

2008 INTERNATIONAL COACHING CONFERENCE LONDON

The European Framework for the recognition of coaching competence and qualifications

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Bologna Declaration

The Declaration's Objectives

- Adoption of a system of comparable degrees, based on two main cycles. First cycle of at least 3 yr, relevant to labour market.
- Implementation of a European Diploma Supplement, to increase titles transparency and employability.
- Establishment of a system of credits (such as the ECTS, European Credit Transfer System).
- Recognition of credits acquired in other contexts than higher education system.
- Promotion of European dimension in higher education: interinstitutional cooperation, integrated programs of study, etc.
- Elimination of remaining obstacles to free mobility.
- Promotion of European quality-assurance systems.

Bologna Declaration

Nature of the Declaration

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**Not just a statement:
*A binding commitment***

**Not an imposition upon national systems:
*A commitment undertaken by each country
to reform its own system***

**Not a path toward standardisation:
*Fundamental principles of autonomy and diversity
affirmed and respected***

**An action program,
with specific objectives and a deadline: 2010**

Introduction

The **aim** of the whole project which is funded by the European Commission (2003 – 2006) is “**A**ligning **E**uropean **H**igher **E**ducation **S**tructure **I**n **S**port Science” (AEHESIS) by focusing on two major aspects:

1. To integrate programmes and time frames of the educational structures;
2. To ensure that the identified structures relate to the need of the labour market in four main areas:
 - *Sport Management*
 - *Physical Education*
 - *Health & Fitness*
 - *Sport Coaching*



Specific objectives

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- Describe, analyse and compare existing university and non-university programmes (*mapping*);
- Bring about a high level of Europe-wide convergence and **transparency**
- Engage with the **labour market**
- Identify and promote **examples of good practice**
- Develop and exchange information in relation to the development of curricula and to develop a **model curriculum structure** for each area



Issues in Sport

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- Differing systems
- Language barriers
- Different views on European integration
- Different concepts of the role of the coach
- Changing legislative, education/vocational qualifications framework
- Sport specific differences

European Network of Sports Science, Education and Employment (ENSSEE)

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- Coaching committee
- Proposed five level structure
- Document presented to European Commission in 1999



www.enssee.eu

EU 5-level structure

- Developed by ENSSEE (ENSSHE) Coaching Group in the 1990s
- Completed in 1999
- Reference point for EU countries and some federations in the evolution of their coach education systems

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Outline of 5 Level Structure

Three levels of vocational training in the directives on the two general systems of recognition of diplomas	Five levels of vocational training in the European structure	
<p>LEVEL 3</p> <ul style="list-style-type: none"> -First general system diploma -Post-secondary training of more than 3 years duration 	<p>LEVEL 5</p>	<p>2400 hours (LEVEL 5)</p>
<p>LEVEL 2</p> <ul style="list-style-type: none"> -2nd general system diploma -Post-secondary training of less than 3 years duration 	<p>LEVEL 4</p>	<p>Min. 600 hours (LEVEL 4)</p>
<p>LEVEL 1</p> <ul style="list-style-type: none"> -2nd general system certificate -Secondary-education training 	<p>LEVELS 3, 2, 1</p>	<p>Min. 300 hours (LEVELS 3, 2, 1)</p>

Issues in the Implementation of the 5 Level Structure



- Levels 1 and 2
- Level 3
- International Federations
- Levels 4 and 5
- Professional Education of Coaches
- Lack of a monitoring system
- Competence or Content or Hours

Developments

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- Establishment of European Coaching Council (Lausanne Sept 2003)
- Links with ICCE
- AEHESIS project
- Review of 5-level structure
- Formation of Steering Group
- 8th ENSSEE/ICCE Forum, Sept 2005



Need for a review (2005)

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- Changing EU context:
 - The implementation of the 'Copenhagen Process'
 - The implementation of the 'Bologna Process'
 - The possible emergence of a future European Qualifications Framework (EQF)
 - The creation of an ECVET (European Credit Systems for Vocational Education and Training)
- AEHESIS project/Higher education links
- 6 years of application
- International federations
- Global context – International Council



Creation of the Review Group



- Lausanne (2003) Forum proposed the re-naming of the ENSSEE Coaching sub-group to the European Coaching Council
- A focus on the 5-level structure was agreed
- AEHESIS project (commenced 2004) provided the mechanism for conducting the Review and addressing the links with the Higher Education sector



Objectives of the Review



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

Terms of reference



- Review the EU Qualification structure for coaches:
 - Emerging structures for the recognition of vocational and educational qualifications in Europe
 - 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.
- Consultation at the ENSSEE and International Council for Coach Education (ICCE) Forum in Limerick on September 2-4, 2005.

