of the Implementation of the Methodology

- London meeting (January 2005): the management group presents and explains to the research areas groups the Six-Step-Model;
- Between the London meeting and the Limerick forum (January/September 2005) the areas groups collect and treat information on the six steps;
- Limerick Forum (September 2005): the management group and the re-search groups present the data in the four areas.

The information was supposed to be gathered and treated by the area research groups in three stages:

- Collecting information to *cover the first two steps* (professional area and standard occupations) with the support of the NEORS (European satellite classification of sports and sports related standards occupations). The objective was to produce a definition of the industry (core products and limits) and to identify the key standard occupations with a brief definition;
- Having chosen four standard occupations per area, gather the relevant information to *cover broadly the third and fourth steps* (main activities/tasks and corresponding competences),
- For one standard occupation *defining in a detailed format the steps three, four and five* (main activities (A), competences (C), and learning outcomes (LO)).

The data collection procedure:

- Each expert/researcher collects information within his/her country using a standard tool (interview's guide or standard questionnaire) from field experts or existing previous documents (if exist).
- Other AEHESIS partners could be mobilised to extend and guaranty the quality of "informants" (in particular to be sure that social partners and professional organisations are involved).

4.3 Problems and foreseen solution proposals

The methodology we are using, which has been adapted from the “Tuning” methodology carries some internal weaknesses coming from its origins, to which we are now confronted:

- The first one is the meaning given to (and the use of) the concept of “competences” which seems sometimes far from what is generally understood in the CEDEFOP researches: either a very *vague content*, difficult to rely to any precise observable professional behaviour/practice, or a content related quite exclusively to the *knowledge dimension*, mostly as it is defined by academics.
- The second one is related to the *composition of what we have called the “expert groups”*. There is a key question on 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 that in this case there is confusion between two roles: the role of “informant”, the one who has an immediate and indispensable knowledge and understanding of a professional situation, and the role of the “researcher” who has to formalise that knowledge in a standard way. To be clear, in our view, the representations a student or an academic has of what are the competences needed for a specific profession are interesting for the global conception of a training course planning and design, but are not reliable information to identify those competences. The only reliable source is the professional field itself even if the ways to approach it may vary (observation or interviews of professionals, questionnaires send to them on their behaviours or representations, etc.). On the other side is the social dimension/question of legitimacy. In the European framework, “social partners” or “professional organisations” are the only bodies which can give a legitimate advice on professional competences. Researchers have to work with them, either to provide them complementary information, or to ask for endorsement of their findings. Stating about competences in a professional area is not only the result of an “objective/scientific” process run by “outsiders”: it has also

to be legitimised through an area internal social debate between stakeholders (social partners-employers, employees, professional organisations, etc.) to agree on what they are.

- 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. Clearly, for the coming year, an effort has to be made on that specific point by some of the area research groups.
- We know also that sharing a methodology within a large group of people and trying to have it appropriate by an even broader population (we have identified more than 1800 training providers-institutions- specialized in the sport and sport related domains in the 25 E.U. countries), which is a condition for the dissemination of the procedures and results of an on going process, is corresponding to the building of a “learning community”. That operation needs time and we have to accept that some differences remain between groups; but we have, as much as possible, to keep an agreement around the key principles and a close relation to them.

The efforts that we are making in “aligning a European higher education structure in sport sciences”, is producing new collective norms and references which will affect the institutional and individual identity of all stakeholders. Our general intention is to improve the relations between education and professional areas, to facilitate the achievement of one of the key objectives of the Bologna process, the preparation of students to the labour market. That intention is not always understood in the same way by academics, considering its relation with the traditional “cultural dimension” of higher education, sometimes presented as contradictory to the previous. Therefore, if we have to provide guidelines and tools to the “sports sciences” area, we have to be aware that we work in a medium (and long) term perspective.

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5 AREA REPORTS

5.1 Health & Fitness

Allan Pilkington¹

5.1.1 Introduction

Following up the working steps realized during the first year of the AEHESIS project, the main actions of the second year were to develop a curriculum model for the Health and Fitness activities using the “AEHESIS Six-Step-Model”.

5.1.1.1 Research group members

Realizing this task, the AEHESIS Health & Fitness research group was consisting of the following members:

- Allan Pilkington (co-ordinator) – SPRITO Directions (UK)
- Louise Sutton – Leeds Metropolitan University (UK)
- Terttu Parkatti – University of Jyväskylä (Finland)
- Paolo Parisi – IUSM Rome University for Movement Science (Italy)
- Susana Franco – Escola Superior de Deporto de Rio Maior (Portugal)
- Aurelien Favre – SPRITO Directions (UK/France)
- Ben Gittus – SkillsActive (UK)

5.1.1.2 Methodology – The “Six-Step-Model”

The following chapter gives a summary about the steps undertaken in the Health and Fitness area following the AEHESIS Project Model, the “Six-Step-Model”.

1. Professional Area: Health and Fitness

The first task regarding the structure of the “Six-Step-Model” has been to define in one sentence the Health and Fitness area (see “Key Purposes” in the EHFA document: Functional Map).

¹ Supported by Aurelien Favre (SPRITO Directions), Paolo Parisi (IUSM Rome University for Movement Science), Louise Sutton (Leeds Metropolitan University), Terttu Parkatti (University of Jyväskylä), Susana Franco (Escola Superior de Deporto de Rio Maior), Ben Gittus (SkillsActive UK).

2. Standard Occupations

In accordance with the EOSE Nomenclature of Occupation (NEORS), four standard occupations have been accepted by the Health and Fitness Group:

- Gym Instructor (Gym) which includes Fitness Instructor and Personal Trainer.
- Health-Related Exercise Specialist (HRES)
- Public Health Promotion Specialist (PH)
- Fitness Management (FM)

In regards of the project activities, the research group experts defined the three major occupations in one generic sentence.

3. Activities

For those three occupations, the task has been to define the 4 to 5 main activities corresponding.

Therefore it was decided to focus on the occupations:

- 1) Advanced Gym Instructor / Personal Trainee,
- 2) Public Health Promotion Specialist and
- 3) Health-Related Exercise Specialist.

The occupation of a “Gym Manager” was referred to the AEHESIS Sport Management Group.

4. Competences

For each activity listed in point 3 (“activities”), we have defined the corresponding competences.

5. Learning Outcomes (General and Specific)

Regarding the three relevant occupations chosen by the Health & Fitness experts, the task has been to specify the learning outcomes students will have to integrate at the end of the programme related to the agreed competences.

6. Curriculum Model

For one occupation out of the three main occupations outlined, the last step within the “Six-Step-Model” will be to produce a curriculum model.

In this regard the expert group has already decided to develop this curriculum model for the Gym Instructor occupation.

The following figure shows a summary of the 6 steps undertaken in the Health & Fitness group during the first and second year of the AEHESIS project:

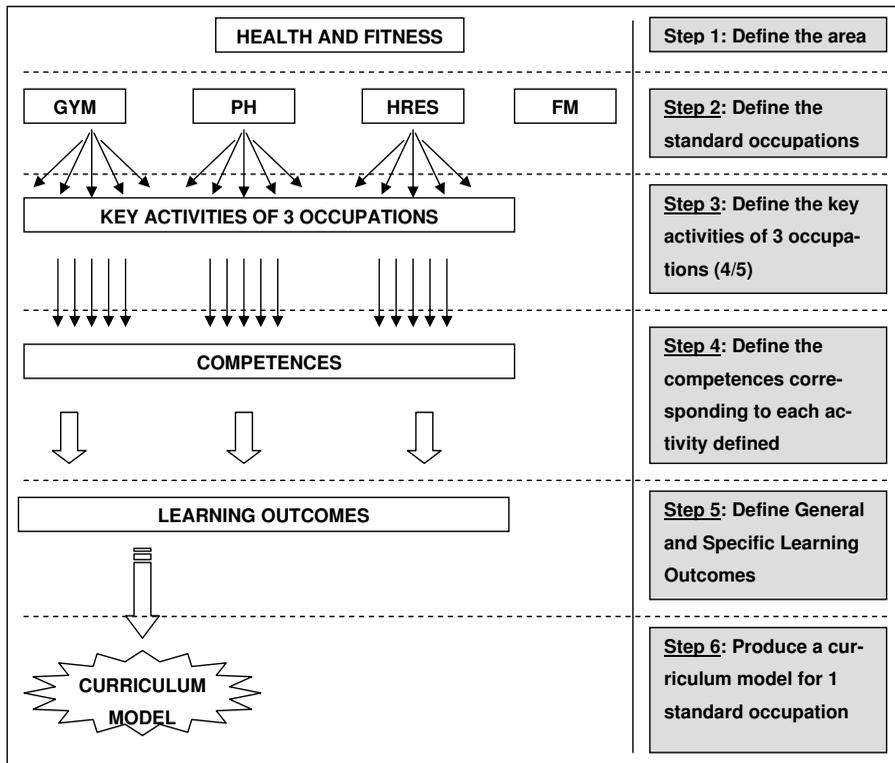


Figure 25: The AEHESIS “Six-Step-Model”-Process within the Health & Fitness area

5.1.2 Work undertaken following the AEHESIS “Six-Step-Model”

5.1.2.1 Advanced Gym Instructor/ Personal Trainer

1. Definition of the Health & Fitness professional area

The Health and Fitness area collectively concerns activities, behaviours, or policies maintaining or promoting 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:

- a) the area of Health-Related Exercise (or, Health Training), concerning the promotion, design, and execution of exercise as a means to maximise health, prevent and/or treat disease, and ameliorate or cope with disability, under the various health and age conditions, carried out in the context of health care centres or programmes and under medical control as needed;
- b) the area of Fitness (Personal or Group Training), concerning the promotion, design, and execution of exercise meant to enhance individual fitness levels and wellness feelings, and to prevent disease in the healthy adult population, carried out in the context of sport or fitness centres and/or in private practice.

2. Standard Occupations

Advanced Gym Instructor/ Personal Trainer

The Advanced Gym Instructor/ Personal Trainer is a graduate in sports science or related disciplines who is able to design, deliver and evaluate utilising advanced exercise techniques, in appropriate contexts, with due regard to health and safety, exercise programmes related to the maintenance of health and physical efficiency for both apparently healthy and minimal or low risk adults, and individuals from special populations.

3. Activities

The Advanced Instructor/Personal Trainer is able to:

- Collect, analyse and interpret information about participants' health and fitness status, exercise experience, goals and preferences.
- Prescribe, supervise and monitor safe and effective exercise programmes for both apparently healthy, and minimal or low risk adults and individuals from special populations.
- Provide and maintain participants' motivation using a variety of strategies to promote behaviour change and exercise adherence.
- Control resources and ensure the health and safety of participants.
- Assume responsibility, within an ethical frame of reference, at all levels of practice.

4. Competences

Typically graduates will be able to:

- Demonstrate a systematic understanding of key aspects of the study of health and fitness and the acquisition of detailed knowledge including anatomy, physiology, biomechanics, psychology and nutrition and biochemistry. In addition graduates will be able to demonstrate an understanding of the social and political contexts of health, fitness and physical activity promotion.
- Demonstrate an ability to practically deploy established techniques of analysis and enquiry in health and fitness including practical fitness instruction/ applied exercise teaching, health and fitness assessment/ exercise prescription, motivation and behaviour change, special populations and exercise referral.
- Demonstrate conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, 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.
- Recognise and respond to moral, ethical and safety issues which directly pertain to health and fitness including relevant legislation and professional codes of conduct.

5. Learning Outcomes

Typically graduates will be able to:

- Plan, design and execute safe and effective exercise programmes and activities using appropriate technique and procedures, specifically tailored to a range of individuals or client 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.

5.1.2.2 Public Health Promotion Specialist

1. Professional area

The Health and Fitness area collectively concerns activities, behaviours, or policies maintaining or promoting 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:

- a) The area of Health-Related Exercise (or, Health Training), concerning the promotion, design, and execution of exercise as a means to maximise health, prevent and/or treat disease, and ameliorate or cope with disability, under the various health and age conditions, carried out in the context of health care centres or programmes and under medical control as needed;
- b) The area of Fitness (Personal or Group Training), concerning the promotion, design, and execution of exercise meant to enhance individual fitness levels and wellness feelings, and to prevent disease in the healthy adult population, carried out in the context of sport or fitness centres and/or in private practice.

2. Standard Occupations

Standard occupations for a Public Health Promotion Specialist (all the occupations concerning the development, management and promoting of exercise programmes in the area of public health) are: To develop, manage and promote public health and exercise programmes, to various public and private agencies (clubs, associations, schools, government agencies, research laboratories, etc.) in the framework of a policy defined either by the public authority, at national, regional or local level, or by the agencies themselves.

3. Activities

The Public Health Promotion Specialist is able:

- a) To participate in public health surveillance programmes, searching and using scientific epidemiological evidence.
- b) To plan and develop public health and exercise programmes.
- c) To promote public health and exercise programmes.
- d) To manage public health and exercise programmes
- e) To evaluate public health and exercise programmes

4. Competences

- a) Collect significant information concerning the exercise and health related issues and use available information (Activities 3a)
- b) Define the objectives of the public health and exercise programme, by identifying the population' needs (Activities 3b)
- c) Identify legal and practical aspects of public health and exercise interventions (Activities 3b)
- d) Select the appropriate physical activities for the participants of public health and exercise programmes with certain goal (Activities 3b)
- e) Design the plan of the public health and exercise programme (Activities 3b)
- f) Develop and apply strategies to participants adhere to the public health and exercise programme (Activities 3b)
- g) Promote the public health and exercise programme (Activities 3c)
- h) Review the progress of implementation of the public health and exercise programme (Activities 3d)
- i) Co-ordinate the implementation of the public health and exercise programme (Activities 3d)
- j) Evaluate the implementation of the public health and exercise programme (Activities 3e)

5. Learning Outcomes

- a) (Activities 3a / Competences 4a)
 - Understand the concepts of epidemiology
 - Apply different types of epidemiologic studies
 - Build appropriate techniques for data collection

- Apply appropriate techniques for data collection
 - Collect and treat information using scientific evidence
 - Analyse bio-statistical information
 - Use biostatistics software
 - Work in co-operation with other associated professionals
 - Understand the role of epidemiology in prevention of disease
- b) (Activities 3b / Competences 4b)
- Analyse population characteristics: demographic; geographic; physical; behavioural; psychographic
 - Analyse the scientific epidemiological evidence
 - Recognise the target population need and want
 - Decide what kind of data must be collected at the beginning and at the end of the program, to verify if the objectives were reached
 - Recognise the appropriate techniques for data collection to evaluate the programme effects, and chose them: questionnaires or surveys; interviews; self-report inventories and diaries; direct observation; physical measures (fitness: strength, flexibility, cardio-respiratory condition, etc; health: blood pressure, body composition); skills testing; site visits; monitoring of media coverage, etc.
 - Analyse the potential co-operation with other associated professionals
- c) (Activities 3b / Competences 4c)
- Identify and apply legal and practical aspects of public health and exercise interventions
 - Identify the national public health policies
 - Analyse national health policies and strategies
 - Identify national health systems
 - Identify private and public health funding
- d) (Activities 3b / Competences 4d)
- Apply the fundamentals of sports and exercise sciences, like, biology, biomechanics, motor control, pedagogy, psychology or sociology
 - Apply the scientific fundamentals of exercise role in public health
 - Recognise health determinants and health and unhealthy behaviours

