

AEHESIS

European Network of Sport Science, Education and Employment



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Thematic Network Project

AEHESIS

Report of the First 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 First year

(01.10.2003 – 30.9.2004)

Edited by

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Karsten Froberg, *University of Southern Denmark*

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2004

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1 INTRODUCTION

Karen Petry / Karsten Froberg

The motivation for creating a new ERASMUS Thematic Network project was related to potential fundamental changes in the structure of the Higher Education sector because of the Bologna process. 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 process strengthens the need of pooling together and capitalising on previous experience and developments made in the sector in order to fully support the process activated by the Bologna Declaration and to take into consideration all its implications.

The activities in the AEHESIS Project are co-ordinated by the German Sport University, Cologne, closely supported by the European Network of Sport Science, Education and Employment (ENSSEE, formerly known as ENSHEE), which represents the broadest and most recognized association of institutions which deal with training, education and employment in the sector, as is demonstrated by the nature of its membership and its long history and wide range of projects and products. The European Network of Sport Sciences in Higher Education (ENSSHE) was established as a European Association in Luxembourg in 1989, in response to the shared conviction that the sports sector can make a positive contribution to realising the ideal of a united Europe. Since then, the Association has been actively involved in furthering European integration as it is embodied in the Maastricht Treaty and carried on based on the Sorbonne and the Bologna declaration.

The process of European enlargement and integration is a challenge for the Bologna process because of the broad spread diversification of the national systems of the entrant countries and has also important consequences on the employability and mobility of workers in sport and sport education. Moreover, as European consumers become more selective and demanding, competition between those who offer sporting activities increases, and this fosters an increased emphasis on quality and professionalism in order to meet their needs

and ensure at the same time the preservation of the social and ethical dimension of sport, which also has been recognized recently in the Nice European Council 2001, with the Declaration of the Specificity of Sport.

The AEHESIS Thematic Network project will analyse and stimulate this development. It will also be able to profit on the experience gathered through a past Thematic Network Project, the 'European Observatoire of Sports Employment' (EOSE), which facilitated European co-operation between institutions at European and national levels, dealing with analysis of the job market in sport, both quantitative and qualitative. In the European sport sector, important developments have recently taken place in the labour market, with an average increase of more than 50% new jobs in the last 10 years. The changes in the size and structure of the specific labour market, together with the specific impact of the new technologies on the sector make it even more necessary to 'align' the educational system across the European countries and develop proper tools to meet the needs of the employers, the expectations of the stakeholders and the new demand of sport and physical activity in Europe.

Starting from the inspiration and the methodological thrust derived from the Bologna declaration and the following process, the AEHESIS Thematic Network Project will especially pay 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 for the development of curricula, and quality assurance systems for study programmes which will make it possible to combine the academic quality and the European dimension with relevance to the market labour. This approach points to a continued proactive role of higher education institutions.

2 AIMS AND OBJECTIVES

Karen Petry / Karsten Froberg

The project relates to the impact of the Bologna declaration on the “Alignment of Educational Structures in the Sport Sector” by concentrating on two major foci of interest in the sport science sector. The first focus concerns the integration of the 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 achieve these, the generic and sector specific competences will be defined with the aid of the methodology set up in the frame of 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 with specific adaptation to the sector will be analysed, compared and evaluated for further implementation at different levels.

Given the complexity of what is called “sport and physical activity”, the project focuses on four main areas in the sports science sector: Sport Management, Physical Education, Health and Fitness, Sport Coaching. These are the key areas in the environment of sport and physical activity both for their prevalence in the educational and research offer and for the impact on the labour market.

The involvement of a significant number of partners from the new applicant countries will also allow that their educational systems - which have often been characterised by very different standards and structures in the sport sector - could be incorporated in the European alignment but also bring a significant support with specific experience and practices to the new process.

The target groups of the project are primarily European sport science students, teachers and policy makers at universities and institutions dealing with education and research in the mentioned areas. Key employer organisations, groups and networks in the areas identified will also be involved in the data collection and implementation of the results: i.e. directors and institute managers, researchers, teachers, students, graduates, designers of curricula, managers of communication and information inside the institutions, and national and regional governments, national and international associations and confederations of sport organisations as well as workers' unions and associations of employers in

this sector. Through the support from the different associations and networks in the sector, it will be possible to identify universities and institutions experienced in curriculum development of master's programmes, diplomas and intensive courses and ensure that the programmes identified relate to the current and future needs of the labour market. It will also be possible to identify and involve higher education and other institutions experienced in the tracking of graduates' careers and in measuring student workload at European level, in relation to professional profiles and learning outcomes as well as in the use of virtual learning environments in sport science education, which is growing at a phenomenal rate. Given the pre-eminent role of the partners involved in the project at the national and European levels, it is anticipated that the results of the project might well influence national policies in the sector and provide leading models and benchmarks for the organisations not included in the partnership.

The specific objectives of the Thematic Network Project are to:

- describe, analyse and compare existing programmes and teaching methods, including forms of assessment (Mapping);
- 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;
- engage with the labour market to ensure vocational relevance by developing professional profiles and desired outcomes, in terms of knowledge, skills & competencies (in agreement with main guidelines set by the Tuning Project);
- identify and promote examples of good practice and encouraging innovation, particularly in ICT and e-learning technologies;
- develop and exchange information in relation to the development of curricula and to develop a model curriculum structure for each area, having in mind a process of recognition and European integration of diplomas able to match convergence with the autonomy of the institution and the acceleration of innovation;
- develop a methodology for analysing and comparing programmes and existing teaching material through the identification of common elements and areas of specificity and diversity, and also by identifying how they may be made convergent;.

- co-ordinate the guiding role of the Higher Education networks and the action of possible independent associations to secure quality control and European accreditation in the four main areas in the sport science sector;
- reinforce the link between education and society, bringing together the public-sector, and scientific and professional players;
- enhance the co-operation between education and research;
- enhance links with other continents.

The first year of the AEHESIS Project was dedicated to

- set up a management and research structure in the project;
- start building up an electronic communication environment (<http://www.aehesis.com>);
- start building up a database (structure and content of programmes including the European dimension);
- develop a methodology for analysing and comparing programmes through the identification of common elements and areas of specificity and diversity, and also by identifying how they may be integrated;
- identify and research the current scope of higher education institution programmes in the four main areas selected for their relevance in the sport science domain;
- develop and exchange information of curricula and to develop a model curriculum structure for each area including examples of good practice;
- provide a preliminary understanding of the main achievements, but also obstacles, of the Bologna process.
- Finally, during the procedure of the first year to animate the Network of partners and promote the use of the electronic environment.

3 PARTNERSHIP COMPOSITION AND STRUCTURE

Karen Petry / Alberto Madella

The Thematic Network Project is co-ordinated by the German Sport University, Cologne on behalf of the European Network of Sport Science, Education and Employment (ENSSEE). The relationships are well established in all the four main areas of investigation selected for this study. In the domain of Sport Management, ENSSEE has close co-operation with the European Association for Sport Management (EASM), which has experiences with European Master's degree programmes, diplomas, intensive courses as well as congresses in this field. The Association is currently engaged in the development of a European qualification structure for professional sport managers, based on comparative analysis of the relevant professional profiles across Europe. The ENSSEE Physical Education Committee, which has developed a European Master's Degree programme in Physical Education (PE) as well as intensive programmes (staff members from eighteen European universities have been involved), will be the leading partner for the PE-area. In the area of Health and Fitness, a European Master's programme was developed as early as in 1995 by the ENSSEE Health and Fitness Committee established by twelve European universities. On the initiative of Istituto Universitario di Scienze Motorie in Rome some members of this group have, together with universities in Odense, Cologne and Vienna developed a new European Master's degree in Preventive and Adapted Physical Activity. The programme aims to contribute to the expansion of the current stage of student and faculty mobility into the development of truly international curricula and titles leading to a recognised joint degree. Besides that ENSSEE has a strong relation with the EHFA (European Health and Fitness Association). The ENSSEE Coaching Committee (soon to be restructured into the European Coaching Council, according to the latest ENSSEE business plan) is currently working in view of a further development and implementation of 'the European 5 Level system in Coaches' Training' taking the Bologna Declaration and its recommendations as guidelines. Also in relation to Professional Sports Coaches, there is a growing need for comparability of qualifications and

accreditation of competencies to enable mobility in the European labour markets and, therefore, the justification of certificate and diploma awards.

The other participating institutions (higher education institutions and training organisations) are very well experienced in both, the educational work in one or more of the sectors of the project (Sport Management, Physical Education, Health and Fitness, Coaching) and in co-operation at European level (e.g. Socrates-Programme).

The project comprises 62 partners representing 26 countries in four main categories:

a) European Networks with a focus on education and employment or research
European Network of Sport Science, Education and Employment (ENSSEE)

b) European "professional" organisations operating in special subfields

- European Association for Sport Management (EASM)
- European Observatoire on Sport Occupation (EOSE)
- European Health and Fitness Association (EHFA)

c) Academic institutions operating in the field of Sport Science

- Free University of Brussels
- University of Louvain
- Aarhus University
- University of Southern Denmark
- University of Copenhagen
- Technical University of Darmstadt
- University of Landau
- University of Tübingen
- National & Kapodistrian University of Athens
- Demokritos University of Thrace
- University of Lleida
- University of Barcelona
- European University of Madrid
- University of Paris XI
- University of Paris XII, Val de Marne
- University of Toulouse, Paul Sabatier

- University of Nancy I
- Grenoble Sport Sciences Department
- University of Lyon I, Claude Bernard
- The University Institute of Motor Sciences Rome
- ISEF Florence
- University of Amsterdam; School for Sportstudies
- University of Groningen
- University of Vienna
- University Tras-os-montes e alto douro
- Higher School of Sport Sciences of Rio Maior
- University of Lisbon, Faculty of Movement Science
- University of Jyväskylä
- Stockholm University College of Physical Education and Sports
- University of Göteborg
- Leeds Metropolitan University
- University College of Worcester
- Staffordshire University
- Iceland University of Education
- Norwegian University of Sport and Physical Education
- University of Sofia
- Charles University Prague
- University of Tartu
- Lithuanian Academy of Physical Education
- University of Malta
- Academy of Physical Education and Sport Warsaw
- University School of Physical Education Poznan
- University of Cluj Napoca
- Comenius University of Bratislava
- University of Istanbul
- University of Gaziantep

d) Other training organisations (vocational) related to the field of sport

- Institute of Coaching and Sport Education at the Semmelweis University
Budapest
- National Olympic Committee & Sports Confederation of Denmark
- National Institute of Sports and Physical Education (INSEP, France)
- Regional center of popular education and sports (Aix en Provence,
France)
- Sports Institute of Finland
- University of Limerick
- National College of Physical Education and Sports of Luxembourg
- Sports College – National Olympic Committee of Italy
- Scuola Italiana Aerobica e Fitness (SIAF)
- Sports Coach UK
- SPRITO



Figure 1: Map of the AEHESIS partners

During its first year, new partners with relevant selected area experiences joined the AEHESIS Project.

These new partners were:

- University of Göteborg, Centrum för Idrottsvetenskap (SE)
- Hanzehogeschool Groningen, Hanze Instituut voor Sportstudies (NL)
- Universidade de Lisboa, Faculdade de Motricidade Humana (PT)
- UFRAPS de Grenoble (FR)
- Université Henri Poincaré - Nancy 1, Faculté de Sport (FR)
- Sports Coach UK
- University of Worcester, Dept. of P.E. and Sports Studies (UK)
- Iceland University of Education, Division of Sport and Physical Education (IS)
- Institute of Coaching and Sport Education Budapest (HU)
- Scuola Italiana Aerobica e Fitness (IT)

New partners in the second year:

- EOSE - European Observatoire on Sport Employment - France
- University School of Physical Education in Poznan - Poland
- University of Messina - Italy
- INEFC Lleida - Spain
- University of Paris XI - Paris Sud - France
- National Sports Academy Sofia - Bulgaria
- Marmara University Istanbul - Turkey
- University of Gaziantep - Turkey

3.1 PROJECT STRUCTURE

There are three levels of involvement within the partnership:

- Project Management Group (PMG) including area coordinators and two experts
- Research partners
- Other partners not involved in the development of the tools

The PMG is responsible for carrying through the project and for co-ordinating all the necessary operations. ENSSEE plays a leading role in co-ordinating the process because of its position as an umbrella organisation. The Project Man-

agement Group consists of the TN-Co-ordinator (Karen Petry/ German Sport University Cologne), the General Secretary of ENSSEE (Alberto Madella) and the Past-President of ENSSEE (Karsten Froberg/ University of Southern Denmark). Co-opted members are the two experts Paul de Knop and Jean Camy as well as the current President of ENSSEE Jean Bertsch. Area Co-ordinators and research teams for the four main areas of study were appointed:

I. Management:

Kari Puronaho/ University of Jyväskylä (FI) and Vilma Cingiene/ Lithuanian Academy of Physical Education (LT), also EASM (European Association for Sport Management) in their capacity of Board Members. They established a research team, which consists of the following persons/institutions:

1. Berit Skirstad/ Norwegian University of Sport and Physical Education
2. August Tarrago/ INEFC Barcelona
3. Georges Costa/ Demokritis University of Thrace
4. Denis Musso/ INSEP Paris
5. Gregor Hovemann/ German Sport University Cologne

II. Physical Education:

Ken Hardman (Co-ordinator, University College of Worcester). He is supported by the "PE Committee" of ENSSEE. The research team consists of:

1. Gilles Klein/ University of Toulouse
2. Antonin Rychtecky/ Charles University Prague
3. Francisco Carreira da Costa/ Technical University of Lisbon
4. Göran Patriksson/ University of Göteborg

III. Coaching:

Pat Duffy (Co-ordinator, University of Limerick/ National Training and Coaching Center). He is supported by the "Coaching Council" of ENSSEE. The research team consists of:

1. Thierry Marique/ University of Louvain la Neuve
2. Christophe Debove/ INSEP Paris
3. Ladislav Petrovic/ Institute of Coaching and Sport Education Budapest
4. John Stevens/ Sports Coach UK
5. Jukka Lahtinen/ Sport Institute of Finland
6. José Rodrigues/ Sport Science School of Rio Maior

7. Corrado Beccarini/ Scuola dello Sport, CONI Italy

IV. Health and Fitness:

Allan Pilkington (Co-ordinator, SPRITO). He is supported by EHFA (European Health and Fitness Association). The reaseach team in this area consists of:

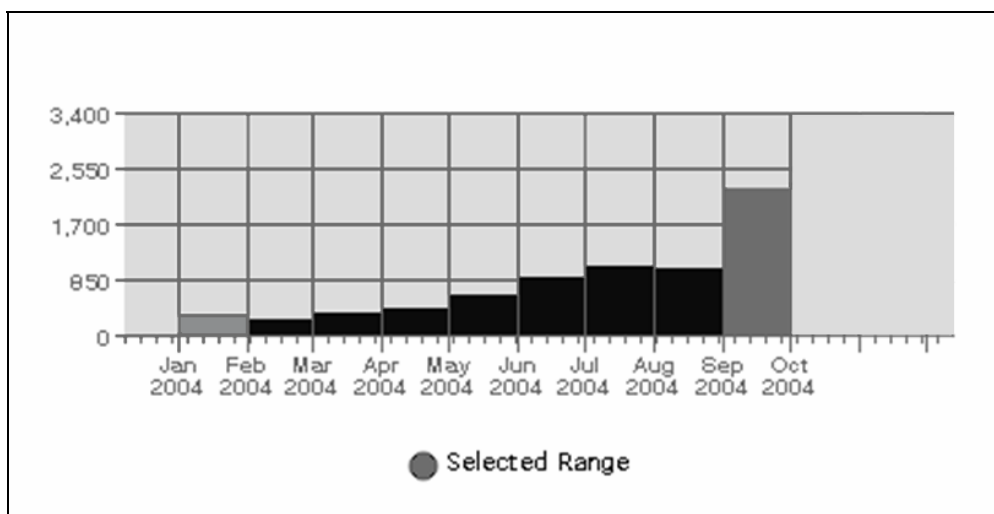
1. Paolo Parisi/ IUSM Rome
2. Suzana Franco/ Sport Science School of Rio Maior
3. Philippe Masseur/ SNEISS France
4. Terttu Parkatti/ University of Jyväskylä
5. Louise Sutton/ University of Leeds
6. Romas Kairaitis/ Lithuanian Academy of Physical Education

3.2 EVALUATION OF THE AEHEIS WEBPAGE ACCESS

Summary Report – Visits January 2004 to September 2004:

The total number of visits during January 2004 was 315. The smallest number of visits occurred on Fri, Jan 02nd 2004 with 2 visits and the largest number of visits occurred on Wed, Jan 28th 2004 with 40 visits. Compared with the total number of visits in September 2004 with 2.268 the number is increased. In September 2004, the smallest number of visits occurred on Sat, Sep 18th 2004 with 12 visits and the largest number of visits occurred on Tue, Sep 07th 2004 with 195 visits.

The following figure shows the development of visits on the AEHEIS webpage during January and September 2004:



Looking at the visits by European Country in January 2004, we consider that 17 distinct European Countries are responsible for 107 visits. (Averaging 6.29 visits per European Country). The top 5 European Countries (Greece, Germany, UK, France, Portugal) accounts for 78 visits. 6 European Countries (35.29% of all European countries) generated only 1 visit (Finland, Austria, Luxembourg, Hungary, Poland, Italy). In September 2004 the website was visited from 27 distinct European Countries which are responsible for 631 visits (Averaging 23.37 visits per European Country). The top 5 European Countries (Germany, France, UK, Hungary, Greece) accounts for 326 visits and 3 European Countries (11.11% of all European countries) generated only 1 visit (Denmark, Slovenia, Czech Republic).

3.3 AEHESIS WORK PLAN 2004

		Project Management Group	Physical Education	Health and Fitness	Coaching	Sport Management
			Draft questionnaire, Draft area work plan	Draft questionnaire, Draft area work plan	Draft questionnaire, Draft area work plan	Draft questionnaire, Draft area work plan
Jan.						
31		Meeting of PMG and Area Coordinators in Cologne	Meeting of PMG and Area Coordinators	Meeting of PMG and Area Coordinators	Meeting of PMG and Area Coordinators	Meeting of PMG and Area Coordinators
Feb.						
16		Common survey agreed and circulated, Case study framework produced	commence mapping of PE Institutions	Surveys of programmes in Leeds, Lyon, Jyväskylä, Lithuania, Rome, Rio Maior	Surveys of programmes in Belgium, France, Ireland, Italy, Portugal and UK	Surveys of programmes in Norway, France, Finland, Lithuania, Greece, Germany and Employment trends data
		Preparing the renewal application ↓	Revised Pilot Questionnaire with specific PE requirements ↓	Comparison of programme guidelines of Level IV undertaken in above organisations and compared with employer requirements	↓	Comparison of programme guidelines in above organisations and compared with employer requirements
28			Completion of Pilot Questionnaire: Göteborg, Lisbon, Prague, Toulouse, Worcester	Production of first results, Employment trends data UK, France, Italy	Production of first results	Production of first results
March		↓				
1		Application for the 2 nd year (1.10.04 – 30.9.05)				
5/6		Meeting of PMG, Area Coordinators and Research teams in Rome Structure of report, final survey methodology/ review of the tools	Meeting of PMG, Area Coordinators and Research teams: Pilot results Mapping progress report	Meeting of PMG, Area Co-ordinators and Research teams Pilot results Mapping progress report	Meeting of PMG, Area Co-ordinators and Research teams Pilot results Mapping progress report	Meeting of PMG, Area Co-ordinators and Research teams Pilot results Mapping progress report
10		↓	Commence Administration of PE questionnaire in partner institutions	Case study area discussed, Survey of experts organisations discussed	Case studies are identified, Consultations commenced with international organisations	Case study area identified, Survey of experts organisations discussed

		Project Management Group	Physical Education	Health and Fitness	Coaching	Sport Management
April						
16			Completion of Administration Questionnaire			
May						
		Production of common report chapters		Possible additional sub-group meeting in Rio Maior/ Rome		Possible additional sub-group meeting in Greece
		↓	Completion and Collation of Questionnaire Data, Completion of Mapping Report	Survey in all partner organisations completed and first results produced, Case Study areas identified draft structure of case studies completed, Curriculum guidelines further developed (III-V)	Survey in all partner organisations, Draft of report	Survey in all partner organisations completed, Draft of case studies completed, Curriculum guidelines further developed
June						
					Coaching Council Symposium	
25/26		Meeting of PMG and Area Coordinators In Brussels,	Meeting of PMG and Area Coordinators Draft report available for comment	Meeting of PMG and Area Coordinators Draft report available for comment	Meeting of PMG and Area Coordinators Draft report available for comment	Meeting of PMG and Area Coordinators Draft report available for comment
30				Employment trends discussed, Case studies completed, discussed and signed off	Employment trends discussed, Case studies discussed and signed off	Employment trends discussed, Case studies discussed and signed off
July						
		↓	Meeting in Clermont-Ferrand: Identify "best practice" case(s), Identify common (pan) European curriculum, Draft report	↓	↓	↓
Aug.						
31		Preliminary Report	Preliminary area report	Preliminary area report	Preliminary area report	Preliminary area report
Sept.						
10/11		Conference with all project partner (Cologne)	Presentation of the report	Presentation of the report	Presentation of the report	Presentation of the report
Oct.						
1		Start of the 2 nd year	Complete the area report	Complete the area report	Complete the area report	Complete the area report

Table 1: AEHESIS work plan

4 METHODS OF THE ONLINE QUESTIONNAIRE

Karen Petry

In order to implement the goals pursued during the first year of the project, steps were taken to initiate the development of an electronic communication environment and to set up a database on the new website (<http://www.aehesis.com>). During the first 3 months of the project (October - December 2003), a questionnaire was drawn up that was intended to provide information about the various programmes and academic/professional qualifications offered by the AEHESIS partners. The questionnaire was revised – and mainly simplified – several times during the first year, particularly following a test phase. The objective of this questionnaire is to receive the most important information about the programmes offered by the AEHESIS partners and to obtain an overview of the training/education that is available. Furthermore, initial information will be obtained on ECTS, on the implementation of the Bologna Declaration and on the areas in which the programme/qualifications are available. At the same time, the online questionnaire constitutes the general part of specific questionnaires that have been developed for the four areas (cf. Chapter 6 and 7). To begin with, it was only possible to access the questionnaire on the website in the log-in area which required a password. Since May 2004, the questionnaire has been fully accessible on the website and mapping is currently being expanded to non-partners through the AEHESIS Newsletter. At present, the AEHESIS database encompasses approximately 220 programmes/degrees offered by 50 organisations/institutions in 24 countries. The questionnaire consists of four parts in total:

4.1 ORGANISATIONAL ISSUES

In addition to contact details, the questions regarding the organisational status and implementation of the Bologna Declaration are important in this section. Initially, we only distinguished between “university” and “non-university” in the “status“-field – this information has been broadened to 3 categories.

AEHESIS
European Network of Sport Science, Education and Employment

| Projects aim | Activities | Work plan | Management | Partners | Contact | Impressum | Login |

Interactive online forms

Existing offer of programmes/ Questionnaire [step 1 of 3]

A. Organisation

Organisation

Department

Address

ZIP

City

Country

Internet

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

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

B01 = adopt a system of easily readable and comparable degrees
B02 = adopt a system with two main cycles (undergraduate/graduate)
B10 = diploma Supplement
B03 = establish a system of credits (such as ECTS)
B06 = promote employability information [?] Click for information

Figure 2: Interactive online form - organisation

Category 1 relates to:

- a. Public non profit
- b. Private for profit
- c. Private non profit

Category 2 relates to:

- a. Education and Training as main activity
- b. Education and Training not as main activity

Category 3 relates to:

- a. Sport specific
- b. Non Sport specific

These three categories enable the organisational status to be comprehensively determined in reference to international standards (ISCED) – in the database, however, only the distinction made between “university” and “non-university” has been evaluated (see Chapter 4).

The issue regarding the implementation of the Bologna Declaration contains the ten parameters mentioned in the Bologna Declaration. All in all, this issue relates to all of the organisation’s activities and not to individual programmes.

- 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
 B06 = promote employability
 B05 = promote European co-operation
 B08 = promote European dimensions in higher education
 B09 = promote lifelong learning
 B07 = promote quality assurance
 B10 = diploma supplement

4.2 ORGANISATION'S CONTACT PERSON

Each AEHESIS partner organisation/institution is required to appoint a contact person for the project: This contact person is responsible for all of the partner's work and does not necessarily have to be the head of the organisation. In some cases, the contact person is the commissioner for international relations, in other cases it is the person who is in some way involved with the internationalisation of sport science – the organisation/institution itself appoints these contact persons.

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

B05 = promote European co-operation
 B08 = promote European dimensions in higher education
 B09 = promote lifelong learning
 B04 = promote mobility by overcoming obstacles
 B07 = promote quality assurance

[?] 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

Figure 3: Interactive online form – contact person

4.3 PROGRAMMES

The most important section of the questionnaire is Part C which provides the relevant information on the individual programmes/degrees offered by the partners. The items comprise:

- name of the qualification
- title in English
- teaching language
- duration in years
- level of the programme

The level should be indicated in relation with the European scale of qualification and the “Bologna declaration”:

- I (basic short technical training)
 - II (completed secondary education including vocational training)
 - III (vocational training corresponding to one or two years after the end of secondary education = post secondary education)
 - IV (bachelor level);
 - V (Master level)
 - V+ (Doctorate level, PhD)
- ECTS Credit Points
 - Area of the programme
 - AP: Adapted Physical Activities (handicapped people)
 - CO: Coaching
 - EL: Elderly
 - HF: Health and Fitness
 - LE: Leisure (sport related)
 - MA: Management (sport related)
 - SG: Sports Goods Industry
 - SS: Sport Science
 - Graduates per Year
 - Awards per Year
 - European Dimension: Yes or No

We have left some space for comments at the end of Part C so that the partners can make some additions to the programme. With regard to the “areas”, it was of course possible to mention more than the four areas that are of particular interest to the AEHESIS project (PE, HF, CO, MA), as we wanted to receive as comprehensive an overview as possible of all the programmes/degrees available.

The screenshot shows a web form titled "C. Programme" with the following fields and options:

- Name of the qualification:** A text input field.
- Title:** A text input field with the placeholder text "(in English)".
- Languages:** A dropdown menu with options: Bulgarian, Czech, Danish, Dutch.
- Duration in years:** A dropdown menu with the option "Duration in years".
- Level:** A dropdown menu with the option "Level" and a link "[?] Click for information".
- ECTS Credit Points:** A text input field with a link "[?] What is ECTS".
- Area:** A dropdown menu with options: AP = Adapted physical activities (handicapped people), CO = Coaching, EL = Elderly, HF = Health and fitness. Below the dropdown is a note: "Hold the 'Control-Button' pressed and click again for more than one selection".
- Graduates per year:** A text input field.
- Awards per year:** A text input field with the value "0" and a note "0=not applicable".
- European dimension:** A dropdown menu with the option "EU dimension" and a link "[?] Click for information".
- Comments:** A large text area for additional remarks.

Figure 4: Interactive online form - programme

4.4 PROGRAMME CONTACT PERSON

Part D of the questionnaire provides information about the designated programme contact person, i.e. the person who shares responsibility for this programme and who is familiar with the exact content, etc. This person can, of course, be someone other than the project contact person (however, in some cases, the project contact person and the programme contact person will be one and the same person). The name and contact details are of special importance as these persons have received the area-specific questionnaire (cf. Chapter 5).