Further refinement following Limerick 2005

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- Consistency of approach to the development of coaching qualifications across sports and the different EU countries
- Development of more relevant education and training provision to meet the needs of national and international federations, athletes and coaches
- Transparent framework for the recognition of coaching qualifications within the EU
- Recognition of the role of the non-university and university sectors in the education of coaches
- Raise standards and improve the quality of coaching
- Greater public recognition of coaching

Progress (2005 – 2007)



- Previous 5-level structure for the recognition of coaching qualifications
- Emerging trends and needs within coach education in the EU and globally
- Changing context for vocational education and training within the EU
- Review Group meetings
- Meetings with International agencies (IOC; ICCE; ASOIF): London, Warsaw, Rio Maior, Limerick, Budapest, Valencia, Magglingen, Barcelona, Lausanne, Budapest, Beijing, Rio Maior

Guiding principles

- Definition of coaching
- Purpose of coach education
- Competence to do the job
- Learning modes
- Athlete and sportsperson development
- Coaching context
- Coaching assurance systems
- Recognition of coaching qualifications

The role and long-term development of the coach



- **Level 1: Apprentice Coach:** Provide basic skills and knowledge for the apprentice coach role
- **Level 2: Coach:** Consolidate skills and knowledge for the coach role
- **Level 3: Senior Coach:** Provide advanced skills and knowledge for the senior coach role
- **Level 4: Master Coach:** Provide advanced skills, knowledge, leadership and innovation for the master coach role
- **Coach of participation-oriented sportspersons**
- **Coach of competition-oriented athletes**

Main findings

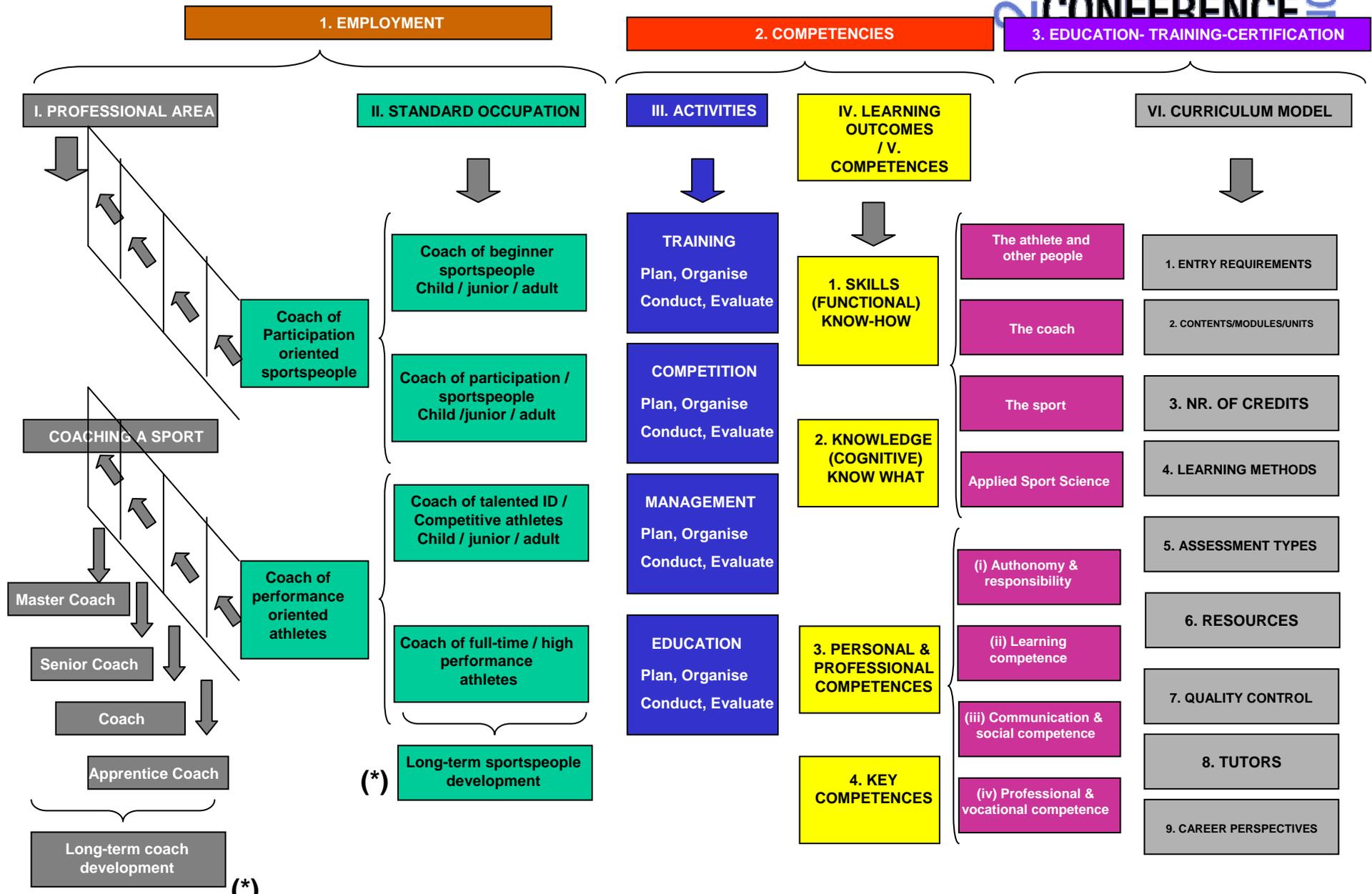
1. Four levels rather than five
2. Two standard occupations rather than one
3. Coaching competence and learning outcomes are more strongly identified
4. Recognition of prior learning and current competence
5. Coach licensing system recommended
6. Mutual recognition of qualifications between vocational and higher education sectors