- Analyse the benefits of exercise in health
 - Understand exercise as primary intervention in health
 - Understand exercise as secondary intervention in health
 - Demonstrate an understanding of how to make health and life style screening and risk stratification
 - Recognise when is recommended to do a medical examination and exercise testing prior to participation in physical activity, and when is recommended to have a physician supervision during exercise testing
 - Demonstrate an understanding of how assess the fitness condition of apparently health individuals and special populations (children, elderly, pregnant women, back problems, cardiac, hypertension, diabetes, osteoporosis, arthritis, asthma, obesity, etc.)
 - Demonstrate an understanding of how prescribe exercise for maintain or improve fitness and health condition for apparently health individuals and special populations (children, elderly, pregnant women, back problems, cardiac, hypertension, diabetes, osteoporosis, arthritis, asthma, obesity, etc.)
 - Recognise the characteristics of special populations
 - Analyse the objectives and needs of special populations
 - Analyse the characteristics of physical activities and their benefits in health and fitness
 - Understand the use of available technologies
- e) (Activities 3b / Competences 4e)
- Analyse the resources: human; material and equipments; facilities; financial
 - Determine the events, tasks, dates, schedule, facilities, materials and equipments needed
 - Apply a swot analysis
 - Analyse partnerships
 - Determine the intervention of partnerships and employees

f) (Activities 3b / Competences 4f)

- Apply techniques of data collection about the opinion of potential participants: surveys by e-mail, telephone or in person; interviews
- Demonstrate an understanding of the barriers to exercise: environmental barriers, personal barriers
- Apply techniques to determine stage of behaviour change: questionnaire; interview
- Identify and apply the essential components of a behaviour change strategy, and consider them when plan and implement the program
- Apply techniques to determine why people have dropout of exercise program: questionnaire; interview
- Identify and apply strategy to avoid dropout, and consider them when plan and implement the program
- Apply techniques to determine motivations to exercise: questionnaire; interview
- Identify motivations strategies to exercise, and consider them when plan and implement the programme
- Apply techniques to determine expectations about the programme: questionnaire; interview
- Identify strategies to encounter expectations, and consider them when plan and implement the programme

g) (Activities 3c / Competences 4g)

- Develop and apply marketing strategies to delivery the programme and capture participants
- Analyse the resources: human; material and equipments; facilities; financial
- Determine the events, tasks, dates, schedule, facilities, materials and equipments needed
- Analyse and determine partnerships

h) (Activities 3e / Competences 4h)

- Demonstrate that the programme is being accomplished
- Perceiving the evolution of the results and interventions

- Identify how many participants are taking the program
 - Identify if partnerships and/or employees are working effectively
 - Collect feedbacks of partnerships and/or employees, using interviews or questionnaires, and analyzes them and make needed changes in the program
 - Collect feedbacks of participants, using interviews or questionnaires, and analyzes them and make needed changes in the program
 - Identify what strategies are or are not working and make needed changes
 - Be able to identify the obstacles, barriers and problems and make needed changes
 - Evaluate if the objectives of the programme are being achieved, and if participants are getting benefits with it, and analyse why if don't
 - Revise the objectives if needed
- i) (Activities 3d / Competences 4i)
- Co-ordinate the events, tasks, dates, schedule, facilities, materials and equipments, finances
 - Control the activity of the partnerships and employees
- j) (Activities 3e / Competences 4j)
- Demonstrate that the programme was accomplished
 - Identify how many people participated in the program
 - Collect feedbacks of partnerships and/or employees, using interviews or questionnaires, and analyzes them
 - Collect feedbacks of participants, using interviews or questionnaires, and analyzes them
 - Evaluate if the objectives of the programme were reached, and if participants achieved the suppose benefits, and analyse why if don't
 - Recognise the appropriate techniques for data collection to evaluate the programme effects, and analyse it: questionnaires or surveys; interviews; self-report inventories and diaries; direct observation; physical measures (fitness: strength, flexibility, cardio-respiratory condition, etc; health:

blood pressure, body composition); skills testing; site visits; monitoring of media coverage, etc.

- Identify what were the strategies that work and which didn't work
- Identify the obstacles, barriers and problems associated with the programme implementation
- Identify what were the successes of the programme implementation
- Co-operate with other associated professionals
- Make suggestions to improved the programme if replicate
- Write a report concerning the above aspects
- Develop new perspectives on policy, participation and practice of public health and exercise

5.1.2.3 Health-Related Exercise Specialist

1. Professional Area

The Health and Fitness area collectively concerns activities, behaviours, or policies maintaining or promoting 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:

- a) The area of Health-Related Exercise (or, Health Training), concerning the promotion, design, and execution of exercise as a means to maximise health, prevent and/or treat disease, and ameliorate or cope with disability, under the various health and age conditions, carried out in the context of health care centres or programs and under medical control as needed;
- b) The area of Fitness (Personal or Group Training), concerning the promotion, design, and execution of exercise meant to enhance individual fitness levels and wellness feelings, and to prevent disease in the healthy adult population, carried out in the context of sport or fitness centres and/or in private practice.

2. Standard Occupation

The Health-Related Exercise Specialist (or Health Trainer) is a graduate in sport science or related disciplines who is able to design and supervise, in appropriate contexts and with medical advice as needed, training programs, specifically tailored for the different age groups and health and social conditions, related to the maintenance and improvement of health and physical efficiency, to risk-factors prevention, to movement re-education and rehabilitation, and to coping with chronic conditions or permanent disability.

3. Activities

The Health-Related Exercise Specialist is able to:

- Do risk stratification of subjects before exercise prescription and exercise testing. Design, administer and evaluate graded exercise tests.
- Design, prescribe, administer and monitor individual and general training programs for healthy subjects, specifically tailored for the various age groups, such as children, adults, or the elderly.
- Design and implement public health educational programs of physical activity for the prevention of major risk factors and chronic disorders (e.g., obesity, diabetes, hypertension, etc.).
- Design, administer and monitor, under medical supervision, training programs 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.
- Apply emergency procedures and safety measures.

4. Competences

Competences for the Health-Related Exercise Specialist are:

- Sound background in such areas as biology and physiology of exercise, conditioning and coaching, training science and biomechanics, psychology and public health. Understanding the basics of ergometry, pathophysiology, chronic diseases and main risk factors, along with capability to evaluate their implications to exercise and apply this understanding to risk stratification and graded exercise testing, with an ethical attitude and frame of reference.

- Comprehensive knowledge of biology, physiology and functional capacity, psychology, nutrition and the problems of substance abuse, biomechanics of different sports, and training and coaching, with special regard to life-time sports. Capability to apply this knowledge to physical activity and understand the implications for the organism at the various ages. Capability to design, conduct and evaluate exercise programs for children and for the elderly. Sensibility for the problems of older age immobility, inactivity and disability, and specific skills to deal with them.
- Good understanding of major public health issues and principles of health education, with special respect to risk factors and chronic disorders. Attitude to understand social trends, behaviours and motivations, with special respect to their effects on health and lifestyle. Ability to design, conduct and evaluate exercise programs appropriate to counter sedentariness in the general population.
- Basic knowledge on traumas and other temporary or permanent disabilities or chronic disorders, understanding the implications of specific exercise programs, and capability to apply and implement the principles of movement therapy. Understanding the interactions between the therapy prescribed by physicians and the exercise program, and capability to adjust the programme accordingly. Detailed knowledge of disease-specific findings, signs and symptoms increasing complication risk during exercise.
- Specific experience, attitude and skills in applying emergency procedures; certification in basic cardiac life support.

5. Learning Outcomes

- Apply basic knowledge and understanding acquired in the biomedical, psychological, and training areas, to design specific training programs, ethically sensible and based on individual preconditions of age, health status, and functional capacity. Integrate data from performance diagnosis and respective training prescriptions. Document training programs and performance progress, and sustain participants' motivation.

- Design, conduct, and assess effective training programs 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.
- Apply the knowledge and understanding acquired in the areas of 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 programs apt to effectively counter unhealthy habits and sedentarity, and sufficiently attractive and accessible to sustain motivation in the general population.
- 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 programs, 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.
- Readiness to apply with immediacy the knowledge and skills acquired in sport medicine and other health-related areas, to emergency procedures in the various situations.

In general, the learning outcomes imply knowledge, skills and attitudes that must satisfy qualitative criteria of modern content and high standards of excellence, as are typically met by a postgraduate program. As a rule, a Bachelor's Degree in an aligned health field and extensive experience in exercise testing or rehabilitation should be a prerequisite for entering the programme.

5.1.3 Evaluation and Conclusion

The work we have developed during the 2nd year of the AEHESIS project has been regularly evaluated and commented by our *European Team of Health and Fitness Experts*. These feedbacks have been taken into account and have permitted us to revise and adjust several times the content of our three documents to obtain the final versions presented in this report.

This external group of experts has been developed from the participants who attended the first conference in Cologne plus additional specific experts proposed and accepted by the Health and Fitness Group. We have contacted them by email to ask for their interest in the thematic of the project and to obtain more information concerning their expertise particularly in the field of the three occupations we have developed. Then, according to the answer received, we have sent the corresponding document(s) – step 1 to 5 – for comments and feedback.

The evaluation of our documents through this group has been done by 27 *Health and Fitness experts* from 18 *European countries*. This group includes a mix of European stakeholders such as *Universities, Social Partners, Training Providers* and *Awarding Bodies*. Through this process, the content of the work undertaken for the Advanced “Gym Instructor / Personal Trainer” has been evaluated by 19 experts, the “Health-Related Exercise Specialist” by 17 and the “Public Health Promotion Specialist” by 22.

It is an on-going process we will continue developing during the 3rd year of the project to increase the quality of expertise of this team which is crucial to evaluate our work.

We have also had the opportunity to present the work undertaken and obtain feedback and remarks during the conference organised in Limerick (Ireland) on September 2005 (02nd-04th) which has grouped together the key stakeholders of the sector such as Universities, Training Providers, Decision Takers, Policy Makers, Social Partners from the whole Europe. Feedback and comments we have received have been included in the content of the revised documents developed during the 2nd year of the project.

Concerning the Step 6 which consists on “*Producing a curriculum model for 1 standard occupation*”, the discussion and remarks obtain through the evaluation process has helped us to change our first plan.

Indeed, even if the 3 occupations chosen are different and independents on the European Health and Fitness Labour Market, the results of the evaluation process focus on the fact that it would be important to produce a common curriculum for the 3 occupations.

This idea has been debated and accepted and this common model will be developed during the 3rd year of the AEHESIS Project by the Health and Fitness Group.

5.2 Sport Coaching

Pat Duffy²

5.2.1 Introduction

The first year of the coaching strand of the AEHESIS project involved the mapping of coaching related programmes and initial scoping work on the overall functional map for sports coaching.

The second year of the project has involved more detailed work on the application to coaching of the AEHESIS six-step approach to the planning of curriculum models. This approach has taken account of existing delivery mechanisms for coach education and the wider context for the employment of coaches. The work of the second year has taken place in parallel with the Review of the EU Qualification structure for coaching qualifications that is being conducted by the European Coaching Council with the support of the International Council for Coach Education.

The linkage of the project to this wider EU Review has been initiated with a view to maximising the relevance and validity of the work carried out. A critical factor has been to establish the relationship between the coach education programmes offered in the governing body/international federation context and those offered in the university sector. One of the prevailing issues in this regard has been the reality that many coaches working at the highest level in sport have amassed considerable years of experience, occasionally without formal qualifications.

In this context, the positioning of undergraduate degree programmes at a relatively high level within the qualification structure has proven to be problematic. While such an approach is adopted within the EQF framework, the presentation of a comprehensive picture for the education and qualification of coaches is seen as an essential step in gaining credibility and support for any proposals that are put forward.

² Supported by Corrado Beccarini (CONI), Miguel Crespo (International Tennis Federation), Christophe DeBove (INSEP), Thierry Marique (Catholic University of Louvain), Laszlo Petrovic (Institute of Coaching & Sport Education Budapest) Jose Rodrigues (Sport Sciences School of Rio Maior).

Accordingly, the overall combined goal of the AEHESIS and the EU Review is to present a comprehensive framework for the education and training of coaches, taking into account 'professional' and 'academic' strands. It is further intended to outline a draft curriculum for under-graduate programmes within this context. Finally, it is intended that the relationship between professional and academic strands will be clarified, allowing for appropriate recognition of prior learning; routes for progression and procedures for the recognition of qualifications.

A feature of the work from the outset has been the involvement of representatives of the international sports federations. These organisations, with a European or worldwide remit, have brought an important perspective to the work. Essentially, they have provided a link to the world of employment and deployment of coaches and have provided a realistic assessment of the coach education requirements within their sports.

In line with this approach, two key work strands were followed in the second year:

1. Development of the 6-step model as it relates to coaching
2. Participation in a Review Group consisting of the AEHESIS Expert group; representatives of the European Coaching Council and International Federations.

The Review Group consists of the following structure:

- Dr Pat Duffy, Chief Executive, sports coach UK; and Chairman of the AEHESIS Coaching Expert Group
- Dr Corrado Beccarini, CONI, Italy and member of AEHESIS Expert Group
- Mr Bruce Cook, International Rugby Board
- Dr Miguel Crespo, International Tennis Federation
- Mr Christophe DeBove, INSEP, France and member of AEHESIS Expert Group
- Mr Thierry Marique, Louvain, Belgium and member of AEHESIS Expert Group
- Ms Marit Myrmael, European Olympic Committee

- Dr Laszlo Petrovic, Director, Coach Education, Semmelweis University and member of AEHESIS Expert Group
- Dr Jose Rodrigues, Director, Rio Maior and member of AEHESIS Expert Group
- Mr Aguston Schulek, European Athletics Federation
- Dr Frantisek Taborsky, European Handball Federation

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

This group met on three occasions during the second year of the project, culminating in the preparation of a discussion document on the proposed revision of the EU 5-level structure and its links to the AEHESIS project at the annual conference of the project in Limerick in September 2005. The discussion document is summarised in section 4 of this report.

The Limerick Forum endorsed the direction that is being taken in the project. A key issue to be resolved relates to the alignment of University-delivered qualifications and the qualifications delivered by sports federations and/or national competent authorities. It is apparent at this stage, that the full articulation of a relevant model of coach education will require completion of the following elements:

- a) Model of Long-term athlete development and lifelong involvement in physical activity (to provide a clear basis for the identification of coaching workforce requirements and of the competences required by coaches to assist sports-people to achieve their objectives).
- b) Model of Long-term coach development (to provide a clear rationale and context for coach education), taking into account that the attainment of expertise and mastery in coaching may take over 20 years and in excess of 30,000 hours deliberate practice in coaching and coaching-related areas. Significant further research is required in this area, taking into account sport and country specific conditions.
- c) Description of the professionally based qualification structure of sports federations and national competent authorities in coaching and coach education

- d) Description of the university-based qualification structure relating to sports coaching and coaching science
- e) Description of the relationship (present and proposed) between professionally and university-based qualifications

It is recognised that the current project will not conclusively address all of these elements. However, the project will make some pre-liminary recommendations in each case, which will form the basis of further developmental work, consultation and dissemination.

