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Coaching in Europe: The Way Forward

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Council, a sub-committee of the European Network of Sports Science,
Education and Employment**

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1. Introduction

- 1.1 The European Union (EU) consists of 27 member states. Within the EU the principles of: a) mutual recognition of qualifications and b) free movement of labour have been central to (its) growing social and economic cooperation.¹
- 1.2 There is a significant move towards professionalisation of coaching in Europe with over 50,000 coaches now working in paid employment.² Given the social and community based nature of coaching, there is also a larger number of volunteer coaches.³
- 1.3 Developments in coach education have also been impacted on by a number of EU directives and declarations in education and training, which aim to progress the principles outlined in point 1.1 above.⁴
- 1.4 Coach education in EU since the 1990s has considered these areas, and in the context of the diverse needs of each member state, has sought to develop a common reference point in respect of coaching qualifications. This has involved the development by the European Network of Sports Science Education and Employment (ENSSEE) of:
 - 1.4.1 Report on sports occupations in the European Union: European structures for the 5-levels of coach training (second edition) (1999)
 - 1.4.2 In the context of the Thematic Network Project: AEHESIS (Aligning a European Higher Education Structure In Sports Science), a review of the 5-level structure for coach training (2007).
- 1.5 Given this background, the aim of this paper is to outline proposals on the future development of coaching and coach education in Europe and specifically a work programme up to the end 2011. This will be done by:
 - 1.5.1 Outlining the background and current position on coach education and qualifications in Europe
 - 1.5.2 Proposing possible future developments

¹ Duffy, Patrick (2005) Coach Training in Europe: Implication for Asian Countries, Presentation to the Asian Regional Coaching Conference of the International Council for Coach Education, Hong Kong

² European Observatory of Sports Employment (2000) Sports Employment in Europe

³ This is an area which needs further research so that information is available across the EU and for each member state for professional and volunteer coaches

⁴ These include directives 89/48/EEC and 92/51/EEC; the Copenhagen Process and Bologna Declaration

2. Background to developments to date

2.1 *The original 5-Level structure and its context in ENSSEE:*

- 2.1.1 **Overview of the structure of coaching in Europe:** Each EU member state has given consideration to its need for coaches and coach education. In each state roles are played by National Governing Bodies of sport, higher education institutions and governmental agencies. There have also been inputs by European and international federations to coach education.
- 2.1.2 **European Network of Sports Science and Employment (ENSSEE):** ENSSEE is an international non-profit association established in Luxembourg in 1989 under its former name ENSSHE (European Network of Sport Science in Higher Education). The ENSSEE network associates institutions and organisations only and provides the ideal meeting place for debating and proposing ideas as well as common initiatives to promote education, training and employment in sport. In 1996 ENSSEE was selected to be the thematic network for research, training and the study of qualifications and employment in the field of sport by the European Union. Many of the results of the activities of ENSSEE in the past five years have become standard reference and key concepts for many organisations in the sector, including coach education.⁵
- 2.1.3 **ENSSEE Coaching Committee:** Under the aegis of the ENSSEE Coaching Committee, key agencies in coach education, taking account of EU directives on vocational training, developed the European Qualification Framework for the five levels of Coach Education (1999) (see Appendix 1).
- 2.1.3 **Description of the 5-Level structure:** The core objectives of the framework were as follows:
- 2.1.3.1 Provide a scheme for the analysis of the coach education systems in each of the EU countries
 - 2.1.3.2 Facilitate the harmonisation of the various training systems
 - 2.1.3.3 Facilitate the free movement of coaches within the EU.⁶
- 2.1.4 The training structure for coaches outlined the following:
- 2.1.4.1 Clearly defined levels of coaching for levels 3, 4 and 5. The framework did not define the nature of levels 1 and 2, recognising they were subject to great variability within and between countries, and between national governing bodies and international federations
 - 2.1.4.2 Minimum guidelines in relation to the education of coaches at each level
 - 2.1.4.3 Domains of competence
 - 2.1.4.4 Fields of knowledge.⁷

⁵ From the ENSSEE website: www.enssee.de

⁶ European Network of Sports Science in Higher Education: European structure comprising 5 training levels for coaches (1995)

2.1.5 Benefits of the 5-Level structures and its use in EU member states: The following benefits accrued to the use of the training structure:

2.1.5.1 The framework recognised the uniqueness of the coach education systems of each of the EU member states

2.1.5.2 The sports specificity of coaching was recognised in the framework

2.1.5.3 The framework acted as a guide to the various EU members states, reflected in the developments in these countries (Belgium, Denmark, France, Germany, Ireland, Italy, Netherlands, Portugal, Spain and Sweden). Also, some international federations made use of the structure, for example, the European Handball Federation and Federation Equestre Internationale

2.1.6 Limitations of the 5-Level structure and the need for its review: The following are a list of limitations that were taken into account in relation to the framework:

2.1.6.1 The framework was slow to develop in a truly European context. Greatest energy was contributed to the development of national systems, while referring to the emerging EU framework

2.1.6.2 The framework had been developed without reference to the role of European and international federations in the development of coach education structures

2.1.6.3 The framework had yet to resolve the relationship between vocationally based coach education and the education of coaches as part of higher level qualifications

2.1.6.4 The framework had not fully addressed the coaching capacities needed at each **coaching** level, nor was a clear conceptual framework provided for the analysis of coaching competence, recognising that coaching expertise is developed by on-the-job experience, and not simply by completing a federation-based course or higher education degree course

2.1.6.5 There was no monitoring mechanism to identify the extent to which the framework was used by the EU member states, or to review the extent to which the framework facilitated the mutual recognition of qualifications and the free movement of labour

2.1.6.6 There remained challenges in further developing a framework in a complex environment where there are different sports systems, each with many sports disciplines, language barriers, differing views on the meaning of European integration, different concepts on the role of the coach and changing legislative and qualifications frameworks.⁸

⁷ Duffy, Patrick (2005) Coach Training in Europe: Implication for Asian Countries, Presentation to the Asian Regional Coaching Conference of the International Council for Coach Education, Hong Kong

⁸ Duffy, Patrick (2005) Coach Training in Europe: Implication for Asian Countries, Presentation to the Asian Regional Coaching Conference of the International Council for Coach Education, Hong Kong

2.1.7 **The need to review the 5-level structure:** The momentum in the use of the framework highlighted its limitations and need for further development. The development of the Bologna Declaration on the European Space for Higher Education (1999) further promoted the harmonisation of qualifications in Europe through a “tuning” process. The Thematic Network Project: AEHESIS was ENSSEE’s response to addressing the needs of sports education across EU in the areas of Physical Education, Sports Management, Health and Fitness and Coaching. As a consequence of this initiative, ENSSEE’s Coaching Committee was reformed to the European Coaching Council and was requested to be the expert group that contributed to this strand of the AEHESIS project. The project provided an ideal opportunity to review the 5-level structure and to examine ways in which greater synergies could be created between vocational, governing body based training of coaches and the higher education sector. Furthermore, in 2007, the EU increased its membership to 27 member states and coach education from these countries needed to be explored. Internationally, the International Council of Coach Education (ICCE) is addressing the need for a transparent and comprehensive system of coach education on a global basis and the opportunity arose to align European and global analysis of the optimal way forward for the education and qualification of coaches, including the programmes of international federations and in support of the International Olympic Committee.