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

E-Mail

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)
 Copyright © 2003 - 2004, AEHESIS

Figure 5: Interactive online form – programme contact person

4.5 THE AEHESIS DATABASE

As part of the AEHESIS project, two different database systems (Relational Database Management Systems, RDBMS) were used in two different phases. In the first phase, a Microsoft access database was used because our provider was able to provide it free of charge. The system proved to be slow and was insufficient for the further expansion of the project. For this reason, a professional database was acquired. It is the Microsoft SQL relational database system, which has taken over the most important functions of the old database system (Access) and guarantees further project expansion.

At the moment, both systems are being used with a view to completely discontinuing the old system by May 2005. The old system was not abandoned immediately because the main Internet form for recording programmes writes into the Access database. The full “switch” will not take place until next year.

A special online database application is being used to configure the interactive element of the AEHESIS Internet presence. The following screenshots come from this application:

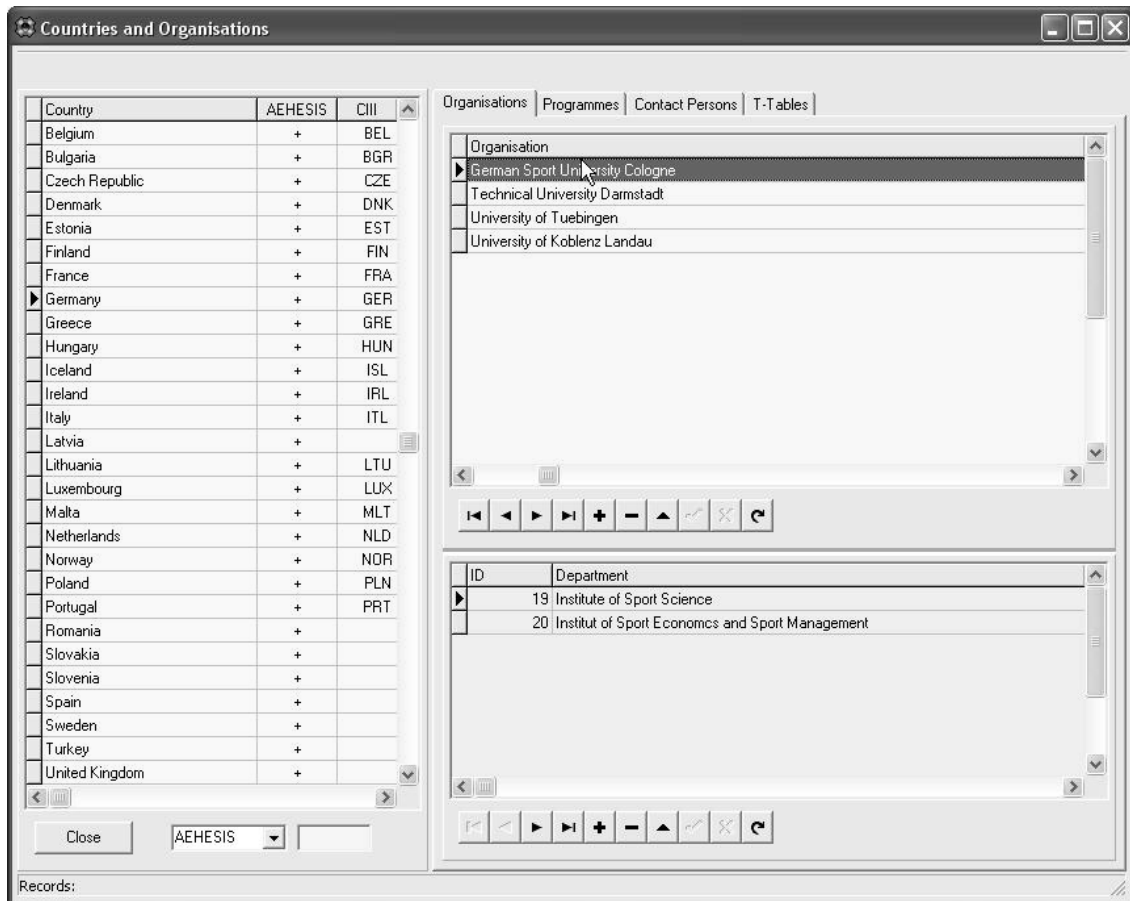


Figure 6: AEHESIS database screenshot 1

Four different universities from Germany have been entered in the AEHESIS database. There are two programmes in the database for the institution “German Sport University Cologne”.

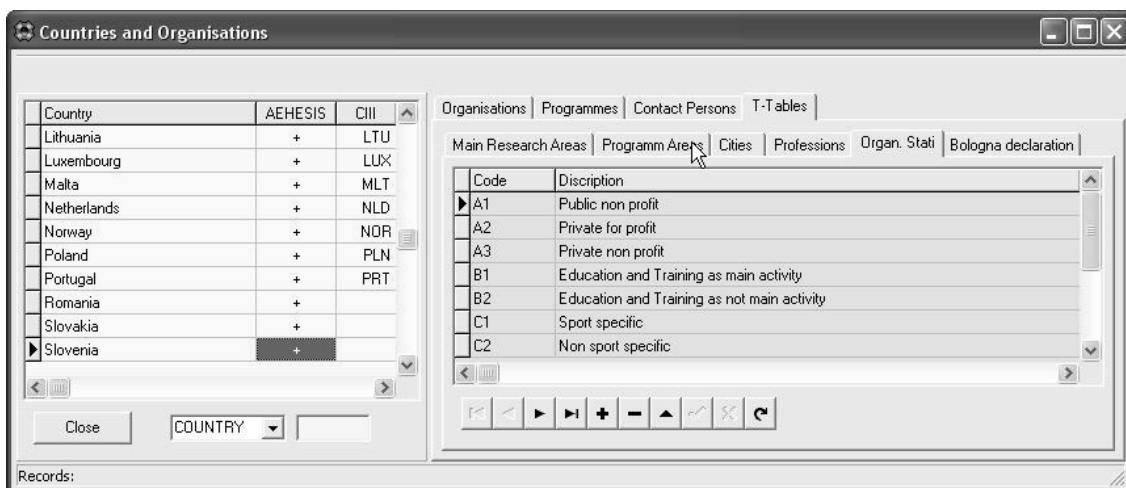


Figure 7: AEHESIS database screenshot 2

The “T-Tables” form contains a range of tables offering parameter options such as “status of the organisation”

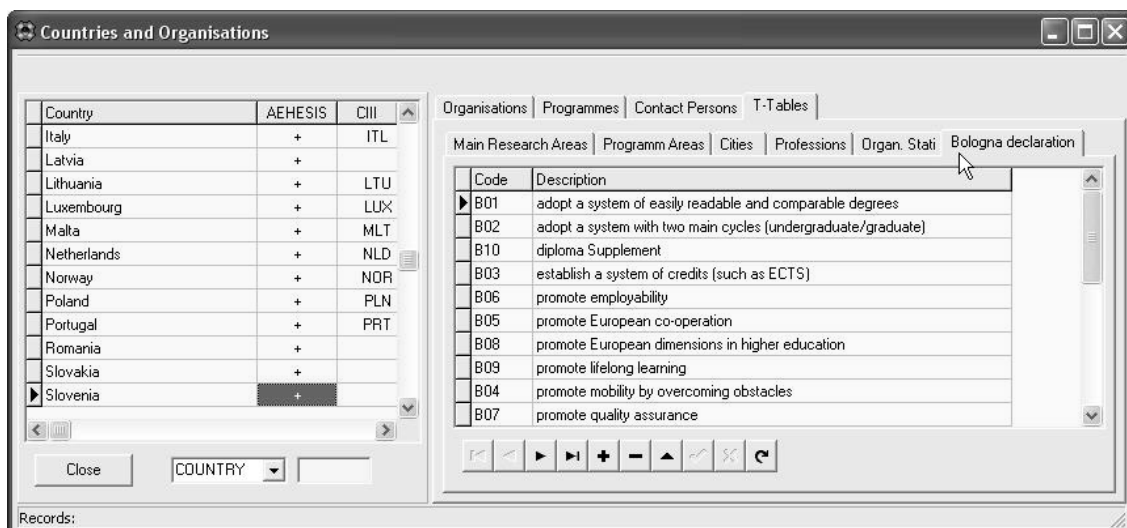


Figure 8: AEHESIS database screenshot 3

The “T-Tables” form contains a range of tables offering parameter options such as “Bologna Declaration”

The benefits of this database application are clear:

- All programme parameters are managed centrally by one person only.
- Field options can be integrated, edited and removed at any time.
- The modified data is available online immediately.
- No knowledge of the programme is needed to maintain the online forms.
- The system has an open architecture and can be expanded any way you want.

Update the information in the database

Information in the database is updated at regular intervals by the contact person responsible for the programme. It is possible to access the AEHESIS database in the log-in area and access the programmes entered by choosing various search options. Each partner has the possibility to update their programmes in the log-in area, which is covered by a special username and password:

- Selection of the country and the list of programmes will appear.
- After identifying the programmes the code AEHxxx will show all the information which is already in the database about the programme. The button “Edit record” will enable to make changes and/or add information.

The last update was in August 2004.

5 EVALUATION OF THE ONLINE SURVEY

Karen Petry

In the period between January and 31 August 2004, a total of 219 programmes were entered in the database. Of the organisations that entered programmes, 42 are partners in the AEHESIS project and 9 are non-partners.

5.1 DESCRIPTION OF THE PROGRAMMES (COUNTRY, LANGUAGE, STATUS)

France is the leader in the AEHESIS database project having entered no less than 42 programmes, followed by the United Kingdom, Germany, Lithuania and Poland (cf. Figure.) – however, Spain, Turkey and Iceland have only entered one programme, which has been totally unsatisfactory so far.

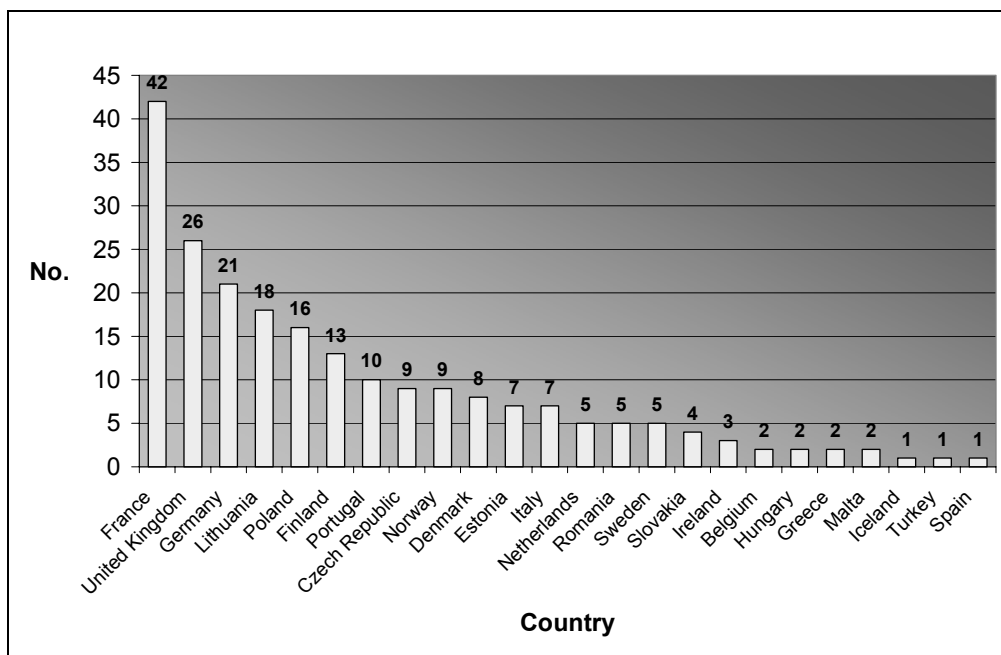


Figure 9: Number of programmes broken down by country

If one considers the language in which the programmes are being taught, we can see that 49 programmes are taught in English, 41 in French and 19 in German. The two Figures emphasise that the majority of programmes are taught in the national language – although 20 programmes are taught in English outside Great Britain and Ireland. The majority of these programmes are taught by Scandinavian institutions.

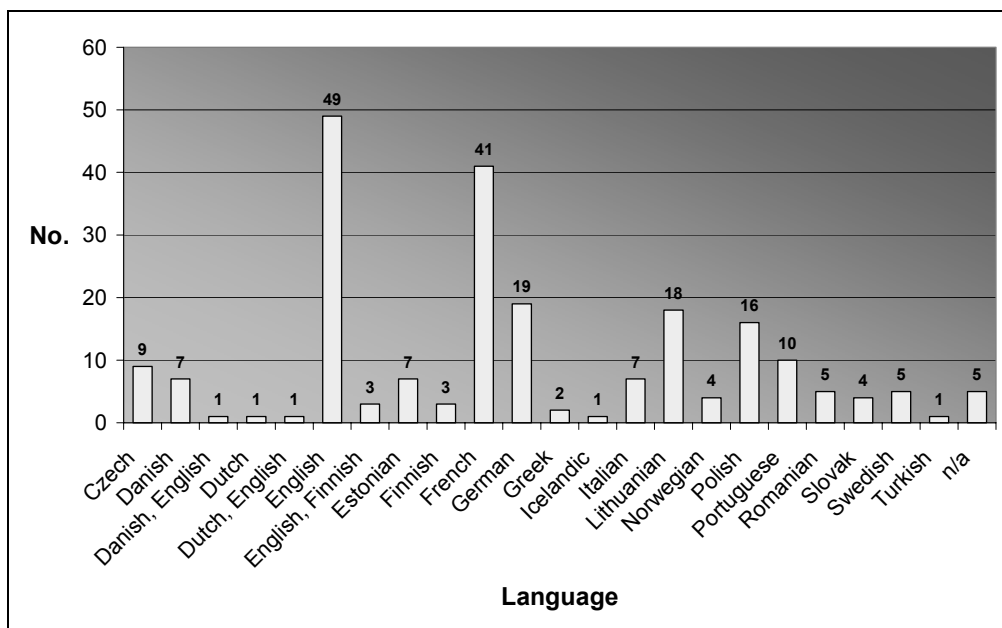


Figure 10: Number of programmes broken down by language of instruction

In accordance with the objective of the AEHESIS project, more universities are of course represented than non-universities (cf. chapter 3 and list of partners in the annex). This is also reflected in the programmes entered: 183 programmes were entered by universities and 36 by non-universities (e.g. INSEP, Sports Institute Finland, National Coaching and Training Centre in Limerick, Danish Olympic Committee, CONI Italy, etc.)

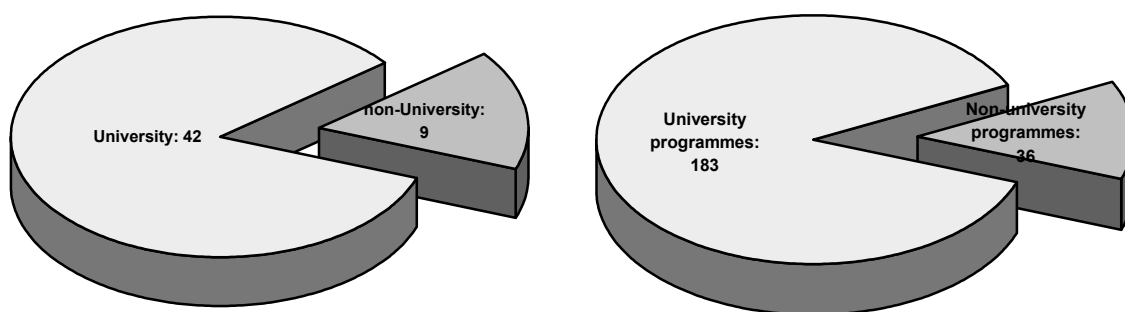


Figure 11: Number of programmes broken down by university and non-university

Some of the non-university partners are not even involved in the education sector themselves – for instance, the organisations ENSSEE, EASM, SPRITO and EHFA. The task of the organisations is also different in line with the objective of integration into the AEHESIS project.

5.2 AREAS COVERED BY THE PROGRAMMES

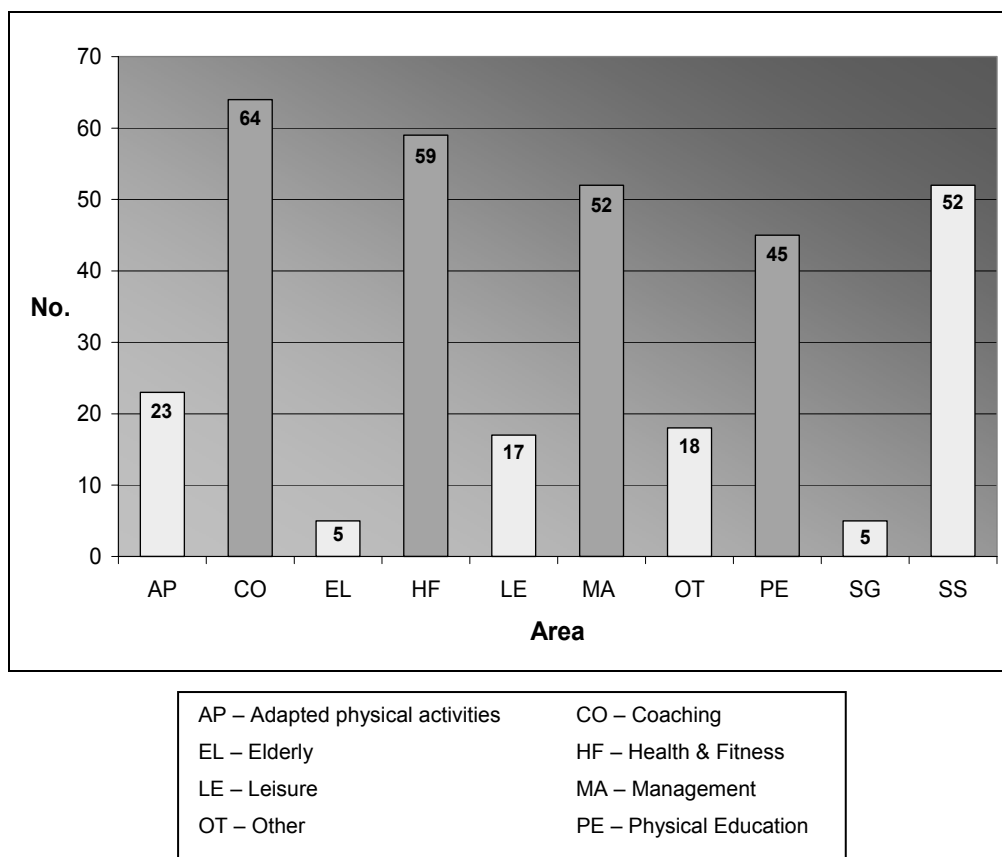


Figure 12: Total number of programmes – broken down by area (multiple choice possible)

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 and fitness, 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, there are 64 coaching programmes, 59 health and fitness programmes, 52 management programmes and 45 physical education programmes in the database. It is certainly not always possible to allocate the programmes clearly to one specific area – this also depends on the respective training structure in sport in the individual countries. In Germany, there is the “Diplom“ course which focuses, inter alia, on the areas of "prevention and rehabilitation"; "sport for health and fitness", "sport economics" and "sport management and administration", "sport journalism" or "top level sport". These “Diplom” courses are included in the 52 sport science programmes.

5.3 LEVEL, DURATION AND GRADUATES OF THE PROGRAMMES

The majority of programmes entered in the AEHESIS database are Level IV programmes (109) that finish off with a Bachelor's degree. 61 Level V programmes (Master degrees) and 17 Level V+ degrees (PhD) have also been entered. In the area of Level I – III, there are only 26 programmes – this is not surprising as the AEHESIS project is directed primarily at university courses. Most of the courses in the field of Level I – III can be allocated to the field of “coaching” – where there is a wide range of non-university coach and trainer courses available outside universities.

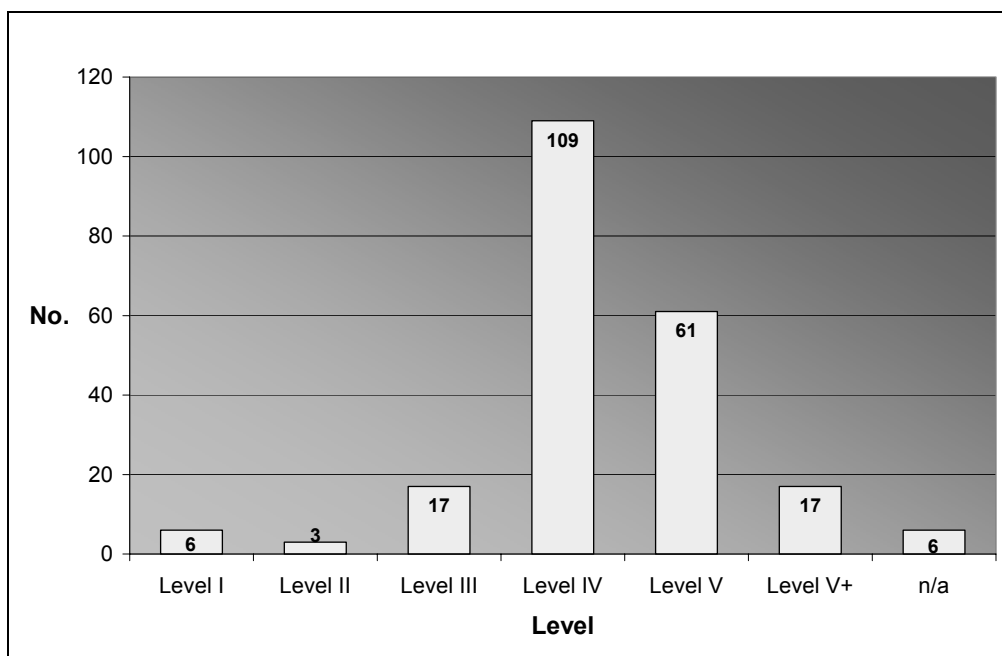


Figure 13: Number of programmes by level

The large number of programmes of one and two years' duration compared to the chart above (109 entries for Level IV / 61 entries for Level V) can be explained by the fact that they are post-graduate courses, such as Master degrees and PhDs. Those responsible for the programme have provided the actual duration of the post-graduate courses.

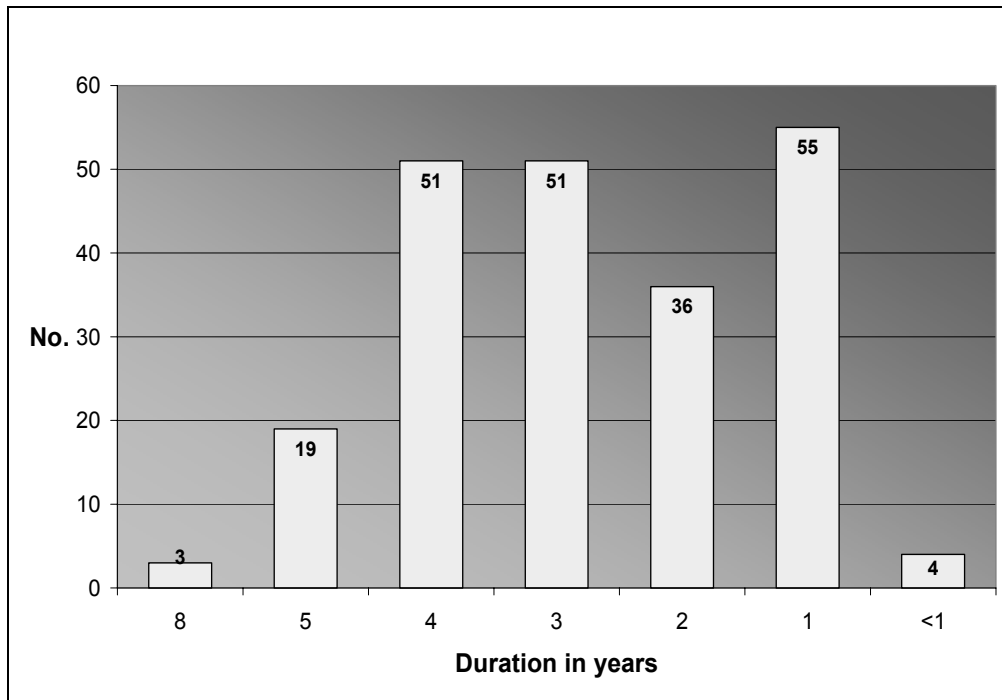


Figure 14: Number of programmes by duration

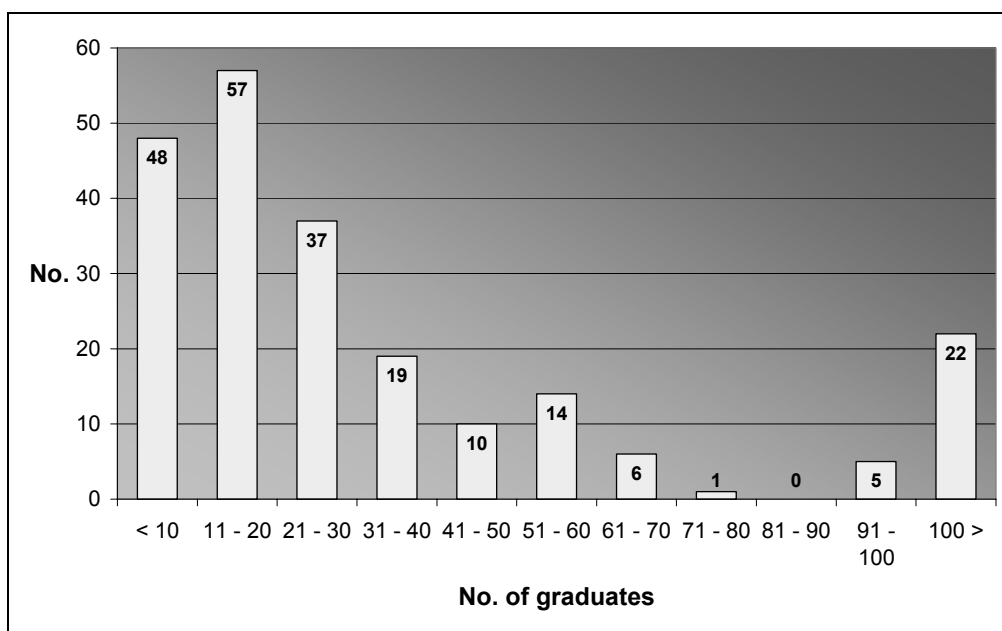


Figure 15: Number of programmes by graduates

Emphasises that the majority of programmes (57) have between 11 and 20 graduates – the vast majority of programmes have a lower number of graduates (142 programmes have between one and 30 graduates) – on the other hand, there are also 22 programmes in the database that produce more than 100 graduates per year.

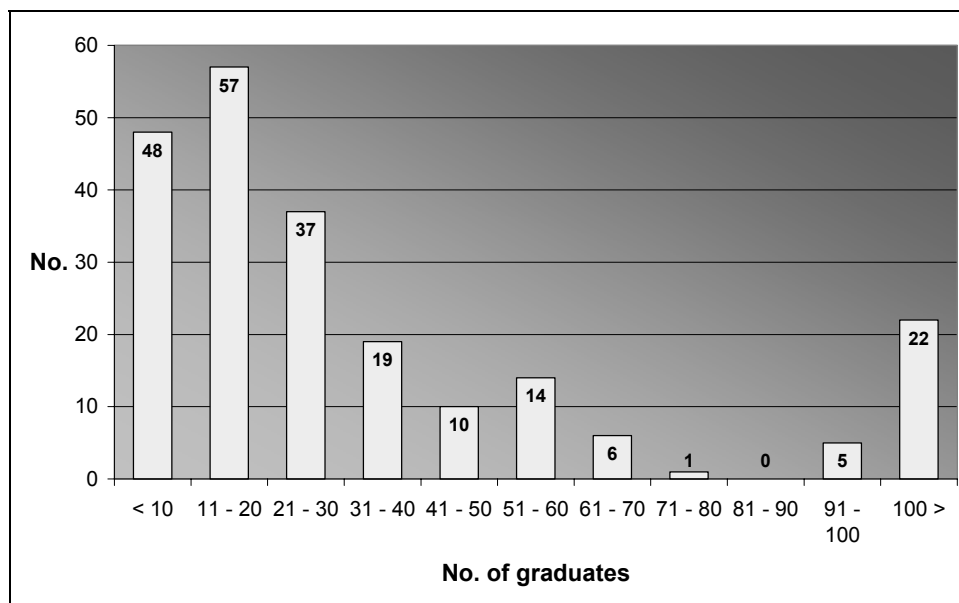


Figure 16: Number of programmes by graduates

5.4 EUROPEAN DIMENSION AND IMPLEMENTATION OF THE BOLOGNA DECLARATION

Of the 219 programmes in the database, approximately 25% (52) have a European dimension, which means that the programme is offered in cooperation with at least one foreign partner (joint degrees).