5.2.2 Application of the Six-Step Model

The application of the 6-step model formed a significant part of the work of the second year of the project.

5.2.2.1 Professional area

The professional area covered in the project is coaching, which was defined in the following context:

- *Sports Coaching*: The coaching of one sport specific discipline to clearly identifiable groups of sports participants at specified levels and recognised by the appropriate national sports federation and/or competent national authority for the sport sector.
- *Vocational Coach Education*: The study of sports coaching in such a way that participants build competences to coach in one sport at a specified level and recognised by the national sports federation and/or competent national authority for the sport sector.
- *Coaching Studies*: The study of coaching employing the knowledge base of sports science and necessary related disciplines, but which is not sport specific and is not recognised as a formal qualification by the appropriate national sports federation and/or the competent national authority for the sport sector.

While the definition relates to the coaching of one sport, it is recognised that coaching-related roles also exist in coach education; the management of

coaches; coaching multi-skills/sports to children; fitness/conditioning coaching. The draft functional map is presented in the following figure.

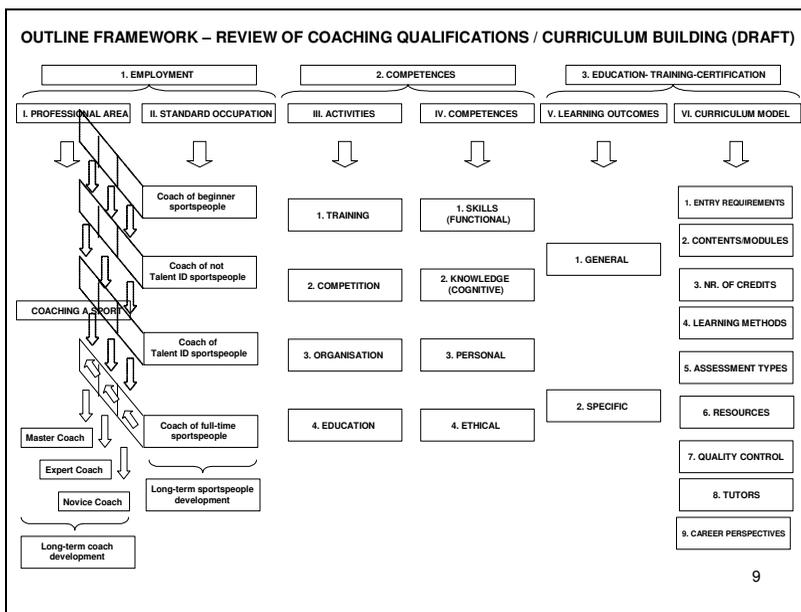


Figure 26: Sport Coaching functional map

5.2.2.2 Standard occupations

The standard occupations in the area are proposed as follows:

- Coach of beginner sportspeople (child; adolescent; adult)
- Coach of participation/non-competitive sportspeople (child; adolescent; adult)
- Coach of Talent Identified sportspeople
- Coach of high performance/full-time sportspeople

Within each of these occupations, the level of expertise of the coach can be mapped on a continuum that includes:

- Novice Coach
- Assistant Coach
- Expert Coach
- Master Coach

5.2.2.3 Description of activities and tasks

The tasks and activities associated with each of the standard occupations have been grouped into four main categories:

- Competition
- Training
- Organisation
- Education

5.2.2.4 Description of competences

Competences will be grouped into four main areas:

- Skills (functional)
- Knowledge
- Personal
- Ethical

5.2.2.5 Description of learning outcomes

Learning outcomes will be described in general and specific categories, closely linked to the activities and competences.

5.2.2.6 Curriculum model

At this stage it is envisaged that the main work relating to curriculum models will include a framework to outline the main elements of coaching qualifications and the manner in which the parallel strands of professional and university sectors can maximise integration, cooperation and mutual recognition.

5.2.2.7 Feedback on the feasibility of the Six-Step-Model

The Six-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.

5.2.3 Evaluation

The primary methods of evaluating the work of the project are as follows:

1. Activities related to evaluation during the reported period

During the course of the second year, it was decided to appoint an external evaluator to provide feedback on the overall direction of the project. The appointed advisor is Mr John Bales, President of the International Council for Coach Education and of the Canadian Association of Coaches.

Mr Bales provided feedback on the broad structure for the education and qualification of coaches that was being considered as part of the project during the second year. This feedback included the review of the paperwork emanating from the Coaching Expert group and attendance at an Expert Group meeting in Rio Maior, Portugal in June 2005. Mr Bales also attended the AEHESIS annual meeting in Limerick in September 2005, where 90 delegates from 40 countries provided feedback on the overall direction of the project. Mr Bales collated this feedback and has made it available to the Coaching Expert Group.

2. "External contacts" regarding the working steps undertaken

From the outset, the design of a model curriculum within coaching has been considered within the broader context of the European Coaching Council Review of the EU 5-level structure for the recognition of coaching qualifications. This approach has been adopted to ensure that the outcomes from the AEHESIS project are clearly linked to the emerging structure for the recognition of coaching qualifications in the university and non-university sectors.

As part of this strategy, there has been significant involvement from a number of external partners, including:

- International Olympic Committee
- European Olympic Committee
- International Rugby Board
- International Tennis Federation
- Federation Equestre Internationale
- European Handball Federation

Through the involvement and feedback of these agencies, the positioning of the AEHESIS project within the wider coaching market has been maximised.

3. Other relevant aspects in relation to evaluation

It is intended to continue with the above aspects of evaluation in year 3 of the project. It is also intended to approach Ms Jacqueline Braissant, (FEI) to act in the capacity of a second external evaluator to the project.

5.2.4 EU Review of coaching qualifications – key directions

The parallel development of the AEHESIS project has fostered a close link with the emerging European Framework for the Recognition of Coaching Qualifications, which is currently being reviewed. This section sets out the context of the EU Review and outlines some of the key principles and issues that have emerged to date. These principles will play a key role in shaping the curriculum model that will emerge from the AEHESIS project. Consequently, the details of the Review are set out in some detail here.

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.

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.

5.2.4.1 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.

5.2.4.2 Guiding Principles

The need to fully review the EU 5-level structure for the recognition of coaching qualifications has been agreed by the Review Group. The review has been consultative in nature, and guided by a number of guiding principles. These guide-

lines 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 competences 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.

d) 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.

e) 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.

f) 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:

1. 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 rec-

ognised 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 competences of coaching.
2. 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:
- i. Coaching qualifications will be directly related to sport-specific player development models.
 - ii. A benchmark level for 'mobility in coaching' will be identified (e.g. level 3 in the original structure).
 - iii. Coaching competence will be specified at each level, which will be closely linked to the sport-specific model of player development
 - iv. The possibility of a 'coaching convention' will be considered, where EU member states and international/national federations sign up to the proposed new framework.
 - v. 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.

5.2.5 Next steps

The next steps in the project will see the further development of the six-step model, with a strong focus on the detail of the competences to be covered. Attention will also focus on the learning activities and proposed curriculum model(s) in coaching. This work will be undertaken in light of the emerging consensus on the broad direction of the EU Framework for the Recognition of Coaching Qualifications and the EQF. It is also proposed to review the data from the year 1 questionnaire and to work closely with both university and non-university agencies in defining the most appropriate curriculum model for coaching.

5.3 Sport Management

Vilma Cingiene / Kari Puronaho³

5.3.1 Professional Area

A long and differentiated international discussion of the so-called, competency-based-approach-to-curriculum-development' can be observed (Jamieson 1987, Lambrecht 1987 and 1991, DeSensi et al. 1990, Cuskelly/Auld 1991, Kelley et al. 1994, Li/Cotton 1996, Cuneen/Parks 1997, Masteralexis/McDonald 1997, Quartermann 1998, Danylchuk/Chelladurai 1999). At the same time there is a lack of information about the European situation of sport management programmes (Hovemann 2003). Clear indications show that the European market of sport management programmes is in a rapid change. This observation is supported by the following data about the offer analysis: Friedrich identified in an examination of the status of academic sport management programmes only 31 sport-scientific institutes in the year 1995. In her work 24 possibilities to study sport management are described. Also Nichelmann (1997, 124) discusses only four sport management offers at universities in his article from the year 1997 in Germany and calls a just as small number of suppliers with sport management offers at lower levels. Nichelmann mentions only two degrees in sport management on an international level, the 'European Diploma' and the 'European Master Degree in Sport Management'. Those two degrees are offered in cooperation between different European universities.

In contrast, own investigation results of the current situation in the year 2002/2003 give evidence that a far larger number of sport management programmes do exist. 168 sport management programmes were investigated over a systematic Internet research in Europe and were put into a database by Gregor Hovemann. With 41 offers in Germany and a total number of 168 sport management programmes in Europe, a clear increase may be stated with respect to the findings of the years 1995 as well as 1997 when comparing to the results of Friedrich (1995) and Nichelmann (1997) as reference points.

³ Supported by George Costa (Democritus University of Thrace, Komotini), Gregor Hovemann (German Sport University Cologne), Berit Skirstad (Norwegian University of Sport and PE) and Gerard Barreau (INSEP Paris).

The regional distribution of the sport management programmes concentrated on the four countries: Germany, France, Great Britain and Italy. In addition, 23 further sport management offers from ten other countries were identified throughout Europe. The detailed distribution of the sport management programmes on the named countries in Europe is displayed in the following illustration:

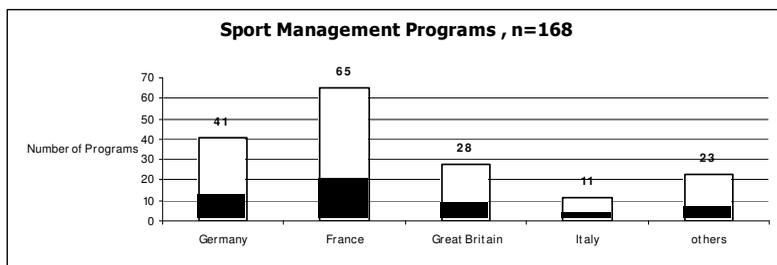


Figure 27: Sport Management programmes in European countries
(Source: Hovemann 2005)

The disproportionate number of offers of altogether 65 sport management programmes in France could be explained before the background that the local study system is extremely small stepped. This means that an individual degree can be attained almost after every year of study. This explains the relatively high number of programmes in France. While a three-year sport management program, which is typical for Germany, is represented in the database as one single offer, it is typical for France that the three individual steps are accounted as three separated programmes. Germany has altogether 41 and Great Britain show 28 offers. In Italy clearly less offers were found as in the three other countries. The size of the countries cannot serve as an appropriate explanation for this below average spread of sport management offers because the four countries do not differ so clearly of each other in the number of population. Only eight programme institutions, at which sport managers are trained in Italy, are named in the labour market studies of Di Blasi from the year 2001. Consequently it can be assumed that the here determined results of the quite few offers (11) are valid in Italy.

Another important result is the inhomogeneous situation of the proportions of the five basic types of modules in the three countries Germany, England and France as it can be seen in the following figure.

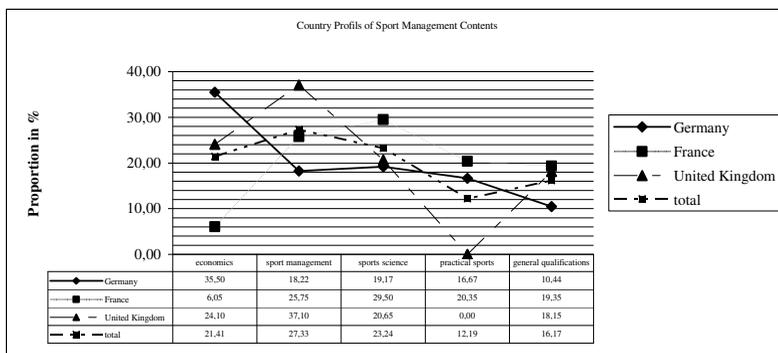


Figure 28: Sport Management country profiles (Source: Hovemann 2005)

The description of the different types of sport management programmes in Europe lead to a discussion of the practical consequences for implementing successful sport management programmes in the current structural and political framework in which European sport management takes place. With regard to the American Standards of Sport Management Programmes (NASSM/NASPE 2000) the perspective of European Standards will be discussed.

In further research the presented first glance on the market of sport management programmes should be continued. On the basis of a longitudinal approach, trends and developments should be identified, and the studies should be enlarged on more European countries to complete the overview systematically for all member countries of the European Union. Therefore some first steps are done in the three projects ‘Vocasport’, ‘Euroseen’ and the AEHESIS project, which are all supported by the European Commission. They deliver a better market transparency and foster the establishment of helpful networks for the mutual exchange. Especially the creation of national observatories of the employment market in the sport sector seems to be of high importance.

According to a General Survey and Content Analysis of the European Market “Towards European Standards of Sport Management Programmes” by Gregor Hovemann, interest in sport activities is all the time high, sport is an expanding multi-billion Euro industry and gathering information in sport has become more complex. Competent people, who are able to manage at every level in all types

of sport organisations, are needed as well as an increase of sport management programmes worldwide.

In North America the National Association for Sport and Physical Education (NASPE) and North American Society for Sport Management (NASSM) have already developed guidelines for educational programmes in Sport Management. In many European countries a lack of information about sport management programmes are existing. We do not know much about the existing programmes or the contents of those programmes and so far the information for curriculum development has not been very sufficient.

There has been a need for analysis of the relevant general conditions of educational programmes, analysis of the situation of competition in the education market, analysis of the contents of sport management programmes and analysis of the demand side as well. There has been a need for an integrative approach, where employability, the logic of the competency-based-approach to curriculum-development, is in the focus. To be able to develop, we need e.g. an analysis, where the situation for the suppliers of sport management programmes will be identified as well as the possible potentials for some homogenisation processes should be defined.

For the establishment of standards for sport management programmes it has to be considered that comparability can be improved with, diploma supplements', sport management programmes should be designed in two phases (Bachelor- and Master-Degrees), they should have credit transfer systems and also constructed in modules. Quality management and evaluation processes should be implemented and sport management programmes should support lifelong learning.

However, we do know relatively much about the competences in general needed for sport managers. Information about the demand (competences) side has been gathered not only in Europe but also in USA: Jamieson 1987, Lambrecht 1987, DeSensi et al. 1990, Cuskelly and Auld 1991, Cuneen & Parks 1997, Quartermann 1998, Danylchuk/Chelladurai 1999.

We have at least 168 Sport Management Programmes in Europe, which demonstrates the growing importance of sport management. European sport man-

agement programmes are at the moment heterogeneous, not only if different countries are compared, but even within the single countries.