2.2 The AEHESIS Project: Sports Coaching and its context in ENSSEE

2.2.1 The AEHESIS Project: From October 2003 to end September 2007, the Thematic Network Project AEHESIS started fulfilling its work, focussing on the sectors Physical Education, Health and Fitness, Sport Management and Sport Coaching. Sport education experts from 28 European countries, and 70 partner organisations, held various meetings and conferences, and exchanged numerous working papers in order to produce new collective standards and references for curricula in the sport sector – always bearing in mind the Bologna Declaration, the Lisbon objectives, the related Education and Training Agenda 2010 and the European Qualification Framework (EQF). The project was coordinated by the Institute of European Sport Development and Leisure Studies at the German Sport University Cologne on behalf of the European Network of Sport Science, Education and Employment (ENSSEE). The project was led by a management group, an expert group and four working groups in the identified four key areas in sport education.⁹

2.2.2 The European Coaching Council: The AEHESIS coaching working group worked in parallel with a wider Review Group (see Appendix 2) from the European Coaching Council (still a sub-committee of ENSSEE). This allowed links to be made between the higher education sector and the wider, applied coach education and qualifications sector in Europe. A listing of those agencies that contributed to the AEHESIS project, along with those agencies that provide coach education is also listed (see Appendix 2). The focus of work of the Review Group was the Review of the 5-Level Structure, in context of developments in education and training in EU; and developments in coach education both within EU and globally.

2.2.3 Changes in the EU context since the development of the initial 5-level coaching structure (extracted and summarised from the Review of the 5-level structure): A number of changes in the European landscape have modified the context within which the education of coaches occurred. Four inter-related aspects must be taken into consideration:

2.2.3.1 The implementation of the Lisbon and Copenhagen Processes¹⁰: The Lisbon and Copenhagen processes strongly signal the need for transparent, European-wide systems for the development and recognition of vocational qualifications. It also identifies the need for enhanced systems for recognising competence and non-formal and informal learning, as well as the significance of common criteria for quality assurance. Each of these dimensions was of fundamental significance to the review, which sought to provide a coherent European-wide dimension to guide the education and qualification of coaches.

2.2.3.2 The implementation of the Bologna Declaration¹¹: The Bologna Declaration signals a set of intentions and processes that will affect the overall framework for the recognition of qualifications within Europe,

⁹ From AEHESIS Project website: www.aehesis.de

¹⁰ The Lisbon and Copenhagen processes derive their name from meetings held in the city dealing with aspects of education and vocational training in the European Union

¹¹ The Bologna Declaration derives its name from a declaration that was signed by the Rectors of Higher Education Institutions in Bologna in 1999.

including coaching qualifications. A key objective of the process is therefore to gear higher education in Europe towards a more transparent and mutually recognised system that would place the varied national systems within a common framework (based on qualifications at bachelors, masters and doctorate). Where coaching and coach education are integrated or associated with institutions in higher education, the Bologna process will have a more direct impact. It is also the case that the proposed focus on employability and the needs of the labour market is likely to lead to a greater degree of interaction between the higher education sector and national/international federations than heretofore.

2.2.3.3 The emergence of a future European Qualifications Framework

(EQF): In 2005, within the context of the Copenhagen process and Bologna declaration, EU Heads of Government signalled the creation of a European Qualifications Framework (EQF) that is a meta-framework¹² increasing transparency and supporting mutual trust. It would thereby enable qualifications frameworks and systems at national and sectoral level to be related more closely to each other – thus facilitating the transfer and recognition of the qualifications of individual citizens. It is envisaged that the EQF will be developed and implemented on a voluntary basis, not entailing any legal obligations. EQF is not intended to replace national qualifications levels and is not intended to take over any of the established roles of national systems. The elements and principles of the emerging EQF are of direct relevance to the review of coaching qualifications. These include the proposed 8-level structure; the development of credit transfer systems and the enhancement of quality assurance and validation mechanisms. The revised framework for coaching qualifications should take these principles fully into account and should closely monitor emerging developments in the EQF initiative.

2.2.3.4 The creation of an ECVET (European Credit Systems for Vocational

Education and Training): This would be a European system of accumulation and transfer of credits designed for vocational education training in Europe. It enables the attesting and recording of the learning achievement/learning outcomes of an individual engaged in a learning pathway leading to a qualification, a vocational diploma or certificate. The formulation of a Memorandum of Understanding or Convention for the recognition of coaching qualifications and credits would facilitate such a system and would dovetail with the emerging ECVET process.

2.2.3.5 It was apparent, that the Review of the 5-level structure for the recognition of coaching qualifications should fully align with the key principles emerging from the Copenhagen process and Bologna declaration. In addition, the revised framework should take full account of the emerging EQF framework and the ECVET process.

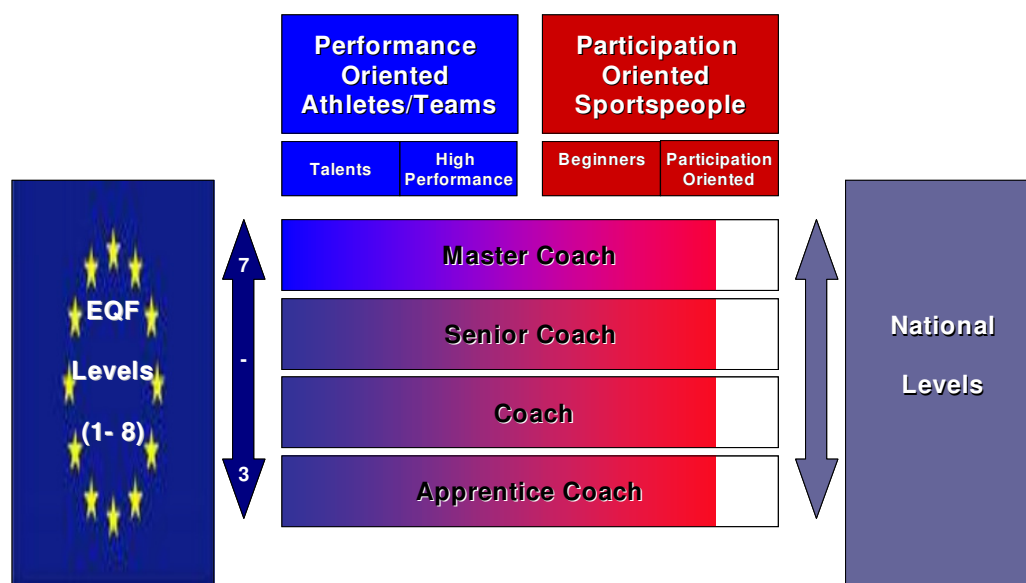
¹² A meta-framework is a means of enabling one framework of qualifications to relate to others and subsequently for one qualification to relate to others that are normally located in another framework. The meta-framework aims to create confidence and trust in relating qualifications across countries and sectors.