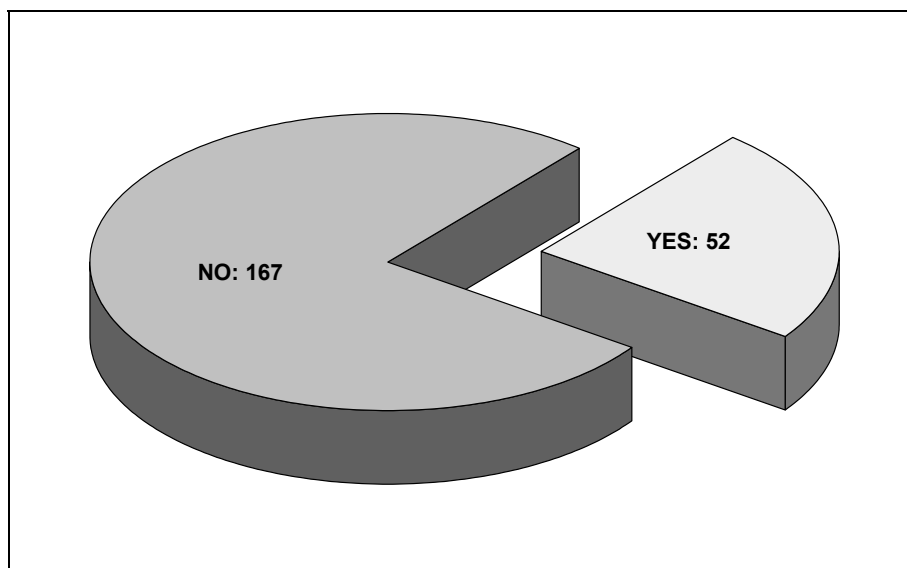


Figure 17: Number of programmes by "European dimension"

As far as the implementation of the Bologna Declaration is concerned, it has become apparent that the most frequent answers chosen were the promotion of European collaboration (53), the promotion of lifelong learning (51) and the in-

roduction of a credit system such as ECTS (50). By contrast, only 29 institu-
tions offer a diploma supplement!

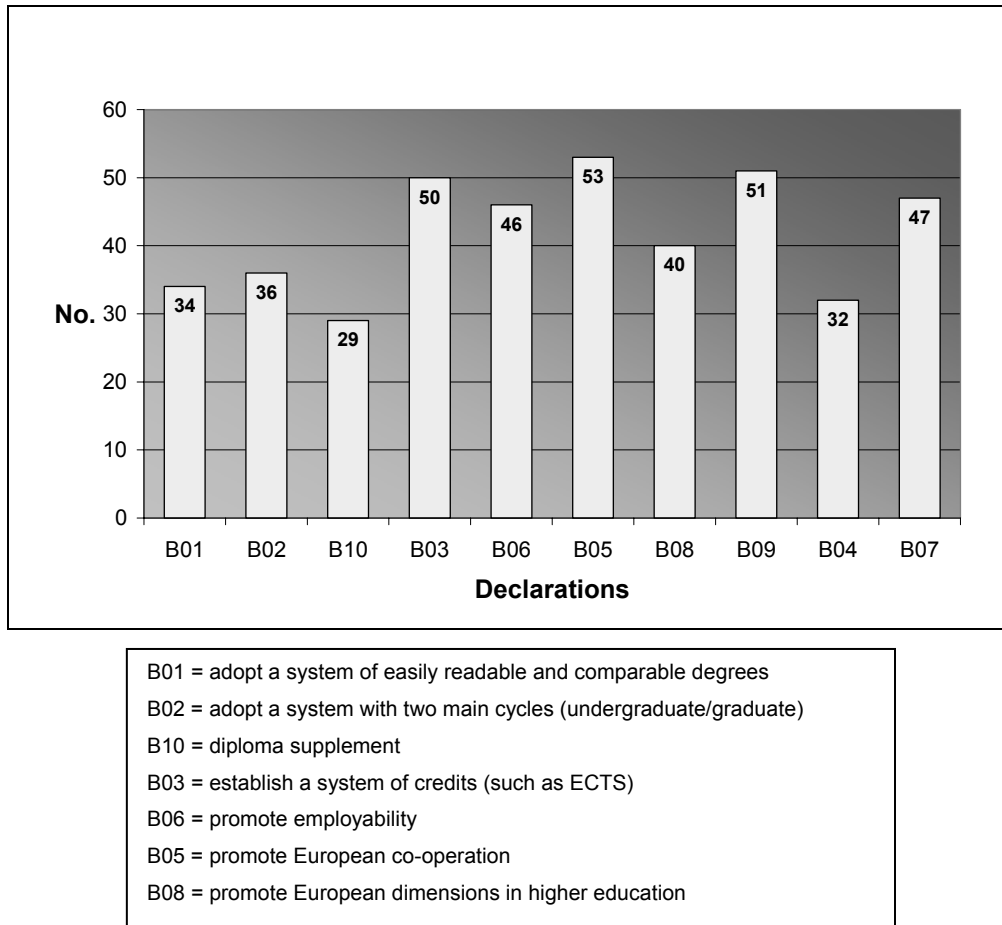


Figure 18: Number of institutions based on implementation of the Bologna Declaration items (multiple choice possible)

Second phase of the research

After this general overview of the whole set of programmes and institutions, the second step planned in the study has concerned a more refined and detailed analysis by area.

Selection procedure of the programmes using the AEHESIS database for the four areas:

- All programmes were sorted by area and selected from the online database with the aid of an export tool
- All programmes that were clearly allocated to the areas of Health & Fitness (HF), Physical Education (PE), Coaching (CO) und Sport Management (SM) received the area questionnaire

- For all other programmes that have been allocated to several areas, a decision was taken in each individual case whether or not to send the questionnaire
- From the end of May 2004, the area co-ordinators have been responsible for handling responses and for the further distribution of the questionnaires
- The questionnaire was sent to the person responsible for the programme as an e-mail attachment in the form of a Word file.
- If one person was responsible for several programmes in one area, the questionnaire was only attached once and that person was requested to fill in a questionnaire for each programme and to return it to us and the competent area co-ordinator
- If we did not know who the contact person for the programme was, the questionnaire was sent to the organisation's contact person

Distribution list Health & Fitness (till end of May):

Programm-No	Area	Organisation
AEH0067	HF	Escola Superior de Desporto de Rio Maior
AEH0080	HF	Lithuanian Academy of Physical Education Kaunas
AEH0085	HF	Lithuanian Academy of Physical Education Kaunas
AEH0217	HF	Comenius University, Faculty of Physical Education and Sport Bratislava
AEH0139	HF	Istituto Universitario di scienze motorie IUSM Roma
AEH0004	HF	Leeds Metropolitan University
AEH0008	HF	Leeds Metropolitan University
AEH0176	HF	Stockholm University College of Physical Education & Sports
AEH0207	HF	SkillsActive
AEH0181	HF	Grenoble University
AEH0009	HF	Leeds Metropolitan University
AEH0012	HF	Leeds Metropolitan University
AEH0013	HF	Leeds Metropolitan University
AEH0016	HF	Leeds Metropolitan University
AEH0096	HF	Lithuanian Academy of Physical Education Kaunas
AEH0024	HF	University Claude Bernard - Lyon 1
AEH0086	HF	Federazione Italiana Aerobica e Fitness
AEH0123	HF	Staffordshire University
AEH0043	HF	The Norwegian University of Sport and Physical Education, Oslo
AEH0213	HF, MA	Hanze University Groningen
AEH0019	HF, SS	University of Southern Denmark
AEH0018	CO, HF, PE	University of Southern Denmark
AEH0265	HF	Universidade de Lisboa, Faculdade de Motricidade Humana
AEH0266	HF	Universidade de Lisboa, Faculdade de Motricidade Humana
AEH0272	HF	Academy of Physical Education Warsaw
AEH0273	HF	Academy of Physical Education Warsaw
AEH0274	HF	Academy of Physical Education Warsaw
AEH0275	HF	Academy of Physical Education Warsaw
AEH0276	HF	Academy of Physical Education Warsaw
AEH0277	HF	Academy of Physical Education Warsaw
AEH0278	HF	Academy of Physical Education Warsaw
n/a	HF	Göteborg University

Table 2: Distribution list "Health and Fitness"

Distribution list Physical Education (PE):

Programm-No	Area	Organisation
AEH0214	PE	Comenius University, Faculty of Physical Education and Sport Bratislava
AEH0074	PE	Lithuanian Academy of Physical Education Kaunas
AEH0053	PE	Technical University Darmstadt
AEH0052	PE	Technical University Darmstadt
AEH0156	PE	University of Malta
AEH0184	PE	Université Henri Poincaré Nancy
AEH0185	PE	Université Henri Poincaré Nancy
AEH0078	PE	Lithuanian Academy of Physical Education Kaunas
AEH0060	PE	University of Tartu
AEH0027	PE	University Claude Bernard - Lyon 1
AEH0064	PE	University of Tuebingen
AEH0174	PE	University of Higher Professional Education of Amsterdam
AEH0030	PE	University Claude Bernard - Lyon 1
AEH0039	PE	The Norwegian University of Sport and Physical Education, Oslo
AEH0092	PE	Lithuanian Academy of Physical Education Kaunas
AEH0108	PE, CO, HF	Haaga Institute Polytechnic
AEH0109	PE, CO, HF	Haaga Institute Polytechnic
AEH0107	PE, CO, LE, HF	Haaga Institute Polytechnic
AEH0175	PE, HF	Stockholm University College of Physical Education & Sports
AEH0180	PE, SS	Charles University Prague
AEH0054	CO, PE, SS	University of Tartu
AEH0055	CO, PE, SS	University of Tartu
AEH0221	CO, MA, PE	The Josef Pilsudski Academy of Physical Education, Warsaw
AEH0133	CO, LE, MA, PE	Babes-Bolyai University Cluj-Napoca
AEH0072	CO, HF, MA, PE, SS	Ethiko and Kapodistriako University of Athens
AEH0179	AP, CO, HF, LE, MA, PE, SS	Democritus University of Thrace
AEH0094	CO, HF, MA, PE	Vrije Universiteit Brussel
n/a	PE	Göteborg University
n/a	PE	University of Southern Denmark
n/a	PE	Academia wychowania Fizycznego in Katowice (Poland)
n/a	PE	Universitatea din Bucuresti (Romania)
n/a	PE	University of Ljubljana, Fakulteta za Sport (Slovenia)
n/a	PE	Palacky University, Faculty of Physical Culture Olomouc, Czech Republic
n/a	PE	Presov University, Department of Physical education, Slovakia

Table 3: Distribution list “PE”

Distribution list Coaching (CO):

Programm-No	Area	Organisation
AEH0218	CO	University of Malta
AEH0140	CO	Charles University Prague
AEH0137	CO	Babes-Bolyai University Cluj-Napoca
AEH0144	CO	Charles University Prague
AEH0021	CO	University of Southern Denmark
AEH0159	CO	University of Limerick, National Coaching and Training Centre (NCTC)
AEH0028	CO	University Claude Bernard - Lyon 1
AEH0031	CO	University Claude Bernard - Lyon 2
AEH0034	CO	University Claude Bernard - Lyon 3
AEH0040	CO	The Norwegian University of Sport and Physical Education, Oslo
AEH0111	CO	Haaga Institute Polytechnic
AEH0106	CO	Haaga Institute Polytechnic
AEH0066	CO	Escola Superior de Desporto de Rio Maior
AEH0208	CO	National Olympic Committee and Sports Confederation of Denmark
AEH0193	CO	Scuola dello Sport - National Olympic Committee of Italy (CONI)
AEH0202	CO	INSEP Paris
AEH0177	CO	Stockholm University College of Physical Education & Sports
AEH0082	CO	Lithuanian Academy of Physical Education Kaunas
AEH0195	CO	Institute of Coaching and Sport Education Budapest
AEH0196	CO	Institute of Coaching and Sport Education Budapest
AEH0173	CO	National Olympic Committee and Sports Confederation of Denmark
AEH0215	CO	Comenius University, Faculty of Physical Education and Sport Bratislava
AEH0206	CO	INSEP Paris
AEH0205	CO	INSEP Paris
AEH0204	CO	INSEP Paris
AEH0203	CO	INSEP Paris
AEH0162	CO	University of Limerick, National Coaching and Training Centre (NCTC)
AEH0201	CO	INSEP Paris
AEH0187	CO	Université Henri Poincaré Nancy
AEH0170	CO	University of Limerick, National Coaching and Training Centre (NCTC)
AEH0172	CO	National Olympic Committee and Sports Confederation of Denmark
AEH0200	CO	INSEP Paris
AEH0188	CO	Université Henri Poincaré Nancy
AEH0199	CO	INSEP Paris
AEH0198	CO	INSEP Paris
AEH0197	CO	INSEP Paris
AEH0084	CO, HF	Lithuanian Academy of Physical Education Kaunas
AEH0057	CO, MA	University of Tartu
AEH0267	CO	Universidade de Lisboa, Faculdade de Motricidade Humana
AEH0283	CO	Academy of Physical Education Warsaw
n/a	CO	Göteborg University

Table 4: Distribution list "Coaching"

Distribution list Sport Management (SM):

Programm-No	Area	Organisation
AEH0129	MA	University of Jyväskylä
AEH0093	MA	Lithuanian Academy of Physical Education Kaunas
AEH0046	MA	The Norwegian University of Sport and Physical Education, Oslo
AEH0110	MA	Haaga Institute Polytechnic
AEH0061	MA	University of Tuebingen
AEH0065	MA	University of Tuebingen
AEH0032	MA	University Claude Bernard - Lyon 1
AEH0115	MA	Haaga Institute Polytechnic
AEH0097	MA	Leeds Metropolitan University
AEH0127	MA	Staffordshire University
AEH0037	MA	University Claude Bernard - Lyon 1
AEH0130	MA	University of Jyväskylä
AEH0131	MA	University of Jyväskylä
AEH0150	MA	Charles University Prague
AEH0189	MA	Université Henri Poincaré Nancy
AEH0178	MA	Stockholm University College of Physical Education & Sports
AEH0007	MA	Leeds Metropolitan University
AEH0216	MA	Comenius University, Faculty of Physical Education and Sport Bratislava
AEH0083	MA	Lithuanian Academy of Physical Education Kaunas
AEH0194	MA	German Sport University Cologne
AEH0192	MA, HF	University of Koblenz Landau
AEH0209	MA, PE, SS	Université catholique de Louvain
AEH0035	MA, SG	University Claude Bernard - Lyon 1
AEH0025	MA, SG	University Claude Bernard - Lyon 1
AEH0128	MA, SS	Staffordshire University
AEH0262	MA, SS	Istituto Universitario di scienze motorie IUSM Roma
AEH0041	MA, SS	The Norwegian University of Sport and Physical Education, Oslo
AEH0182	MA	Université Henri Poincaré Nancy
AEH0281	MA	Academy of Physical Education Warsaw
AEH0264	MA	INSEP Paris
AEH0268	MA	Universidade de Lisboa, Faculdade de Motricidade Humana
AEH0210	LE,MA,SG	Hanze University Groningen

Table 5: Distribution list “Sport Management”

6 METHODS OF THE AREA ANALYSIS

Paul de Knop

Within the AEHESIS-project four main areas are being focused. For each of these areas a questionnaire has been developed:

- Questionnaire Physical Education: refers to the area of Physical Education and the academic and professional training of Specialist Physical Education teachers;
- Questionnaire Sport Coaching: refers to the area of Sport Coaching and the academic and professional training of Specialist Sport Coaches;
- Questionnaire Sport Management: refers to the area of Sport Management and the academic and professional training of Specialist Sport Managers;
- Questionnaire Health and Fitness: refers to the area of Health and Fitness and the academic and professional training of specialist Health and Fitness Personnel.

The questionnaires were downloadable from the AEHESIS-website to be completed by the programme leader of the different partner-institutions for each programme referred to. The questionnaires are enclosed in appendix 9.5.

Each questionnaire is composed of three parts: (1) Framework of the programme, (2) The area-related curriculum and (3) Organisation and evaluation. In order to facilitate common analysis and interpretation for the majority of information and data, the 4 questionnaires have intentionally been kept as uniform and standardized as possible, but because of particular characteristics of each area, some specific elements, unique to a single area, have been included, to ensure a deeper comprehension of its dynamics.

The first part of the questionnaire consists of basic information on the programme, information concerning student profile and entry requirements and information concerning teaching staff. The second part focuses on the generic and specific key competences, competency skills (in one case taken at micro, meso and macro levels), fields of study and professional training (teaching practica). The third part concerns assessment of programme and teaching units, teaching methods, evaluation (programme and module evaluation and evalua-

tion of training delivery), quality assurance, validation and accreditation, networking and employment and job destinations.

One of the objectives of the questionnaire is to assess the extent to which educational programmes in sports coaching, physical education, sport management and health and fitness adhere to the principles outlined in the Bologna declaration and in particular:

- **Competence:** provide the competences to be an effective coach, physical education specialist, sport manager or health and fitness specialist;
- **Employability:** provide a basis for employability;
- **Mobility:** provide a basis for cooperation, exchange and mobility;
- **Credit transfer:** provide a basis on which credits can be easily identified and transferred;
- **Lifelong learning:** provide avenues for lifelong learning;
- **Sectoral links:** identify links between University and non-University educational programmes; demonstrates tangible links with employers in planning, delivery and evaluation phases of course design;
- **Quality assurance:** provides evidence of meaning internal and external quality assurance measures.

The following table gives an overview of the questions related to the principles outlined in the Bologna declaration.

	Physical Education	Sport Coaching	Sport Management	Health and Fitness
Competence	2.1. _ 2.4.	2.1. _ 2.4.	2.1. _ 2.4. Part 4, 1.	2.1. _ 2.4.
Employability	3.8.1. _ 3.8.6.	3.8.1. _ 3.8.9.	3.8.1. _ 3.8.9. Part 4, 6.	3.8.1. _ 3.8.9.
Credit transfer	1.7.4. 2.5.	1.7.4. 2.5.	1.7.4. 4.	1.7.4. Section 4
Sectoral links	3.7.1. _ 3.7.12	3.7.1. _ 3.7.18	3.7.1. _ 3.7.18	3.7.1. _ 3.7.18
Quality assurance	3.4.1. _ 3.4.10 3.5.2. _ 3.5.6.	3.4.1. _ 3.4.10	3.4.1. _ 3.4.10	3.4.1. _ 3.4.10

Table 6: Overview of the questions related to the principles outlined in the Bologna declaration

7 AREA REPORTS

7.1 HEALTH & FITNESS

Louise Sutton¹

7.1.1 Introduction

Unlike some of the areas in this report the area of Health and Fitness is not easy to define. The vocational focus can stretch from pure fitness to pure health. The table below begins to identify a range of career opportunities that could be covered by programmes in this area but this list is not exhaustive.

Following the structure of the EOSE Nomenclature of Occupations produced in 1998 (NEORS) the table has been split into three categories, Fitness Specific, Health and Fitness Related and Health Specific. This report will not focus on specific Health occupations as they are outside the scope of this report, the sector and the careers they relate to.

Fitness Specific	Health and Fitness Related	Health
<ul style="list-style-type: none"> - Gym / Fitness Instructor - Personal Trainer - Fitness Management - Adapted Physical Activity Instructor / Teacher (covering special populations) 	<ul style="list-style-type: none"> - Public Health Centre Provision/ Health Promotion Officer - Sports Clubs Manager - Clinical Exercise Specialist - Occupational Health Officer - Health Kinesiologist - Beauty Therapist - Fitness Technician - Physical Activity Promotion Officer 	<p>Outside this scope of this area</p>

Table 7: EOSE Nomenclature of Occupations

7.1.2 Definitions of relevant concepts

7.1.2.1 Health and Fitness Instruction

For the purpose of this project **Health and Fitness Instruction** is defined by EHFA as, those practices providing structured physical activity supervised by certified professionals with higher or advanced education and training for indi-

¹ Assisted by: Aurélien Favre, SPRITO, UK and supported by: Allan Pilkington, SPRITO, UK; Terttu Parkatti, University of Jyväskylä, Finland; Philippe Masseur, SNEF, France; Paolo Parisi, The University Institute of Sport and Movement Sciences in Rome, Italy; Romas Kairaitis, Lithuania University, Lithuania; Susana Franco, Sport Sciences School of Rio Maior, Portugal.

viduals or groups with or without equipment in a safe environment, where the primary purpose of the activity is to utilise one or more of the components of physical fitness as a means of improving physical and mental health and well-being. Complementary services, various therapies and social structures may support this endeavour.

Programmes in Health and Fitness may employ the knowledge base of health and exercise sciences and necessary related disciplines. These disciplines and knowledge base may be applied to other areas to provide a broad range of employment opportunities for graduates. The outcome of an effective Health and Fitness education process is the development of a health and fitness instructor/practitioner with the capacity to instruct/practice effectively, meeting the needs of individuals and groups in defined situations, through a combination of education, qualification, competence and experience.

7.1.2.2 Programme classification

- I. **Vocational, defined as education mainly designed to introduce students to** the practical skills, know-how and understanding necessary for employment as a health and fitness personnel. Successful completion of such programmes would be expected to lead directly to the labour-market. Vocational training can be integrated within academic studies (**concurrent**) or can be separate and carried out after or the completion of academic studies (**consecutive**).
- II. **Pre-vocational**, defined as education mainly designed to introduce students to the working environment of health and fitness and to prepare them for entry into vocational education programmes.
- III. **General**, defined as education mainly designed to develop or create knowledge in health and fitness. A vocational education has to be added for entrance to the labour market.

With respect to level of programme various terms are used across Europe to identify the level of a programme. According to the Bologna Declaration Scheme, level 3 is equivalent to one to two years of higher/advanced education (Certificates and Foundation Degrees in the UK), level 4 is usually defined as a Bachelor programme, but in some countries the terms Licentiate or Diploma are

used. *Maters* is the common term for programmes at level 5, but in some countries different terms are used such as *Laurea Specialistica* in Italy.

7.1.3 Performance, Knowledge and Competence

Performance is what is directly observed, whereas competence is not directly observable, rather it is in the third form performance. **The competence** of health and fitness professionals derives from their possessing a set of relevant **attributes** such as **knowledge, skill and attitudes**. These attributes which jointly underlie competence are often referred to as competencies. Therefore, competency is a combination of attributes underlying some aspects of successful professional performance (Gonzi et al 1993).

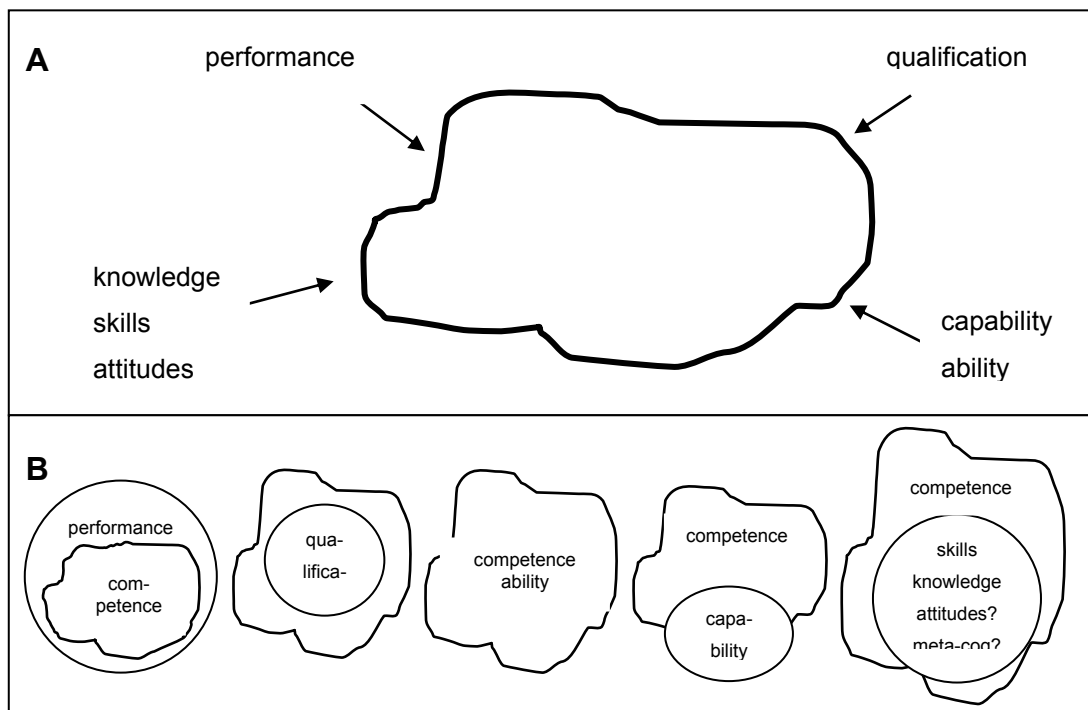


Figure 19: A. The outside-in approach of the boundary approach of competence: Differences with related terms

Figure 20: B. Venn-diagrams of competence and related terms

Within this structure the spectrum of knowledge acquisition through to fully tested workbased competence can be added. This continuum allows the learner to identify their position on the learning pathway to acquiring the knowledge, skills and competence that an employer in the field of health and Fitness requires. This competence structure has already been developed by EHFA in consultation with European employers and developed through the mechanism of functional mapping.

Using this tool it should be possible to identify the relevant skills for each particular job and map these to both the knowledge and competence framework required. This action should allow us to differentiate between Health and Fitness and to identify the skill set required across the whole area. Although the first phase of this work did not allow us to interrogate this area in detail some early indicators of the relationship between the programmes provided and the workplace do emerge.

7.1.4 Health and Fitness: online questionnaire data analysis

Evaluation of the Online Survey data within the Health and Fitness Sector

7.1.4.1 Introduction

Map by regions of countries with one or more Health and Fitness Programmes on AEHESIS Database. Please note that those countries without a specific colour may have Health and Fitness programmes but at present they are not entered on the database.