5.3.2 Standard Occupations

During the Sport Management Research Group (SMRG) meeting in London in 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 in Sports, Event Manager, Managing Director in Sports, Sport Consultant, Sport Researcher, Sport Animator, Sport Marketing Director, Sales Manager of Sport Products and Services, Sport Instructor and Sport Club Manager). After a consultation with the “Health & Fitness Research Group” the standard occupation “Fitness Club Manager” was added to this list.

As defined in the International Standard Classification of Occupations “Standard Occupation” means a set of tasks and duties characterised by a high degree of similarity. Taking into consideration that sport managers operate in various tasks and in various organisations, the Sport Management Research Group (SMRG) defined finally an additional collection of research material 4 relevant and as many standard occupations as possible for the sport management area to be better able to define the special and occupation-related future requirements of education. The standard occupations in the sport management area are the following:

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

There is one standard occupation coming from the public sector, two (sport club manager and manager in National Sport Federation) – normally – coming from voluntary sector and one from private sector. These occupations are also covered in the general AEHESIS Curriculum Questionnaire 2005.

5.3.3 Activities and Tasks

The main activities related to standard occupations are compromised. They have been defined according to the research and specialist information from six different countries (Lithuania, Greece, France, Germany, Norway and Finland). For more detailed data collection the main activities have been divided in detailed competences in Chapter 5.3.4 – Competences.

5.3.3.1 Local Sport Manager or Director in a city or municipality

1. Human Resource Management
2. Sport Facility Management
3. Planning
4. Problem Solving
5. Financial Management

5.3.3.2 Sport Club Manager or Director

1. Human Resource Management
2. Event Management
3. Marketing Management
4. Problem Solving
5. Financial Management

5.3.3.3 Manager or Director in National Sport Federation

1. Human Resource Management
2. Event Management
3. Marketing Management
4. Decision-making
5. Financial Management

5.3.3.4 Manager in Fitness Club

1. Human Resource Management
2. Quality Management
3. Marketing Management
4. Organisational Management
5. Financial Management

5.3.4 Competences

According to the instructions of the AEHESIS Management Group (<http://www.aehesis.de/html/03.htm>), the SMRG adapted and used the "Tuning Methodology" when defining and evaluating the core and specific competences in the field at the moment and competences required in the area of sport management in the future (see table 1). The added research material has already almost been collected from six European countries by questionnaires targeted to persons in the earlier mentioned standard occupations. The method, which will be used when analysing the research findings is the Importance-Performance Matrix. It can be used also when re-defining and updating the core competences of standard occupations.

Table 1: List of activities and competences related to four sport management standard occupations

ACTIVITIES/COMPETENCIES	Local Sport Manager or Director in a city or municipality	Sport Club Manager or Director	Manager or Director in National Sport Federation	Manager in Fitness Club
HRM. Competences: human relations networks, personnel management, leadership, communication skills teamwork, interpersonal skills	√ √ √ √	√ √ √ √ √ √	√ √ √ √ √ √	√ √ √ √ √ √
Sport Facility Management. Competences: strategic planning and development, leadership, decision making skills, planning, sport infrastructure construction, environmental control, sport event management	√ √ √ √ √			
Planning. Competences: planning skills, community life in general, significance of sport and physical activity in the society, knowledge of the changing trends in society, knowledge in welfare politics, project design, capacity for generating new ideas	√ √ √ √ √ √			
Problem Solving. Competences: capacity for analysis and synthesis, basic general knowledge, communication skills, decision-making skills, interpersonal skills	√ √ √ √ √	√ √ √ √ √		
Financial Management. Competences: financial management, budgeting, accounting, financial analysis	√ √ √ √	√ √ √ √	√ √ √ √	√ √ √ √
Event Management. Competences: planning, communication skills, teamwork, ability to communicate with experts in other fields, capacity to adapt to new situations,		√ √ √ √ √	√ √ √ √ √	

creativity, organisation of sport events, knowledge of changing trends in the society, different sport events		√ √ √ √	√ √ √ √	
Marketing Management. Competences: marketing, service willingness, significance of sport and physical activity in society, communication skills, knowledge of peoples' needs for PA and factors related to it, sponsoring, creativity, information management skills, research skills knowledge of changing trends in society		√ √ √ √ √ √ √ √ √ √ √	√ √ √ √ √ √ √ √ √ √ √	√ √ √ √ √ √ √ √ √ √ √
Decision-making. Competences: capacity for analysis and synthesis, basic general knowledge, communication skills, decision-making skills, interpersonal skills			√ √ √ √	
Quality Management. Competences: concern for quality, capacity for analyses and synthesis, ability to work in an interdisciplinary team, ability to communicate with experts in other fields, research skills, creativity, initiative and entrepreneur spirit, outcome and service orientation, service willingness, will to succeed				√ √ √ √ √ √ √ √ √ √ √
Organisational Management. Competences: strategic planning and development, capacity for analysis and synthesis, communication skills, human networks				√ √ √ √

Importance - Performance Matrix

The Importance-Performance Analysis can be used to manage quality improvement of education and to improve field-education connections. This would involve first measuring sport management area competence performance perceptions using a scale that taps whatever pertinent dimensions have been identified for the given context and measuring the professionals' perceptions of the importance of each attribute in the future. Then each attribute would be plotted on a matrix in terms of its performance score and its importance score to highlight where improvement efforts should be focused.

The divisions between the four quadrants are determined using the overall mean importance rating and the overall mean performance score of the data obtained in the survey. The method helps to identify aspects, which are important and need improvement. Also the attributes (here competences) which are not so important in the future but good performance at the moment might be identified so, that fewer resources could be devoted to the development of

these competences. By combining measures of importance with the performance scores in the area of sport management competences, we can create an Importance-Performance Matrix which highlights clearly those areas offering greatest leverage to performance improvement – that is, those questions having significant importance on critical outcomes whose performance scores are low. These are the areas that should be the focus of attention, the areas where the return on effort will be the greatest.

Obviously, if competences are seen as having low importance, they are not worth doing. The improvements of importance to the professionals in the area of sport management are often issues that have been seen as problems for some time, but for some reason or other they have not been satisfactorily addressed. The fact, that professionals are now saying improvement is needed, provides a strong case for their resolution, even if the solution is hard to find or implement. The benefits of obtaining importance-performance feedback and conducting a gap analysis become clear at the improvement planning stage. Without a clear sense of priorities, it is impossible to select where improvement efforts should be directed, especially if many opportunities for improvement are indicated. In fact, if the gap analysis shows areas of 'over servicing', that is, where performance exceeds expectations, then resources can possibly be redirected to areas that need them more.

Plotting a professional feedback on the Importance-Performance Matrix, shown below, can help to guide the improvement of the work. Those service elements that are seen as of a high importance but rated low on service performance should be singled out for improvement.

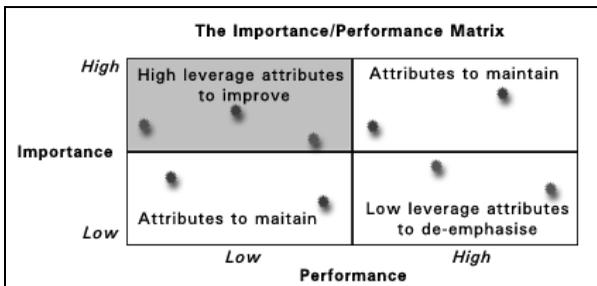


Figure 29: Importance/Performance Matrix I
(Source: <http://www.adm.monash.edu.au/cheq/support/matrix.html>)

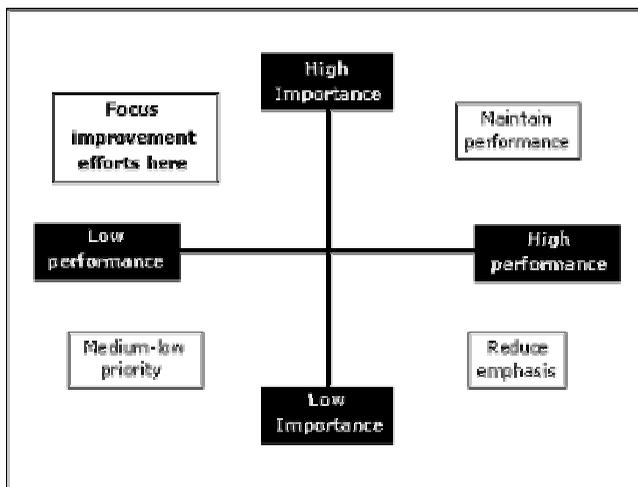


Figure 30: Importance/Performance Matrix II

(Source: <http://www.johnrobertson.co.nz/higherlevelanalysis/performance-importance-matrix.html>)

5.3.5 Learning Outcomes

The learning outcomes can be defined as “the set of knowledge, skills and/or competences and individual acquired and/or is able to demonstrate after completion of a learning process” (Tissot, 2003). They are competences from the training point of view and the competences needed in a specific occupation should be the same as the learning outcomes of the programmes. The desired learning outcomes will be defined after all the data has been collected and analysed.

5.3.6 Curriculum Models

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. The big dilemma in contemporary academic society is that should the education system respond strongly or at least to some extent to the market demand 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 will be done about the learning processes or possibilities for self actualization? What is the purpose of the programmes and curricula designed from the faculty,

administration, student or society (market) point of view? Is the curriculum for Undergraduate or Graduate programmes? Is it for Sport Management, Recreation, Fitness or Tourism? Is it research or empirical oriented?

According to Trevor 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 & 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, PR, league responsibilities, maintenance activities and information management. Furthermore he or she must have a figurehead, be a liaison and take care of athletes.

Interesting research has been made by Danylchuk & Boucher (2003). There were investigated 15 leading sport management academicians from eleven countries and five continents on changes in the next ten years and 18 sport management students from four continents (three rounds by e-mail). The main results concerning the academic programme showed an increased number of students and an increased focus on international sport and professionalism. Job market revealed specificity of work with older adults, sport consultancy and international work. The most mentioned subjects were: sports marketing, finance and internship.

According to NASPE – NASSM (2000) joined Task force on Sport Management Curriculum and Accreditation the ten core content areas are:

1. Behavioural Dimension in Sports
2. Management and Organizational Skills in Sport
3. Ethics in Sport Management
4. Marketing in Sport
5. Communication in Sport
6. Finance in Sport
7. Economics in Sport
8. Legal Aspects of Sport
9. Governance in Sport

10. Field Experience

For Master's Programmes eight important areas were listed:

1. Management Leadership and Organization in Sport
2. Research in Sport
3. Legal Aspects of Sport
4. Marketing in Sport
5. Sport Business in the Social Context
6. Financial Management in Sport
7. Ethics in Sport Management and
8. Field Experience in Sport Management.

A research done by Kerr M. (2003) suggested the following five clusters:

1. Human Resources Management
2. Leadership / Organization Management
3. Marketing Financial Management
4. Administrative Management and
5. Planning

Ming Li and Doyice Cotton published a study with the title: "Content Analysis of the Introductory Courses in Sport Management" in 1996. They divided the important issues to be considered in three categories; practical issues, theoretical issues and evaluating the curriculum.

1. Practical Issues

- Practicality (staff, time, facilities, equipment, money to implement the idea)
- Workability (benefits) and
- Acceptability (students)

2. Theoretical Issues

- Who should control the curriculum?
- What are the boundaries? and
- Is Sport Management a Science or an Art?

Evaluating the curriculum

- Student, teachers and programme evaluation
- Quantitative or qualitative evaluation?

From the Sport Management education point of view the final aim of the AEHESIS project is to collect relevant information from different sources for curriculum development, create and build up curriculum models based on the requirements of the field and expertise of professional curriculum developers. One of the targets is also to help universities, institutions and other teaching organisations to find partners with similar interests and future curriculum development plans.

5.3.7 Evaluation and Conclusion

Because of the fact that the second project year was mainly meant for research and collection of research information the Sport Management Research Group decided to use the AEHESIS Limerick Congress 2005 not only for presenting the project and its latest research findings but also for an external evaluation. All partners were invited to the Congress and they had the possibility during the "Sport Management parallel session" to evaluate, to give comments, to ask questions and to give feedback to all research group members. The research group co-ordinators have collected all information and proposals given during those meetings.

After the Congress all presentations were posted on the AEHESIS Sport Management website so that also partners, who were not present in Limerick, had the possibility to give comments about those presentations to the area co-ordinators via e-mail.

The Sport Management area is affected by several trends of society. During the AEHESIS research work some information about those trends will also be collected. Increasing commercialisation, internationalisation, partner organisations and the development of the information technology will strongly affect the labour market. The amount of women compared to men working in the area of Sport Management will differ in different European countries. The number of Sport Management employees in general, fastest growing professions and the professions most likely to disappear will also be evaluated. There will also be more

information about new professions, about people with a sport management education but working in other areas as well as about people with other educational background working in the area of sport management.

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5.4 Physical Education

Ken Hardman⁴

5.4.1 Introduction

The main thrusts of the Physical Education Area Research Group's activities in the second year (2004-2005) of the AEHESIS Project have been concerned with 'mapping' higher education institutes' physical education teacher education (PETE) programmes and collating their contents and learning outcomes and related occupational professional competences. These main activities are a necessary precursor to the final year objectives of matching occupation competences' data with initial PETE (PE Training) provision, developing an information 'clearing house' on curricula and formulating a model physical education curriculum structure in the context of reconciling European integration and convergence in qualifications but with recognition of institutional autonomy. To these ends, the Physical Education Group engaged in a number of activities to collect, collate and analyse data pertinent to the ascribed objectives. A pervasive feature of these activities has been the adoption of a 'bottom up' approach, through which more informed, relevant and meaningful framework models may be determined.

5.4.2 Formulation of the Six-Step-Model Approach

In line with the overarching aims of the second year of the AEHESIS Project (essentially to seek resonance between professional competences expected in the job market and the programmes' curricula in higher education or teaching institutions), the Physical Education Area group, under the guidance of Gilles Klein, developed a model comprising a 6-step approach to securing information on occupations within the job market and learning outcomes of Higher Education Institutions' Programmes within the four areas of Sport Science (Coaching, Health and Fitness, Physical Education and Sports Management). The model drew on the pilot project Tuning Educational Structures in Europe (the so-called Tuning Project) methodologies. Specifically, the 6-step approach instrument

⁴ Supported by Francisco Carreiro da Costa (Technical University of Lisbon); Gilles Klein (Paul Sabatier University Toulouse), Göran Patriksson (University of Gothenburg) and Antonin Rychtecký (Charles University, Prague).

focused on establishing 'standard' occupations, perceived necessary job-related competences and learning outcomes of professionally related higher education study programmes across the four designated Sport Science areas. In essence, the model's 6-step approach consisted of data collection on:

1. Professional Area
2. Standard Occupation
3. Activities
4. Competences
5. Learning Outcomes (General and Specific)
6. Model Curriculum (integration of study programme content, learning outcomes and required job competences inter-relatedly).

In the Physical Education Area, the 'Tuning Programme' aligned model was adopted for implementation in two stages: stage 1 comprising steps 1-5 in the second year of the Project (data collection and analysis); and stage 2 formulation of the curriculum model(s) in the third year.