- 2.2.4 **Principles on which the Review was based:** The Review of the structure was based on the following best practice principles:
- 2.2.4.1 **The Purpose of Coach Education:** Developing effective, ethical and inclusive coaches should be a central feature of coach education programmes, underpinned by appropriate theoretical content
 - 2.2.4.2 **Competence to do the Job:** Coach Education programmes should equip coaches with the competence to do the job
 - 2.2.4.3 **The Coaching Process:** Coaching and coach education should be supported by national systems that acknowledge, encourage and value the coaching process
 - 2.2.4.4 **Learning Modes:** The format of coach education programmes should include a range of learning modes, for example, formal coach education sessions; individual learning; e-learning; distance learning; supervised practice and recognition of current competence and prior learning
 - 2.2.4.5 **Development of Coach Expertise:** Coaching expertise is built up through a combination of practical experience, knowledge and life-long experiences, formal training programmes and self-reflection
 - 2.2.4.6 **Athlete and Sportsperson Development:** Coach Education programmes should be designed so that the coach has the competencies to assist the athletes and sportspersons in achieving their goals throughout their appropriate stage(s) of personal and sporting development
 - 2.2.4.7 **The Coaching Context:** The context in which the coach will work, and the potential roles of the coach, should be taken into account when designing courses (e.g. club, federation/association, school, regional, national, international levels). It should include paid and unpaid aspects and take account of recruitment and retention of coaches
 - 2.2.4.8 **Quality Assurance Systems:** Coach Education levels should be underpinned by systems of quality assurance and linked to national and European vocational qualification structures
 - 2.2.4.9 **Recognition of Coaching Qualifications:** National and international federations, as well as the competent national authorities, have a central role in the education of coaches and tutors and in the recognition of coaching qualifications. Greater cooperation between the university and non-university sector in the education of coaches and the recognition of coaching qualifications is encouraged.

2.2.5 **The Review of the 5-Level Structure:** The following are a summary of the recommendations that emerged from the review (the executive summary of the review is included in Appendix 3) and the document is on the ENSSEE website (www.ennsee.de):

2.2.5.1 A new Framework for the Recognition of Coaching Competence and Qualifications was proposed

2.2.5.2 The education structure for coaches should be closely related to coaching roles and classification of competence (see Appendix 4 for the outline curriculum¹³ and revised framework for performance coaches and participation coaches¹⁴ and diagrammed below)



2.2.5.3 Three main streams of coach education are recognised; Vocational, Federation and University based education

2.2.5.4 A framework for the mutual recognition of qualifications and competence between the three educational streams is suggested, based on the classification of coaching roles and competence.

2.2.5.5 It is recognised that education programmes alone may not provide all of the competence and experience required to perform a given role in all its aspects

2.2.5.6 Coach licensing-schemes are proposed to outline how coaches can acquire the competence and experience to fulfil a given role

¹³ ECC Review of 5-Level Structure Appendix 4

¹⁴ ECC Review of 5-Level Structure Appendix 3

2.2.5.7 Coach Education in higher education should take account of the sports-specific nature of coaching and its experiential/practical nature in programme design and delivery.

2.2.6 **Coaching Convention:** Recognising that the revised framework can only be adopted at national level and should take account of the needs of each member state, a Coaching Convention was proposed. This was presented at the 9th ENSSEE Forum in Rio Maior in September 2007.

3. European Coaching Council Coaching Convention and ECC Status

3.1 ECC Coaching Convention

It was proposed that the relevant national authorities and the international federations sign up to a Coaching Convention (also known as the Rio Maior Convention) for the recognition of coaching competence and qualifications which states the following:

- 3.1.1 Coaches play a central role in providing sport experiences for sportspeople of all ages and skill levels
- 3.1.2 To fulfil their role, coaches must have appropriate competence and training, taking into account the target group(s) with whom they are working
- 3.1.3 Coaches are expected to be as concerned with the well being of the sportspeople as they are with optimising performance
- 3.1.4 Coaches should respect the rights, dignity and worth of every sports participant, and treat everyone equally, regardless of sex, ethnic origin, religion or political conviction
- 3.1.5 Coaches are expected to work in an open and co-operative manner with all individuals responsible for the welfare and performance development of sportspeople
- 3.1.6 Coaches should develop and maintain a high standard of training; their action, whilst conducting training sessions, should reflect scientific knowledge and current expertise
- 3.1.7 Scientific principles should be applied in every level of coaches' training
- 3.1.8 Responsibilities and professional competence should gradually build up from the initial levels of coaches' qualification to the final ones
- 3.1.9 All coaches should hold a coaching qualification that is recognised by the national competent authority and the relevant federation
- 3.1.10 The framework for the recognition of coaching competence and qualifications as proposed by the European Coaching Council in the Review of the 5-Level Structure is the European recognised reference point for the period 2008-11. During this period, a revised framework for the Recognition of Coaching Competence and Qualifications will be developed
- 3.1.11 As part of the development of the Revised Framework the establishment of a formal review mechanism will be investigated to provide a basis on which prior learning and current competence can be recognised and where coaching qualifications can be reviewed against the ECC framework

- 3.1.12 As part of the development of the Revised Framework consideration should be given to the establishment of a licensing system that will have international recognition and currency
- 3.1.13 Each participating agency in the convention will undertake to use the review of the Framework as a reference point for their work and to contribute to the further improvement of the Framework between 2008 and 2011. The convention is not legally binding and is without prejudice to the positions taken by each sport and national authority on the final Revised Framework.
- 3.2 **Signatories:** The wide range of signatories is reflective of international/European federation, higher education institutions, national lead agencies from member states and others (see Appendix 5).
- 3.3 **Analysis and implications of the Convention:** The ECC Coaching Convention forms a clear basis, with wide ranging support across EU and globally, to further develop the coaching and coach education structures in EU and to progress coaching as a profession. A more detailed set of actions for the implementation of the provisions of the Convention of the revised structure for the recognition of coaching competencies and qualifications need to be developed to guide this work. Also, discussions should occur with the International Olympic Committee and the International Council for Coach Education (ICCE) concerning the potential application of the revised framework outside the European Union.