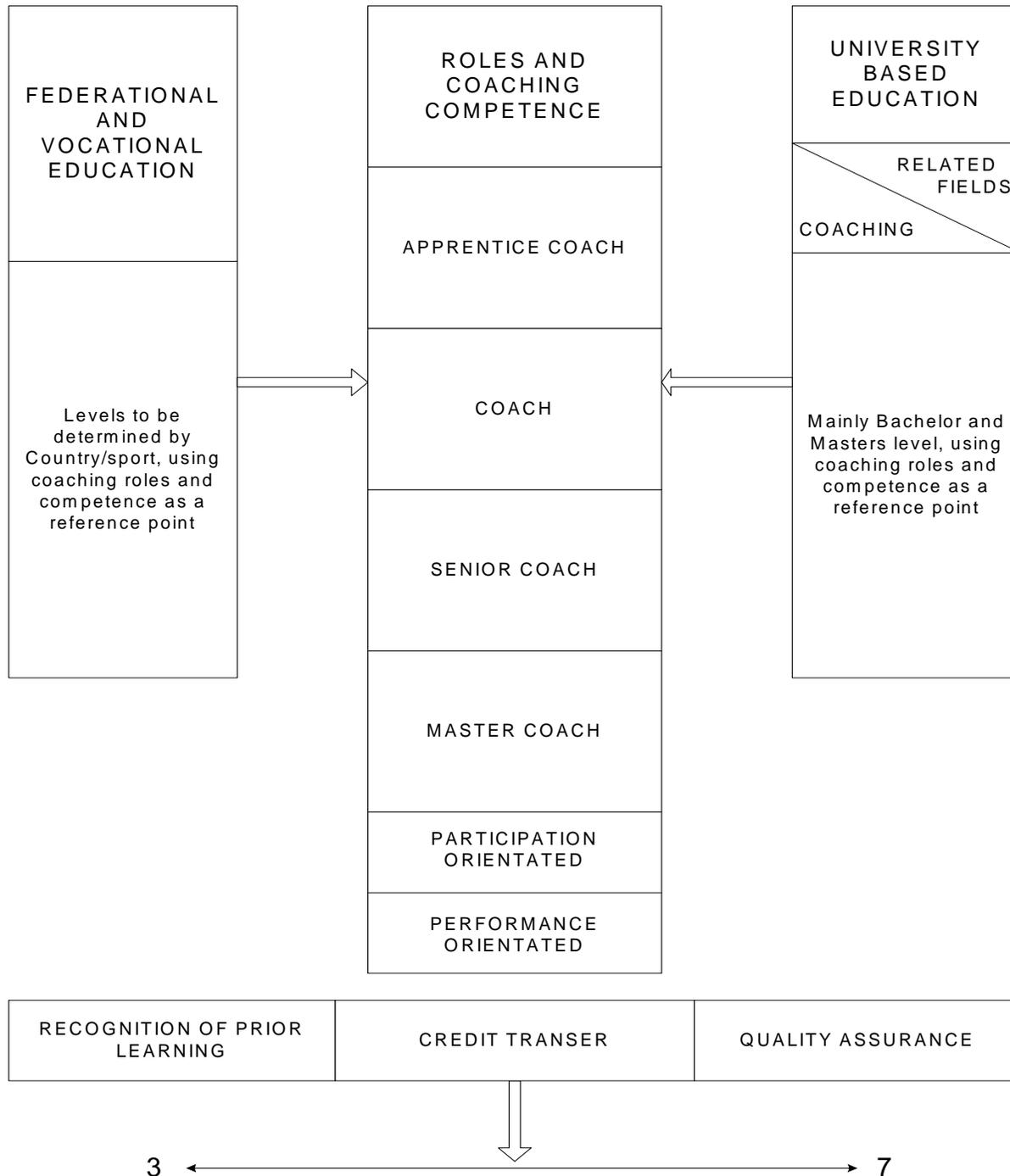
Six-Step-Model

(Gilles Klein)



OUTLINE FRAMEWORK – REVIEW OF COACHING QUALIFICATIONS / CURRICULUM BUILDING





Framework for the recognition of coaching competence and qualification

Strands for recognition

- Federation
- Higher Education
- Other recognised coaching education agencies

	National Competent Authorities recognise	
		
Federation-based education	Public or private coaching education agencies	Higher Education based education
MUTUAL RECOGNITION OF ALL QUALIFICATIONS FOR DIFFERENT PURPOSES		

Coach License



- Coaching competence
- Coach education
- Coaching practice