5.4.3 Exploratory Survey

As an initial step in data collection, the Physical Education Group formulated a questionnaire and undertook an exploratory survey of institutions offering study programmes in physical education teacher education (PETE) and representing five geo-political and cultural areas: central and eastern Europe (Czech Republic), northern Europe (Sweden), southern Europe (Portugal) and western Europe (England and France). The questionnaire on PE Standard Occupations/PE Student Learning Outcomes was distributed to study programmes' teaching staff within each of the five representative institutions (Charles University, Prague; Paul Sabatier University, Toulouse; Stockholm University College of Physical Education and Sport; Technical University, Lisbon; and University College, Worcester). Within the framework of the survey instrument, for each of the 5 items (steps), illustrative exemplars were provided as guidance to respondents (refer chapter 7 - Appendix II for details of the questionnaire instrument).

5.4.3.1 Main Findings of Exploratory Questionnaire Survey on PE Standard Occupations/PE Student Learning Outcomes

1. Professional Area (PA)

Standard Occupation

All five 'pilot' institutions listed primary and/or secondary (and variations) school PE Teacher as the main 'standard occupation' destination. Listed by two institutions, PE Teacher/Lecturer in further or higher education was ranked alongside PE Advisor and PE Inspector. Other occupations listed included Sports Club Coaching and PE Training Mentor.

Only one institution (Toulouse) indicated job numbers: the job market for physical education teachers in France is substantial at around 35,000 in terms of total employment and around 1,000 newly employed each year, a feature perhaps occurring in other countries, in which "large" numbers were indicated (Sweden and the UK).

2. Standard Occupation (SO)

Occupational Activities and Specific Skills

The pervasive enterprise was defined as teaching physical education (activities) with emphasis on a broad and balanced curriculum fostering knowledge, skills and understanding and variations including extra-curricular sport (Prague), and health and lifestyle (Stockholm) representing cultural pre-dispositions.

3. Activities (A)

Main Activities (12/15)

Across the five institutions, activities listed were many and varied. The only pervasive activities listed were monitoring, assessment and evaluation and, more implicit than explicit, teaching physical education (activities).

Activities listed by at least three of the five institutions comprised:

- Management
- Extra-curricular activity engagement
- Teaching skills
- School and school-community relations⁵

⁵ This activity variously included parents and pastoral work.

Activities listed by two institutions embraced:

- Teaching/coaching sport
- Driving school projects
- Planning/organising activities
- Feedback

Other activities listed consisted of:

- Promotion of exercise programmes
- Organisation of sports competitions
- Educational (moral) activity
- Health and lifestyle perspectives
- Advisory guidance and instruction
- Implementation of PE regulations
- Establishment of positive learning situations
- Democratic teaching
- Promotion of knowledge and understanding
- PE research engagement
- Subject knowledge
- Gender perspectives
- Social competence
- Knowledge of student development
- Safety awareness
- PE as a process
- Professional development
- Aesthetic dimension
- Cultural dimension

Close inspection of the above activities indicates an element of overlap in the nature and/or scope of some of those listed.

Main Activities (4/5)

Only three institutions addressed this item: the responses mirrored the variations evident in the 'long' list of "Activities" and there was little consensus between the three, though the activities listed do show some overlap in their nature and scope. The only "Activity" itemised by each of the three institutions

was teaching/coaching/managing activities (including preparation and organisation). Other activities listed included:

Planning/organising/managing competition

- Didactics and development
- Moral activities
- Monitoring own skills and fitness
- Subject knowledge
- Health and lifestyle perspectives
- Facilitation of positive learning situations
- Physical education as a process
- Role of physical education in schools
- Implementation of official procedures
- Project participation
- Activity and group co-ordination

4. Competences (C)

Competences listed mirrored the range and variety of the Activities' variables indicated above. Here again, closer scrutiny of responses points to overlap in the nature and/or scope of competences defined in the questionnaire.

The only pervasive competence defined is that which relates to pedagogical and didactical interventions.

Competences listed by three institutions comprised:

- Curriculum implementation (teaching activities)
- Knowledge of legal aspects
- Knowledge of human movement and sport science
- Extra-curricular activity participation
- Management of staff, students and resources

Competences listed by two institutions covered:

- Use pedagogical materials
- Project participation
- Parent, school-community relations
- Organisational qualities

- Research (knowledge and application)
- Knowledge, skills and understanding
- Progress observation, assessment, evaluation and recording
- Knowledge of education systems and physical activities

Other competences listed included:

- Promotion of exercise programmes
- Student teacher mentoring
- Strategic leadership development
- Professional knowledge
- Curriculum development
- Social perception
- Mental and creative
- Reflective practice
- Sport competition management
- Mediate gender issues
- Body concepts knowledge and appreciation
- Apply official regulations
- Education for sustainable development
- Partner exchanges
- Subject knowledge
- Collaborative work and planning
- Promotion of positive values, attitudes and behaviours

5. Learning Outcomes (LO)

General Learning Outcomes

Overall General Learning Outcomes (GLO's) across the five institutions varied and differed to the extent that there was no pervasive outcome listed, though there were some indications of overlap. Only knowledge and understanding of PE and health and professionalism as a means of fundamental intervention were listed by a majority of institutions (three out of five).

GLO's listed by two institutions included:

- Responsibilities/ethics
- Reflective practice
- Technology skills
- Citizenship
- Monitoring, assessment and evaluation
- Professional development

The following GLO's were also listed:

- Management skills
- Leadership skills
- Humanitarian qualities
- Tolerance
- Multi-culturism
- Social sensitivity
- Co-operation with parents
- Democratic values
- Sustainable development education
- Sensitivity to gender issues
- Research involvement
- Teaching/class management
- Independent/team teaching organisational skills

Specific Learning Outcomes

As with GLO's, there were differences and variations in Specific Learning Outcomes (SLO's) listed across the five institutions. The only common (four institutions) SLO itemised was subject knowledge and understanding and a majority (three) of institutions identified professional values and practice and reflective practice, which arguably overlap, as outcomes.

SLOs indicated by two institutions embraced:

- Teaching and class management
- Extra-curricular participation
- School management
- Leadership and team work

Other SLO's listed comprised:

- Practical knowledge
- Teaching/planning realisation
- Monitoring and assessment
- Use of technology
- Writing skills
- Participation in school organisation
- Project development
- Subject (history) knowledge
- The body and the learning process knowledge
- Aesthetic dimensions
- Ethical codes
- Outdoor pursuits and cultural dimension

5.4.4 Exploratory Survey Questionnaire Limitations and Actions

- i. The two main problems to emerge were language (terminological differences etc.) and mind-set concepts (cultural interpretations) and these despite illustrative indicators for item responses at the beginning of each item. The language/terminological problems lay with: (a) the terms “Competences” and “Learning Outcomes”, for which at least two respondents could make no distinction between them; and (b) the item 3 “Activities” term, which has a different contextual meaning according to one institution, where the term “Functions” is a more appropriate descriptor.
- ii. The open-ended layout format of the questionnaire item “4. Competences” did not elicit information requested specifically for each “Activity”. Respondents provided the information as one whole ‘block’ of competences not specifically related to any “Activity”.
- iii. Responses to items concerned with “Activities” and “Competences” as well as “Competences” and Learning Outcomes” suggested elements of repetition and/or duplication of data, which perhaps again reflects either some terminological confusion or inadequacy of questionnaire framework design.
- iv. The Physical Education Research Group revised and modified the questionnaire instrument along structured lines (with a view to eventual on-line data

collection) to: a) incorporate definitions of terms as appropriate to precede and complement the illustrative exemplars; b) redesign the box framework to encourage responses on “Competences” to match each specified (number and name) “Activity”; and c) restructure the questionnaire items’ framework to avoid repetition/duplication. Discussion of a draft of the revised questionnaire instrument served to establish the need for an instrument that would generate data related to general and specific competences for the occupation of school physical education teaching as well as relevant biographical information. Additionally, the envisaged on-line survey instrument would draw from the findings on competences from the first year Physical Education Area questionnaire survey (refer table below) as well as those of the second year exploratory survey, indicated in chapter 5.4.3.1 above.

Table 2: Competences (listed in alphabetic order)

Co-operation/collaboration skills
Communication skills (oral and written)
Curriculum planning and development
Decision-making skills
Didactical skills/interventions
Educational (moral) activity (positive behaviours/attitudes)
Ethical issues (including professional behaviours, responsibilities and values)
Extra-curricular activity engagement
Health and lifestyle perspectives
ICT Skills
Innovatory practice
In-school & school-community relations (staff, parents and pastoral work)
International knowledge of education systems and physical activities
Interpersonal skills
Knowledge of aesthetic dimension
Knowledge of cultural dimension
Knowledge and application of law and official procedures
Knowledge of social trends
Leadership (policies/strategies)
Management skills (people, finance and resources)
Mentoring teacher trainees
Monitoring, assessment, evaluation and reporting/recording (including feedback)
Officiating activities
Pedagogical skills/interventions
Planning and organising activities (general and specific: e.g. sports competitions)
Practical skills (demonstrations)
Problem solving
Professional development
Reflective practice (critical and self-critical skills)
Research (including involvement/driving school projects)
Role of PE in schools
Safety awareness
Social competence
Subject knowledge
Teaching physical education (activities)

(Source: List of Competences extracted from PE Area Questionnaire, Year 1)

The decision to delimit the area Standard Occupations to the job of teaching physical education in schools in their various forms (primary/secondary/basic etc.) in future research and audit activity was taken in the light of both the findings of the Project's Year Two PE Standard Occupations/PE Student Learning Outcomes 'Exploratory Survey' and of the Year One Questionnaire Survey (PE Area). The decision was informed by the considerable numerical evidence for the occupation of physical education teaching in schools as the overwhelming main enterprise of the job market. Such delimitation, however, would continue to recognise other job outlet opportunities.

5.4.5 Revised Questionnaire: “Activities and Competences of the PE Teacher Standard Occupation”

The revised questionnaire was 'piloted' at a Physical Education Area Workshop within the ENSSEE Forum in Limerick, Ireland, 3rd September 2005. The main aim of the questionnaire is to collect data concerning perceptions of the activities and competences of the 'Physical Education Teacher', the standard occupation most frequently prepared for through Physical Education Bachelor's/Master's programmes in European universities. Essentially, the structured questionnaire contains mainly closed items, divided into four main sections as follows.

Section 1: *Biographic data*

- Institutional profile
- Teaching personnel profile

Section 2: *Standard Occupation* defined as “a set of tasks and duties executed, or meant to be executed, by one person. A set of jobs, the main tasks and duties of which are characterised by a high degree of similarity constitutes an *occupation*”. Respondents are asked to rank (Likert scale 1-6) four given 'Standard Occupation' definitions.

Section 3: *Activities* defined as “the *set of tasks and duties* (i.e. *functions*) itself, relating to a specific occupation”. Respondents are asked to rate (Likert scale 1-6) 27 'Activities'.

Section 4: *Competences* (sub-divided into *Generic and Specific*) 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”. Respondents are asked to rate (Likert scale 1-6) each of 30 ‘Generic’ and 53 ‘Specific Competences’ (For full details of the questionnaire, refer chapter 7 – Appendix II).

In the light of the Workshop session feedback on the revised survey instrument, some further minor additions are being made to the lists of Activities and Competences before presenting the questionnaire as an on-line instrument. In order to meet with the third and final year objective of matching occupation competences’ data with initial PE Teacher Training (Education) Provision in terms of Study Programme Content and Learning Outcomes, and additionally as part of an enhancement initiative, collaboration has been agreed (at the ENSSEE Forum in Limerick, September 2005) with the European Physical Education Association (EUPEA) as a significant agency representing physical education professionals on determining the composition of those competences. From information gathered from its thirty countries’ representative members, EUPEA has identified a set of school physical education curriculum content aims and learning outcomes and is seeking to establish their importance in the teaching process and efficacy of implementation in individual school settings. This ‘bottom up’ approach to establishing links between aims, curriculum content and learning outcomes has implications for necessary physical education teaching competences hence, EUPEA’s further research has relevance to the work of the AEHESIS Physical Education Area in considering relationships between PETE-related programmes and occupational competences of school physical education teachers. As one of the Physical Education Research Group’s members, Gilles Klein, is advising on the EUPEA research project (*The Profile of the Physically Educated Young Person*), he is undertaking the task of liaising between the two project teams. This AEHESIS-EUPEA collaboration represents one more step in harmonising physical education within Europe.

5.4.6 AEHESIS On-line Data Base and Revised (2005) On-line PE Area Questionnaire

From the first year, the PE Area Research Group has retained the item on *Programme Curriculum Content, Fields of Study* in the revised (2005) version of the 'On-line Questionnaire'. The data generated will contribute to the preparation of a template for a European-wide model of Programme Content/Learning Outcomes and Occupational Competences in Year 3 of the Project. Group members are attempting to expand the bank of relevant participating institutions through network contacts within their designated regions. As a forerunner to the formulation of the template model, relevant data will also be generated from an envisaged on-line questionnaire instrument on PETE higher education providers' *Study Programmes Contents, Learning Outcomes and Competences*. This instrument in the form of a 'Working Document' was discussed in the Physical Education Area Workshop II, "Future directions in the training of Physical Education professionals" on the occasion of the ENSSEE Forum in Limerick on 3 September 2005 (see section 5.4.7.3 below).

The 'Working Document' questionnaire was made up of two main sections.

Section 1: *Biographic data*

- Institutional profile
- Teaching personnel profile

Section 2: *Bachelor/Master Degree Fields of Study, Learning Outcomes and Related Professional Competences* with '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 (Tissot, 2003). *Learning outcomes are the competences seen from a 'training' programme point of view.*"

The 'Working Document' encompassed six 'Fields of Study' (and an "Other[s]" category) areas against which respondents were asked to indicate associated "learning outcomes" and related "professional competences".

The *Fields of Study* were identified from data generated by the Project's first year Physical Education Area Questionnaire item on the "PE-related Curriculum", summarised as follows:

- Essentially all institutions in the sample offered courses in *Theory and Practice* of six *Practical Activity* areas (*Adventure Activities, Dance, Games, Gymnastics, Swimming, Track & Field Athletics*).
- Whilst generally more course time appeared to be devoted to practical as opposed to theoretical components, all institutions indicated inclusion of *Teaching and Learning Methods* courses in *Physical and Sport Activities*, thus increasing course time related to *Practical Activities*.
- There was a deal of institutional diversity in numbers of hours spent on each respective *Activity Area* and on *Teaching and Learning Methods*.
- For *General and Applied Natural/Biological Sciences* and *General and Applied Social Sciences*, all institutions offered courses but with a predisposition towards greater amounts of time for theoretical rather than practical orientation; as with the *Practical Activities* areas, institutional diversity was evident in hours allocated.
- All institutions required a *Dissertation/Project* and, without exception, the greater amount of hours was allocated to *Personal Study*.
- *School-based (Teaching) Practice* was generally evident.