- 3.4 **European Network of Sports Science, Education and Employment (ENSSEE):** A vibrant and focussed ENSSEE should continue to play an important role in sports development in Europe, including coaching and coach education. One of its key objectives is to work towards the convergence of education and training systems for sport related professions in the European Union. In general, the network is working towards developing better quality sporting opportunities for all. The network, while respecting the autonomy of its member countries in contents and organisation of their education and training systems, intends to develop:
- 3.4.1 A body of knowledge in relation to research, education, qualifications, professionalisation and employment in the field of sport
 - 3.4.2 Relations and the exchange of information between all organisations responsible for education, research and training in sport or related to sport
 - 3.4.3 Synergies and relations between all partners of the network, including the organisations of the European Union, governmental and non-governmental organisations, institutes and colleges of vocational and academic education, training and research, professional organisations and sports organisations
 - 3.4.4 Links with similar organisations inside and outside the European Union.¹⁵
- 3.5 **European Coaching Council and International Council of Coach Education (Europe):** The ECC was reviewed and its mission, working principles membership and structure were defined in June 2008.
- 3.5.1 **ECC Mission:** The ECC will act as a specialist group working under the umbrella of ENSSEE. The mission will be to promote the development of coaching across Europe by providing clear reference points for the education, development, qualification and employment of coaches. These reference points will be developed with and made available for use by EU member states, international federations, higher education and other agencies. The Council will work with appropriate agencies to support the:
 - 3.5.1.1 Application of the *Rio Maior Convention on the Recognition of Coaching Competence and Qualifications* to the needs of EU member states, international federations and the higher education sector
 - 3.5.1.2 Development of the profession and of the skills and competences of sport coaches at all levels
 - 3.5.1.3 Development of a European-wide view on the coaching profession and the convergence of coaching and coach education, development and employment
 - 3.5.1.4 Identification, promotion and implementation of best practice across Europe

¹⁵ From ENSSEE website – www.enssee.de

- 3.5.1.5 Development and promotion of a European Code of Ethics and Conduct for Coaches
- 3.5.1.6 Collation and publication of research data on coaching and coach activity across Europe
- 3.5.1.7 Identifying the needs of organisations employing and deploying coaches
- 3.5.1.8 Identifying and promoting good employment/deployment practice for paid and unpaid (volunteer) coaches
- 3.5.1.9 Collaboration and exchange of practice, work and staff of the leading national agencies for coaching within member countries
- 3.5.1.10 Provision of an effective lobby and source of expert advice to the European Commission on issues effecting coaching¹⁶.
- 3.6 **ICCE (Europe):** The ECC will formally play the role of the continental body for Europe of ICCE. The ICCE vice-president for Europe will hold the position of either ECC Chairman or Vice Chairman
- 3.7 **Limitations of the Current Structure:** In moving forward it is important to identify the key limitations of the current structure. These relate to:
 - 3.7.1 Volunteer nature of the European Coaching Council
 - 3.7.2 The absence of an office and core professional staff
 - 3.7.3 The need for stronger links/engagement with international federations; EU Commission; higher education sector; and lead agencies in each of the EU nations
 - 3.7.4 The relationship between ECC (and ICCE Europe) and ENSSEE to be further explored in the longer term.

¹⁶ From ENSSEE website – www.enssee.de

4. Proposed Future Work Areas

4.1 **Work Programme 2009-2011:** Following on from the AEHESIS Project, the Review of the 5-Level Structure, the signing of the ECC Coaching Convention and the revision of the European Coaching Council, a work programme needs to be clarified for the period 2009 – 2011, which should be in line with the ECC Coaching Convention. This work would occur under the ENSSEE remit, optimising its expertise in the support, promotion and securing of funding for the work programme. The overarching mission and focus should be around activating point 13 of the Rio Maior Convention (see point 3.1.13):

- 4.1.1 The overall aim will be to improve the quality of coaching and the position of coaching
- 4.1.2 **Monitor progress on** the implementation of the Rio Maior Convention (that is, research on how the framework is being applied by EU countries and International federations and dissemination of the progress, etc).
- 4.1.3 Refine and republish the Framework for 2011 – 2015, **including the further defining of coaching as a profession. Also publish guiding documentation to support the development and application of framework by national stakeholders and others up to 2011.**
- 4.1.4 Establish a high quality office and infrastructure, **further defining the membership of ECC. Also, define the services to be provided, including clear and simple communications, via a defined database and a translation service.**
- 4.1.5 Position the European Coaching Council relative to ENSSEE, ICCE, European/International Federations, International Olympic Committee and European Union.

4.2 **European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ):** The success of the new framework will rest on how well it is used, **adapted and applied by each EU country and International Federations.** This should be monitored and captured. In the first instance, the current framework should be **explained simply and** disseminated on a wide scale. An advisory service should be made available for its application and each national agency should be provided with a user guide to assist in applying the framework to their needs. This guide should also provide a mechanism for providing feedback. This process can lead to an interactive process of implementation and further development, based on the experience of its implementation by the convention signatories and in EU member states. Areas to include in on-going development, collation, monitoring and dissemination are as follows:

- 4.2.1 **Life Long Learning:** The further development of coaching within the EU should be positioned within the context of the wider EU Lifelong Learning Strategy and the over-arching Lifelong Learning Strategies in each country.

4.2.1.1 **Strategic Planning/Coaching Systems:** Use of framework in the planning by national competent authorities, European federations and higher education institutes

4.2.1.2 **Participation / Performer Development Models:** Provide guidelines on considering models that are participant/performer centred

4.2.1.3 **Coach Development Models:** Provide guidelines on considering models of long-term coach development from EU member states and globally

4.2.2 **Life Long Learning and the European Qualifications Framework:**

4.2.2.1 **Curriculum Development:** Collating and disseminating curricula (minimum standards), how they are defined and how they could compare in relation to learning outcomes, competence, user-friendly assessment and self-reflection

4.2.2.2 **Quality Assurance Mechanisms:** Practical mechanisms to ensure coach education is of a high quality and can be maintained

4.2.2.3 **Recognition of Prior Learning and Current Competence:** Be pro-active in the development, collation and dissemination of mechanisms for the recognition of prior learning

4.2.2.4 **Mechanisms of recognition between federation and higher education:** Be pro-active in the development, collation and dissemination of mechanisms for the recognition of awards between federations and high education

4.2.2.5 **Development of Continuous Professional Development (CPD) and Licensing Schemes:** Schemes to ensure coaches are up-to-date, are active and can meet the needs of the market place.

4.2.3 **Framework Delivery:**

4.2.3.1 **Materials Development:** Exchanging materials on all aspects of coach development

4.2.3.2 **Tutor Training:** Preparation of course deliverers to deliver in both formal and non-formal methods

4.2.4 **Publication of Revised Framework:** This iterative process of implementation and further development should contribute to the publication of the revised framework and guiding documentation for all stakeholders by 2011.

4.3 **Specific Projects:** Specific projects should be defined to secure funding in line with the Framework for the Recognition of Coaching Competence and Qualifications and the areas in 4.2, under the ENSSEE remit.

- 4.4 **Promotion of new framework and consolidation of the EU coaching platform:** Wider engagement of European Federations, EU member states and higher education sector and employers in the ECC structures and work programme **should be pursued**. This should involve creation of a database of the programmes and the current status of the coaching workforce in each EU member state.
- 4.5 **Sustainability:** To deliver the proposed work programme, to collate the use of the revised framework, to have a wider engagement in EU, and to arrive at a defined framework by end 2011, the pace and volume of developments in coaching needs to increase. It is proposed to establish an EU Coaching Office, with technical staff and administration support, to progress the work programme and the mission of the ECC. This would result in the ECC being very proactive in ensuring the sharing of knowledge and information on good coaching practice across the EU (and wider global context); and to play a role in the coordination of research across EU in coaching and coach education. The synergies between this office and the work of the International Council for Coach Education (ICCE) should be explored. The establishment of such an office could be the subject of a tender process.
- 4.6 **Wider EU developments:** Take account of wider EU developments in education, such as the EU Education and Training Agenda 2010, and sport.
- 4.7 **Wider Global developments:** Take account of wider Global development in coaching, coach education and sport.