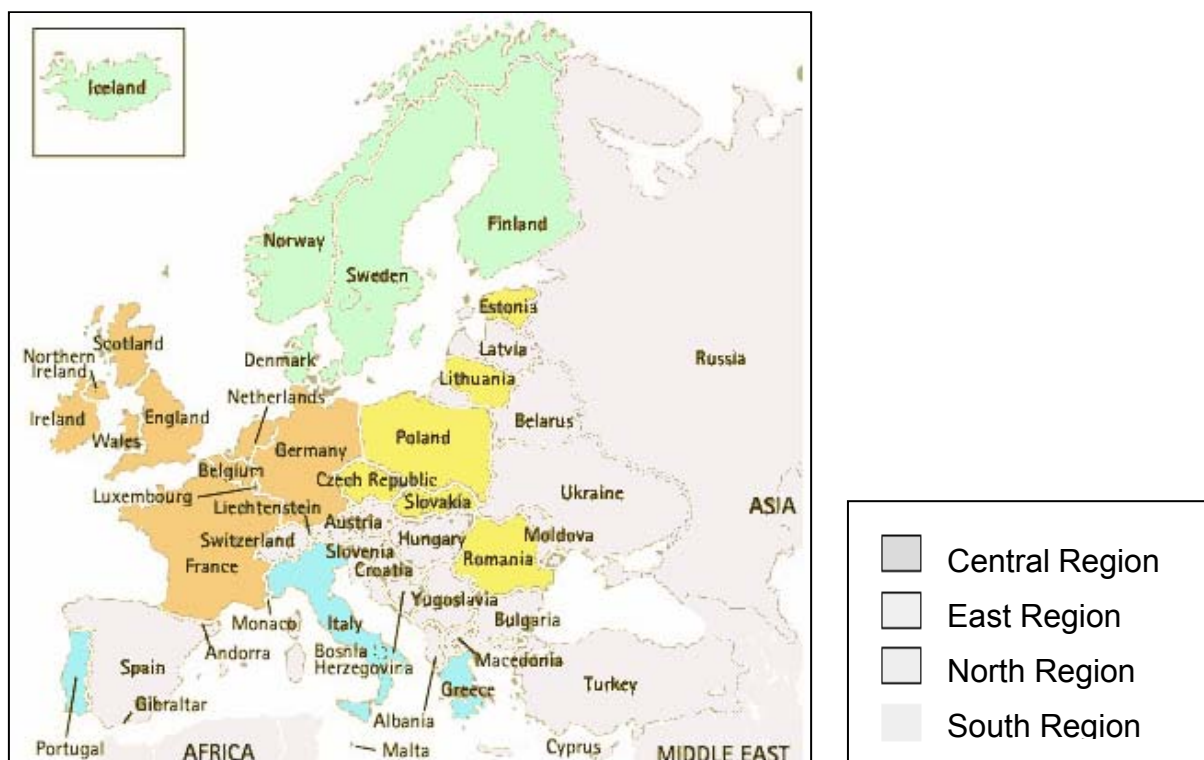


Figure 21: Map by regions of countries with one or more Health and Fitness Programmes on AEHESIS Database

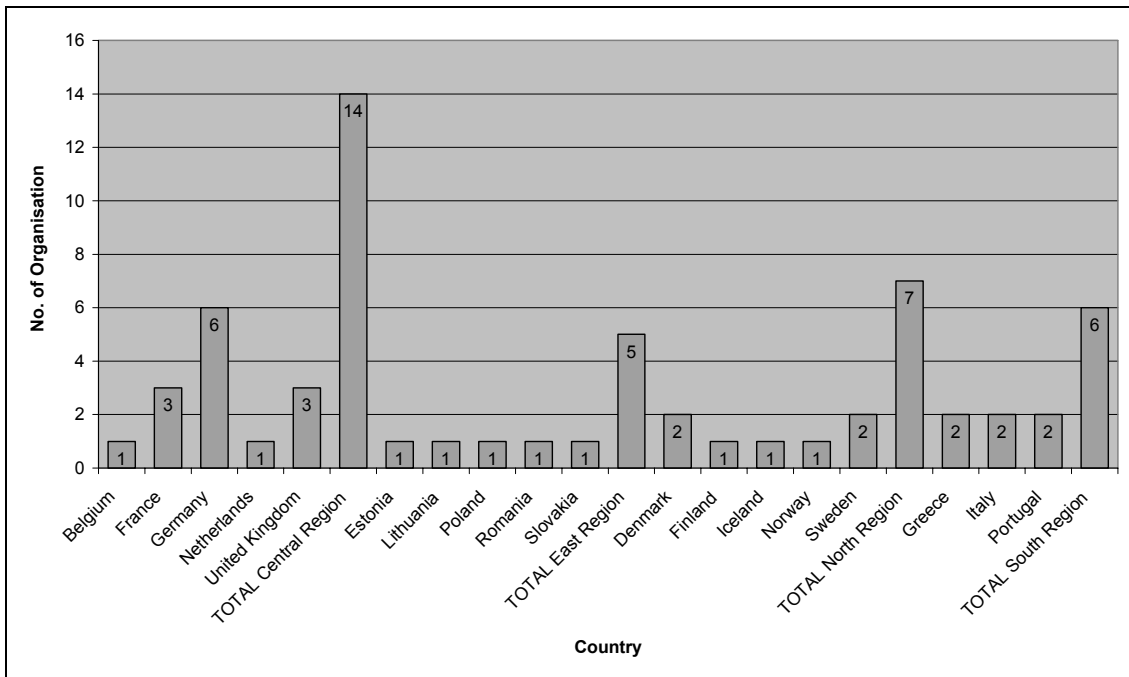


Figure 22: Number of partner organisation which propose Health and Fitness programmes

Through figure 22 we can see that it is in the Central Region where there are the most institutions (14) which propose Health and Fitness programmes. Indeed, Germany is the country number 1 ranked with 6 organisations, followed by France (3) and United Kingdom (3). In contrast, the East Region has only 5 institutions in 5 countries.

7.1.4.2 Description of the programmes (country, language, status)

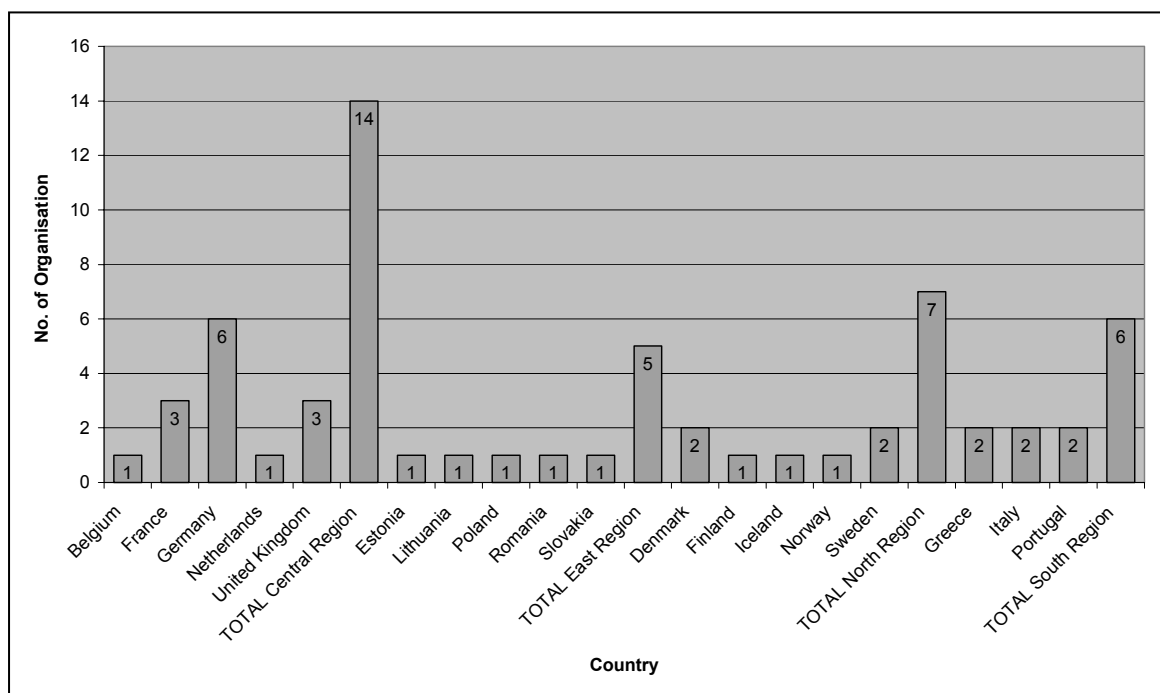


Figure 23: Number of Health and Fitness programmes broken down by country

In the period between January and August 2004, a total of 59 Health and Fitness programmes were entered in the online database. The United Kingdom has the highest number of entries with 9 programmes, followed by Poland (8), Germany (7) and Italy (5). However, several countries have only entered one programme on the database, whilst some don't offer one in this area. (Figure 23 and Appendix 1)

In reference to figure 23, we can see that 32 organisations which propose Health and Fitness programmes are registered on the AEHESIS database. In using the different regions that we have described in Appendix 1, we can confirm that in the Central Region no less than 21 Health and Fitness programmes are indexed in 14 organisations, whereas the South has only entered 10 programmes in 6 organisations.

If we consider the number of organisation involved in this variety of programmes by country, figure 22 shows that it is in Germany that there are the largest number of organisation entered but each has only a small number of programmes, whereas in United Kingdom, only 3 organisations are listed but the number of programmes is 9.

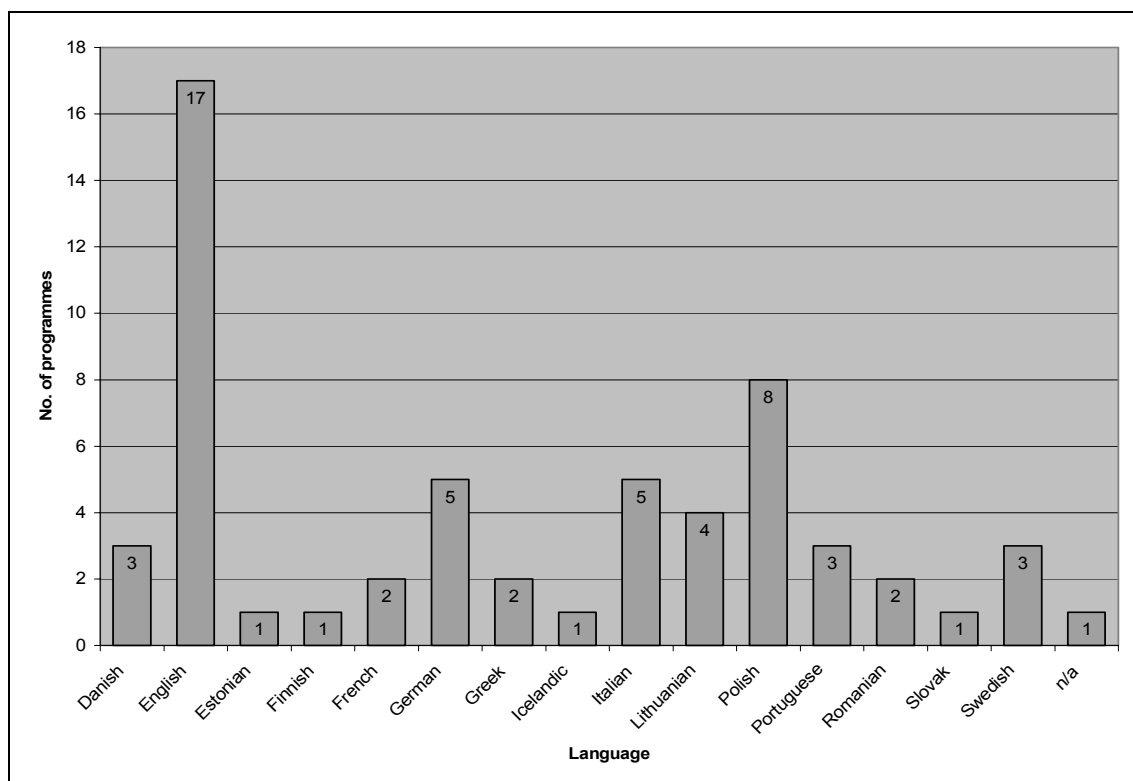


Figure 24: Number of Health and Fitness programmes by language of instruction

If we consider the language of instruction in which the Health and Fitness programmes are being taught across Europe, we can see that a large majority are in English (17), with 8 in Polish, and 5 in German and Italian.

Figure 24 demonstrates that a preponderance of these programmes are taught in the national language, although 8 are taught in English outside the United Kingdom. To illustrate this point, in the South and in the East Regions, the total of the 26 programmes are in the national language and none are in English. More details by country, programme and language are available in Appendix 2.

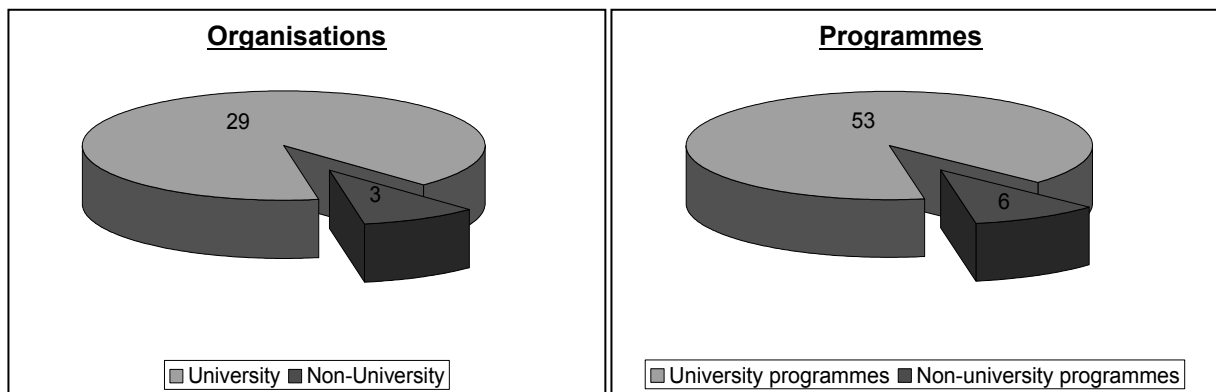


Figure 25: Number of Health and Fitness programmes broken down by university and non university.

The first graph of figure 25 highlights that more universities (29) are represented than non-universities (3) in the Fitness and Health sector. This is also reflected in the Health and Fitness programmes (second graph) in so far as 53 programmes are entered by universities and only 6 by non-universities (e.g. Escola Superior de Desporto de Rio Maior in Portugal, Federazione Italiana Aerobica e Fitness in Italy, Haaga Institute Polytechnic in Finland). This is part is to be expected when considered in line with the overall objectives of the AEHESIS project.

7.1.4.3 Level and duration of the Health and Fitness programmes

The majority of Health and Fitness programmes entered in the AEHESIS database are Level IV (30) and Level V (24). These two sections represent more than 91% of the total number of programmes. Three programmes of Level V+ have also been entered during the study period. With respect to Levels 1 to 3, there are only 3 Health and Fitness programmes represented.

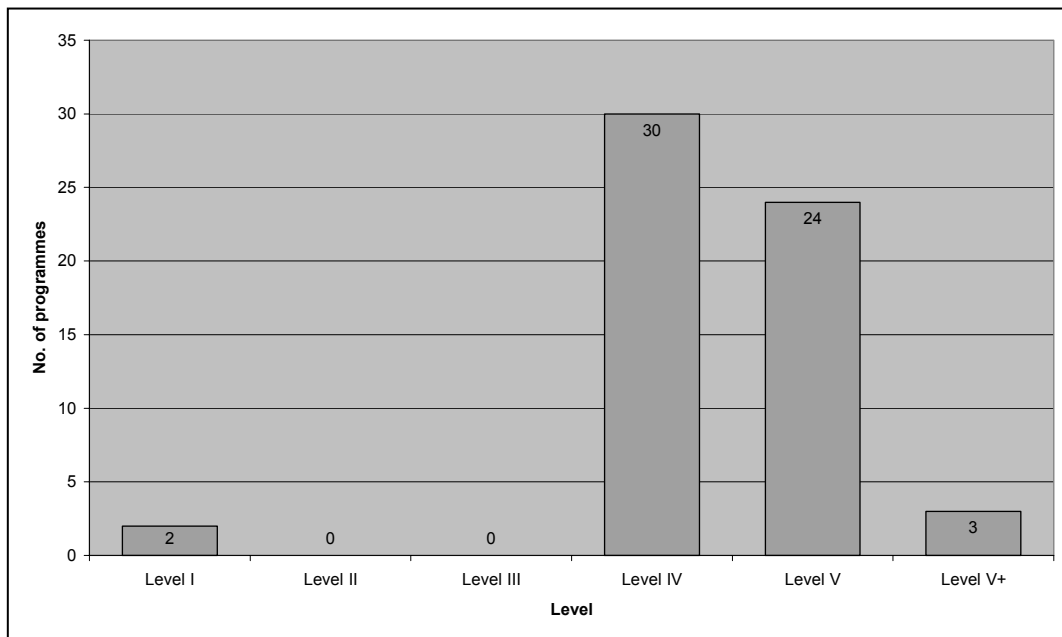


Figure 26: Number of Health and Fitness programmes by level

Table 26 above represents what the database entries reflect, but caution is required in so far as the data obtained depends on the interpretation made by the partners.

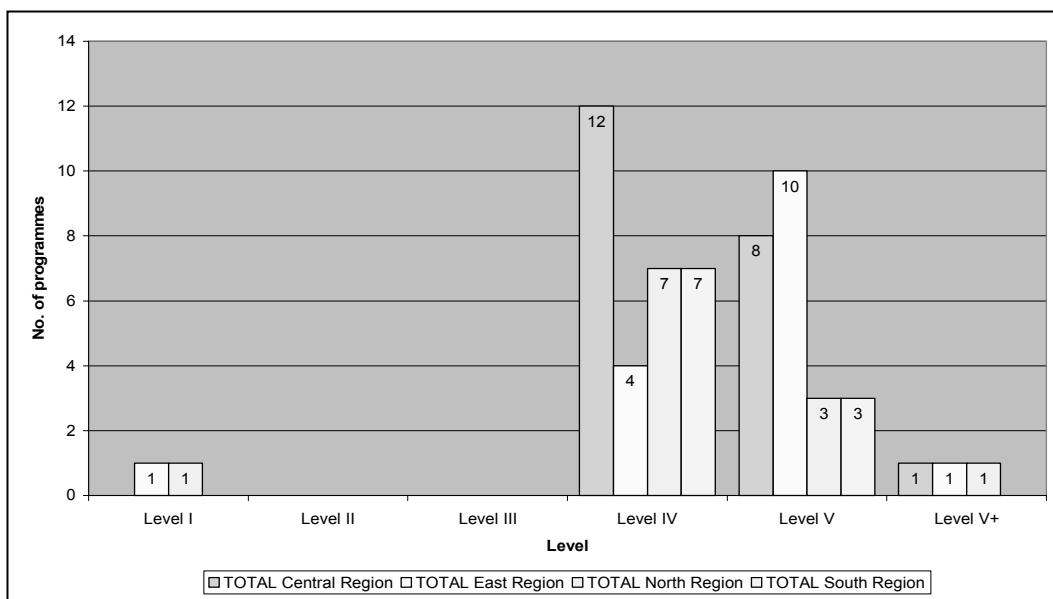


Figure 27: Number of Health and Fitness programmes by level and by region

Figure 27 shows that in all Regions, except for the East, the majority of the Health and Fitness programmes are Level IV programmes (between 57 and 70%), followed by Level V programmes (between 25 and 38%) and the other levels constitute the remainder (between 4.7 and 8.3%). The situation is different for the East Region where the largest provision of programmes is at Level

V, (10 programmes or 62.5%), followed by Level IV with only 4 programmes or 25%.

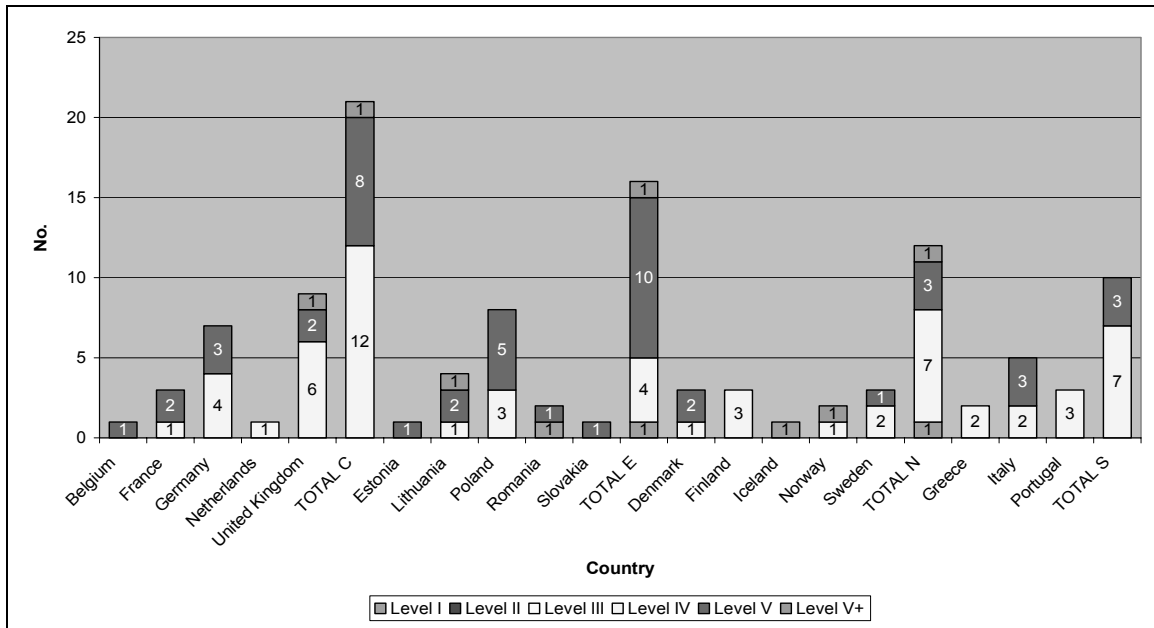


Figure 28: Number of Health and Fitness programmes by level and country.

7.1.4.4 European dimension and Implementation of Bologna Declaration

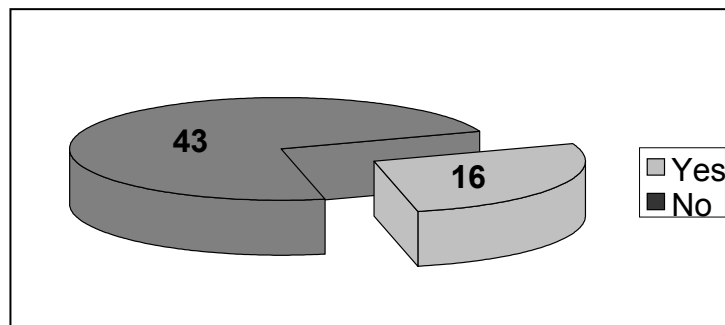
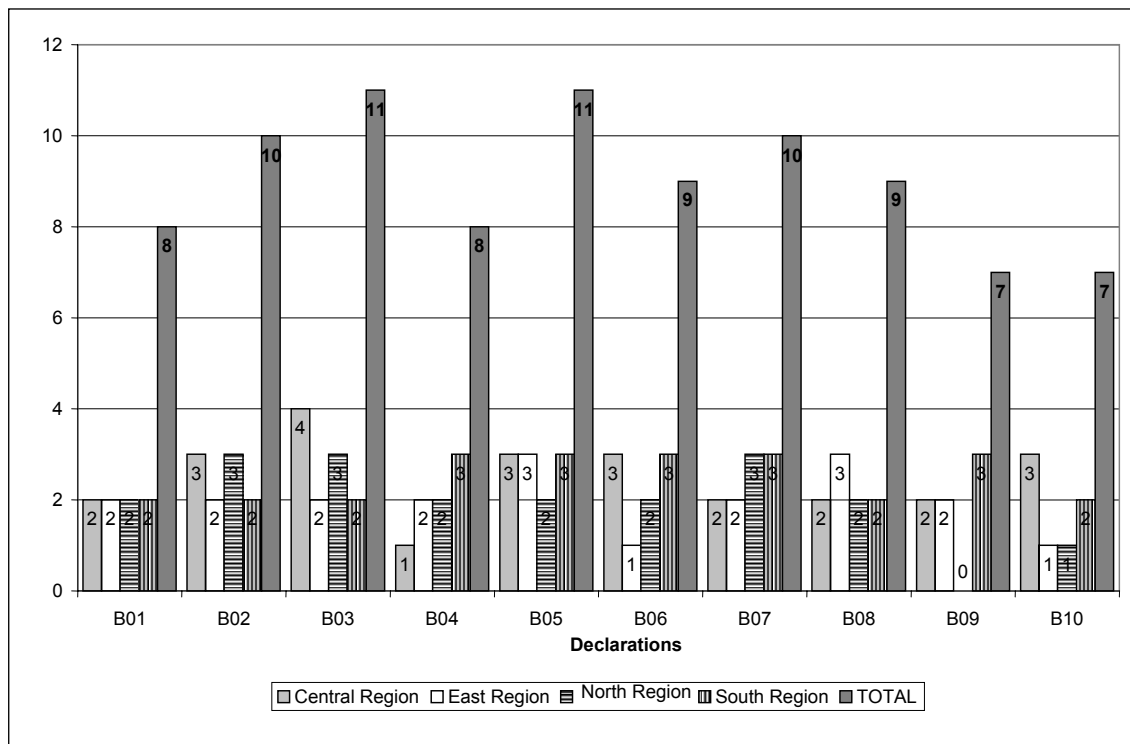


Figure 29: Number of Health and Fitness programmes by “European Dimension”

Of the 59 Health and Fitness programmes registered in the AEHESIS Database, figure 29 illustrates that around 27% or 16 programmes have a European Dimension as defined by the Bologna Declaration.



B01 = adopt a system of easily readable and comparable degrees
 B02 = adopt a system with two main cycle (undergraduate/graduate)
 B03 = establish a system of credit (such as ECTS)
 B04 = promote mobility by overcoming obstacles
 B05 = promote European co-operation
 B06 = promote employability
 B07 = promote quality assurance

Figure 30: Number of programmes based on implementation of the Bologna Declaration (multiple choices possible)

Concerning the implementation of the Bologna Declaration, figure 30 demonstrates that the most frequent answers chosen by the institutions are the promotion of a European co-operation (11) and the establishment of a system credits as ECTS (11). In contrast, only 7 institutions offer a diploma supplement and promote lifelong learning.

7.1.4.5 Health and Fitness: postal questionnaire data analysis

(Please note: Figure in brackets refer to questionnaire numbers)

Framework of the programme

Sample

As well as the online database partners were sent a more detailed questionnaire. At the survey date 25 formal partners within the project indicating that

they offered Health and Fitness programmes. From this a total of 15 questionnaires were returned from 9 countries with the regional distribution indicated in table 8. This represented 10 universities and 1 non Higher Education training provider.

It should be noted that there was a varied level of completion of the returns and significant evidence of varied interpretation of key questions within the pilot questionnaire.

Region	North	South	East	West
n =	4	4	4	3

Table 8: Regional distribution of questionnaire returns

Name of Programme (English)

There appears to be diversity in programme title. An important point to note is that the focus of attention should not be on the title but on the knowledge, skills and competences developed within the programme and the correlation between programme title, career paths and specific employability. This needs to be transparent to students and employers in respect of which professions the programmes aspire to prepare students for.

Name of Programme	n =	Percentage
Health Education	1	7%
Health and Fitness	2	13%
Sport and Health	1	7%
Health-Related Exercise and Fitness	3	20%
Sports Science and Health Promotion	1	7%
Physical Activity and Health	3	20%
Preventive and Adaptive Physical Activity	2	13%
Technical Vocational Training for Fitness Instructors	1	7%
Not Specified	1	7%
Total	15	

Table 9: English translation of programmes

Programme Orientation

It can be seen that the majority, (67%), of programmes surveyed describe their programmes as vocational. From an educational and training point of view this needs to be considered alongside the teaching methods employed, mode of assessment and whether work experience is included in the fields of study. If we accept the definitions of vocational competence from the definitions in section one we can see that there is an immediate gap between the perception of vocational programmes and the reality. It should be noted, however, in an academic context, as a rule, the notion of vocational education could hardly exclude a formal cultural and academic experience and be limited to training or other practical elements.