- Recognition of prior learning and current competence

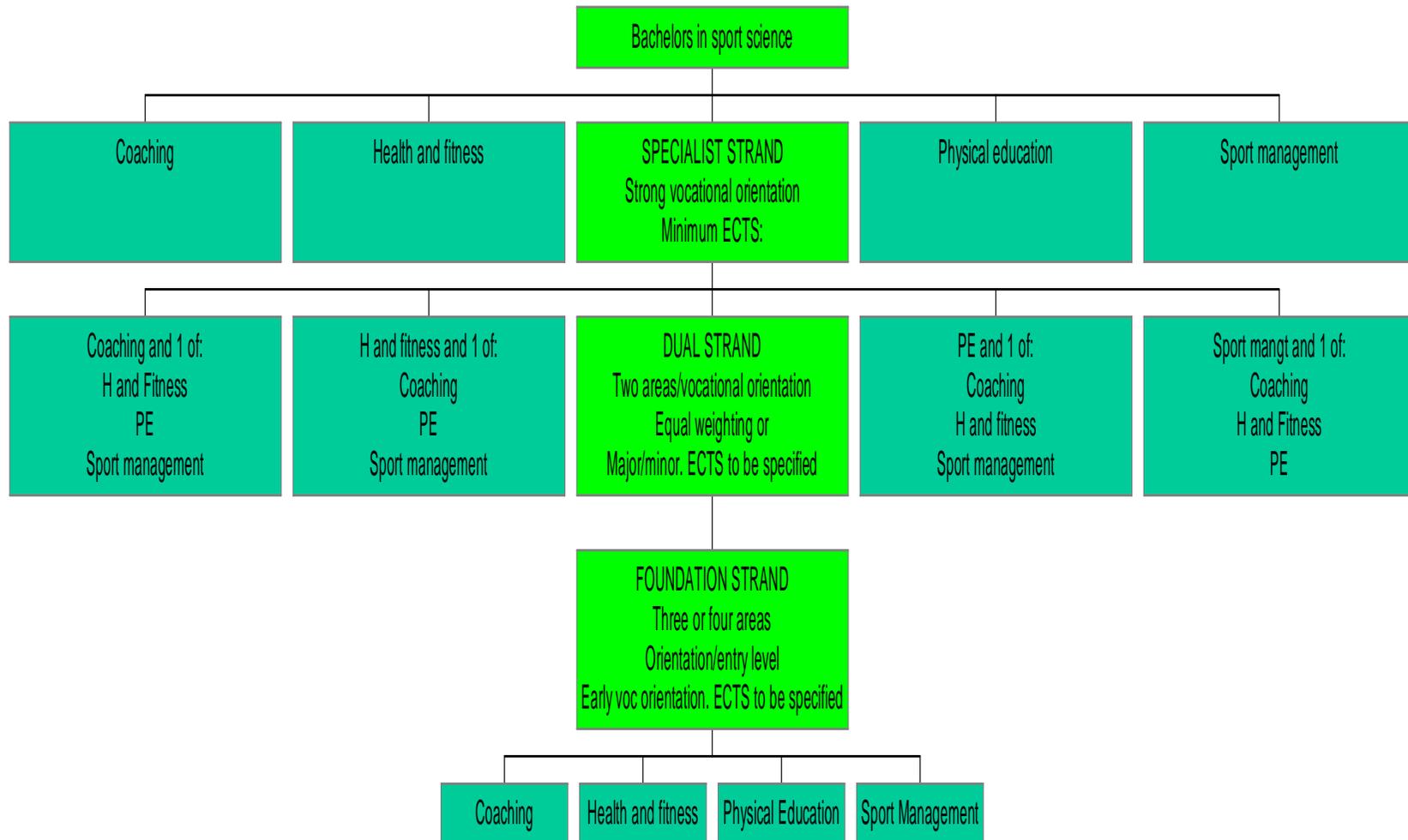
	National Competent Authority recognises	
↓	↓	↓
Federation-based education	Public or private coaching education agencies	Higher Education based education
	↓	
MUTUAL RECOGNITION OF QUALIFICATIONS <u>AND</u> IDENTIFICATION OF COACHING COMPETENCE (WHICH MAY LEAD TO A LICENCE IMMEDIATELY OR MAY REQUIRE COACHING EXPERIENCE/CONTINUING PROFESSIONAL DEVELOPMENT)		
↓		
(COACHING EXPERIENCE AND CONTINUING PROFESSIONAL DEVELOPMENT)		
COACHING LICENCE ISSUED BY THE FEDERATION or the national competent authority and recognised by the national competent authority		