5. Proposed Work Programme 2009 – 2011

5.1 Work Programme 2009:

5.1.1 Structure

5.1.1.1 Consider the implications of the revised ECC mission, formally appointing the ECC for 2009-2011. **Review and define the following:**

5.1.1.1.1 Membership / membership categories of ECC

5.1.1.1.2 The services ECC will provide, including a database

5.1.1.1.3 The ECC relationship with ENSSEE and ICCE

5.1.1.2 Host meetings of the ECC executive committee at the ENSSEE Forum and at the ICCE Global Coach Conference, Vancouver in November 2009

5.1.1.3 Further define the role of the ECC Coaching Office, the resource implications for its establishment and possible synergies with ICCE

5.1.2 Networking/Communication

5.1.2.1 Communication and dissemination of information via email and website

5.1.2.2 Seek the wider engagement of European Federations, EU member states and EU Commission

5.1.2.3 Engage with the global coaching community at the ICCE Conference in Vancouver, Canada in November 2009

5.1.3 Research/Implementation

5.1.3.1 European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ or framework) – engage with signatories about their current use of the EFRCCQ and elements they are progressing

5.1.3.2 Host first ECC biennial Forum as part of ENSSEE Conference in September in Sicily, presenting the progress on the implementation for the Rio Maior Convention and the work of the ECC

5.1.3.3 Identify the supporting documentation and guidelines that would benefit stakeholders in using the framework, in EU countries, higher education and national/international federations

5.1.4 Proposals

5.1.4.1 Identification of potential project on Life Long Learning and the European Qualifications Framework as they relate to coaching and coach education, to secure funding to progress the work of ECC.

5.2 *Work Programme 2010:*

5.2.1 Structure

- 5.2.1.1 Host meetings of the ECC executive and council to progress the work of the ECC
- 5.2.1.2 Go to tender and establish an ECC Coaching Office, optimising synergies with ICCE
- 5.2.1.3 Implement the revised membership systems and promote membership of ECC/ICCE (Europe) across EU countries

5.2.2 Networking/Communication

5.2.2.1 Communicate and disseminate information via email and website

5.2.2.2 Develop materials to simply explain the EFRCCQ

5.2.3 Research/Implementation

5.2.3.1 Collate information on the coaching programmes and coaching workforce in each EU member state

5.2.3.2 EFRCCQ – engage in a systematic way with signatories, collating the information, about their on-going use of the framework and elements they are progressing; developing guidelines as appropriate. **Focus on the areas:**

5.2.3.2.1 Mechanisms for the recognition of awards between national/international federations and higher education

5.2.3.2.2 Mechanisms for the recognition of prior learning

5.2.3.3 Dissemination of information on experience of implementation of the framework

5.2.3.4 Consider the wider EU **and global** developments in sport and education

5.2.4 Proposals

5.2.4.1 If successful, deliver and report on the proposed project on Life Long Learning and the European Qualifications Framework as they relate to coaching and coach education

5.2.4.2 Draft the *European Coaching and Coach Education Framework 2011-2015*.

5.2.4.3 Develop proposals on the definition of coaching as a profession in the EU

5.3 Work Programme 2011:

5.3.1 Structure

5.3.1.1 Host meeting of the ECC executive and council to progress the work of the ECC, guiding the work of the ECC Coaching Office

5.3.1.2 ECC office to promote membership of ECC among EU countries and in partnership with ECC members and national lead agencies in coaching

5.3.2 Networking/Communication

5.3.2.1 Communicate and disseminate information via email and website

5.3.2.2 Host global ICCE conference as ECC biennial forum in Europe (perhaps in conjunction with the ENSSEE Forum)

5.3.3 Research/Implementation

5.3.3.1 Continue the collation and dissemination of information on the coaching programmes and coaching workforce in each EU member state

5.3.3.2 EFRCCQ – continue the collation and dissemination of information on the implementation of the framework; developing user guidelines as appropriate. Focus on all areas outline in Sections 4.2 EFRCCQ

5.3.3.3 If successful, deliver and report on the proposed project on Life Long Learning and the European Qualifications Framework as they relate to coaching and coach education

5.3.4 Proposals

5.3.4.1 Finalise *European Coaching and Coach Education Framework 2011-2015*. Include the further definition of coaching as a profession in EU

5.3.4.2 Identify further projects as on-going sources of funding for the ECC to carryout its mission.

6. Conclusion

6.1 This draft of the paper is for review by the ECC executive at its meeting during the ICCE Global Coach Conference in Vancouver, Canada in November 2009

6.2 At the ECC executive meeting a finalised work programme will be agreed.

Appendices

Appendix 1

Key contributing agencies to and summary of 5-Level Coaching Structure (1999)

Key Contributing Agencies

| | |
|----------------|--|
| Belgium | ADEPS – Administration de l'Education Physique, des Sports et de la Vie en Plien Air BLOSO – Commissariaat General voor de bevordering van lichamelijke ontwikkeling, de sport en de openluchtrecreatie Katholieke Universiteit Leuven |
| Denmark | The Danish Institute of Physical Education |
| France | Ministere de la Jeunesse et des Sports INSEP – Institute national de sports et de l'education physique UFR-Staps de Lyon UFR-Staps de Dijon |
| Germany | DSB – Deutscher Sport-Bund Trainerakademie Koln Sporthochschule Koln |
| Greece | University of Athens |
| Ireland | National Coaching and Training Centre (now Coaching Ireland) |
| Italy | Scuola Dello Sport (CONI) |
| Luxemburg | ENEPS – Ecole Nationale de L'Education Physique et des Sports |
| Netherlands | NSF – Nederlandse Sport Federatie Ministerie van Welzijn, Volksgezondheid en Cultuur |
| Portugal | Direccao general do Desportes Faculdade de Motricidade Humana |
| Spain | Direccio General de l'Esport, Generalitat de Catalunya Direccio General de l'Espanya |
| United Kingdom | NCF – National Coaching Foundation The Scottish Centre for Physical education, Movement and Leisure Studies |
| Consultants | From Belgium, Germany, and Luxemburg |