Programme Orientation	Yes	No	Not Specified
Vocational (concurrent)	10	2	3
Vocational (consecutive)	1	11	3
Pre-vocational	1	11	3
General	2	10	3

Table 10: Programme Orientation

Level and Duration of Programme

Various terms are used across Europe to indicate levels of programmes. According to the Bologna Declaration Scheme, Level 3 is the equivalent of one to two years of higher/advanced education, such as the new foundation degrees offered in the UK. Level 4 is usually defined as Bachelor, usually a three year programme of study, but sometimes in some countries other terms are used like Licentiate or Diploma. At Level 5 the term usually used is Masters, but in some countries different terms are also used, for example Laurea Specialistica in Italy. Level 5+ is doctorate level. Table 11 indicates the level and duration of programmes included in the pilot study sample.

Level of Programme	n =	Percentage	Duration in Years
Level 3 (Professional Qualification)	3	20%	1-2
Level 4 (First Degree)	5	33%	2-4
Level 5 (Masters)	6	40%	2-5
Level 5 + (Doctorate)	0	0%	0
Not Specified	1	7%	1

Table 11: Level of Programme (see Section 4 for more detailed analysis)

Programme Credits Based on ECTS

Based on the ECTS system one credit represents a 25 hour work/study load. Table 12 identifies the ECTS credits assigned to programmes. A point for consideration is that, what constitutes an hour of study could have been interpreted very differently by the respondents to the questionnaire as detailed guidance on how to interpret this was not provided.

In addition we cannot be confident that some double counting has not been included in these numbers. It is a point for review of the questionnaire in phase two to ensure that definitions are clear in this area. Section four of this report has a more detailed analysis of ECTS.

ECTS Credits	n =	Percentage
<50	2	13%
51-100	1	7%
101-150	7	47%
151-200	1	7%
201-250	3	20%
251-300	1	7%

Table 12: ECTS Credits (see Table VII)

Mode of Training Provision

The majority (73%) of programmes included in the sample are studied full-time, however for further investigation it may be necessary to provide a definition of full and part time modes of study and specify this in relation to ECTS studied.

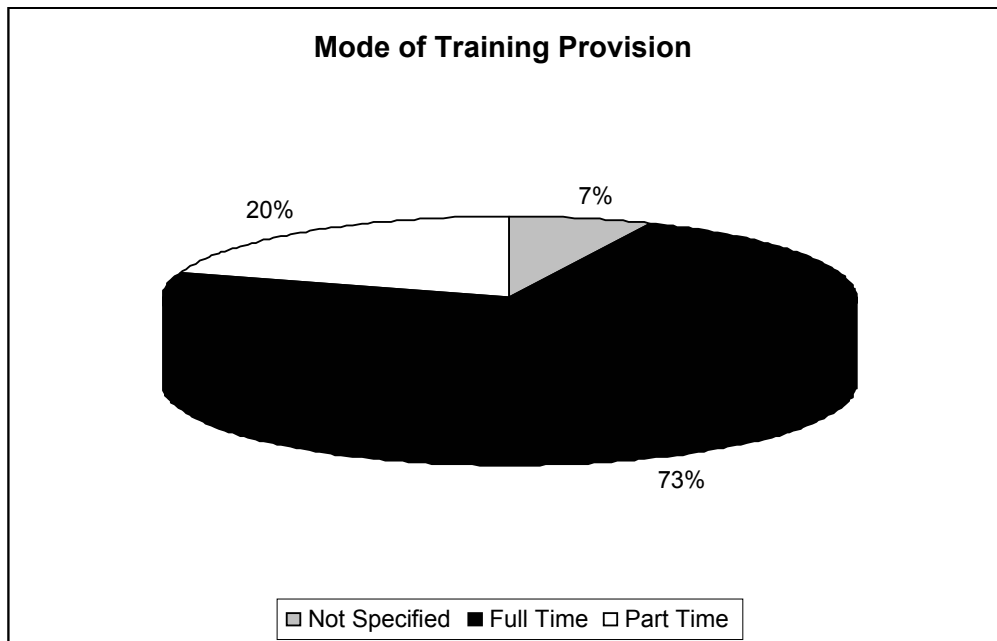


Figure 31: Mode of training provision

Apprenticeship and Work Experience

Apprenticeship or work experience is reported to be an essential feature in 5 of the 15 programmes (33%). It should be noted that apprenticeship and work experience should be seen as distinct modes of training with different requirements for successful completion. Future investigation into this aspect of training/education provision would need to differentiate in respect to this important area for consideration in relation to developing competence and enhancing the employability of graduates. In addition there appears to be some need for clarification in the number of programmes (73%) claiming to have a vocational orientation.

9 of the 15 programmes (60%) claim to be single subject/discipline programmes. Where other subjects were identified for some programme this would be interpreted as information relevant to Section 4 of the questionnaire relating to fields of study, for example exercise science, physiology and nutrition. For one of the programmes there was a great range in joint programme opportunities cited for example human biology and public health, sport management, sport therapy and physiotherapy. Again, this is presumably related to the different scope of Higher Education, in which purely practical aspects are frequently included in a wider cultural and academic frame of reference. Moreover, pro-

grammes may also differ in that some lay the emphasis on fitness, while others mainly refer to health.

Student Profile and Entry Requirements

80% of the programmes specify academic qualifications for entry including school leaving examinations such as GCSE's and secondary school Abitur for Level 4 programmes and Level 4 qualifications for Level 5 programmes, as would be expected. The breadth of qualifications required for entry requires further examination to allow for meaningful correlation between programmes and countries.

40% specify a level of practical ability for entry to the programme. Where specified these relate to physical fitness and practical sports ability or movement quality and co-ordination. These physical performance attributes/requirements may present barriers to equal opportunities with health and fitness education provision.

33% articulate specific personal qualities for entry. Where specified these include interpersonal skills and communication skills, with 1 institution specifying the predisposition to international experiences.

In respect of additional entry requirements 27% of programmes specify relevant work experience or commitment to the occupational sector in addition to the ability to benefit and contribute to the programme.

In considering the number of entrants to the sample programmes in the academic year 2003-2004 a total of 488 students entered 14 of the reported programmes (1 not specified). Cohort intakes ranged from 10-90. With respect to typical age on entry there is room for misinterpretation here in relation to the wording of the question and it is therefore difficult to establish.

40% of programmes do not report success rates. This may have resulted from the fact that some programmes were still ongoing at the time of questionnaire completion and there was some misunderstanding as to whether this needed to be reported in relation to the number of entrants to the programme in the academic year 2003-2004. Where success rate was reported this ranges from 70-99%. This important aspect warrants further investigation.

Teaching Staff

87% of the sample programmes specify previous experience of teaching staff in health and fitness as a requirement by some, if not all, of the teaching staff. Whilst this should be viewed positively further investigation is required to ascertain the applicability and currency of this experience. Only 27% of programmes have no Doctorate level staff within the programme team. 93% of programmes have staff qualified to Masters Level within the programme team. Again this data should be viewed positively.

7.1.4.6 The Health and Fitness-related curriculum

Generic Competences (Tuning)

This section was the most poorly answered of the questionnaire. There appears to have been misunderstanding as to the interpretation of competence and how to answer the question. In addition it is difficult to rank competence especially if all the skills listed are deemed to play an important role. It is therefore difficult to draw out any significant observations/conclusions related to Tuning. As a result this section of the questionnaire requires major revision as it is an essential part of the project regarding the employability of graduates. Consideration needs to be given to the development of a bank of notional skills/competences related to employability and mobility of graduates.

Specific Key Competences

This question generated a diverse range of responses. 2 of the 15 questionnaires provided no response. Some provided detail regarding what would be termed core knowledge and understanding within the context of health and fitness provision, for example anatomy and physiology, exercise physiology and health and safety. Others identified interpersonal skills such as communication and teamwork, whilst some highlighted employability skills and academic competences covered in the generic section, such as the ability to synthesis theory and apply to practice. This question asked respondents to identify in order of importance the specific key learning outcomes, skills and competences for health and fitness graduates within the sample programmes. It may have been more useful to ask if programmes have learning outcomes, how these are articulated to students and effectively assessed.

7.1.4.7 Organisation and evaluation

Assessment of Programme and Teaching Units

In general it should be highlighted that the majority of programmes utilise traditional forms of assessment, such as written essays, class tests and oral examinations. With respect to the assessment of competence to be an effective health and fitness specialist more innovative methods of assessment require consideration such as more emphasis on practical tests and simulated practical assessments and case studies. No respondents reported using on-line assessment favoured by some Industry Training Providers providing training at Level 3 or below. Ultimately assessment methods should be 'fit for purpose' and ensure that students can demonstrate through assessment that the programme learning outcomes can be achieved. Where practical skills and competence are key features of a teaching unit a written essay or test may not necessarily allow the student to demonstrate this.

Within the different discipline areas of the project you would expect to see diversity in the diet of assessment and the options provided might not necessarily reflect those employed within the field of health and fitness education provision.

Teaching Methods

In respect of teaching methods again the traditional methods are identified by the majority of programmes, as shown in figure 32. It is interesting to note the limited use of distance learning or e-learning (13%) of programmes reported by only one institution. This may impact negatively on the flexibility of programmes. Used appropriately this may be a useful adjunct to traditional teaching methods and may contribute positively to promoting mobility and lifelong learning, both key features of the Bologna declaration.

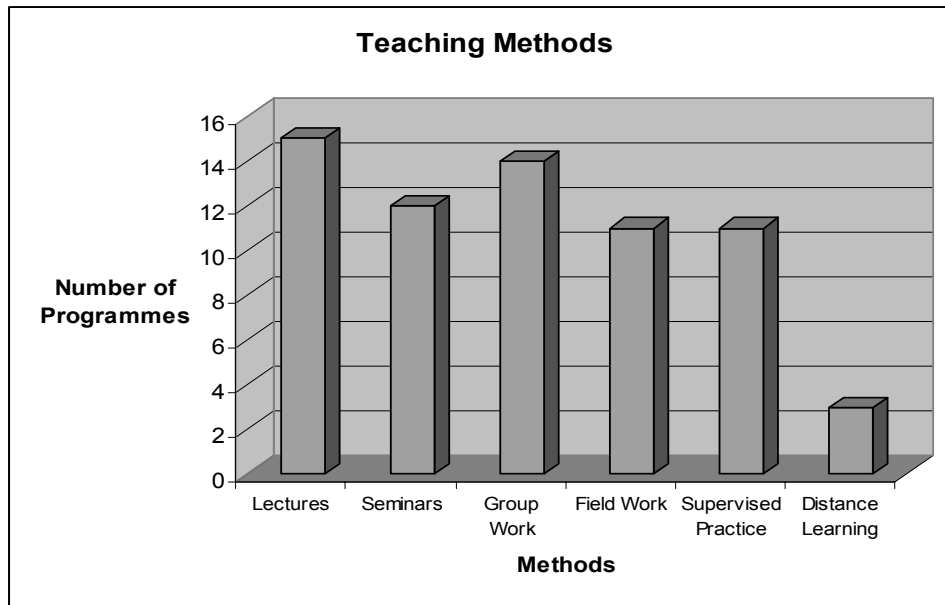


Figure 32: Teaching methods

Evaluation

Programme and Module/Unit Evaluation

Evaluation constitutes an important mechanism in programme development. With respect to programme and module/unit evaluation there appears to have been some misinterpretation of the question. Evaluation by some has been interpreted as assessment with examinations and tests stated as the mode of evaluation. For others the most frequently reported modes include student module evaluation questionnaires, student interviews and oral discussions with programme staff.

With regards to overall programme evaluation in general the same methods are reported with this culminating/contributing to the production of a periodic or annual review of the programme.

Evaluation of Training Delivery

Staff

Figure 33 shows 47% of institutions reported undertaking peer evaluation of programme delivery. The reported methods of peer evaluation include teaching observations, reports and team teaching.

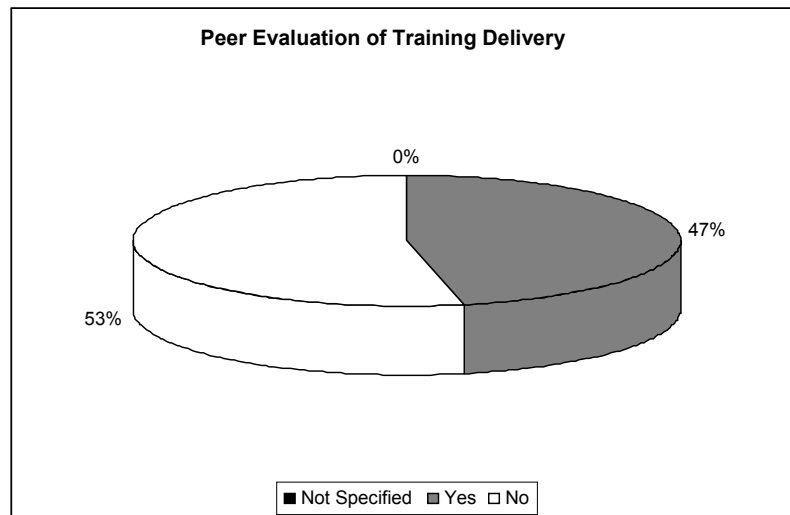


Figure 33: Peer Evaluation of Training Delivery

Students

Figure 34 shows 53% of institutions reported involving students in the evaluation of programme delivery. Reported methods of student evaluation include interviews, questionnaires and annual surveys.

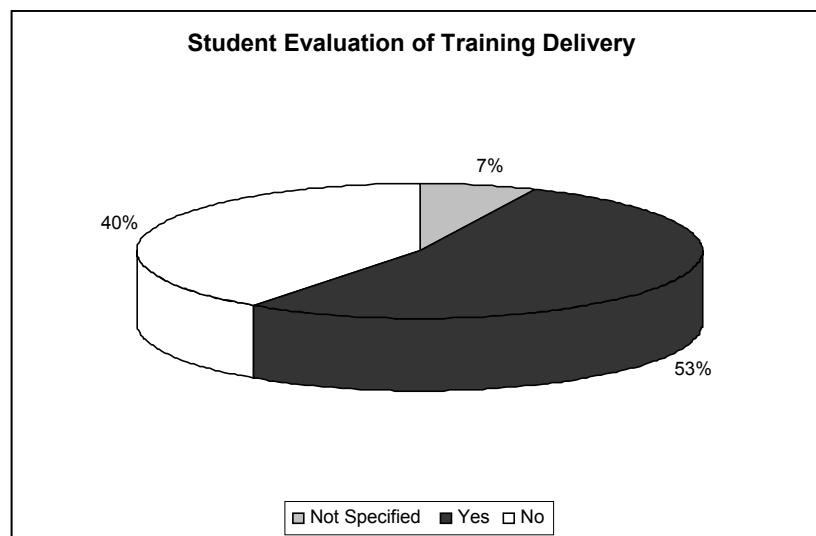


Figure 34: Student evaluation of training delivery

Quality Assurance

In relation to the overall programme all programmes included within the pilot study sample employ internal quality assurance procedures. Internal bodies reported to facilitate this included schools, departments, faculties, programme management teams and technical and scientific advisory boards.

Figure 35 shows 93% of programmes are subjected to some form of external state quality assurance procedures in relation to the overall programme. With

respect to the external state agencies employed in the evaluation of the overall programme, curriculum planning, development, evaluation and staff evaluation it is difficult to categorise.

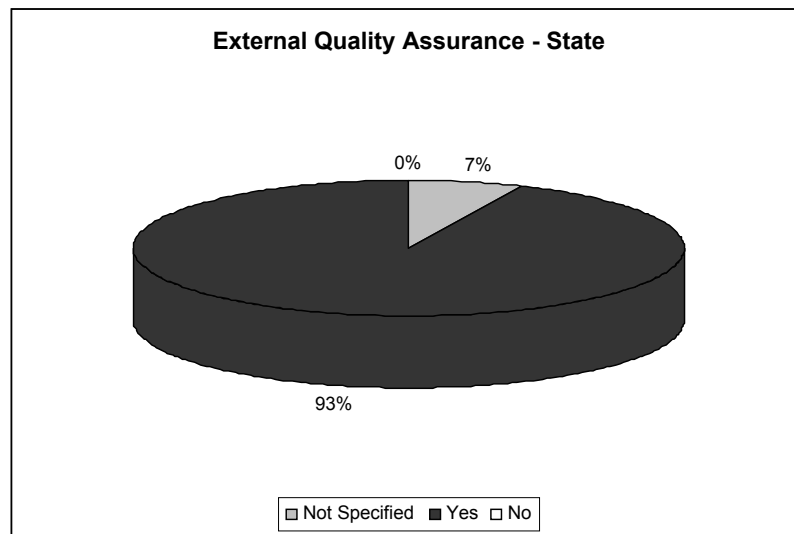


Figure 35: External quality assurance - state

In relation to the overall programme, figure 36 shows 86% of programmes are subjected to some form of external professional body quality assurance procedures. With respect to the external professional agencies employed in the evaluation of the overall programme, curriculum planning, development, evaluation and staff evaluation it is again weak and difficult to categorise.

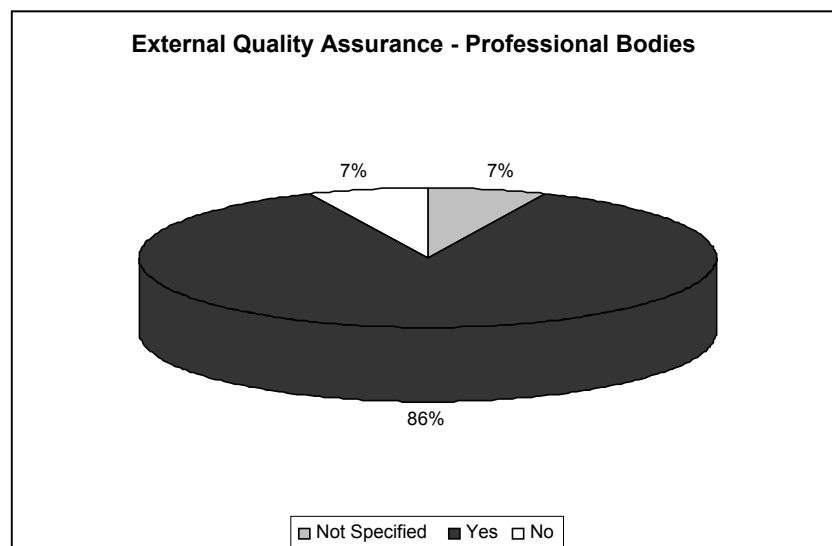


Figure 36: External quality assurance – professional bodies

Frequency of Use of Quality Procedures

Figure 37 shows that the majority (60%) of programmes surveyed undertake annual quality assurance procedures.

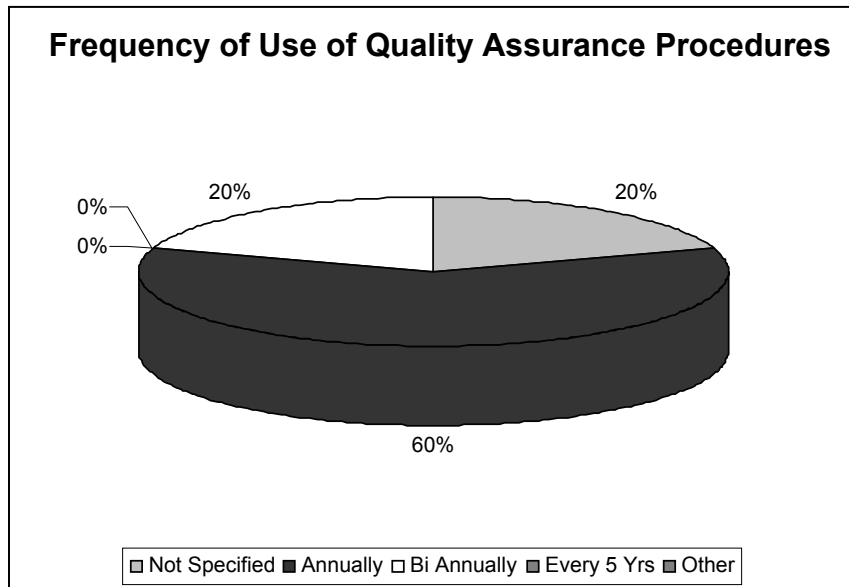


Figure 37: Frequency of use of quality assurance procedures

Tracking of Graduates

Figure 38 shows the most frequently reported mode of tracking graduates is annually up to 5 years post graduation.

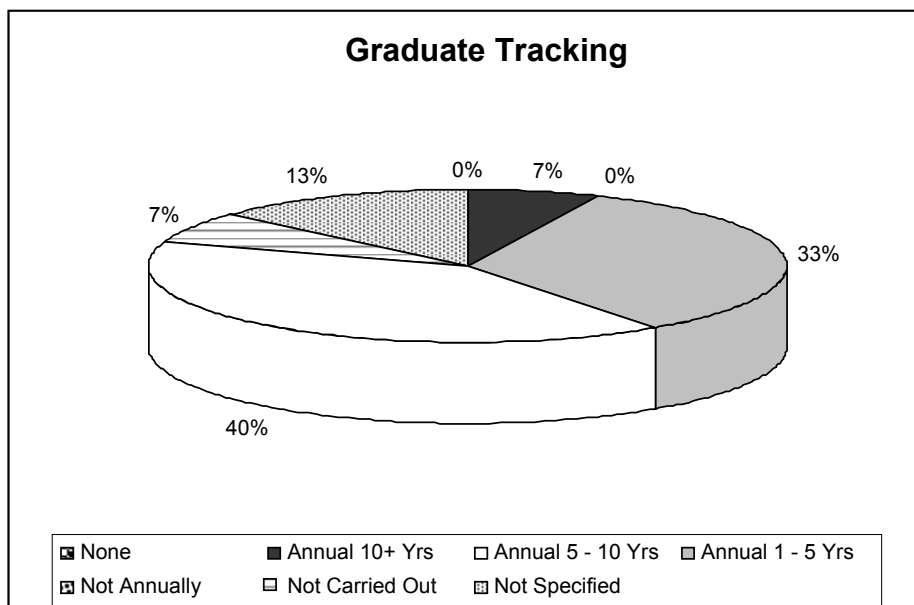


Figure 38: Graduate tracking

Validation and Accreditation

The majority (73%) of programmes included in the sample reported validation by Higher Education Organisations. In addition 47% of the sample reported validation by State bodies and 13% by other means, this being the Register of Exercise Professionals stated by 2 of the UK respondents.

Networking

The majority (73%) of programmes included in the sample reported networking with other areas within their institutions. In further consideration of networking this section of the report will focus on external links in the planning process of the course with respect to providing a basis for employability. Figure 39 shows 67% of the programmes have formal links with external agencies in the planning of programmes.

This section is crucial as we work to understand how much social partners are involved in the development, delivery and evaluation of programmes.

It is clear that all organisations surveyed have strong internal networks and most claim to have good external networks but it is difficult to be sure that the networks contain social partner involvement.

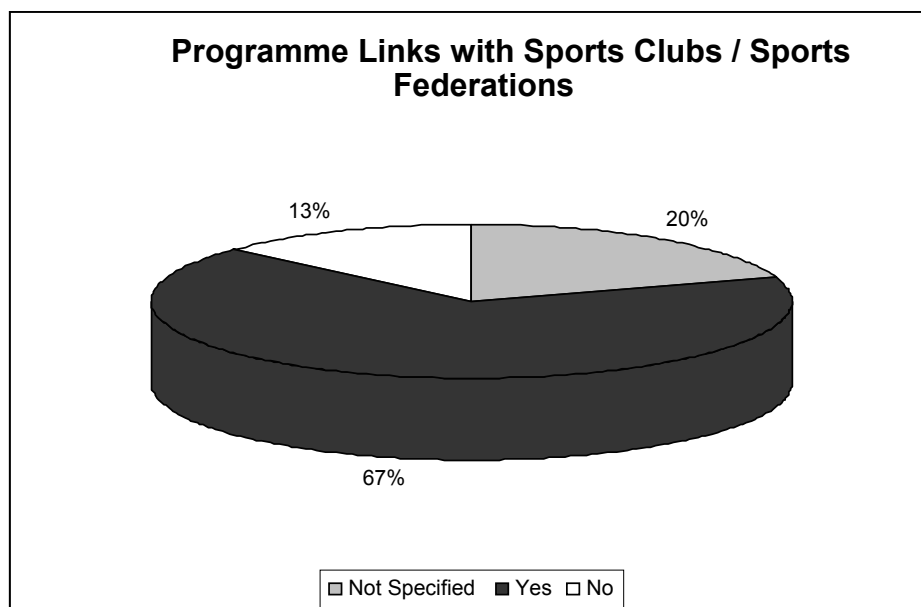


Figure 39: Programme links with sports clubs / sports federations

Figure 40 shows the number of programmes consulting with relevant networks, organisations and associations. Further investigation of the data shows that at

Government level the Ministry of Education and Sector Skills Council are cited as external links.

Public and private health and fitness providers are cited under employer networks and sports organisations. Professional bodies cited include public health associations, vocational training organisations and the Register of Exercise Professionals. With respect to sports organisations some respondents stated health and fitness gyms that should have been considered by others to fall under employer networks. Future project aims should endeavour to establish the nature of these links, in particular with reference to curriculum design, development and evaluation.

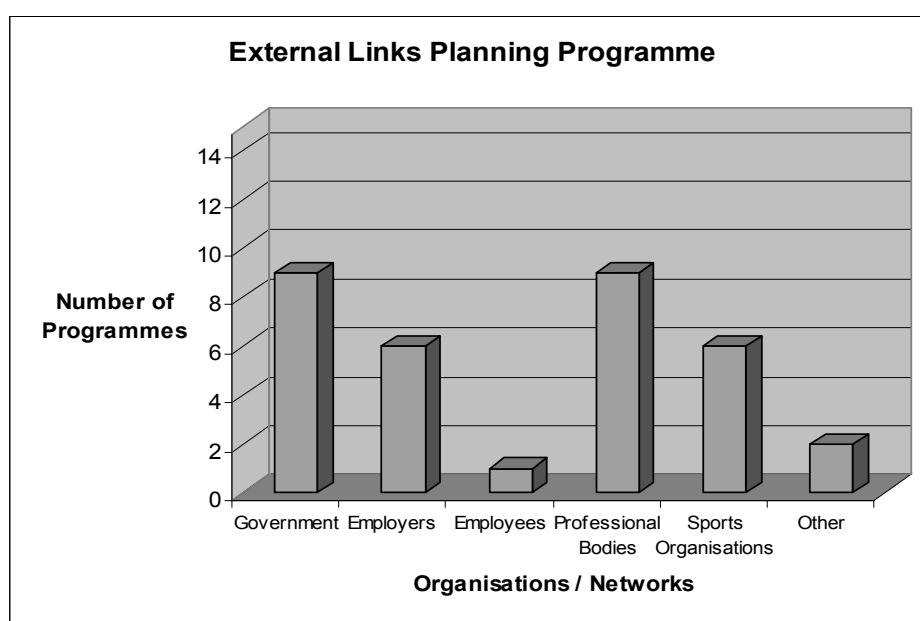


Figure 40: External links planning programme

7.1.4.8 Employment and Job Destination

With respect to the main job destinations of graduates table 13 lists the responses provided by respondents. This represents all responses, but not in rank order. Of the three main job destinations of graduates gym/fitness instruction, public health centre provision and fitness management are the most frequently identified in the top three.

The table below demonstrated the breadth of careers programmes that Health and Fitness supports. This again underlines how much emphasis is being placed on the name of a programme without necessarily looking in detail at the outcomes whether they be knowledge, skills or competence.

There is a real tension in this field of study between the use of words like Health and Fitness as a main emphasis on the former or later may determine, as already noted, relevant and required differences in programmes.

These words are used as general terms covering a range of occupational areas, but these areas are not necessarily the same as those identified by individual institutions for their programmes of study. It is clear that more work is necessary to clearly identify the skills required by a particular job and to then map these to the programmes provided.