The data generated by the on-going survey of *Physical Education in Schools* underpin the pervasive presence across Europe of the six main fields of physical activity within primary and secondary school physical education curricula (refer section 5.4.7.1 below).

With simplification in mind, in the projected (in the third year of the Project) revised on-line version of the *Fields of Study, Learning Outcomes and Related Professional Competences* questionnaire, the item on *Fields of Study* has been recast. Additionally, programme details for *Practical Activities* (the 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* are requested in terms of *Total Study Load Hours* and *ECTS Credits* only. The 'Fields

of Study' listed include: Practical Activities (theory and practice); Educational and Teaching Sciences (Pedagogy & Didactics); Natural and Biological Sciences: General and Applied Courses; Social Sciences/Humanities: General and Applied Courses; Scientific Work (Research-related study: dissertation or special research project etc.); and School-based Teaching Practice (refer chapter 7 – Appendix III for details of the survey instrument).

5.4.7 ENSSEE Forum, Limerick 2-4 September

Within the ENSSEE Forum, the Physical Education Research Group variously contributed to three sessions: Harmonisation of Physical Education within Europe; Workshop I session, Review of AEHESIS Project in Physical Education and Activities and Competences of the PE Teacher Standard Occupation; and Workshop II session, Future Directions in the Training of Physical Education Professionals.

5.4.7.1 Harmonisation of Physical Education within Europe

For the session on Harmonisation of Physical Education within Europe, Ken Hardman and Gilles Klein complementarily addressed issues surrounding the present situation of physical education in schools in Europe with particular reference to physical education curriculum policies and practices and to the theoretical considerations of professional competences of physical education teachers. The overriding purposes of the session were: (i) to provide information on the present contextual situation of the process of, and trend towards, harmonization of physical education in schools within the European region; and (ii) to discuss the concept of competence in the work setting and how it relates to professional activity within the domain of physical education. These purposes were respectively addressed in the two presentations.

The context was initially set within a framework of various European initiatives, including the European Commission, ENSSEE, the Bologna Agreement and AEHESIS Project (PE Area) relating to the harmonization process. The main thrust of the contextual setting was an overview of the situation in physical education in schools from governmental agencies' perspectives. The overview was drawn from data generated as part of a follow-up world-wide survey of physical education in schools. Specifically, the data were collated from semi-structured

questionnaire responses of 35 Member States of the Council of Europe. Some care needs to be taken in interpretation of the data because when generated from government-level agencies, there is a tendency for reflection of policy principles rather than realities of actual practice. The overview comprised details of the status of European physical education, curriculum time allocation, curriculum content and pre-dispositions (of particular relevance to the planned survey of higher education programmes' curriculum contents in terms of fields of study, learning outcomes and competences), features of monitoring/inspection of programmes, quality and quantity of physical resource provision, teaching personnel characteristics, and gender and disability equity issues (Hardman, 2005). The discussion of the concept of competence and its role in harmonizing professional activity in physical education in Europe addressed conceptual issues and their implied interpretations before moving on to a brief consideration of applications to school physical education and PETE. The necessity of establishing partnerships between educational institutions, sport organizations and public authorities in order to develop physical education and sport professional activity was also addressed as part of concluding observations (Klein, 2005).

5.4.7.2 Workshop I: Review of AEHESIS Project in Physical Education and Activities and Competences of the PE Teacher Standard Occupation

The review of the second year of the AEHESIS Project focused on the PE Area Group's main activities during the year 2004-2005.

- Update on 'on-line' data bases
- Curriculum model development
- Formulation of '6-Step Approach'
- Exploratory survey and findings
- PE Area Research Group meeting in Toulouse (2-3 June, 2005)
- Study programmes contents and learning outcomes
- Harmonisation of physical education within Europe
- Preparation for Limerick and of Year II Report
- Preparation for AEHESIS Project Year III
- Introduction to revised questionnaire instrument on Activities and Competences related to the standard occupation of 'physical education teacher' (for further detail see chapter 5.4.5 above).

5.4.7.3 Workshop II: Future Directions in the Training of Physical Education Professionals

This Workshop concentrated on the need to develop a proposed European-wide PETE Curriculum Model in the context of harmonisation of physical education programmes within the region. The Workshop comprised:

- Introduction to, and discussion of, a working document on PETE programmes with specific reference to *Study Areas* content, expected *Learning Outcome*' and related *Professional Competences*.
- A proposal for data collection via a semi-structured questionnaire (closed and open-ended items).
- A summary review of relevant Year 1 data and pertinent information derived from the on-going survey (refer chapter 5.4.7.1) of physical education in European region countries; details of the reviewed data are contained in chapter 5.4.6 above).

Workshop discussion provided feedback on consideration of: (i) inclusion of overall categories such as Management, IT and Planning Skills and Teaching Styles; (ii) reporting on directional shifts in curriculum development; (iii) establishment of links between curriculum content and sport outside schools (community sport/local sports clubs); and (iv) issue of incorporation of a second (that is foreign) language to assist in the job mobility process.

5.4.8 Summary Statement

In anticipation of the AEHESIS Projects final year's objectives 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 a *Tuning Project* aligned Six-Step-Model to be implemented in two stages comprising collected data analysis generated by semi-structured questionnaire instruments together with information derived from on-line databases established in the first year of the Project and formulation of the physical education curriculum model

- ii. The administration of an exploratory survey on *PE Standard Occupations/PE Student Learning Outcomes*, one outcome of which is a revised instrument, which will focus on the occupation of school physical education teaching and which will be available on-line; the revised questionnaire instrument was discussed within an ENSSEE Form AEHESIS Project Workshop on “Physical Education and Activities and Competences of the PE Teacher Standard Occupation”
- iii. The preparation of a projected on-line questionnaire instrument on Higher Education provider institutions’ *Study Programmes Contents, Learning Outcomes and Competences* for discussion within an ENSSEE Form AEHESIS Project Workshop on “Future Directions in the Training of Physical Education Professionals”
- iv. Extraction of relevant European data from an ongoing worldwide survey of the state and status of physical education in schools (Hardman & Marshall, 2005)
- v. Collaboration between the AEHESIS PE Area Research Group and EUPEA on common agenda items (content aims, outcomes and professional competences) related to the Physical Education Curriculum in Higher Education and Primary and Secondary Schools.

5.4.9 Evaluation

Commencing with an evaluatory review of progress during Year One of the AEHESIS Project and formulation of the subject matter for Year Two, the Physical Education Area Research Group adopted the strategic policy of on-going self-evaluation and external (to the group) evaluation of activities within the contexts of the overall aims of the AEHESIS Project and specific aims of the second year (refer Introduction of the PE Area Report) throughout the year 2004-2005. The evaluation process encompassed the activities listed immediately below.

- a) Formulation of the Tuning Project aligned “Six-Step Approach Model” (group self-evaluation and AEHESIS Management Group and Research Teams’ Groups). In the light of the evaluation, the model was modified for implementation in two stages (refer chapter 5.4.2. Formulation of 6-Step Approach Model).

- b) “Standard Occupations/PE student Learning Outcomes” Exploratory Survey.
The survey instrument was evaluated by five AEHESIS partner institutions and the process and results of the exploratory survey were subjected to PE Area Research Group self-evaluation, prior to formulation of a revised instrument to be discussed and administered during an AEHESIS PE Area Workshop within the ENSSEE Forum in Limerick in early September 2005. The post-exploratory survey analytical evaluation led to clarifications in definitions and terminology, delimitation of standard occupation to that of school physical education teaching and revisions to PE teacher activities and competences (for full details of the evaluation outcomes, refer chapter 5.4.3.1 above). The AEHESIS PE Area Workshop in Limerick evaluation (Partner’ Institutions’ members) highlighted the need for some further minor revisions to the instrument, which the Research Group is to address in the early part of the third year’s activities.
- c) With year three’s activities surrounding PE Curriculum harmonisation in mind, the PE Research Group evaluated the revised second year AEHESIS On-line PE Area Curriculum Questionnaire to inform procedures for further data collection on Programme Content, Learning Outcomes and relation to Occupational Competences during the third year of the Project (refer section 4 above). Additional evaluation of work in progress Programme Learning Outcomes and school Physical Education teaching competences has been (and continues to be) undertaken in conjunction with the European Physical Education Association (EUPEA) as an external agency (see chapter 5.4.8v) above).
- d) A review of the PE area’s second year activities was undertaken in an AEHESIS PE Area Workshop in Limerick. This review involved not only self-evaluation but also evaluation by Workshop participants representing AEHESIS partner institutions. This part of the evaluation process was utilised to inform future endeavours of the PE Area Research Group’s future (that is) Year Three activities in data collection and collation and formulation of a core PETE programme content and learning outcomes and associated job competences (see chapters 5.4.7.2 & 5.4.7.3 above).

5.4.10 References

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6 FINAL CONCLUSION

Alberto Madella / Jean Camy

In the previous chapter, the four reports concerning each specific area of the project (Sport Coaching, Sport Management, Physical Education, Health & Fitness) have been presented. The four reports illustrate the approach that each research group has taken and the main outcomes that have been achieved during the project.

The maximum effort has been put in all the phases of the project to assure a strong and substantial coherence between the four area reports so to have a significant potential for comparison and therefore to draw final and general conclusions relevant for all the four areas of investigation. The main element of coherence is undoubtedly constituted by the common reference to the Tuning process, and to a unique methodological framework, that is the Six-Step-Model that has been illustrated in the previous chapters. All the four reports show a common and homogeneous reference to this frame of reference. The homogeneity is also a product of the full ownership of the goals project that has been possible in the first year through the working plan adopted. In this way, each group has shared the key moments of the project and has been able to integrate the results of the reflection, specific to each area, within a global conceptual and methodological framework.

However, there are some elements of diversification that differ slightly the four areas and their final product (the four reports). It is useful to consider these elements on our way to the final conclusions of the overall project report. There are different reasons for such diversifications: they can be partly related to the varied academic history and positioning of the four areas and their different relations with the labour market, as well as with different categories of institutional stakeholders.

Let us try to illustrate this point and its main consequences. It can be noted for example the status and scope of physical education presents a significant homogeneity in the different EU countries. While the history of P.E. in the academic context is quite long and established and the demarcation of the field is not too controversial, we can note that there is a reduced variability of related

occupations, but at the same time there is a strong debate on the current status and future of P.E. within education. In some countries a decline in number and professional status of P.E. teacher has been indicated. In addition to that, in many European countries Physical Education has been generally the core academic area, clustering many subjects that have developed or are being developing in specific professional areas (coaching can be maybe an example).

If we take the same perspective we can see that the other three areas show a quite different set of features. For example, coaching as a very strong sport identity, probably the strongest of the four areas, and cannot develop without effective relationship with the sport world (federation, leagues, professional association, Olympic Movement, etc.) as far as occupational outcome, integration of practice, curriculum design or quality assurance.

On its turn, sport management has a strong intersection with other disciplines in other well established academic field and it is interesting to note its extreme diversification of professional profiles associated to this area, that produced often overlaps with almost all the other area. For many of the professions traditionally ascribed to this area, other academic sector (in economic, juridical and social science faculties) can be seen as very strong competitors of the institutions providing education in this area. Finally Health & Fitness, an emerging sector within the broad context of sport sciences, presents problems of definition of the field, and specific relations with the labour and training market, with a significant and growing presence of private training providers for the professionals in this area. Another element of differentiation is constituted by the previous studies existing at European level on the elements constituting the Six-Step-Models: in some cases (e.g. Health & Fitness) the previous analysis and conceptual frameworks have been facilitating the task of a group, but in other cases they have rather slowed down the process. This can be the case of the Sport Coaching group, where it has not been possible to work without carefully analysing the previous conceptual models that had been formulated on coaches' competencies and qualification systems.

All these background elements are too important not have had an effect on each specific area report. This explains why, in spite of the common and extensive use of the Six-Step-Model, there are substantial differences between the

four reports as far as size and partly in structure. The differences in structures are also tied to the different operational working methods chosen by the four groups to undertake the actions required by the Six-Step-Model.

There are also slight differences in the way each step was dealt with and even in the number of steps undertaken. This can be seen as the main effect of the differences between the four areas that we have analysed earlier. While in some case, (e.g. Health & Fitness), it has been possible to progress quicker throughout the steps, in other the process has taken more time, especially due the need to consult a wider group of stakeholders.

The following figure provides a synthetic view to compare the four area reports, on how the Six-Step-Model has been applied during the second year of the project.

	<u>Area</u>	<u>Occupations</u>	<u>Activities</u>	<u>Competences</u>	<u>Learning Outcomes</u>	<u>Model Curriculum</u>
Physical education	✓	✓	✓	✓	✓	
		1 main occupation	list	list	list	
Coaching	✓	✓	✓			
	(coaching in a sport)	4 occupations with 4 areas of expertise	4 broad categories and a list of tasks	general field of competences only as mapping tools		
Health and Fitness	✓	✓	✓	✓	✓	
	2 sub areas: Fitness and Health related exercise	originally 4 standard occupations; then reduced to 3	mostly 5 activities for each occupation	from 5 to 10 competences related to activities		
Sport Management	✓	✓	✓	✓		
	(from a programme/ institution perspective)	from initial 14 broad occupation to 4	5 activities and tasks	Complemented by a performance importance matrix	Provisional map to be defined after further analysis	Comparison between different clusters of core content areas

Figure 31: Overview of the four areas with respect to the approach to the Six-Step-Model

This has also originated some substantial differences in the methods used to apply the model. These methods have included:

- Combination of survey and expert opinions;
- Questionnaires to professionals;
- (Uniquely) expert opinions;
- Reference to existing documents (EHFA, Coaching structure).

The four groups have decided autonomously which among the previously mentioned techniques had to be selected and used on the basis of the specific logic, objectives and composition on each group.

Other differences and diversity of approaches can be identified as follows:

- a) The definition of standard occupations. Coaching and sport management have especially followed a particular path, due to their own specificities (i.e. the often difficult distinction between coaching and teaching/instructing occupation; the wide nature of competition that are possible in the area of sport for coaching; the extreme diversification of occupations and degree of overlap with other areas for the sport management).
- b) The definition of the relation between activities – competences. While in some report this relation is defined in a very structured way, and competencies are in some way “generated” through the scrutiny of the selected activities, in some other cases there is still some ambiguity and overlap so that it has not been always possible to demarcate clearly competencies from activities.
- c) The way through which the relation between competencies and learning outcomes has been defined and therefore the nature of the learning outcomes that have been generated.

It must be noted however that the differences between the four groups, that had been quite strong at the start of the process and even at the first intermediate stage (draft report) have become less significant, while the project was progressing.

In conclusion, we can consider that it can be expected that during the last year of the project the groups will have the opportunity to harmonize the few remaining areas of ambiguity and unnecessary lack of homogeneity. At the same time, as we have argued, the specific features of the four areas will surely have to be reflected both in the process and outcome of the research activity.

7 APPENDIX

7.1 Appendix I – Physical Education Questionnaire 1

1. Professional Area (PA)

According to the social needs in the PE Area list up to 5 most frequent Standard Occupations in the formal education area and estimate the number of jobs in your country.