Summary: European structure of levels III to V proposed for coaches' training (1999)

| | LEVEL III | LEVEL IV | LEVEL V |
|------------------------|---|--|--|
| KEYWORDS | | | |
| Execution | x | x | x |
| Co-ordination | (x) | x | x |
| Teaching | | x | x |
| Research | | (x) | x |
| Management | | (x) | x |
| Supervision | | | x |
| Strategic planning | | | x |
| TASKS | To coach one or several sportsmen and to co-ordinate a team of several assistant coaches (level I and II). At this level, the coach is mainly concerned with the execution of basic activities | To coach is responsible for all aspects of the sports practice, of the sport activity organisation. At this level, the coach has reached a higher level in training. The management and research fields are not a priority at this level. | The coach is now responsible for all aspects of the sports practice, as an "ideas man", promoter and organiser, whilst drawing on multi-disciplinary scientific training, both general and specific. At this level, the coach is competent to intervene to all the areas of performance training structure. |
| ACTIVITIES | | | |
| Training sportsmen | plans, implements and assesses training | Idem | devises, plans, executes and assesses the training process |
| Competition | assists the sportsmen during competition | advises the sportsmen during competition | idem |
| Talent detection | participates in identifying talents | Idem | develops strategy to detect talent |
| Coaches' training | | supervises coaches internship | analysis the demands of coaches' training, devises programmes, produces subject matter |
| Safety | takes the necessary steps to ensure the athletes' safety | Idem | Idem |
| Research | keeps abreast of progress in knowledge | keeps abreast of progress in knowledge | Formulates the needs in research and implements research action |
| Co-ordination of staff | | | Co-ordinates a team of contributors |

| | | | |
|-----------------------------|---|--|--|
| Promotion sports activity | | Organises, manages and promotes the sport activity | Devises, organises and manages the promotion of the sports activity |
| ADMISSION CONDITIONS | Practical experience in the specific sport Level I and II certificates (if they are included in the national training system) | Level III certificate | Secondary education diploma/certificate, which gives access to higher education. Practical experience in the specific sport. (Level III or IV certificate can be taken into account) |
| MINIMUM DURATION | 300 hours 2 years practical coaching experience (validated by the competent authorities) | 600 hours idem | 2400 hours (4 years of university studies): - 1200 hours of basic education in sport sciences - 1200 hours of specific education in the chosen sport idem |

Appendix 2
AEHESIS list of Wider Coaching Review Group, Agencies/institutes active in the project and Agencies/institutes providing coach education courses

Wider Coaching Review Group

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

Institutions active in the Sport Coaching area within the AEHESIS project

| Country | Institution |
|----------------|--|
| Austria | University of Salzburg |
| Austria | University of Vienna |
| Belgium | Catholic University of Leuven |
| Bulgaria | University of Sofia |
| Cyprus | IMCS Intercollege Ltd |
| Czech Republic | Charles University Prague |
| Denmark | National Olympic Committee Denmark |
| Denmark | University of Southern Denmark |
| Denmark | University of Copenhagen |
| Estonia | University of Tartu |
| Finland | Sports Institute of Finland Vierumäki |
| France | INSEP Paris |
| France | University Claude Bernard - Lyon 1 |
| France | CREPS Aix en Provence |
| Germany | Coaching Academy of the German Sports Council |
| Germany | German Sport University Cologne |
| Greece | Democritus University of Thrace |
| Hungary | Institute of Coaching and Sport Education Budapest |
| Ireland | National Coaching and Training Centre Ireland (now Coaching Ireland) |
| Iceland | Iceland University of Education |

| | |
|----------------|---|
| Italy | University of Movement Science Roma |
| Italy | CONI Italy |
| Lithuania | Lithuanian Academy of Physical Education |
| Luxembourg | National Sport School of Luxembourg |
| Latvia | Latvian Academy of Physical Education |
| Malta | University of Malta |
| Netherlands | University of Higher Professional Education of Amsterdam |
| Netherlands | University of Groningen |
| Norway | Norwegian University of Sport and Physical Education |
| Poland | University School of Physical Education Poznan |
| Poland | The Józef Pilsudski Academy of Physical Education in Warsaw |
| Portugal | Sport Sciences School of Rio Maior |
| Portugal | University of Trás-os-Montes and Alto Douro |
| Portugal | University of Lisbon |
| Romania | University "Babes-Bolyai" Cluj-Napoca Romania |
| Spain | INEFC Lleida |
| Spain | INEFC Barcelona |
| Sweden | Stockholm University College of Physical Education |
| Slovakia | Comenius University of Bratislava |
| Turkey | University of Gaziantep |
| Turkey | University of Istanbul |
| United Kingdom | Leeds Metropolitan University |
| United Kingdom | SPRITO |
| United Kingdom | SkillsActive UK |

European-wide dissemination

International Tennis Federation (ITF)
International Rugby Board (IRB)
European Health and Fitness Association (EHFA)
European Observatoire of Sport and Employment (EOSE)
European College of Sports Science (ECSS)
Fédération Européenne de Psychologie des Sports et des Activités Corporelles (FEPSAC; European Federation for the Psychology of Sport and Physical Activity)

Organisations that registered their Study Courses to the ENSSEE Database

| Name of the Organisation | Country |
|----------------------------------|----------|
| University of Zagreb | Albania |
| Vrije Universiteit Brussel | Belgium |
| Université catholique de Louvain | Belgium |
| Gent University | Belgium |
| National Sports Academy Sofia | Bulgaria |
| University of Zagreb | Croatia |

| | |
|--|----------------|
| Charles University Prague | Czech Republic |
| Masaryk University | Czech Republic |
| Palacky University, Olomouc | Czech Republic |
| Masaryk University | Czech Republic |
| University of Southern Denmark | Denmark |
| University of Copenhagen | Denmark |
| Danish Olympic Committee and the Sports Confederation of Denmark | Denmark |
| University of Tartu | Estonia |
| Haaga Institute Polytechnic, Vierumäki | Finland |
| University of Jyväskylä | Finland |
| University Claude Bernard - Lyon 1 | France |
| Université Henri Poincaré | France |
| INSEP, National Institut for Sport and Physical Education | France |
| Regional Centre for PE and Sports, Aix en Provence | France |
| Université Blaise Pascal, Clermont-Ferrand 2 | France |
| University of Montpellier | France |
| National Sailing School | France |
| German Sport University Cologne | Germany |
| Friedrich-Schiller-Universität Jena | Germany |
| Universität Konstanz | Germany |
| Universität Leipzig | Germany |
| Otto-von-Guericke-Universität Magdeburg | Germany |
| Johannes-Gutenberg-Universität Mainz | Germany |
| Technische Universität München | Germany |
| Democritus University of Thrace | Greece |
| Institute of Coaching and Sport Education Budapest | Hungary |
| Institute of Coaching and Sport Education Budapest | Hungary |
| Semmelweis University | Hungary |
| Reykjavik University | Iceland |
| National Coaching and Training Centre (now Coaching Ireland) | Ireland |
| Institute of Technology Tralee | Ireland |
| C.O.N.I. Servizi | Italy |
| IUSM Roma, Istituto Universitario di Scienze motorie | Italy |
| Universita Cattolica del Sacro Cuore - Milano | Italy |
| University of Vienna | Italy |
| Centro Nazionale Sportivo Fiamma - Sport Nazionale C.R. PUGLIA | Italy |
| Latvian Academy of Sports Education | Latvia |
| Lithuanian Academy of Physical Education | Lithuania |
| University of Malta | Malta |
| Hanze University Groningen | Netherlands |
| Alfa College | Netherlands |