Job Destination	n=
Gym/Fitness Instructor	10
Personal Trainer	3
Public Health Centre Provision / Health Promotion	7
Fitness Management	4
Occupational Health	1
Sports Clubs	1
Secondary Schools	2
Private Sector	2
Travel Agency	1
Adapted Physical Activity	2
Further Study	2

Table 13: Job Destination

Figure 41 suggests the most frequently reported external links/liaison in respect of the employment/deployment of graduates are sports organisations. Consideration needs to be given to the value of further investigation in to the nature of these links.

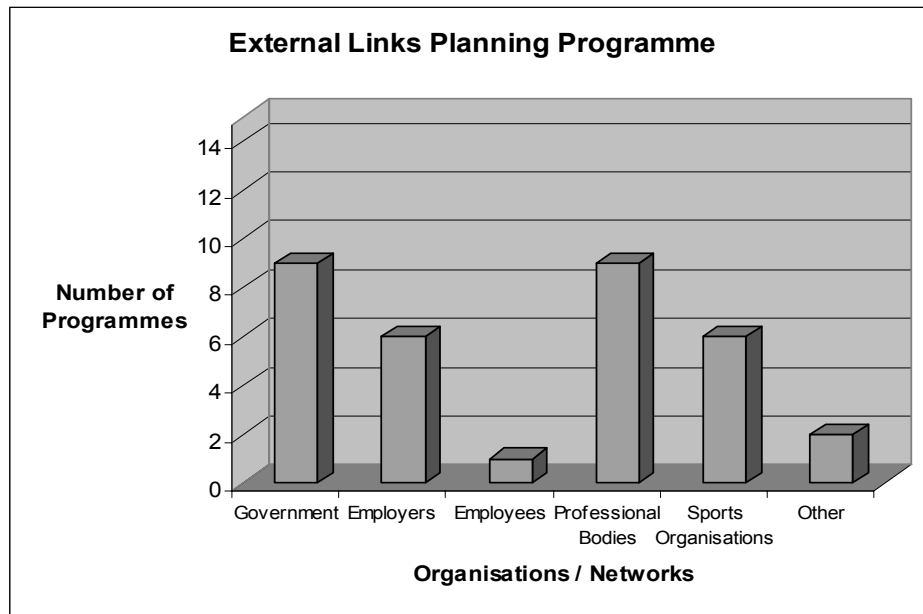


Figure 41: External links employment / deployment of graduates

7.1.4.9 Key subject information

Introduction

One of the major outcomes of the AEHESIS project is the proposal of a 'model curriculum' for the Health and Fitness sector. Section 4 was included in the pilot questionnaire in an attempt to provide a basis on which to develop a greater understanding of the detailed structure and content of the sample programmes. Figure 20 shows that in total 80% of the sample attempted to complete this important section of the pilot questionnaire, however 27% only provided detail on the ECTS credits assigned to each field of study without providing an indication of the study hours assigned to the different teaching methods deployed in the study of each field.

It could be suggested that this section was a victim of the overall length of the questionnaire and the time required to complete it fully. Further analysis of this section will attempt to identify trends in nature of education provision for this sector of sports science.

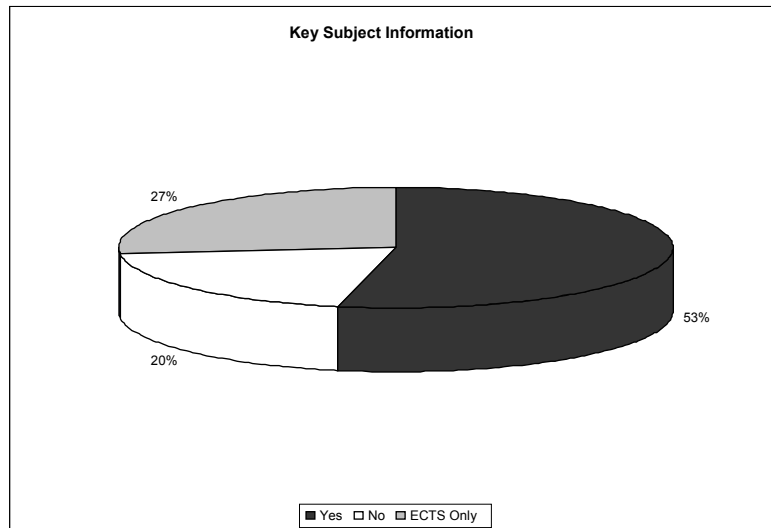


Figure 42: Key subject information

Fields of Study

Of the ten different fields of study identified in the questionnaire figure 43 shows the number of programmes including each field of study. With respect to level 100% of the Level 3 programmes include practical fitness activities within the curriculum and this generally represented a significant proportion of the study load. At Level 4, 50% identified the inclusion of this field of study, and again where included it could be considered to represent a significant proportion of the study load. In consideration of Level 5 programmes 33% reported the inclusion of practical fitness activities, however it should be noted that 2 out of the 6 Level 5 programmes included in the sample did not complete this section of the questionnaire.

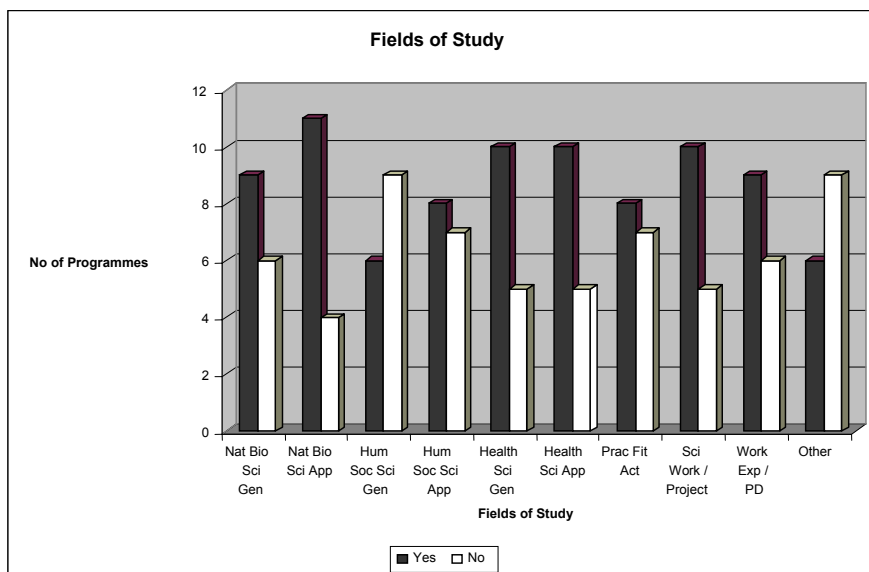


Figure 43: Fields of study

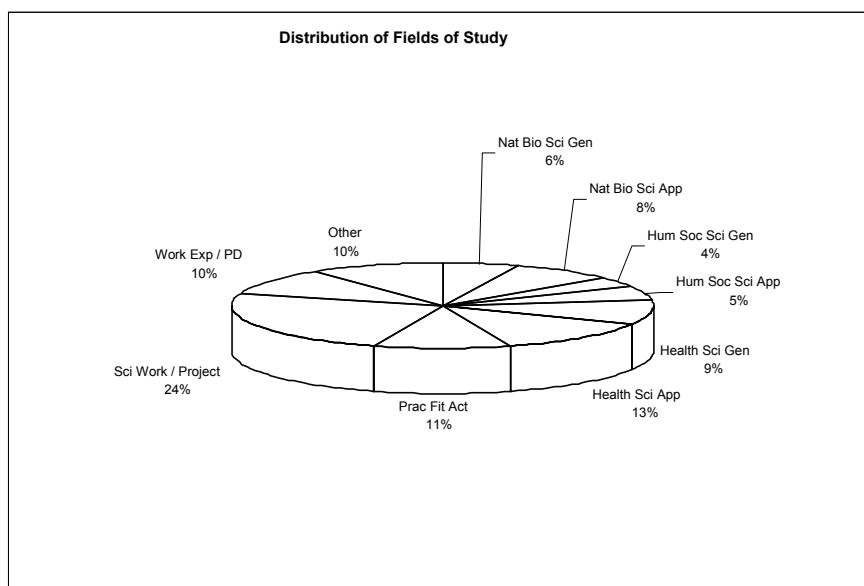


Figure 44: Distribution of Fields of study

Figure 44 represents the distribution of fields of study across all levels with respect to the total number of ECTS credit points specified by all programmes completing this section of the questionnaire.

Table 14 shows the range of total ECTS credit points and mean scores assigned to programmes by level. Caution is required in interpretation of the figures with respect to this as there appears to have been some double counting.

Level	n=	ECTS Credits	Mean
Level 3	3	24-240	104
Level 4	4	90-240	153.5
Level 5	4	120-300	206

Table 14: ECTS Credits Assigned to Programmes by Level

With respect to work based learning/work experience 60% of the programmes reported the inclusion of this field of study. Further analysis by level shows 67% of the Level 3 programmes include this field of study. Where utilised this could be considered to represent a significant component of the programme 24-33% of the ECTS assigned to the programmes. At Level 4, 100% of the programmes providing information on fields of study include work experience in the programme. In respect of ECTS credits assigned to the programme this equated to 8-19% of the study load. At level 5, 50% of the programmes completing section 4 include work experience in the fields of study, where included it represented 6-23% of the total study load in respect of ECTS credits.

In consideration of scientific work 1 of the 3 Level 3 programmes included scientific work in the form of a dissertation or research project which represented 9% of the total study load. At Level 4, of the 4 programmes completing this section 100% included this field of study, where included it represented between 6-38% of the total study load of the programmes. As would be expected, at Level 5 100% of the programmes completing this section included this field of study, where included this represented 13-44% of the total study load.

With respect to assessing whether the sample programmes achieve the accepted study load of 1500 hours or 60 ECTS study points per year, it is clear to see that some programmes do not meet this target. For other programmes total load for the duration of programme is reported with no indication of distribution per year. As reported under framework of the programme what constitutes an hour of study could have been interpreted very differently by the respondents, therefore this requires further investigation in respect of alignment of programmes.

7.1.4.10 Key findings from questionnaire data

Key Themes: General

The majority of institutions describe their programmes as having a vocational orientation, but further investigation suggests this does not correlate with the number identifying apprenticeship and work experience as an essential feature of the programme. In addition a definition of what constitutes an essential feature related to the total study load is required to facilitate alignment of programmes across partners.

The majority of programmes utilise traditional forms of assessment, such as written essays, class tests and oral examinations. With respect to the assessment of competence to be an effective health and fitness specialist more innovative methods require consideration, such as a greater emphasis on practical tests and simulated practical assessments and case studies. No respondents reported using on-line assessment or learning that has the potential to increase the capacity for mobility and life-long learning.

The majority of programmes specify previous experience of teaching staff in health and fitness as a requirement by some, if not all, of the teaching staff.

Whilst this should be viewed positively further investigation is required to ascertain the applicability and currency of this experience.

Consideration needs to be given to the development of a bank of notional skills/competences related to employability and mobility of graduates. This could be facilitated by a Pan European employer/academic group.

The majority of programmes identify a range of external employer and professional body links. Future project aims should endeavour to establish the nature of these links, in particular with reference to curriculum design, development and evaluation, but also curriculum delivery and assessment.

All programmes would appear to have rigorous internal and external quality assurance systems in place for the validation, accreditation and evaluation of programmes.

Section 4 on field of study was generally a poorly answered section of the questionnaire, but it can be seen that as the level of programme increases from Level 3 -5 the proportion of study load dedicated to practical fitness activities and work-based learning decreases. The opposite is seen in respect of research related activities.

Significant differences appear to exist between programmes according to whether their main emphasis is on Health or Fitness, and for future investigation it may prove helpful to differentiate these to aspects of Higher Education provision.

Key Themes in relation to Bologna Declaration

What progress have the organisations surveyed made towards implementing the key themes of the Bologna Declaration?

Competence:

From the questionnaires submitted it is difficult to make specific comment or recommendations in this area. What the survey has done is to highlight the necessity to be much more specific as to the definition of competence and which particular aspect of competence we wish to examine and compare within the programmes surveyed. Neither the section related to the Tuning process nor the more specific technical section provides the necessary information to make sound recommendations at this stage.

Employability:

This section demonstrated the diverse opportunities programmes in Health and Fitness can provide, but it also highlighted the tension between the different career paths possible and programmes provided under the title of Health and Fitness.

Most organisations indicated that they track their graduates annually for up to five years. However, with the limited amount of data available it is not possible to explore the fit between the skills and competences graduates are taking into their employment professions, the amount those skills and competences are being used by employers, and the fit between these competences and those required by employers.

Employer links were weak in most of the institutions surveyed with only a small number indicating that employers play a major role in development, implementation and evaluation of programmes. This area needs to be addressed with some urgency if a strong match between graduate aspirations and employer needs is to be obtained.

Credit transfer:

As expected the use of the ECTS is widespread with all programmes being able to indicate their credit value. What is not apparent however is whether there is consistency in the way that the organisations surveyed build the value of one credit. This will be an important indicator for common comparison across programmes and would stand further investigation.

Sectoral links:

This section gave mixed results. Most organisations indicated that they had links outside the organisation but the range of links was from contact with government organisations to individual employers. The issue here is similar to that discussed in the section on employability and would benefit from further investigation as to whether links are just peripheral to the programme or whether these links form a key part of the programme development.

Quality assurance:

As expected all programmes scored highly on quality assurance indicators. All programmes had well structures internal quality assurance processes and most

organisations had an external quality assurance element to their programmes required by the State. This dropped when looking at professional body involvement in the process, but again this may be down to the interpretation of what is a professional body. What is clear is that few of the programmes involve social partners in their quality assurance process and this will bear further scrutiny.

7.1.4.11 Conclusions

It is clear that the Health and Fitness sector is a difficult area to examine with regard to the Bologna Declaration and also to programme provision. Further work needs to be undertaken to identify the skills and competences covered by the sector, and to clarify the relationship between fitness and health so that a more focused survey can be undertaken. Only when this work is completed will we be able to focus on the relationship between the current programme provision and the job market.

Early indications are that programmes provided under this label are, in the main, covering a broad curriculum and not focused on a specific career path. Social partner involvement appears to be peripheral at all stages of the programme and this may be reflected in programme titles which many employers would not recognise as directly correlating to the job market.

This first pilot survey has produced a number of interesting issues, which will need to be explored in more detail with a wider survey group.

The questionnaire will need to be revised to ensure that once a wider survey is conducted the issues and anomalies identified in the body of this report are addressed.

First indications are that there is a necessity for a much better understanding of the skills and competences being developed within the programmes so that a direct comparison can be made to the functions required by employers for the job of an Advanced Fitness Instructor or Adapted Physical Activity Specialist for example.

Finally, on a positive note, it has been possible to identify a number of key areas of good practice to bring forward from the survey and build on in the further work that has to follow this initial pilot.

7.2 SPORT COACHING

Pat Duffy²

7.2.1 Relevant Definitions

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 sport sciences 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 competent national authority for the sports sector.

7.2.2 Sample

Questionnaires were issued to 21 institutions via e-mail. The following response was received:

- 16 institutions
- 15 countries
- (Lithuania, France, Belgium, Hungary, Ireland, Portugal, United Kingdom, Denmark, Estonia, Finland, Italy, Malta, Slovakia, Sweden, Romania)
- 21 courses

The respondent institutions and the courses documented in each case are outlined in Table 15. The full details are outlined in Appendix 7.

² Supported by Ian Kearney, NCTC, Ireland; Olivia Sweeney, NCTC, Ireland

In the broader AEHESIS study, 64 institutions indicated that coaching was a component of their programmes. Of these, 41 were university-based programmes and 23 were non-university based.

Level	Course	Institution
3	Sport Coach Course	Semmelweis University, Hungary
3	National Coaching Development Programme	NCTC, Ireland
3	International Coaching Course	Semmelweis University, Hungary
3	National Course at fourth European level for coaches' training	School of Sport, Italy
3	Course in the Foundation of Coaching	University of Malta
4	Sport Coaching	Lithuanian Academy of P.E.
4	Bachelor in Physical Education	University of Louvain, Belgium
4	Federal Coaching Certificate Level 1	INSEP, France
4	Federal Coaching Certificate Level 2	INSEP, France
4	Graduation in Sport Sciences, Speciality of Sport Coaching in High Performance	Sport Sciences School, Rio Maior, Portugal
4	BSc (Applied) Sport Coaching	Sportscoach UK, De Montfort University
4	Exercise and Sport Sciences	University of Tartu, Estonia
4	Sport Coaching	Lithuanian Academy of P.E.
4	Sport Specialize	"Babes-Boylai" University, Romania
5	University Degree Masters	INSEP, France
*-	Bachelor degree in sports	INSEP, France
-	Coach diploma in Competition and Elitesport	University of Southern Denmark
-	Specialist Qualification of Coach	Sports Institute of Finland
-	Masters first year	Faculty of Sport Sciences, Lyon, France
-	Sport Coaching	Comenius University, Slovakia
-	Sport Science - Coaching and Management	Goteborg University, Sweden

*Six institutions did not provide the coaching level of their course

Table 15: Institution and course detail

The levels outlined are those provided by the institutions themselves. They have not been validated against the European framework for the recognition of coaches' qualifications, developed by the European Network of Sport Science, Education and Employment.

7.2.3 Presentation of the results

7.2.3.1 Description of the programmes

The course orientation is outlined in Table 16, indicating whether the programmes were vocational, pre-vocational or general.

Vocational (concurrent)	10
Vocational (consecutive)	5
Prevocational	1
General	5

Table 16: Programme orientation

Ten of the courses were vocational (concurrent); 5 were vocational (consecutive); 1 was pre-vocational and 5 were general in their programme orientation.

The broad classification of these courses is outlined in Table 17.

Vocational (Concurrent and Consecutive)	Level	Pre-vocational / General	Level
Sports Coach Course, Semmelweis	3	Bachelor in Physical Education, Louvain	4
National Coaching Development Programme, NCTC	3	Sport Management Study Programme, Lithuanian Academy	4
International Coaching Course, Semmelweis	3	University Degree Masters, INSEP	5
National Course at fourth European level for coaches' training, CONI School of Sport, Italy	3	Bachelor Degree in Sports, INSEP	-
Course in the Foundation of Coaching, Malta	3	Sports Coaching, Comenius University	-
Federal Coaching Certificate 1 st level, INSEP	4	Masters first year, Lyon	-
Federal Coaching Certificate 2 nd level, INSEP	4		
Graduation in Sport Sciences, speciality of Sport Coaching in High Performance, Rio Maior	4		
BSc (Applied) Sports Coaching, Sportscoach, UK	4		
Exercise and Sports Sciences, University of Tartu	4		
Sport Coaching, Lithuanian Academy	4		
Sport Specialize, Babes-Boylai	4		
Sport Science – Coaching and Management, Goteborg	-		
Specialist Qualification of a coach, Sports Institute, Finland	-		
Coach Diploma in Competition and Elite sport, University of Southern Denmark	-		

Table 17: Broad classification of courses

Entrants to Courses

The data relating to numbers of entrants to courses in the current year and last year was as follows:

- Range: 20 – 1,389
- Mean: 163.12
- Median: 53

Duration of Courses

The length of courses ranged from one to six years, as outlined in Table 18 and Figure 45.

Length	N	F/T	P/T	N/R*
1 Year	7	3	1	3
2 Years	5	3	2	0
3 Years	2	2	0	0
4 Years	5	3	0	2
6 Years	1	0	1	0
Total	20	11	4	5

*(N/R: No response)

Table 18: Duration of courses

This N/R section refers to whether the courses were full time or part time. Only one institute failed to state the length in years of their course.

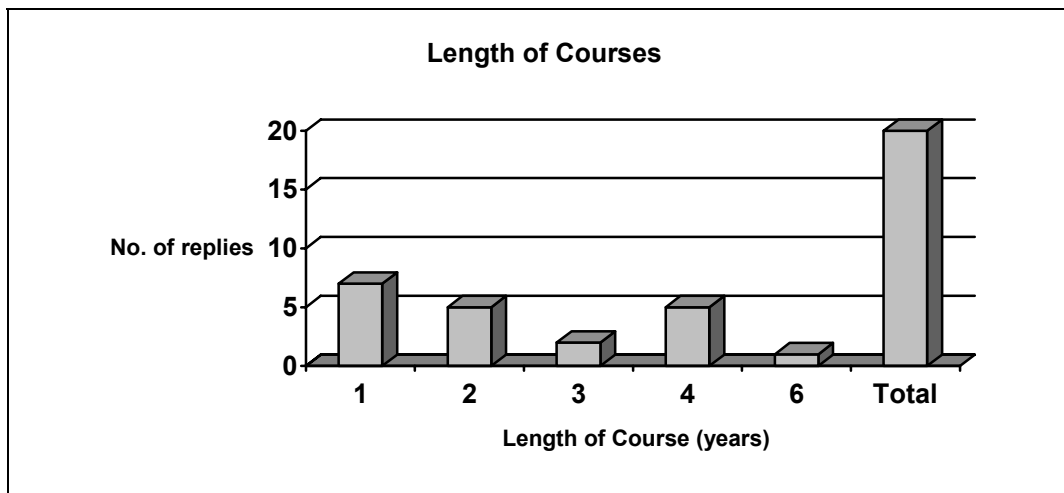


Figure 45: Outlines the breakdown between full and part-time courses

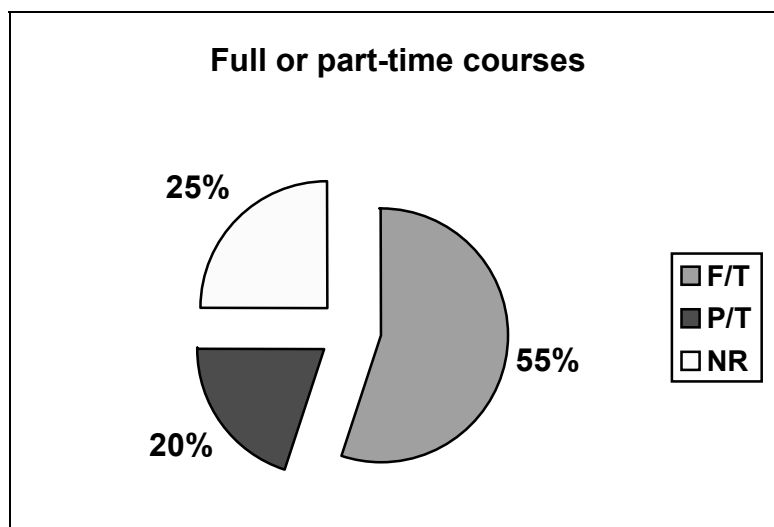


Figure 46: Full or part-time courses

Eleven courses (55%) were full-time; four were part-time (20%) and there were five non-responses (25%).

Apprenticeship as a Feature of courses?

Fourteen courses included apprenticeship as a feature; six did not have apprenticeship as a feature; while there was one non-response.

Yes	14	66.6%	No	6	28.6%	NR	1	4.7%
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Credits

Credits Range: 3 – 550

The number of credits stated ranged from 3-550. The reliability of the data is unclear and will require further corroboration in the next phase of the study.

Course Subjects*

Single Subject Programme:

Eleven courses were single subject programmes; nine were multiple subject programmes while there was one non-response.

Yes	11	52.4%	No	9	42.9%	NR	1	4.7%
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*Note: Data could not be corroborated, as many respondents did not fill in the subject listings

Academic Qualification to Enter the Programme

Yes	11	52.4%	No	9	42.8%	NR	1	4.8%
-----	----	-------	----	---	-------	----	---	------

Eleven courses required an academic qualification to enter the programme while nine courses did not require an academic qualification.

The types of qualification required were as follows:

- Secondary school certificate (8);
- Coaching certificate level 3 (2);
- University degree 2yrs (3)

Eight courses required a secondary school qualification in order to enter their programme, two required a level three coaching certificate and three required a two-year university degree. Some courses required more than one academic qualification.

Practical Ability as an Entry Requirement

62% of courses required practical ability as an entry requirement.

Yes	13	61.9%	No	7	33.3%	NR	1	4.8%
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The types of practical ability sought for entry into courses included:

- Physical fitness (2);
- Sport Performance - general (5);
- Elite Athlete/Regional Athlete (4);
- Coaching Experience or qualifications (3)

Some courses required more than one form of practical ability e.g. both physical fitness and coaching experience.

Personal Qualities Required

43% of courses required personal qualities as an entry requirement

Yes	9	42.8%	No	11	52.4%	NR	1	4.8%
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Qualities assessed on: Interview; motivation; medical examination; experience as a coach, examination; involvement in sports federation; sports performance/competence in a specific sports discipline.

Other Qualities:

Experience as an athlete and/or coach; professional experience; scientific experience.

Entry Age

The entry age to courses was as follows:

- Range: 18 – 40 years
- Mean: 25.6 years
- Median: 24 years

Students

Male students represented 68% of the student population, while female students represented 32%, as outlined below and in figure 47.

	N	%
Male	1923	68
Female	914	32

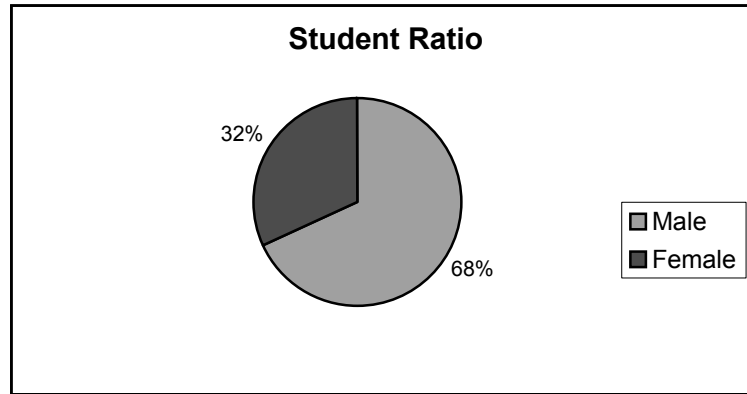


Figure 47: Student Ratio

Students (resident/non-resident)

Students predominantly came from within the respondent country (96%). Only 4% of students came from outside the country as outlined below and in figure 48.

	N	%
Resident	2720	96
Non-Resident	117	4

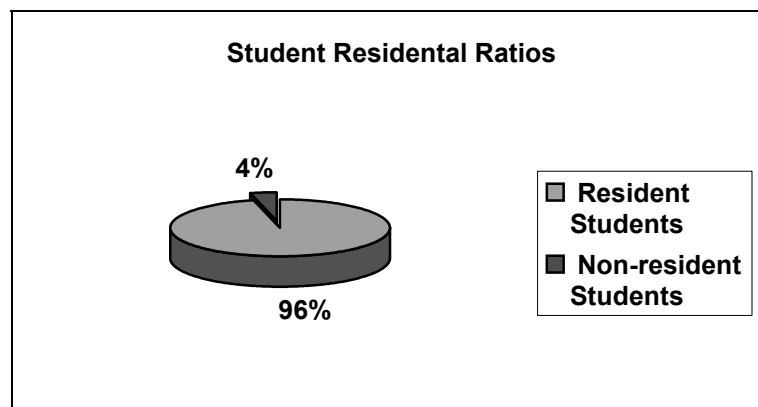


Figure 48: Student residential ratios

Number of Staff

Staff sizes in the sample institutions ranged from 6 to 142, as outlined below.