Example: PE teacher in secondary school; PE primary coordinator, PE inspector, etc.

Professional Area – Standard occupation	Number of jobs
1.	
2.	
3.	
4.	
5.	

2. Standard Occupation (SO)

For the three first Standard Occupations maximum in the PE Area, define, in one sentence maximum beginning with a verb, an occupation as a whole of activities with some specific skills relating to a work situation.

Example of a PE teacher in France: to teach several physical activities in a public (state) school in the framework of policy and a curriculum defined by a public authority (national, regional or local).

Standard occupation – SO	Definition
1.	
2.	
3.	

3. Activities (A)

For each of the three occupations cited above (item 2), define (one line per activity beginning with a noun) the main activities (12/15 reduced as soon as possible to 4/5) as a collection of finalised tasks.

Example 1. A PE teacher in Portugal: teaching PE, teaching and coaching school sport, participation in extra-curricular activities, school management, relationships in school/community, PE teacher education.

Example 2. A PE teacher in the UK: knowledge and understanding, planning and setting expectations, teaching and managing pupils, assessment and evaluation, pupil achievement, relations with parents and wider community, managing own performance and development, managing and developing staff and other adults, managing resources, strategic leadership.

Activities – A (12/15)	Activities – A (4/5)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

4. Competences (C)

For each activity define one Competence (one task beginning with a verb) in order to qualify the occupation and to characterise the professional expected profile in the job market.

Example. A PE teacher in France: to implement the curriculum, to use and to verify pedagogical materials, to conceive, to implement and to evaluate pedagogical interventions, to perceive the evolution of educational systems and the

physical activities, to know some elements of human motricity, to know legal aspects of responsibility, to control the management, to support the decision process, to drive a school project.

Competences – C
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

5. Learning Outcomes (LO)

For the benchmark of professional competences obtained specify the Learning Outcomes expected of the students at the end of the programmes taught in the initial or continuing teaching institutions.

From this perspective define:

5.1 General Learning Outcomes (GLOs)

Example. A PE student in Portugal: professional area as a fundamental means of intervention, responsibilities/ethics, reflection on practice, technologies, and citizenship.

General Learning Outcomes – GLOs
1.
2.
3.
4.
5.
6.

- 7.
- 8.
- 9.
- 10.
- 11.

5.2 SLO - Specific Outcomes

Example. A PE student in Portugal: to have scientific knowledge/what-how to teach/learn, to present teaching skills, to use new technologies, to develop team work, to participate in school management, to analyse teaching, to follow an ethical code.

Specific Learning Outcomes – SLOs
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

7.2 Appendix II – Physical Education Questionnaire 2

Activities and Competences of the PE Teacher Standard Occupation Questionnaire

Dear AEHESIS Partner,

The aim of this questionnaire is to collect data concerning perceptions of the activities and competences of the “PE Teacher”, the standard occupation most frequently prepared through PE Bachelor’s/Master’s programmes in European universities. The information generated by this questionnaire survey will be utilised in the preparation of the PE Area 3rd AEHESIS Report, in September 2006. We ask AEHESIS partner institutions’ representatives to complete this questionnaire, most items of which are closed. It is only necessary to place a tick in one box per line; however, in the spaces provided, you can add your own perception.

Thank you for your assistance with this survey.

1. BIOGRAPHIC DATA

a) INSTITUTION

Please indicate the name of your institution (write in the field)

b) COUNTRY

In which country is your institution located?

c) SEX (tick one box)

<input type="checkbox"/> Male
<input type="checkbox"/> Female

d) QUALIFICATION

Which level of qualification do you have? (tick one or more boxes)

<input type="checkbox"/> Bachelor
<input type="checkbox"/> Master
<input type="checkbox"/> Doctoral
<input type="checkbox"/> Other (Please indicate name of qualification)

e) TEACHING

In your institution do you teach on a Physical Education Programme? (tick one box)

<input type="checkbox"/> Yes
<input type="checkbox"/> No

2. STANDARD OCCUPATION

A **Job** can be defined as **a set of tasks and duties executed, or meant to be executed, by one person**. A set of jobs, the main tasks and duties of which are characterised by a high degree of similarity constitutes an **occupation**.

For the Standard Occupation, «School PE Teacher», please indicate your opinion for each of the following standard occupation definitions on the scale 1 (least important) to 6 (most important): (tick one box only per line).

STANDARD OCCUPATION	DEFINITION	1	2	3	4	5	6
School Physical Education Teacher	1. Teaching physical education with emphasis on a broad and balanced curriculum fostering knowledge, skills and understanding	<input type="checkbox"/>					
	2. Teaching physical education with a part focused on extra-curricular sport	<input type="checkbox"/>					
	3. Teaching physical education with a part focused on Health and Lifestyle	<input type="checkbox"/>					
	4. Other, please indicate your definition						

--	--	--

3. ACTIVITIES (A)

Activities (A) embrace *the set of tasks and duties* (i.e. *functions*) itself, relating to a specific occupation.

For each of the 27 following activities indicate your opinion on the scale 1 (least important) to 6 (most important): (tick one box only per line).

ACTIVITIES	1	2	3	4	5	6
1. Advisory guidance and instruction	<input type="checkbox"/>					
2. Aesthetic dimension	<input type="checkbox"/>					
3. Conceiving, developing and driving re- search projects	<input type="checkbox"/>					
4. Conceiving, implementing and assessing PE and sport education processes	<input type="checkbox"/>					
5. Cultural dimension	<input type="checkbox"/>					
6. Democratic teaching	<input type="checkbox"/>					
7. Driving extra-curricular activities	<input type="checkbox"/>					
8. Educational (moral) activity	<input type="checkbox"/>					
9. Establishment of positive learning situa- tions	<input type="checkbox"/>					
10. Extra-curricular activities	<input type="checkbox"/>					
11. Feedback	<input type="checkbox"/>					
12. Gender perspectives	<input type="checkbox"/>					
13. Health & lifestyle perspectives	<input type="checkbox"/>					
14. Knowledge of student development	<input type="checkbox"/>					
15. Management in school & school com- munity relations (including parents and pas- toral work)	<input type="checkbox"/>					
16. Management of the continuing education of self and the school/departmental commu- nity	<input type="checkbox"/>					
17. Organisation of sports competition	<input type="checkbox"/>					
18. Participating in school/community rela- tionships	<input type="checkbox"/>					
19. Physical activity as a process	<input type="checkbox"/>					
20. Planning/organising activities	<input type="checkbox"/>					
21. Professional development	<input type="checkbox"/>					
22. Promotion of exercise programmes	<input type="checkbox"/>					
23. Safety awareness	<input type="checkbox"/>					
24. Promotion of PE subject knowledge and understanding	<input type="checkbox"/>					
25. Social competence	<input type="checkbox"/>					
26. Teaching/coaching school sport groups/clubs	<input type="checkbox"/>					
27. Teaching skills	<input type="checkbox"/>					
Other, please specify						

7.3 APPENDIX III – Physical Education Questionnaire 3

Relationship between Study Programmes' Learning Outcomes and Professional Competences Questionnaire

Dear AEHESIS Partner,

The aim of this questionnaire is to collect data concerning perceptions of the relationship between study programmes' learning outcomes expected of Physical Education students and the professional competences of the PE teacher. This occupation constitutes the standard occupation most frequently prepared for through Physical Education bachelor's and master's programmes in European universities. We ask AEHESIS partner's representatives to complete this questionnaire, the results of which will be utilised in the preparation of the PE Area's 3rd AEHESIS Report, in September 2006. Essentially, the questionnaire has a semi-structured format with closed and open-ended questions. Respondents can indicate their own perceptions of the relationship between students' learning outcomes and professionals' competences.

Thank you for your assistance with this survey.

1. BIOGRAPHIC DATA

a) INSTITUTION

Please indicate the name of your institution (write in the field)

b) COUNTRY

In which country is your institution located?

c) SEX (tick one box)

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

d) QUALIFICATION

Which level of qualification you have? (tick one or more boxes)

Bachelor's Degree	<input type="checkbox"/>
Master's Degree	<input type="checkbox"/>
Doctoral Degree	<input type="checkbox"/>
Other	<input type="checkbox"/> (Please indicate title)
Qualified Teacher Status (Certificate/Diploma/Licence or Equivalent)	<input type="checkbox"/>

e) TEACHING

Do you teach on a Physical Education programme in your institution? (tick in one box)

<input type="checkbox"/> Yes
<input type="checkbox"/> No

2. BACHELOR/MASTER DEGREE LEARNING OUTCOMES

Learning Outcomes are 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* (Tissot, 2003). *Learning outcomes are the competences seen from a 'training' programme point of view.*

In order to define the learning outcomes expected of students at the end of the bachelor's programme, in the following table:

- (i) Please indicate the key content Learning Outcomes (General and Specific) for each Field of Study.
- (ii) Please list the nearest professional competence related to each Learning Outcome

FIELDS OF STUDY	LEARNING OUTCOMES	RELATED PROFESSIONAL COMPETENCES
1. Practical Activities; Theory & Practice Adventure Activities Dance Games Gymnastics Swimming Track & Field Athletics		
2. Educational & Teaching Sciences (Pedagogy & Didactics)		
3. Natural & Biological Sciences: General & Applied)		
4. Social Sciences/Humanities: General & Applied		
5. Scientific Work (research-related study; dissertation or special research project etc.)		
6. School-based Teaching Practice		
7. Others (Specify)		

7.4 Appendix IV – Manual of the AEHESIS Curriculum Questionnaire



Dear colleague,

The second step of the AEHESIS survey is provided for you in an online tool form. The questionnaire is, as far as possible, self-explanatory. By ticking the question items with [i] an e x p l a n a t o r y b o x a p p e a r s and will provide further information or examples regarding the specific issue.

You may easily skip sheets by using the "next"/"back" buttons; if skipping, your data will not be deleted. The questionnaire contains ten sheets with 17 questions divided into three sections (the third section relates to Physical Education Programmes only) - most of them to be answered simply by ticking the relevant option.

Estimated time to complete the questionnaire is approximately 20-30 minutes. Your progress is expressed via the blue bar shown on the bottom of the questionnaire. After completion of the questionnaire, please save it by clicking the "SAVE" button; then your data will be transferred automatically to the AEHESIS office.

All steps will be explained separately whilst completing the questionnaire. If you need any assistance or further information please do not hesitate to contact our AEHESIS office (office@aehehis.com or 0049-221-4982-5800) any time.

Many thanks for your assistance!

AEHESIS QUESTIONNAIRE Step 1 / powered by SporTools Ltd		SECTION I: Framework of the Programme	
<p>Introduction</p> <p>Dear colleague</p> <p>The second step of the AEHESIS survey is provided for you in an online tool form. The questionnaire is, as far as possible, self-explanatory. By ticking the question items with [] an explanatory box appears and will provide further information or examples regarding the specific issue. You may easily skip sheets by using the "next"/"back" buttons; if skipping, your data will not be deleted.</p> <p>The questionnaire contains ten sheets with 17 questions divided into three sections (the third section relates to Physical Education Programmes only) - most of them to be answered simply by ticking the relevant option.</p> <p>Estimated time to complete the questionnaire is approximately 20-30 minutes. Your progress is expressed via the blue bar shown on the bottom of the questionnaire. After completion of the questionnaire, please save it by clicking the "SAVE" button; then your data will be transferred automatically to the AEHESIS office.</p> <p>All steps will be explained separately whilst completing the questionnaire. If you need any assistance or further information please do not hesitate to contact our AEHESIS office (office@aeheiss.com or 0049-221-4982-5800) any time.</p> <p>Many thanks for your assistance!</p>		<p>Version 4.0 - 15. Dezember 2005, 11:00</p> <p>Please type in your email address</p> <p>Programme title</p> <p>Programme-ID</p> <p>1. Programme Orientation</p> <p>1. Vocational (concurrent) 2. Vocational (consecutive)</p> <p>3. Pre-vocational 4. General</p>	
Exit	Next	*****	

Help	
<p>Question: Programme-ID</p> <p>Please type in your programme related AEHESIS code, which was given to you in the ACCOMPANYING LETTER to the Curriculum Questionnaire VIA EMAIL.</p> <p>This specific code number refers to your specific AEHESIS programme, which is already listed in the AEHESIS Database. To identify the AEHESIS code on your own, please search your programme in the database, which you will find on the AEHESIS webpage under the item button Database: http://www.aeheiss.de/ASPFiles/Programms/ProgF01Filter.asp?choice=0.</p> <p>Close</p>	

Help	
<p>Question: 1. Vocational (concurrent)</p> <p>Vocational means education mainly designed to introduce participants to the acquisition of practical skills, know-how and understanding necessary for employment as a [name of the sub-sector] personnel. Successful completion of such programmes leads directly to the labour-market.</p> <p>Concurrent means that vocational training can be integrated within academic studies. Please tick box, if applicable to your organisational programme.</p> <p>Close</p>	

Help ✕

Question: 2. Vocational (consecutive)

Vocational means education mainly designed to introduce participants to acquire the practical skills, know-how and understanding necessary for employment as a [name of the sub-sector] personnel. Successful completion of such programmes leads directly to the labour-market. Consecutive means, that vocational training can be separated and carried out after the completion of academic studies. Please tick box, if applicable to your organisational programme.

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Close

Help ✕

Question: 3. Pre-vocational

Pre-vocational means education mainly designed to introduce participants to the working environment of your programme and to prepare them for entry into the vocational education programmes. Please tick box, if applicable to your organisational programme.

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Help ✕

Question: 4. General

General means education mainly designed to develop or create (research) knowledge in your programme. A vocational education has to be added for entry into the labour market. Please tick box, if applicable to your organisational programme.

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Close

AEHESIS QUESTIONNAIRE Step 2			
SECTION I. Framework of the Programme			
i 2. If vocational which careers/jobs is the programme preparing students for:			
2.1 Physical Education		2.2 Coaching	
PE teacher (Secondary school)	▾	Children's coach (sport specific)	▴
PE teacher (Primary School)	▾	Children's coach (multi-sport)	▾
Further/Higher Education PE lecturer/teacher	▾	Coach of developmental athletes	▾
PE Advisor	▾	Coach of high performance athletes	▾
PE Inspector	▾	Coaching development officer	▾
2.3 Health and Fitness		2.4 Management	
Basic Instructor (Aqua, Studio or Gym)		Sport Journalist	▴
Advanced Instructor (which include Personal Trainer)		Sport Manager/ Director	▾
Health-Related Exercise Specialist		Project Manager	▾
Public Health Promotion Specialist		Event Manager	▾
Fitness Manager		Management Director	▾
		i 2.5 In which sector?	
		Public	
		Private	
		Voluntary	
Back	Next	*****	

Help	
Question: 2. If vocational which careers/jobs is the programme preparing students for:	
Please tick box with jobs relating to your programme. Crosslink to other areas possible.	
<input type="button" value="Close"/>	

Help	
Question: 2.5 In which sector?	
P r i v a t e sector means the part of a nation`s economy which is not controlled by the government.	
P u b l i c sector means the part of the economy concerned with providing basic government services, which are not controlled by individuals, voluntary organisations or private companies. This includes national and local government, and government owned firms. The composition of the public sector varies by country, but in most countries the public sector includes such services as the police, military, public roads, public transit, primary education and healthcare for the poor.	
<input type="button" value="Close"/>	

Help x

Question: 4. Modes of training provision

Please select how training is provided in your programme: full time or part time?
Full time means full presence and attendance at all units of the programme;
part time means e.g. intensive/sandwich courses by alternating study with work experience;
an educational course in which work experience or practical training alternates with periods of study.

|
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Help x

Question: 5. Is work experience essential for the programme?