| | |
|---|----------------|
| Norwegian School of Sport Sciences | Norway |
| Nord Trndelag University College | Norway |
| Jozef Pilsudski Academy of Physical Education, Warsaw | Poland |
| University School of Physical Education Poznan | Poland |
| University School of Physical Education | Poland |
| Escola Superior de Desporto de Rio Maior | Portugal |
| Universidade Técnica de Lisboa- Faculdade de Motricidade Humana | Portugal |
| University of Porto | Portugal |
| Technical University Lisbon | Portugal |
| University of Porto | Portugal |
| Polytechnic Institute of Viseu - School of Education | Portugal |
| Babes-Bolyai University Cluj-Napoca | Romania |
| Alexandru Ioan Cuza University of Iasi | Romania |
| University of Pitesti | Romania |
| University of Bacau | Romania |
| Comenius University Bratislava, Faculty of Physical Education and Sport | Slovakia |
| Prešov university | Slovakia |
| Universidad Politécnica de Madrid | Spain |
| Stockholm University College of Physical Education & Sports | Sweden |
| Göteborg University | Sweden |
| Malmö University | Sweden |
| University of Marmara | Turkey |
| Kocaeli University | Turkey |
| Mugla University | Turkey |
| Abant İzzet Baysal University Besyo | Turkey |
| Hacettepe Üniversitesi | Turkey |
| Gazi University, Ankara | Turkey |
| University of Marmara | Turkey |
| Pamukkale Üniversitesi | Turkey |
| Ege Üniversitesi | Turkey |
| Akdeniz University School of Physical Education and Sports | Turkey |
| National University of Physical Education and Sport Kiev | Ukraine |
| Leeds Metropolitan University, School of Leisure & Sport Studies | United Kingdom |
| Staffordshire University | United Kingdom |
| University of Bedfordshire | United Kingdom |
| University of Gloucestershire | United Kingdom |

Appendix 3

AEHESIS Project Executive Summary of Review of 5-Level Coaching Structure (2007)

This document describes the review process that has been carried out on the EU 5-level structure for the recognition of coaching qualifications. The Review was conducted by the European Coaching Council, a sub-committee of the European Network of Sports Science, Education and Employment (ENSSEE). The current document represents the final draft for consideration by the member countries of the European Coaching Council and for inclusion in the final report of the Aligning a European Higher Education Structure in Sport Science (AEHESIS) project.

The need for the Review was identified by the members of the European Coaching Council, given that the initial structure for the recognition of coaching qualifications was first developed in 1999. It was also felt that there was a need to more fully engage with the International Federations on the issue of coach education, competence and qualifications. In a wider, global context the International Council for Coach Education has also indicated the need for a framework to guide the recognition of coaching qualifications between different countries.

In addition, there have been several wider developments within vocational education and training in the European Union that have significant implications for the way in which coaches are educated and their competence and qualifications recognised. These include the Lisbon, Bologna and Copenhagen processes that have begun to chart new directions for vocational education and higher education in light of the emerging social and economic challenges facing the European Union. These processes have also initiated a proposed European Qualification Framework (EQF) and a European Credit System for Vocational Education and Training (ECVET).

The Review proposes six main changes to the 5-level structure:

- a. **The definition of coaching roles and the recognition of coaching competence are central to the proposed new framework. The Framework should now refer to the recognition of coaching *competence and qualifications*:** Four main coaching roles have been identified, based on an analysis of the job market and the stages in the development of coaching expertise: Apprentice Coach; Coach; Senior Coach; Master Coach. The key competences associated with these roles have been identified.
- b. **Two standard occupations are identified rather than one:** The revised framework recognises that within the professional area of coaching there is a diversity of standard occupations. Two standard occupations have been identified: Coach of participation-oriented sportspeople and Coach of performance-oriented athletes. These two standard occupations may be further sub-divided into sub-components as follows: Coach of beginner (child, junior, adult); Coach of participation-oriented sportspeople (child, junior, adult); Coach of talent identified/performance athletes (child, junior, adult);

Coach of full-time/high performance athletes. It is recognised that these roles may vary between sports and between countries.

- c. **The direct equation of educational levels with coaching roles is to be replaced with a recognition of the federation, vocational and University coach education streams. These educational streams are recommended to demonstrate a clear link with the four coaching roles, the standard occupations and the associated coaching competence. As a result the previous Five Level Structure for the Recognition of Coaching Qualifications is to be replaced by a new Framework for the Recognition of Coaching Competence and Qualifications:** Within this context, vocational education agencies, national and international federations will determine the number of levels of education appropriate for their country/sport and demonstrate the relationship between these educational levels and the coaching roles/standard occupations. University qualifications in coaching will be recognised in line with the Bologna process and demonstrate the relationship between these qualifications and the coaching roles/standard occupations.

A system for the recognition of coaching qualifications between vocational and higher education sectors within each country is proposed. It is recommended that all national competent authorities in coach education oversee, recognise and, if needed, conduct the sports coaching qualification programmes.

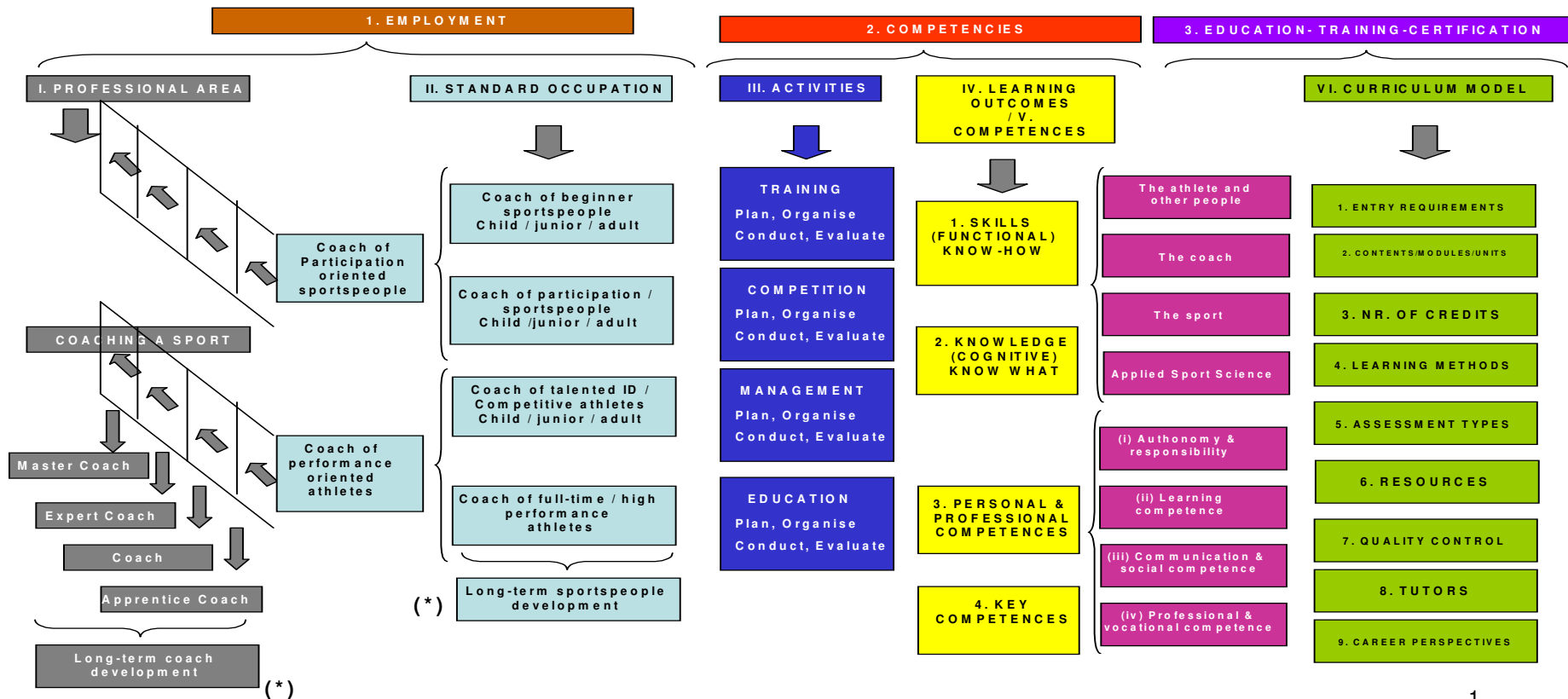
- d. **Recognition of prior learning and current competence:** Coaches carrying out their role should have either completed a formal and recognised course of learning and/or had their prior learning and current competence formally assessed.
- e. **The introduction of a coach licensing system is recommended:** As part of the process of moving coaching towards the status of a regulated profession it is recommended that all coaches should hold a sport-specific coaching licence. The coaching licence should act as a registration and recognition system overseen and validated by the sports federations and, if needed, by the national competent authority. The coaching licence should be the primary criterion for the recognition of the coaches' mastery of the practical demands and competencies of sports coaching.
- f. **The revised European Structure for the Recognition of Coaching Competence and Qualifications should be directly mapped to the European Qualification Framework (EQF):** A preliminary comparison between the revised European Structure for the Recognition of Coaching Qualifications (four levels) and the emerging EQF (7 levels) has been made and suggests that the four main coaching roles lie between levels 3 and 7 of the EQF.