- Range: 6 – 142
- Mean: 45
- Median: 21.5

	N	%
Male	529	68
Female	252	32

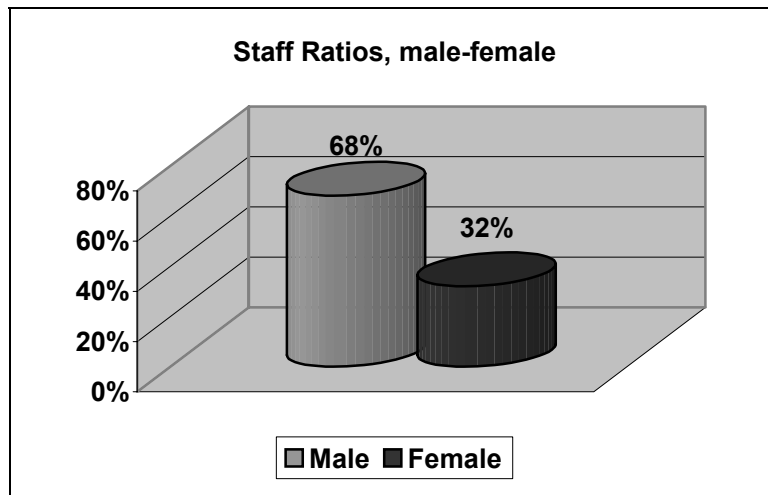


Figure 49: Staff ratios, male - female

68% of staff working in the sample institutions were male; 32% of staff were female.

Age Profile of Staff

The age profile found among the staff in the sample institutions is outlined in Table 19:

Age	Male		Female	
	N	%	N	%
<30	24	7.7	26	13.4
30-44	72	23.1	79	40.7
44-60	161	51.6	75	38.7
>60	55	17.6	14	7.2
Totals	312	100	194	100

Table 19: Age profile of staff

*Note: Only 10 courses out of 21 provide this data. Sixty-nine per cent of male staff were over 44 years of age, 46% of female staff were also above this age.

Qualification profile of staff

The qualification profile of staff within the sample institutions is outlined in Table 20.

	Male		Female	
	N	%	N	%
Bachelors	57	16.6	34	19.2
Masters	137	39.9	69	39.0
Doctorate	149	43.4	73	41.2
Other	0	0.0	1	0.6
Totals	343	100	177	100

Table 20: Qualification profile of staff

*Note: Only 10 courses out of 21 provided this data. Doctorate qualifications were the most prevalent among the staff of the institutions (43% male and 41% female).

Number of staff with previous coaching experience

The previous coaching experience of staff is outlined in Table 21.

	N	%
Male	124	52.1
Female	43	45.3

Table 21: Previous coaching experience of staff

*Note: Only eight courses provided data on the above

Four out of eight courses indicated that previous coaching experience was required as a pre-requisite for involvement on the staff. 52% of the male staff in these institutions had previous coaching experience, while 45% of the females had such experience.

7.2.3.2 The coaching related curriculum

A wide range of key coaching competencies was covered within the course identified. These competencies are outlined in appendix 8. Further work will be required to classify these competencies and to identify the manner in which they are delivered and assessed.

Modes of Assessment Used

The modes of assessment employed within courses were as follows:

Continuous assessment:	15/17*	(14 replies used written essay; 11 used class test; 2 used other modes of continuous assessment).
Final examinations:	15/17	(8 used written essay; 10 used class test; 9 used oral test).
Dissertation:	10/16	
Coaching practice:	12/16	

(*15 out of 17 replies)

Table 22: Modes of assessment

Continuous Assessment and final examinations were the most prevalent form of assessment used within the institutions. In addition, dissertation (10 out of 16) and coaching practice (12 out of 16) were employed.

7.2.3.3 Organisation and Evaluation

The teaching methods employed within courses were as follows:

Lectures:	17/18
Seminars:	16/19
Group work:	14/19
Supervised Practise:	15/19
Distance Learning:	9/19

Table 23: Teaching methods employed within courses

Lectures (17/18) and seminars (16/19) were the most prevalent form of teaching method used, with group work (14/19) and supervised practice (15/19) also being employed by the majority of institutions. Distance learning was used by slightly less than half of the institutions (9/19)

Methods used by teaching staff to evaluate the contents of teaching units

The following methods were used by mentors to evaluate single units:

- Examinations
- Results
- Student remarks/questionnaires/oral discussion

- Regular staff meetings/staff remarks/pedagogical conference/faculty self evaluation
- Peer observations

Methods used by Staff to evaluate the overall programme

The following methods were used by staff to evaluate the overall programme:

- Examinations
- Results
- Student remarks/questionnaires/oral discussion
- Regular staff meetings/staff remarks/pedagogical conference/faculty self evaluation

Methods used by students to evaluate the single units and overall programme

The following methods were used by students to evaluate the overall programme:

- Questionnaire/evaluation form
- Discussion with staff
- Written essay
- Student meetings

Methods used by mentors to evaluate single units

The following methods were used by mentors to evaluate single units:

- Results/practise examination
- Student feedback
- Peer observation
- Supervisors meetings
- Supervision
- Group discussion
- Questionnaires to students

Methods used by mentors to evaluate the overall programme

The following methods were used by mentors to evaluate the overall programme:

- Results/practise examinations
- Supervisors meetings

- Supervision
- Questionnaires to students
- Scientific commission
- Conferences and meetings of Nationwide Faculty

Peer evaluation of Teaching by Staff

The extent to which peer evaluation was undertaken by members of the teaching staff is outlined in Table 24.

	N	%
Yes	5	26.3
No	14	73.7
Total	19	

Table 24: Peer evaluation

74% of institutions did not employ peer evaluation, while 26% did employ such evaluation.

The modes employed for peer evaluation included observation and discussion; feedback from students reviewed with peers; report on observation of teaching.

Student Involvement in Evaluation of Teaching and Training delivery

The extent to which students were involved in the evaluation of teaching and training delivery is outlined in Table 25.

	N	%
Yes	15	75%
No	5	25%
Total	20	

Table 25: Involvement of students in evaluation of teaching and training delivery
Modes: Questionnaires; oral feedback.

75% of institutions involved students in the evaluation of the delivery of courses.

Internal Quality Assurance

The extent to which internal quality assurance systems operate within the institutions is outlined in Table 26.

Overall Programme	13/19	Faculty, staff
Curriculum, Planning, Development and Evaluation	14/19	Faculty, staff
Staff evaluation	14/19	Faculty, Staff, Boards of studies, Certification committee

Table 26: Internal quality assurance systems

Internal quality assurance systems were pre-dominantly carried out by faculty and staff; boards of studies and certification committees.

External Quality Assurance (state)

The extent to which external state bodies are involved in quality assurance is outlined in Table 27.

Overall Programme	14/19	Dept of Education; Regional Inspection; Sports Ministry; Olympic Committee; National Centre of Quality Assurance; Accreditation Commission; External State Examiners
Curriculum Planning, Development and Evaluation	13/18	Dept of Education; Regional Inspection; Sports Ministry; Olympic Committee; National Centre of Quality Assurance; Accreditation Commission; External State Examiners
Staff Evaluation	14/19	Olympic Committee; State Body; External State Examiners

Table 27: Involvement of external state bodies in quality assurance

External Quality Assurance (Professional Bodies)

The extent to which external professional bodies are involved in quality assurance is outlined in Table 28.

Overall Programme	8/19	National Federation; European Federation; Olympic Committee; External Experts
Curriculum Planning, Development, Evaluation	9/19	National Federation; European Federation; Olympic Committee; Advisory committee; Experts
Staff Evaluation	3/19	External Professionals in advisory committee

Table 28: Involvement of external professional bodies in quality assurance

Tracking of Graduates

The modes employed for the tracking of graduates are outlined in Table 29.

	N	%
Annual tracking of graduates with 10 or more yrs follow-up	1	5
Annual tracking of graduates with 5 or more years follow-up	4	20
Annual tracking of graduates with 1-5yrs follow-up	5	25
Carried out but not every year	4	20
Not carried out	6	30
Totals	20	100

Table 29: Modes employed for the tracking of graduates

50% of institutions carried out some form of annual tracking, while 50% did not. 30% of respondent institutions did not carry out any form of tracking.

Validation of Accreditation of the Programme

The manner in which programmes are validated is outlined in Table 30.

Higher Education	9/19
State	13/19
Other (Olympic Committee, National Sports Federation)	3/19

Table 30: Validation of programmes

Higher education was involved in programme validation in 9 out of 19 institutions, while the state was involved in 13 out of 19 institutions.

Networking

The extent to which networking was employed within institutions was as follows:

Internal Links	18/19	Formal	5
Inter-departmental	14/19	Informal	0
Inter-Faculty	7/19	Both	14
Academic Subject	6/19		
Professional Training	6/19		

Table 31: Extent to which networking was employed within institutions

Links with Sports Clubs/Federations

Of the 19 respondents to the question concerning links with sports clubs and federations, 100% reported such links. 12/19 indicated both formal and informal links; 6 reported formal links only and 1 reported informal links. The purpose of such links was outlined as follows:

- Curriculum Development 12/19
- Professional Outcomes 12/19
- Student Mentoring 17/19
- Student Evaluation/Assessment 14/19
- Programme Evaluation 9/19

External Links

The extent to which external agencies were consulted on the planning of the course is outlined in Table 32.

Government Employers	10/19	Sports Ministry; Sports Council; IOC; Accreditation Commission; National Agency to Sport.
Employers Networks	6/19	Olympic Committee; Federations; IOC; Clubs; Government Agencies; Coaches Association.
Employee Networks	6/19	Coaches Association; Sport Confederation.
Professional Bodies/ Associations	6/19	Coaches Association
Sports Associations/ Federations	16/19	Federations; Olympic Committee; Sports Confederation
Other Training Agencies	7/17	Higher Education/ Universities; Professional and Vocational Associations

Table 32: Extent to which external agencies were consulted on the planning of the course

Sports associations / federations were the primary external link in terms of planning courses. Government; employer's networks; employee networks; professional bodies/associations and other training agencies were also consulted.

7.2.3.4 Employment and Job Destinations

The job destinations for students completing courses in the institutions were as follows:

- Coach (in clubs, sport federations; national agencies)
- Fitness Trainers
- Sport Leaders
- PE Teachers/ High School Teachers
- Sport Management

Liaison on Employment/Deployment

The extent to which liaison occurs with external agencies concerning the employment/deployment of students completing courses is outlined in Table 16.

Government State Agencies	3/20	Sports Council; Qualification Committee; Government Department
Employers Networks	4/18	
Employee Networks	1/17	Coaches Association
Professional Bodies/ Associates	3/18	Coaches Association; sports Federation; Olympic Committee
Sports Associations/ Federations	6/17	National Federations; Olympic Committees
Other Training Agencies	1/17	Regional Schools of Sports

Table 33: Liaison on employment, deployment

In general, there is a relatively low level of liaison on employment/deployment of students completing courses.

7.2.3.5 Application of the principles of the Bologna declaration

Responses were received from the 64 institutions that included coaching as some element of their programme concerning the application of the principles of the Bologna declaration.

Of the 64 institutions surveyed, 20% indicated that their courses included a European dimension, while 80% indicated that they did not. The courses levels indicated by the institutions are outlined in Table 34:

1	3
2	3
3	9
4	36
5	10
5	3

Table 34: Course level

The levels indicated in Table 34 were not subject to any form of validation. 41 of the programmes were University programmes, while 23 were non-university. The extent to which the principles of the Bologna declaration were applicable to the institutions is outlined in Figure 50.

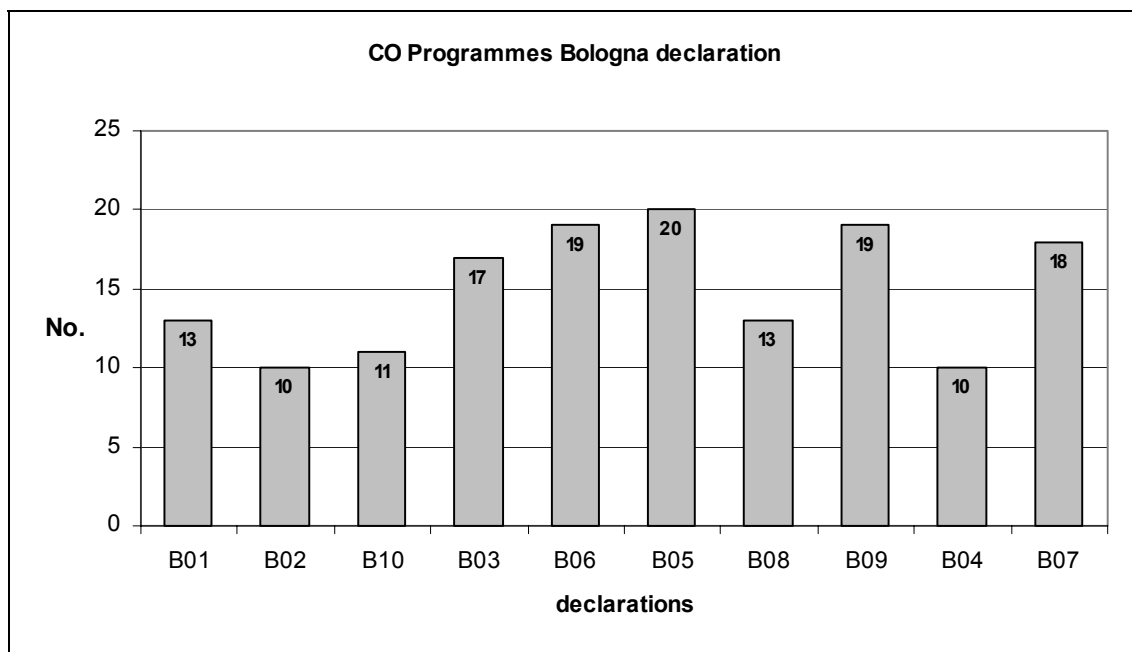


Figure 50: CO Programmes Bologna declaration

Key:

- *B01 = adopt a system of easily readable and comparable degrees*
- *B02 = adopt a system with two main cycle (undergraduate/graduate)*
- *B03 = establish a system of credit (such as ECTS)*
- *B04 = promote mobility by overcoming obstacles*
- *B05 = promote European co-operation*
- *B06 = promote employability*
- *B07 = promote quality assurance*
- *B08 = promote European dimensions in higher education*
- *B09 = promote lifelong learning*
- *B10 = diploma supplement*

7.2.3.6 Overall observations

This study marked the first step in mapping the institutions and courses within the sports coaching area among the partners within the AEHESIS project. The following overall observations may be made on the basis of the data collected:

1. **Diversity:** There was a wide diversity in the nature and length of the courses reported. Within the main sample, courses ranged from level 3 to 5 within the European qualifications framework (validation of these levels was not undertaken as part of the study). In total, coaching was part of 64 courses reported as part of the wider AEHESIS study. It is evident that national and local demands have led to varying emphases on these courses. Course duration varied from one year to six years.
2. **Programme orientation:** The majority (15) of courses within the main coaching sample reported a vocational orientation. This orientation was reflected in the extent to which external links existed in the planning and certification of courses with sports federations. However, links with external agencies in connection with the employment/deployment of students completing courses were not as widespread. Two-thirds of courses reported apprenticeship as a feature.
3. **Course entry:** Two-thirds of the students entering courses were male, while one-third were female. The median age of entry was 24 years. Practical ability was a pre-requisite for entry to 62% of the courses. Academic qualifications were a pre-requisite for entry to 52% of the courses. 43% of courses required personal qualities as a pre-requisite for entry. The vast majority (96%) of students attended courses within their own country.

4. **Staff:** 68% of the staff in the institutions were male and 32% were female. 69% of males were above 44 years of age and 46% of females were above this age. Doctoral qualifications were the most prevalent single form of qualification among teaching staff, although the majority of staff (56% male and 58% female) possessed a bachelors or masters degree only. Only four institutions indicated that previous coaching experience was a pre-requisite for staff. The median size of teaching staffs was 21.5, with institutions ranging between 6 and 142 in terms of the numbers of staff employed.
5. **Competencies:** A wide range of competencies covered on the courses was reported. Further analysis and classification of these competencies will be required as part of the next phase of the study.
6. **Teaching methods and modes of assessment:** A variety of teaching methods and modes of assessment was evident in the study. Lectures, seminars, group work and structured practice were employed in the majority of courses, while distance learning was found to be a feature in 9 out of 19 institutions. Continuous assessment and final examinations were the most prevalent forms of assessment employed. Dissertation (10/16) and coaching practice (12/16) were also employed.
7. **Evaluation:** Course evaluation was carried out using a mix of examinations, results, student input, peer evaluation and faculty/staff meetings. Three quarters of the institutions sought the input of students into the evaluation of courses. Slightly greater than one quarter of the institutions employed peer evaluation.
8. **Quality assurance:** Internal quality assurance systems operated in 14 out of 19 institutions and were pre-dominantly carried out by faculty/staff, boards of studies and certification committees. External quality assurance agencies included Government ministries, accreditation commissions and external state examiners. International and National Olympic Committees as well as sports federations (national and international) were also involved in external quality assurance in slightly less than half of the institutions surveyed. State validation (13/19); Higher Education (9/19) and Olympic committee/sports federations (3/19) were the primary source of validation.

9. **Tracking of graduates and employment/deployment:** The majority (14/20) of institutions carried out some form of tracking of graduates. However, only a small number of institutions (6/17 or less) carried out liaison with external agencies concerning the employment/deployment of graduates.
10. **External links/networking:** The majority of institutions reported some form of external link with external agencies. One of the primary reasons for such links related to student evaluation (14/19), and student mentoring (17/19) with curriculum development (12/19); professional outcomes (12/19); programme evaluation (9/19) cited.
11. **Employment destinations:** The employment of graduates was concentrated in five main areas; coaching; fitness trainers; sports leaders; p.e. teachers/high school teachers; sport management.

7.3 SPORT MANAGEMENT

Vilma Cingiene Vilma / Kari Puronaho Kari³

7.3.1 Definition of the area

This questionnaire refers to the Area of Sport Management and the academic and professional training of Specialist Sport Managers.

DEFINITION of Sport Management:

The coordination of resources, technologies, processes, personnel and situational contingencies for the efficient production and exchange of sport goods and services (Chelladurai 1994, 15).

Sport Management Studies: The study of management uses the knowledge from sport sciences, and management in order to provide students with sufficient knowledge to manage sport organisations, sport events, sport businesses and to do further research in this field.

7.3.2 Sample

The total number of partners included in the project was 23 (Appendix 9.) and sixteen programmes altogether related to sport management from eleven countries gave answers to the questionnaire. The answering percentage is 65. Five of the programmes were at Bachelor level (from Lithuania, Spain, Great Britain, The Netherlands and France) and three programmes (from Finland and 2 from France) gave answers at both Bachelor and Master level. Seven programmes (Norway, Slovakia, Czech Republic, Germany Poland and 2 from France) were at Master level and one programme led to a professional qualification at level 3 (Appendix 9.).

³ supported by Lina Danieliute (University of Jyväskylä, Finland), Matti Kontsas (University of Jyväskylä, Finland), George Costa (Democritus University of Thrace, Komotini, Greece), Gregor Hovemann (German Sport University Cologne), Denis Musso (ISEP France), Berit Skirstad (Norwegian University of Sport and PE) and August Tarrago (INEFC Barcelona, Spain).

7.3.3 Presentation of the results

7.3.3.1 Framework of the Programme

Name of Programme

Altogether sixteen study programmes from eleven countries were included in the area report on sport management. In fourteen of the sixteen programmes the English translation of the name of the study programmes was related to sport management (Appendix 10).

Programme Orientation

The majority of the programmes were vocational and the vocational training was mostly organised concurrently with the academic studies. Three programmes had both concurrent and consecutive vocational training and two programmes had only consecutive vocational training. Only one of the programmes was pre-vocational and two had a general orientation and one had both vocational and general orientations.

Basic Information about the Programme

The level of the programmes varied from level 3 (professional qualification) to level 5+ (Doctoral). However, it seems that in two cases the level was set at 5+ even though the programme concerning this report did not appear to be a Doctoral level programme. This may be due to a misinterpretation of the question, where the level has been set as 5+ if the institution provides doctoral training in general. Most of the programmes were either at level 4 or 5 or in some cases the programme could be completed at both levels in the same institution. Only one institution provided a programme at level 3. Also in Poland the study programme was said to be at level three, but in the answer to the question a clarification was made that it perhaps should rather be level 5a.

The number of entrants to the programmes varied from 10 to 200, but the average was between 50 and 60. The duration of the programmes and the number of ECTS credits included in the programmes was rather inconsistent, but again some of these differences may be due to misinterpretations concerning the questions. Most two-year programmes consisted of 120 ECTS credits, but it was not clearly stated in all cases whether the programmes were at Bachelor or Master level. For example, the three-year Bachelor programme in Leeds Metro-

politan University was made up of 360 ECTS credits, whereas a five-year Master's programme in Slovakia consisted of 300 ECTS credits. Also a two-year programme in Spain had only 54 ECTS credits, when most one-year programmes had 60 ECTS credits. The reasons for these differences are in different interpretations regarding the ECTS system or in special structures of the study programmes.

Out of the sixteen programmes there were nine full time training programmes and five part time training programmes. The programme in The Netherlands and Lithuania could be completed both full time and part time. About half of the programmes were completed on the job and half off the job. Most of the part time programmes were done on the job and most full time programmes off the job. Apprenticeship was an essential feature of eleven out of sixteen programmes and ten out of sixteen programmes were single subject programmes. The programmes, which were not single subject, included mostly other management related subjects and in one programme also sports coaching, physical education and health and fitness.

One of the aims of the Bologna Process is to simplify higher education qualifications in order to improve transferability. Two important developments related to this aim are separating Bachelor and Master level degrees and developing a unified credit system (ECTS). The results on this section concerning the basic information of the programmes reveal that there is still work to be done before a unified higher education system is in place in Europe. The information regarding the level of the programmes is not provided clearly and there are some programmes where the Bachelor and Master level programmes are not yet separated. Some of the results concerning the level of education and the duration of the programmes do not seem to match up correctly, but this may be due to misunderstandings regarding the questions. The ECTS system is not in place in all programmes and also there seems to be different interpretations concerning the amounts of ECTS credits in the programmes (Appendix 11).

Student Profile and entry requirements

The academic qualifications required to enter the programmes were consistent among the different programmes. Only three programmes did not require academic qualifications, but in two of them, work experience was required. For the programme in The Netherlands the entry requirement was a “Pre vocational diplome”. For Bachelor level programmes a qualification e.g. such as “Abitur”, “Baccalaureate”, “GCSE” or something equivalent was required. For Master level a Bachelor qualification was required. In order to enter the programmes a specific level of practical ability was required in five programmes out of sixteen. Most of these were related to sports performance, but in the Sports Institute of Finland, work experience was set as a practical ability requirement. Certain personal qualities were required in seven programmes and these included different types of skills depending to some extent on how the question was understood. Additional entry requirements were set in eight programmes and mostly they concerned work experience, but also English language in three cases (Appendix 12).

The number of students entering the programmes was mentioned already earlier in the section on the basic information on the programme. The number varies naturally according to the nature of the programme, with higher-level programmes having fewer places and also national policies of university education influence the intake of students. The typical entry age for Bachelor level programmes was between 18 and 21 and for Master level programmes between 23 and 24. However, some programmes aimed at those who already have significant work experience had and average entry age between 30 and 40. The number of male and female students varied among the programmes, with some having more women and some more men. Overall, more men were enrolled in the programmes than women. The number of non-resident students was very small and in most cases there were none. The percentage of students completing the programme ranged from 57 to 100 percent and in nine of the programmes the percentage was over 80. The information regarding programme completion was missing from three programmes (Appendix 13).

The entry requirements to the programmes should be the same in all the programmes at a certain level of education. In order to complete a Bachelor Pro-

gram in Sport Management there should be an agreed level of previous education. For Master level programmes a Bachelor degree should be completed. These requirements seem to be relatively similar in all of the programmes. In the near future the demand for more flexible entry requirements will increase and probably e.g. working experience can be accepted more often as an entry requirement.

Teaching Staff

The academic and professional staff involved in the programmes consisted mostly of males. In the programmes, which gave the appropriate information, 75% of the staff were males. In most programmes a larger number of staff members were full time workers, but in six programmes more staff worked part time. Very few staff members were aged less than 30 or over 60 and the most common age was between 44 and 60. The qualifications of the staff members ranged from Bachelor to Doctoral level, but most programmes had only Master and Doctoral level staff. Previous sport management experience was set as a requirement for the staff only in the programme in The Netherlands, but a large number of staff members had relevant experience in most of the programmes.

7.3.3.2 The Sport management-related Curriculum

Generic Competences (tuning)

The answers given related to the generic competences varied somewhat depending on how the question was understood. In one programme the answers were not rated numerically, but rather an X was used to mark the important competences. In eight programmes the competences were rated using every number only once either for each of the three groups of competences or for all three groups. In nine programmes every competence was rated with a number and in seven cases the same number was given many times. Regardless of these differences in the answering methods general trends could be seen concerning the important competences. In the following table all of those competences have been listed, which were rated with numbers 1-3 (or X) by at least six of the programmes.

Instrumental competences	Number of programmes (rating 1-3)
Problem solving	10
Decision making	9
Capacity for organisation and planning	8
Elementary computing skills	7
Capacity for analyses and synthesis	7
Interpersonal competences	
Interpersonal skills	11
Teamwork	9
Critical and self-critical abilities	7
Ability to work in an interdisciplinary team	6
Ability to communicate with experts in other fields	6
Systemic competences	
Project design and management	10
Capacity for applying knowledge into practice	10
Ability to work autonomously	8
Leadership	8
Capacity for generating new ideas (creativity)	8
Capacity to adapt to new situations	7
Capacity to learn	7

Table 35: Generic competences rated from 1 to 3

In all of the three groups (Instrumental, Interpersonal and Systemic competences) there were two competences, which were rated as important by at least nine of the programmes. The important competences in the programmes are very closely related to the type of skills that are needed in working in a managerial role. The programmes aim at teaching the students to work autonomously just as well as in groups, to have leadership skills and the ability to make decisions and to be able to organise and plan. Being able to adapt to new and

changing situations and working with different types of people are also seen as important competences by those running the programmes.

Specific Key Competences

The most common specific key competences were organisation and planning and communication, which were set as key competences in six programmes. Five programmes had teamwork as a specific key competence. Competences, which were mentioned in four programmes, were: interpersonal skills, putting knowledge (research) into practice, critical thinking, decision-making, and analysis and synthesis. Other important competences mentioned by more than two programmes included management related competences, information technology, project design, leadership and information management. The order of the competences varied a lot between the programmes, but the same competences would be the most common ones even when looking at just the three most important competences. The answers varied between the programmes and interpretation was at times difficult, because this was an open-ended question. In the following table the most important specific key competences of the programmes are shown.

Specific key competence	Number of programmes
Organisation and planning	6
Communication skills	6
Teamwork	5
Putting knowledge (research) into practice	4
Critical thinking	4
Decision-making	4
Interpersonal skills	4
Analysis and synthesis	4

Table 36: Specific Key Competences in Sport Management

7.3.3.3 Organisation and evaluation

Assessment of Programme and Teaching Units

The results concerning the assessment of the programmes and the teaching units differed somewhat between the programmes. Regarding continuous assessment, the most common form of assessment was written essays, which was used in nine programmes. Class tests and oral exams were used in five programmes and other assessment methods in four programmes. Three programmes did not mention any form of continuous assessment. Most programmes did not define the weight that continuous assessment has on the final evaluation. Regarding the years, when continuous assessment was used, the results varied from the whole range of the programme to just one or two years at the end of the programme (Appendix 14).

The same methods of assessment were used in the same proportions also for final examinations. Written essays were the most common and they were followed by oral exams and class tests. Five programmes did not mention any form of assessment for final examinations. The weight on the final evaluation was set in six programmes and the percentages were between ten and eighty. Most programmes did not specify the years for final examinations, and for the ones that did the results varied greatly.

Dissertations were assessed by written essays in seven programmes, by oral exams in three programmes and by other types of assessment (Bachelor paper defence, seminar, report, presentations, case study, self assessment) in three programmes. Once again the information on the results for the weight on final evaluation and the timing of the assessment were missing in most cases or otherwise not easily comparable (Appendix 14).