Bachelor's degree in coaching, with a specialism in one, two or three sports



N of sports / coaching level	Apprentice Coach	Coach	Senior Coach	Master Coach
1	X	X	X (possible)	-----
2	X	X	-----	-----
3	X	X (possible)		

Pathways within and between the four curriculum areas



Steps

- Consultation, research and verification of the framework (higher education; employers; federations; coaches; IOC; ASOIF)
- Coaching convention
- ENSSEE Forum in Rio Maior (Portugal) (Sept 07) and AEHESIS implementation programme

Conclusions

- The definition of coaching roles and the recognition of coaching competence are central to the proposed new framework.
- Two standard occupations are identified rather than one.
- 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.
- Recognition of prior learning and current competence.
- The introduction of a coach licensing system is recommended.
- The revised European Structure for the Recognition of Coaching Competence and Qualifications should be directly mapped to the European Qualification Framework (EQF).

Convention on the recognition of coaching qualifications

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- 9th ENSSEE/ICCE Forum, September 2007, Rio Maior, Portugal
- Signed by Sport Organisations, IFs and other government agencies

Convention

- Coaches play a central role in providing sport experiences for sportspeople of all ages and skill levels
- To fulfil their role, coaches must have appropriate competence and training, taking into account the target group(s) with whom they are working
- Coaches are expected to be as concerned with the well being of the sportspeople as they are with optimising performance.
- 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.
- Coaches are expected to work in an open and co-operative manner with all individuals responsible for the welfare and performance development of the sportspeople.
- Coaches should develop and maintain a high standard of training; their action, whilst conducting training sessions, should reflect scientific knowledge and current expertise.

Convention



- Scientific principles should be applied in every level of coaches' training.
- Responsibilities and professional competence should gradually build up from the initial levels of coaches' qualification to the final ones.
- All coaches should hold a coaching qualification that is recognised by the national competent authority and the relevant federation.
- The framework for the recognition of coaching competence and qualifications as proposed by the European Coaching Council is the European recognised mechanism reference point for the period 2008-11.
- 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.
- Consideration should be given to the establishment of a licensing system that will have international recognition and currency.

Implications

- Each participating agency in the convention will undertake to use the framework as a reference point for their work and to contribute to the further improvement of the framework between 2008 and 2011.
 - LTPAD Capacities
 - Coaching Capacities
 - Country Specific
 - Sport Specific
 - International Context/ICCE
 - Recognition of Coaching Qualifications
 - Recognition of Coaches
 - Coaching as a Profession
 - Pathways for Participants