Please select yes or no. Work experience as an essential feature of your programme, which means for example that students have to serve internships, must show e.g. trainee ship or have their lessons in intensive/sandwich courses (educational courses in which work experience or practical training alternate with periods of study).

|
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Close

Help x

Question: 6. Is the programme a single subject/discipline prg?

Please select yes or no. A single subject/discipline programme means that in your programme only one subject needs to be studied (e.g. Sport Science, Sport Management) in order to finish one's training. The opposite would be, for example, in teaching programmes (e.g. Physical Education combined with a second, compulsory subject).

|
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Close

AEHESIS QUESTIONNAIRE Step 4

SECTION I. Framework of the Programme

4. Student profile and entry requirements

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

2. If yes, please specify:

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

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

5. Number of entrants per year 6. Average age on programme completion

i 7. Drop out rate

5. Teaching Staff

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

i 2. Total number of Staff with academic qualification
 Female Male

i 2.1 Please indicate level (if possible)
 Female Male

LEVEL 4

LEVEL 5

LEVEL 5+

i 3. Is professional experience required for the staff?

.....

Back Next

Help

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

Please select yes or no. An academic qualification means a general qualification for university entrance or higher education entrance qualification (e.g. Baccalaureate, GCSE, Abitur etc.)

|

|

Close

Help

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

Please select yes or no. A specific level of practical ability means for example, physical fitness to fulfil sport performances. No evidence of practical ability might be required if the programme only deals with theoretical courses.

|

|

Close

Help ✕

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

Please type in the additional entry requirements (besides academic qualification) for your programme, e.g. Fitness Test, other sport acceptance tests.

|

|

Close

Help ✕

Question: 7. Drop out rate

PERCENTAGE of students, who dropped out during the university programme (don't finish with a degree)

|

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Close

Help ✕

Question: 1. Total number of staff involved in the programme (full time).

The total number of staff refers to all academic and professional staff involved in the programme (full time).

|

|

Close

Help ✕

Question: 2. Total number of Staff with academic qualification

Academic qualification means holding a degree, which is any of a wide range of awards made by institutions of higher education, such as universities, normally as the result of successfully completing a program of study. The qualification generally shows that you have achieved a certain educational standard.

Types of academic degrees are Bachelor's degrees, Master's degrees or Doctorate degrees.

It means the opposite of a Vocational qualification, which includes practical skills as well as theoretical knowledge and provides specific skills needed for the job.

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Close

Help ✕

Question: 2.1 Please indicate level (if possible)

Please indicate the total number of staff with level of academic education in each category. According to the Bologna Declaration Scheme, Level 4 is usually defined as Bachelor, but sometimes in some countries other terms are used like "Licentiate" or "Diploma". At level 5, usually it is used the term Master, but in some cases different terms are also used (e.g. "Laurea specialistica" in Italy). Level 5+ is usually defined for Doctorate.

Close

Help ✕

Question: 3. Is professional experience required for the staff?

Is previous professional (teaching) experience in the programme required for the staff?

Close

AHEHIS QUESTIONNAIRE Step 5 ✕

SECTION II. Organisation and evaluation

<p>1. Assessment in the Programme</p> <p>i Nature / form of assessment</p> <p><input type="checkbox"/> Continuous assessment</p> <p><input type="checkbox"/> Final examination</p> <p><input type="checkbox"/> Dissertation (or equivalent)</p> <p><input type="checkbox"/> Teaching Practice</p> <p><input type="checkbox"/> Internship</p> <p><input type="checkbox"/> Other</p>	<p>ii 2. Type of Assessment significantly used</p> <p>Written essay</p> <p>Class test</p> <p>Oral examination</p> <p>Online test</p> <p>Practical activity</p> <p>Other</p> <p>iii 3. Teaching Methods</p> <p>Lectures</p> <p>Tutored Seminars</p> <p>Small Group Work</p> <p>Field Work</p> <p>Supervised Practice</p> <p>Distance (or E-) Learning</p> <p>Other</p>
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Back

Next

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Help x

Question: Nature / form of assessment

Nature / form of assessment

For each of the following main forms of assessment, please tick the left box to indicate if they are used or not and provide the weighting percentage in the final assessment relating to last academic year's assessment.

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Close

Help x

Question: 2. Type of Assessment significantly used

Please tick the corresponding box with the code. Multiple choices possible.

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Close

Help x

Question: 3. Teaching Methods

Which of the following teaching methods are significantly employed in the programme. Please tick the corresponding box with the code. Multiple choices possible.

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Close

AHEHESIS QUESTIONNAIRE Step 6

SECTION II. Organisation and evaluation

4. Evaluation of the programme

Methods used by the staff [1], students [2], mentors/supervisors [3] to evaluate the programme (contents and delivery)

<p>4.1. staff</p> <p>No involvement in the evaluation Forms/questionnaires Regular discussion/ staff meetings/faculty evaluation Analysis of students remarks Analysis of students results Peer evaluation of teaching Other</p>	<p>4.3. mentors/supervisors</p> <p>No involvement in the evaluation Forms/questionnaires Dedicated discussions/meetings with the staff Observation of teaching Students meetings Other</p>
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4.2. students

No involvement in the evaluation
Forms/questionnaires
Dedicated discussions/meetings with the staff
Written essays
Students meetings
Other

Back

Help

Question: 4. Evaluation of the programme

Evaluation constitutes an important mechanism in course programme development.

We focus here on the evaluation of

a) module or course unit content and

b) evaluation of the programme delivery and on the extent at which the different subjects (students, staff or supervisors) are involved in the process.

Please tick box where applicable. Multiple choices possible.

AHEHESIS QUESTIONNAIRE Step 7

SECTION II. Organisation and evaluation

<p>5. Validation and Accreditation</p> <p>Who is responsible for Validation and/or Accreditation of the Programme?</p> <p>Higher Education Organisation State (or equivalent) Other</p>	<p>7. Tracking of Graduates</p> <p>Please indicate if there any of the following forms of tracking of graduates is applied:</p> <p>No tracking of graduates Annual tracking of graduates with 10 or more years follow up Annual tracking of graduates with 5 - 10 years follow up Annual tracking of graduates with 1 - 5 years follow up Carried out irregularly</p>
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6. Employment and standard Occupations

Please indicate the main standard occupations of the graduates

Advanced Gym Instructor/ Personal Trainer

Public Health promotion specialist

Health-related exercise specialist

Coach of beginners (children or adults)

Coach of sports people that have not been talent identified

Coach of sports people that have been talent identified

Coach of professional or full time sports people

Head Coach

Back

AEHESIS QUESTIONNAIRE Step 8

SECTION II. Organisation and evaluation

8. Quality Assurance - Overall Programme Offer

How is quality assurance organised or activated in your organisation regarding your (overall) offer of (sport) programmes?

Please tick box where applicable. Multiple choices are possible.

Internal Quality Assurance
 External Quality Assurance - Governmental Bodies
 External Quality Assurance - Professional Bodies
 Other
 None

9. Quality Assurance - Staff Evaluation

How is quality assurance organised or activated in your organisation regarding your employees/university staff (e.g. peer assessment, student rating)?

Please tick box where applicable. Multiple choices possible.

Internal Quality Assurance
 External Quality Assurance - Governmental Bodies
 External Quality Assurance - Professional Bodies
 Other
 None

Back

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Help

Question: 8. Quality Assurance - Overall Programme Offer

Internal Quality Assurance
 Please tick box if, internal quality assurance (e.g. by university department/faculty) exists in your organisation.

External Quality Assurance - Governmental Bodies
 Please tick box, if external quality assurance operated by, or under the control of governmental bodies (e.g. state-run agency/agencies under legal requirements) exists in your organisation.

External Quality Assurance - Professional Bodies

Help

Question: 9. Quality Assurance - Staff Evaluation

Internal Quality Assurance
 Please tick box if, internal quality assurance (e.g. by university department/faculty) exists in your organisation.

External Quality Assurance - Governmental Bodies
 Please tick box, if external quality assurance operated by, or under the control of governmental bodies (e.g. state-run agency/agencies under legal requirements) exists in your organisation.

External Quality Assurance - Professional Bodies

AEHESIS QUESTIONNAIRE Step 9 X

SECTION II. Organisation and evaluation

10. Networking - For the planning of the programme

Please tick box where applicable.
Multiple choice possible.

- Other areas and departments in your institution
- Governmental level
- Employer
- Employees
- Professional bodies/associations
- Sports organisations
- Other training agencies

11. Networking - For the employment of the graduates

Please tick box where applicable.
Multiple choice possible.

- Other areas and departments in your institution
- Governmental level
- Employer
- Employees
- Professional bodies/associations
- Sports organisations
- Other training agencies

Back

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Help X

Question: 10. Networking - For the planning of the programme

Does your organisation formally consult/liaise with any or all of the following for the planning of your programme?

Please tick box where applicable.
Multiple choice possible.

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Help X

Question: 11. Networking - For the employment of the graduates

Does your organisation formally consult/liaise with any or all of the following for the employment of the graduates?

Please tick box where applicable.
Multiple choice possible.

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AEHESIS Questionnaire X

Many thanks for your assistance!
The following section III relates to the area of Physical Education only.
Please leave this question unanswered, if your programme does not relate to PE, and click "SAVE" button in order to save all data.

AEBESIS QUESTIONNAIRE Step 10 ✕

SECTION III. The PE-related Curriculum

1. Fields of studies - programme details

Field of Study	i ECTS	Field of Study	i ECTS
1. Practical Activities; Theory and Practice	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	2. Educational and Teaching Sciences	<input type="text"/>
		3. Natural and Biological Sciences	<input type="text"/>
		4. Social Sciences/Humanities	<input type="text"/>
		5. Scientific Work	<input type="text"/>
		6. School-based Teaching Practice	<input type="text"/>
		7. Others	<input type="text"/>

Back Save

Help ✕

Question: 1. Fields of studies - programme details

In the pan-European context, the overall aim of PE Teacher Education is "to provide students with a basis of subject knowledge, an understanding of the principles of learning and teaching and a clear concept of the teacher's role to create, innovate and enhance educational opportunities for all and be responsive to societal and other changes". These overall aims are intended to be realised through the contents of the programme (fields of study) and produce, as a result, a set of required competences.

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Close

Help ✕

Question: ECTS

ECTS = ECTS Credits
25-30 hours = 1 credit (that is 1 study point). Please also see Section I, Step 3, Question 3 for further information.

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Close

Bestätigung

 All data will be sent automatically to the AEHESIS office (office@aehehis.com) and will be stored in the AEHESIS Database.

A copy of this data will be stored automatically in the same directory where the online tool was stored or on your computer's desktop (TXT Document named "AEH0[your programme code]")

If there should be any failure notification whilst sending please attach the TXT-document to an Email and send it to office@aehehis.com. Many thanks!

Are you sure that you want to send all data?

Bestätigung

 Your data was successfully stored and sent to the AEHESIS office. It will be integrated into the AEHESIS database soon. Many thanks for your co-operation!

Best regards,
The AEHESIS Team

AEHESIS QUESTIONNAIRE Step 1 / powered by SporTools Ltd

Introduction
Dear colleague

The second step of the AEHESIS survey is provided for you in an online tool form. The questionnaire is, as far as possible, self-explanatory. By ticking the question items with [i] an explanatory box appears and will provide further information or examples regarding the specific issue. You may easily skip sheets by using the "next"/"back" buttons; if skipping, your data will not be deleted.

The questionnaire contains ten sheets with 17 questions divided into three sections (the third section relates to Physical Education Programmes only) - most of them to be answered simply by ticking the relevant option.

Estimated time to complete the questionnaire is approximately 20-30 minutes. Your progress is expressed via the blue bar shown on the bottom of the questionnaire. After completion of the questionnaire, please save it by clicking the "SAVE" button; then your data will be transferred automatically to the AEHESIS office.

All steps will be explained separately whilst completing the questionnaire. If you need any assistance or further information please do not hesitate to contact our AEHESIS office (office@aehehis.com or 0049-221-4982-5800) any time.

Many thanks for your assistance!

SECTION I. Framework of the Programme

Version 4.0 - 15. Dezember 2005, 11:00

Please type in your email address

Programme title

i Programme-ID
[AEH0]

1. Programme Orientation

i 1. Vocational (concurrent) **i** 2. Vocational (consecutive)

i 3. Pre-vocational **i** 4. General

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Bestätigung

 Are you sure that you want to exit the questionnaire?

How often do you visit the AEHESIS webpage on average?

- 1 Never
- 2 Less than once a month
- 3 Between once and four times a month
- 4 Weekly
- 5 Almost daily

How often do you visit the log in area of the AEHESIS webpage on average?

- 1 Never
- 2 Less than once a month
- 3 Between once and four times a month
- 4 Weekly
- 5 Almost daily

Which of the following files posted on the AEHESIS log in area do you download:

- A Agenda
- B Minutes
- C Presentations
- D Forms (time table, financial forms etc.)
- E Reports
- F Communication tools
- G Other

How could the AEHESIS webpage and its log in area be improved?

Is the handling of the AEHESIS database userfriendly?

Not userfriendly 1 2 3 4 5 Very userfriendly

How could the AEHESIS database be improved?

Does the AEHESIS database provide helpful information?

- a Yes
- b No
- c Do not know

Do you read the AEHESIS newsletter?

Never 1 2 3 4 5 Always

How could the AEHESIS newsletter be improved?

Did you read the AEHESIS "Report of the first year"?

- a Yes
- b No

Does the AEHESIS report provide relevant information regarding curriculum development?

- a Yes
- b No
- c Do not know

How could the AEHESIS annual report be improved?

Overall comments regarding the work done by the AEHESIS project:

This report reflects the working steps undertaken during the 2nd year of the AEHESIS Thematic Network. The three year project (2004 – 2006) has especially paid attention to the methodologies and results of the "Tuning Project". Through this connection, the AEHESIS project has the ambition to set innovative guidelines specifically for the sport sector regarding the development of curricula in Sport Management, Physical Education, Health & Fitness and Sport Coaching. The activities during the 2nd year were based on the already established structure of the Thematic Network and the number of partners was again extended: Currently the network comprises 69 partners representing 29 countries.

The first part of the book gives a survey of the used and further developed tools. Especially the two compiled electronic questionnaires as well as the database are core elements of the project. The second part describes the area specific activities which follow the "Six-Step-Model" which was designed in order to collect relevant information regarding the development of a model curriculum structure in each area.