Detailed work has also been carried out on the description of the standard occupations, for the purposes of consultation. A European Coaching Convention is proposed, which identifies this review document on the recognition of coaching competence and qualifications as the European recognised reference point for the period 2008-11. This Convention will recognise the need to commence work on the completion of the revised Framework to include the recognition and integration of the work of the new EU countries. It is proposed that the Revised Framework will be completed and endorsed, on a voluntary basis, no later than 2011.

Appendix 4 Outline Curriculum and Revised Framework (2007)

Outline Curriculum

OUTLINE FRAMEWORK – REVIEW OF COACHING QUALIFICATIONS / CURRICULUM BUILDING



Revised Structure at Levels 1 to 4 for Recognising the Competence and Qualification of Coaches¹⁷

| Keywords/Level/role | Apprentice Coach | Coach | Senior Coach | Master Coach |
|---------------------------|---|--|---|---|
| Assist | x | x | x | |
| Plan | (x) | x | x | x |
| Deliver | (x) | x | x | x |
| Review | (x) | x | x | x |
| Supervise | | x | x | x |
| Mentor | | (x) | x | x |
| Coordinate | | (x) | x | x |
| Manage | | | x | x |
| Innovate/research | | | (x) | x |
| Plan strategically | | | (x) | x |
| TASKS | To assist in coaching one or more sportspersons or athletes, delivering aspects of supervised coaching sessions. | Prepare for, deliver and review coaching sessions. | Plan, implement and review annual coaching sessions. | Plan, implement, analyse and revise multi-annual coaching programmes. |
| COMPETENCE | Practice basic coaching competences | Basic coaching competence. | Advanced coaching competence. | Advanced coaching competence, innovation and leadership. |
| ACTIVITIES | | | | |
| Training | Organise participants, facilities and equipment under supervision. Conduct sessions or parts of sessions under supervision Review sessions under supervision | Plan training sessions, taking account of participant needs Organise and conduct safe and effective training sessions Review training sessions | Plan training sessions and annual plans, taking account of participant needs Organise and conduct safe and effective training sessions and season plans Review training sessions and season plans | Plan training sessions, annual and multi-annual plans, taking account of participant needs Organise and conduct safe and effective training sessions, season and multi-season plans Review training sessions, season and multi-season plans |

¹⁷This table applies to coaches of participation-oriented sportspeople (beginners and participation/non-high performance sportspersons), as well as to coaches of competition-oriented participants (talent identified athletes/high performance athletes). The organisers of coach education programmes should consider these classifications, although it is recognised that there will be sport and country specific variations.

| Keywords/Level/role | Apprentice Coach | Coach | Senior Coach | Master Coach |
|-----------------------------|---|---|--|---|
| Competition | Organise safe competitions, conduct and review coaching at competition under supervision | Plan and Organise safe competitions, in line with the needs of participants. Conduct and review coaching at competitions | Plan and Organise safe competitions and annual competition plans, in line with the needs of participants. Conduct and review coaching at competitions and as part of annual competition plans | Plan and Organise safe competitions, annual and multi-annual competition plans, in line with the needs of participants. Conduct and review coaching at competitions and as part of annual and multi-annual competition plans |
| Management | No role | Coordinate the development of sportspersons through the delivery of a series of coaching sessions and competitions | Plan, organise and review the management of participant careers; other coaches and the integration of sports science experts and others | Plan, organise and review the management of participant careers; other coaches and the integration of sports science experts and the wider organization |
| Education | Assist in the education of participants | Plan, organise, conduct and review education of participants and apprentice coaches | Plan, organise, conduct and review the education of participants, parents, other coaches and the wider organization | Plan, organise, conduct and review the education of participants, parents, other coaches and the wider organization |
| Admission conditions | Pending discussion | Pending discussion | Pending discussion | Pending discussion |
| Minimum duration | Pending discussion | Pending discussion | Pending discussion | Pending discussion |

Appendix 5

Rio Maior Convention – List of Signatories

| |
|--|
| Escola Superior de Rio Maior, Portugal |
| Instituto Politecnico De Viseo, Portugal |
| Confederation of Sports Coaches Associations, Portugal |
| Scania District Sports Federation, Sweden |
| Netherlands Olympic Committee/ Netherlands Sports Confederation |
| University of Aarhus, Denmark |
| International Council for Coach Education |
| Cyprus Organization of Sports |
| Institute of Coaching and Sport Education, Budapest, Hungary |
| Hauzeogeschool Groningen |
| Ecole Nationale de l'Education Physique et des sports, Luxembourg |
| Federation Equestre Internationale |
| Trainerakademie, Koln, Germany |
| Marmara University, Turkey |
| Professional Golfers Association of Europe |
| National Coaching and Training Centre (now Coaching Ireland) |
| Malmo University, Sweden |
| sports coach UK, United Kingdom |
| Sport University, Porto, Portugal |
| Danish Olympic Committee |
| CONI – Scuola Della Sport, Italy |
| National Centre of Coach Perfection and Formation, Romania |
| University of Malta |
| University of Physical Education, Warsaw |
| Bales-Bolyai University, Romania |
| INSEP, Paris, France |
| ENUSN, France (Sailing) |
| |