Teaching practice was not a common part of the programmes and therefore this assessment section did not apply to most programmes. Eight programmes mentioned other types of practice and provided information on the type of assessment, but the nature of the teaching practice remained unclear.

The results concerning the assessment of programmes and teaching units were not filled out very well, but it seems that differences exist in the assessment methods of the programmes. Some inconsistency is naturally understandable,

but in order to improve the mobility of students and staff and the recognition of qualifications a more unified and agreed assessment system could be helpful. Assessment systems must be transparent and also easy to access and recognize.

Teaching Methods

Different teaching methods were widely used in all the programmes. Lectures, tutored seminars, small group work, fieldwork and supervised practice were all employed as teaching methods in at least ten of the programmes. The most common methods were small group work and lectures. Distance learning (E-learning) was the least common teaching method, as it was present in only seven of the programmes. The following table shows the number of programmes using the different teaching methods.

Teaching Methods	Number of programmes
Small group work	16
Lectures	15
Field work	14
Tutored seminars	13
Supervised practice	11
Distance learning	7

Table 37: Teaching Methods Used in Sport Management

Most teaching methods were used. Distance learning is also being implemented more into the programmes and this is an important factor in improving the flexibility and accessibility of the programmes. However, in our opinion universities should not focus too much on distance learning and web based tasks if it means that students will not be taught, but rather made to study only on their own (even though this might be the cheapest and easiest option) and that contact hours will decrease. Naturally all types of teaching methods need to be used in a balanced way following EU policy of life-long learning and policy of society of knowledge.

Evaluation

Programme and Module (Course Unit) Evaluation

The evaluation of the programmes and modules was not very consistently organised among the different programmes. Four programmes did not report any methods used staff to evaluate the contents of the teaching units or courses. Some of the methods used in evaluating teaching units or the overall programme were: cross-checking, research based evaluations, systematic course evaluations, external examiners, seminars, and trainee evaluations. Student evaluations of the teaching units and the overall programme were organised much more consistently than teacher evaluations in all the programmes. Teaching units and single courses were mostly evaluated through questionnaires and oral feedback. The overall evaluation of the programme by the students was done in thirteen of the programmes and the methods used for the evaluation included discussions, oral and written feedback, seminars with student representatives, and meetings with external examiners. Evaluation done by mentors and supervisors was not implemented into many of the programmes, as in nine programmes neither teaching units nor the overall programme were evaluated by mentors/supervisors. The methods of evaluation used included visits and meetings with students, observation, questionnaires, and written feedback (Appendix 15).

Evaluation of training delivery

Teaching staff was involved in peer evaluation of teaching in eight of the programmes and the method of evaluations used was observation of teaching. Students evaluated teaching and training delivery in fourteen of the programmes and the methods of evaluation included questionnaires and oral feedback.

In order to ensure high standards of the programmes good and unified systems of evaluation and quality assurance (next section) have to be in place. Most programmes had some types of evaluation systems, but perhaps certain unified systems of module and teaching staff evaluation could be required from all programmes.

Quality Assurance

Some kinds of quality assurance procedures were implemented into thirteen of the programmes, but three programmes lacked them altogether. Quality assurance was organised most effectively for the overall programme, where thirteen programmes had internal quality assurance and eleven had at least some kind of external quality assurance. Eight programmes had external quality assurance done by professional bodies and all of them had quality assurance done also by the state. For curriculum planning, development and evaluation internal quality assurance was carried out in thirteen programmes, external quality assurance in eight programmes by the state and in six programmes by professional bodies. Staff evaluation was mostly done internally and five programmes lacked quality assurance concerning staff evaluation altogether. For staff evaluation external quality assurance was done by professional bodies only in The Netherlands and only in six programmes by the state. The following table shows the quality assurance related to the overall programmes.

Overall programme quality assurance	Number of programmes
Internal quality assurance	13
External quality assurance (State or other legal requirements)	11
External quality assurance (Professional Bodies)	8

Table 38: Overall Programme Quality Assurance

Quality assurance is one of the key elements of both the Bologna Process and Copenhagen Declaration. The Copenhagen Declaration aims e.g. a promoting cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training. It seems that internal quality assurance is fairly well organised in most programmes, but external quality assurance is missing altogether in many programmes. Well developed quality assurance systems help in improving comparability and ensuring high quality of education and more work needs to be done in establishing common quality assurance systems.

Tracking of graduates

The tracking of graduates was carried out in thirteen of the programmes and in ten programmes it was done annually. Nine programmes had annual tracking and one to five years follow up and one programme had annual tracking and five to ten years follow up.

Validation and Accreditation

The responsibility of the validation and accreditation of the programmes was held by the state in eleven programmes and by a higher education organisation in six programmes (four of these programmes had both). In one programme validation and accreditation was under the responsibility of an examining body and in one it was done internally by the department of social sciences.

Networking

At least some level of networking was present in all of the programmes. Thirteen programmes had specific links with other areas/colleagues in their own institution. Many programmes had many types of internal network links. The most common links were inter-departmental and inter-faculty, in ten programmes. Four programmes had professional training links and three programmes had academic subject links. Ten of these links were both informal and formal and two were only informal. All of the programmes had specific links with schools and in eleven of them the links were both informal and formal. Two programmes had only informal links and in the case of two programmes the information was missing (Appendix 16).

Purposes of the links with the sport organisations

Most programmes had some links with sports organisations and many programmes had several reasons for the links. Eleven programmes stated professional outcomes and student mentoring/supervision as their purposes for having links with sports organisations. Other purposes included the development of curriculum (ten programmes), student evaluation/assessment (eight programmes), and evaluation of the programme (six programmes). The frequency of the network meetings varied from quarterly, in three programmes, to yearly, in eight programmes. The programme in The Netherlands had monthly network meetings. One programme had only sporadic network meetings.

External links

The external links were not quite as common as internal ones, but still thirteen programmes had at least one type of external link. Links between sports associations and sports federations were in place in eleven programmes and between professional bodies and associations in ten programmes. Seven programmes had links with employers' networks and six programmes with the government level. Links with other external sources were present in six programmes.

Employment and Job Destinations

The main job destination of those graduating from the programmes was some type of a manager in a sport organisation/federation/club. Ten programmes had mentioned managerial work in sport organisations within the three most usual job destinations. Other important sources of employment were: municipalities, the public sector, and the private sector. Typical jobs with these employers included managerial work and marketing. A more detailed description of employment concerning both B.Sc. and M.Sc. programmes is provided in section 4.6.

It was not very common for the programmes to liaise with different bodies concerning the employment/deployment of those candidates who successfully complete the programme. Five programmes had links with the government or state and mostly they concerned the Ministry of Sports or Ministry of Education. Only four programmes liaised with the employers' networks and two programmes with the employees' networks. The most common forms of links concerning the employment of candidates were with professional bodies/associations and sport associations/federations. Seven programmes liaised with the professional bodies, six programmes with the sport associations and also five programmes with other training agencies.

7.3.3.4 Field of Studies and Programme Details

Competencies

In the following table the competencies of the programmes are rated based on the amount of programmes, in which the competency was important. Fourteen programmes gave answers to this question.

Competency	Important (out of 14)	Competency	Important (out of 14)
Sport Management	14	Thesis	7
Human Resource Management	14	Accounting	6
Organisational Theory	14	Foreign Languages	5
Sport Marketing	14	Research Methodology	4
Event Management	13	Pricing	3
Sport Planning	13	Practical Sport	3
Facility Management	11	Others	2
Sport Sponsoring	11	Ecology	1
Economics	10	Sport Sociology	1
Financing	9	Philosophy and History of Sport	1
Budgeting	9	Biological Sciences	0
Law	9	Health Sciences	0
Information Technology	7	Sport Psychology	0
Training	7	Physical Education	0

Table 39: Relevant Competences in the Area of Sport Management

ACADEMIC CALENDER

The academic calendar was fairly similar in all of the programmes. Most programmes had two semesters, one starting in September and the second one in either January or February. In a two-semester system the year finished either in May or June, but some programmes had a third Semester, which went through the summer. The same applied for the BSc and MSc programmes. The information concerning the academic calendar was missing from six programmes (Appendix 17).

PERIODS RESERVED FOR EXAMINATIONS

The periods reserved for examinations varied somewhat between the programmes. The most common system was to have two examinations periods in an academic year (in four programmes). The first examination period was in January-February and the second one in May-June. Two programmes did not have any specific periods for examinations, but rather had continuous examinations (Appendix 18).

BEST PRACTICES

Out of fifteen programmes only eight gave information on the best practices of the university in increasing the employment of their students. In five of the programmes practical training was a key element in improving employability. Other best practices included training of management skills, modules in curriculum linked to professional development, careers service at the university, and alumni activities.

PRACTICAL TRAINING (Year 2003)

Practical training was organised in eight programmes at BSc level and in six programmes at MSc level. In the BSc programmes practical training was situated most often on the third year and its length varied from 150 hours to 420 hours. In the MSc programmes practical training was, in most cases, arranged in the fourth year and the length varied from 130 hours to 960 hours. In two BSc programmes and two MSc programmes the training was divided between several years and if the programmes were arranged both at BSc and MSc level there was separate practical training at both levels (Appendix 19).

Training destinations

At BSc level seven programmes gave information on the training destinations. Overall, the most common destination was the public sector and within the public sector the local level was most frequently chosen. Sport businesses and sport organisations were almost as popular training destinations as the public sector, but sport media and sport events were considerably less used for training.

Seven programmes gave information on the practical training destinations at the MSc level. Sport businesses and organisations were the most common destinations, followed by the public sector. Within the public sector the focus had

changed from the local level to national and regional levels, which were used more as training destinations. Also the amount of training done in sports events and media increased somewhat and they were as common destinations as the individual levels within the public sector. Some countries, like Norway, require that the students have to train in both public and private organisations.

EMPLOYMENT

Seven BSc programmes provided information regarding employment. The public sector was the most common source of employment and within the public sector the local level was most popular. Similarly as in practical training, also in employment, sport businesses and organisations came second to the public sector. However, the sport businesses were the most common source of employment if the public sector levels are not added together. The proportion of those being employed in sport events and media was less in employment than in practical training. The role of other employers was almost as big as that of the sports organisations.

Seven programmes gave information on employment concerning MSc programmes. The public sector was overall the biggest employer and within the public sector the regional level was the most common place of employment. Sport businesses were slightly more significant in terms of employment than the sports organisations and the role of sports media was also much more important than at the B.Sc. level. Sports events and others played a fairly small role concerning the M.Sc. level employment. The following table shows the employment of those completing the B.Sc. and M.Sc. programmes in percentages.

Employment	Percentage
B.Sc.	
Public sector local level	17
Public sector regional level	9
Public sector national level	4
Sport Business	26
Sport Organisations	17
Sport Media	3
Sport Events	11
Others	13
M.Sc.	
Public sector local level	9
Public sector regional level	14
Public sector national level	8
Sport Business	25
Sport Organisations	19
Sport Media	11
Sport Events	8
Others	6

Table 40: Employment of those completing the B.Sc. and M.Sc. programmes

ALUMNI ACTIVITIES

Six programmes gave information regarding alumni activities. The activities included regular alumni meetings, reunions and various types of events. However, alumni activities together with practical training seemed to be a good way to create networks and connections to employees.

FUTURE

Many programmes reported several changes that are planned in the future. At the B.Sc. level eight programmes provided information on the future changes. The programmes in Finland and Great Britain aimed at improving distance learning and in Great Britain the aim was also to increase vocational elements in the programme. In Spain the changes were related to the Bologna Declaration and in France the programmes will go through major changes due to the implementation of a new “LMD” process. In Germany a new B.Sc. programme

is going to be established in Sport Management and Sport Communication and in Lithuania the plan is to separate sport management from tourism. In The Netherlands the future changes included a comprehensive first year together with sport management and physical education and sport & health. New B.Sc. programmes in the organisations were planned in coaching (Great Britain), “Sport and Tourism” (Spain), and “Project management in sport, health and territory” (France).

Seven M.Sc. programmes provided information on future changes of the programmes. In Finland a new M.Sc. programme in English is under development and other challenges are related to the ERASMUS-Mundus system and Joint Degree programmes. Also in Germany a new Master in Sport Management programme is planned and in Lithuania the possibility of starting a Joint Degree programme is evaluated. The changes in the Czech Republic aim at separating the Bachelor and Master programmes and in France the “LMD” process is bringing changes to the M.Sc. programmes as well as the B.Sc. programmes. New M.Sc. programmes are planned in Finland and Germany, as was mentioned, and also in France some developments are under way for new M.Sc. programmes.

The future plans of the programmes are very well aligned with the aims of the Bologna Process and Copenhagen Declaration. Joint degree programmes are under development (Finland, Lithuania) and this is an important part of improving the mobility of students and recognition of qualifications. The separation of B.Sc. and M.Sc. programmes (Czech Republic) is one of the key aims of the Bologna Process and in Spain developments are also related to the Bologna Process, although they are not specified.

Overall, if the aim of this questionnaire was to evaluate the programmes in relation to the Bologna Process, then more specific questions related to the aims of the Process would have been needed.

7.3.3.5 Conclusions

The AEHESIS project primarily focuses on the possible integration of programmes the time frames of educational structures and in the relationship with the labour market needs. In the area of sport management we got responses from sixteen programmes.

The answers showed that the integration of programmes and time frames of educational structures is not yet achieved, although many positive developments have been made and further improvements are under way. For example the Bachelor and Master programmes are not separated in all of the institutions, the ECTS system is not fully integrated into the programmes and the evaluation and validation procedures are not unified and agreed in the programmes. Some universities already stated that their future plans included the separation of Bachelor and Master programmes, the development of Joint Degree programmes, and also other less specified developments related to the integration of the programmes. These are all issues, which are related both to the Bologna Process and Copenhagen Declaration.

The relationship with the needs of labour market is achieved more effectively by the programmes than the integration of the programmes. The competences that are seen as important in the programmes are very closely related to the types of competences that are needed in work related to sport management. The programmes had both internal and external links with for example sport organizations and professional bodies, which aimed at improving the links between the programme and the labour market. Practical training was implemented into many of the programmes and this was seen as an important way of improving the employability of the students. The practical training destinations of the students in the programmes corresponded fairly closely to the employment destinations of the students.

European dimension

In this research we were able to recognise different kinds of educational systems in different parts of Europe. The academic calendars and the general entry requirements seemed to be quite similar. In order to strengthen the European dimension in the area of sport management education and training it is crucial to help universities with more relevant information to find partners in the areas of

education and research. It is easier for universities with same kind of aims, educational structures and procedures as well as courses to develop cooperation. According to the material available here it was not yet possible to categorise universities and/or courses, but it can be helpful to do it in the future.

Transparency, information and guidance

It is important to strengthen policies and practices, which support information, guidance and counselling at all levels of sport management education. European CV as well as certificates and diploma supplements are also under development. It can be seen, that e.g. information on www targeted to international audiences about curricula, courses, entry requirements and possibilities for distance learning have started to emerge.

Recognition of competences and qualifications

According to the data the Bologna declaration will give the universities new possibilities to curriculum development and internationalisation. When the world of sport management changes to be even more international and diverse, it will also lead to broad recognition of competences and qualifications.

Quality assurance

It has been proposed, to create common criteria and principles for quality assurance. At the moment universities have mainly internal systems and some legal requirements for quality assurance. In the area of sport management we have a quite long tradition of staff and student exchange. There are e.g. several bilateral and multilateral agreements between universities. There are also numerous new activities, like joint programmes and ERASMUS Mundus activities, which will lead to even more close cooperation and possibilities for international benchmarking. That is also a good way to gain competitive advantage.

References:

Chelladurai, P. in European Journal of Sport Management. Vol. 1. Nr. 1. May 1994. European Association for Sport Management, 15)

7.4 PHYSICAL EDUCATION

Ken Hardman⁴

7.4.1 Introductory Statement

Within the general education system, all countries in the European region have legal requirements (or it is generally practised) with prescriptive or guideline expectations for physical education for both boys and girls for at least some part of the compulsory schooling years. De facto, therefore, is a presumption that across the region, preparatory training programmes for teaching physical education in schools will be in place. From other research (see Hardman, 2001), generally throughout Europe, physical education teaching degree and diploma qualifications are acquired at universities, pedagogical institutes, national sports academies or specialist physical education/sport institutes. For primary (elementary) school teaching, qualifications tend to be acquired at Pedagogical Institutes but not exclusively so, whilst for secondary school teaching, qualifications are predominantly acquired at university level institutions. In approximately half of European countries physical education teacher graduates are qualified to teach a second subject.

Within the concept and context of harmonization, epitomized in the principles of the Bologna Agreement on integration of programmes and time frames of educational structures, this part of the ENSSEE thematic project, Aligning European Higher Education Structure in Europe (AEHESIS), reports on the nature and scope of provider programmes in the area of Physical Education and offers preliminary information on the extent of implementation of the Bologna Process through identification of common elements (congruence), as well as any areas of specificity and diversity amongst registered AEHESIS Partner institutions¹. The reported findings are drawn from responses to a questionnaire distributed electronically to Partner institutions in the period April-June 2004. The Physical Education Area questionnaire was divided into five main areas, which together address items and issues relevant to various components of provision:

⁴ supported by Francisco Carreiro da Costa (Technical University of Lisbon); Gilles Klein (Paul Sabatier University Toulouse, France), Göran Patriksson (University of Gothenburg, Sweden) and Antonín Rychtecký (Charles University, Prague, Czech Republic).

- Framework of the programme (name; orientation, level, duration and type; student and staff profiles)
- The physical education-related (generic competences; specific key competences; fields of study; professional teaching practice training)
- Organisation and evaluation (programme and course unit assessment; teaching methods; evaluation; quality assurance; graduate employment tracking; other quality indicators)
- Validation and accreditation (responsible agencies; network links and purposes)
- Employment destinations

Definition of Terms

The term Physical Education (PE) has multiple meanings and variable definitions in different countries and cultures. For the specific purpose of this Project, a broad definition has been adopted with the intention of incorporating the terminological variations across Europe. Thus, Physical Education is defined as “that part of the school curriculum, which is essentially concerned with a structured and planned programme of directed physical activity aimed at optimum harmonious and balanced development of those taking part and with a set of objectives embracing physical growth, development and competence, healthy well-being, psycho-social attributes, aesthetic and moral development etc”.

It embraces, therefore, the terms physical culture, movement, human motricity, sport education and the like presented as physical activity-related programmes within school curricula in various countries across Europe.

For the purposes of this Project, a Physical Education Specialist is defined as a qualified teacher who has undertaken a programme of academic and professional training, in which normally over 50% of the study load (excluding general education or pedagogical study) is related to the subject known as Physical Education or its equivalent term. It is acknowledged that in some countries (e.g. Denmark), physical education teachers working in the ‘Basic School’ may have undertaken physical education programmes, which make up less than 50% of the total Teacher Education programme and are, nevertheless, recognized as specialists. Thus, in those countries where this is the practice, institutional representatives were also asked to complete the questionnaire as appropriate.

7.4.2 Sample

Completed questionnaires were received from 21 programmes in 17 institutions in 14 countries. See table 41.

Country	Institution
Belgium	Free University of Brussels (FUB)
Czech Republic	Faculty of PE & Sport, Charles University, Prague (CUP)
Denmark	Institute of Sports Science & Clinical Biomechanics, University of Southern Denmark (USD)
Estonia	Tartu University (TU)
France	Paul Sabatier University Toulouse (2 Programmes) (PSUT)
Germany	Darmstadt University of Technology (2 Programmes) (DUT)
Greece	National & Kapodistrian University of Athens (NKUA)
Greece	Thrace, Democritus University (2 Programmes) (TDU)
Lithuania	Lithuanian Academy of Physical Education (TDU)
Malta	Institute of PE & Sport, University of Malta (UM)
Netherlands	Institute of Sport Studies, Hanze University, Groningen HUG)
Poland	Jozef Pilsudski Academy of Physical Education, Warsaw (JPA)
Romania	Faculty of PE & Sport, Babes-Bolyai University (BBU)
Sweden	School of Sport Science, Gothenburg University (GU)
Sweden	College of PE & Sports, Stockholm University (SU)
UK	Leeds Metropolitan University (LMU)
UK	University College Worcester (2 Programmes) (UCW)

Table 41: Respondent Partner Institutions

Programme Titles

Not unexpectedly, names of programmes showed a high degree of congruence with over 80% of titles including the term physical education and some variations adding qualifiers related to type or level of school employment destination (e.g. 'Gymnasium', Vocational, Secondary). Of the remainder, programme titles

were variously linked with Sport and Sport Science and/or Life and Health Science (see table 42).

FUB	Master in Physical Education
CUP	Secondary School Teacher (PE + Other Subject)
USD	Physical Education
TU	Comprehensive/Secondary School PE Teacher
PSUT	Bachelor, Sport Science & Technology: PE
PSUT	Master, Life & Health Sciences: Human Movement & Sport Sciences
DUT	Vocational School PE Teacher
DUT	Grammar School PE Teacher
NKUA	PE & Sport Science
TDU	Bachelor, PE & Sport Science
TDU	Graduate Diploma in PE: Exercise & Quality of Life
LA	Physical Education
UM	Bachelor, Secondary School PE Teacher
HUG	Physical Education
JPA	Master in Physical Education
BBU	Physical Education & Sport
GU	Sport Science: Sport & Health Teaching
SU	Physical Education Teaching
LMU	Bachelor, Physical Education with QTS
UCW	Bachelor, Physical Education and Sport Studies/Sports Coaching
UCW	Post-graduate Certificate, Secondary PE Teacher

Table 42: Institutional Programme Titles

7.4.3 Description of the results

7.4.3.1 Description of the programmes

Programme Orientation

The majority of programmes (14 out of 19 or 74%) are designated as concurrently vocational, that is, where the professional/teaching studies qualification is integrated within 'academic' studies. Four programmes (21%) are designated as consecutively vocational, that is professional/teaching studies qualification is undertaken after completion of 'academic studies'. One programme (UCW undergraduate programme) was designated pre-vocational only (refer figure 51).

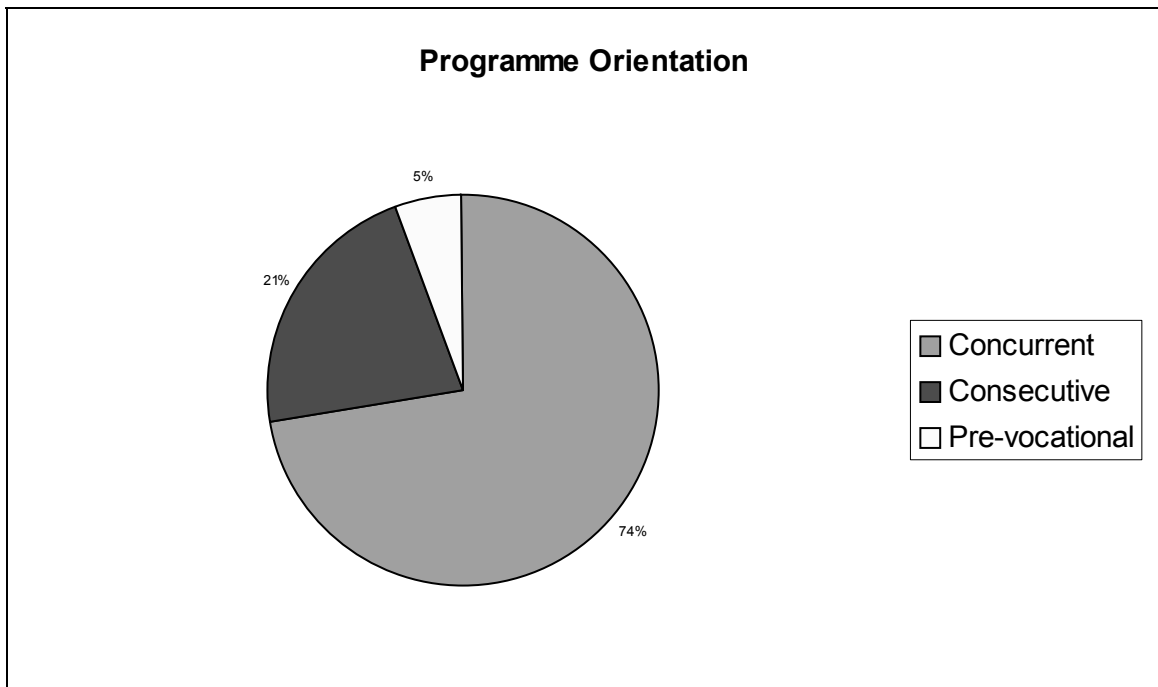


Figure 51: Programme Orientation

Programme Basic Information

Level of Programme

Six programmes are listed as level 5, (Master or equivalent): Free University of Brussels, Charles University, Prague, Darmstadt University of Technology (2); Democritus University, Thrace (post-graduate diploma) and Jozef Pilsudski PE Academy. The remainder are level 4 programmes (Bachelor or equivalent, with or without a teaching qualification) (see figure 52).

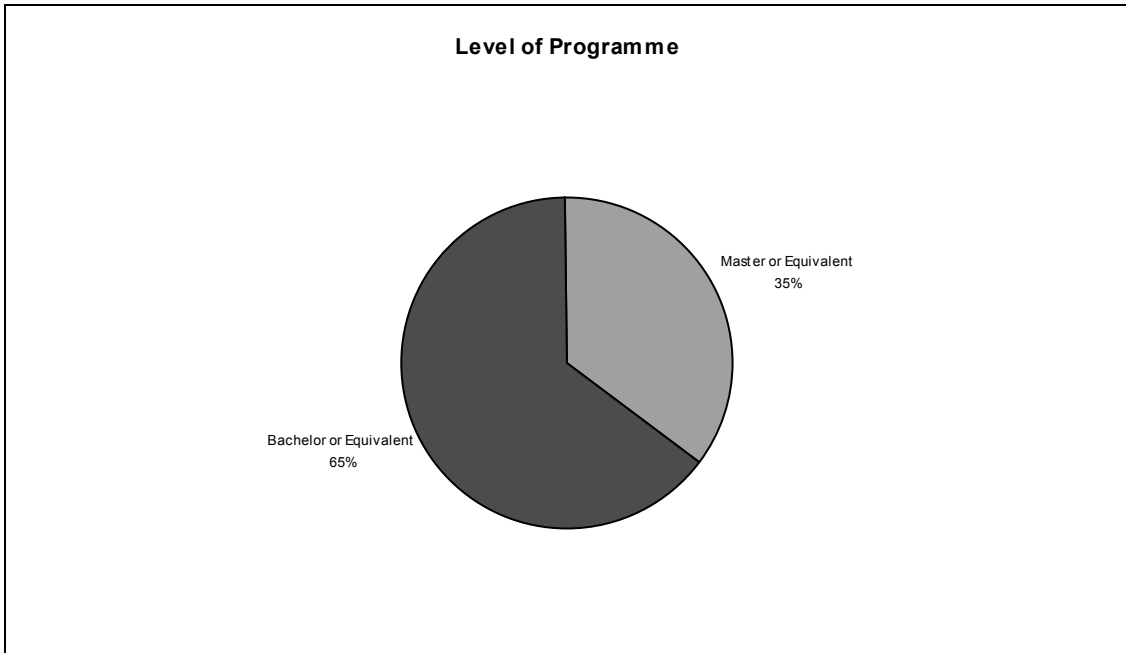


Figure 52: Programme Level

Number of Entrants

Range of numbers of entrants is from 15 (Tartu University) to 500 (Thrace University) with a mean of 136. However, two clusters of up to 50 (25%) entrants and 50-100 (40%) entrants account for two thirds of intakes into programmes (refer figure 53).

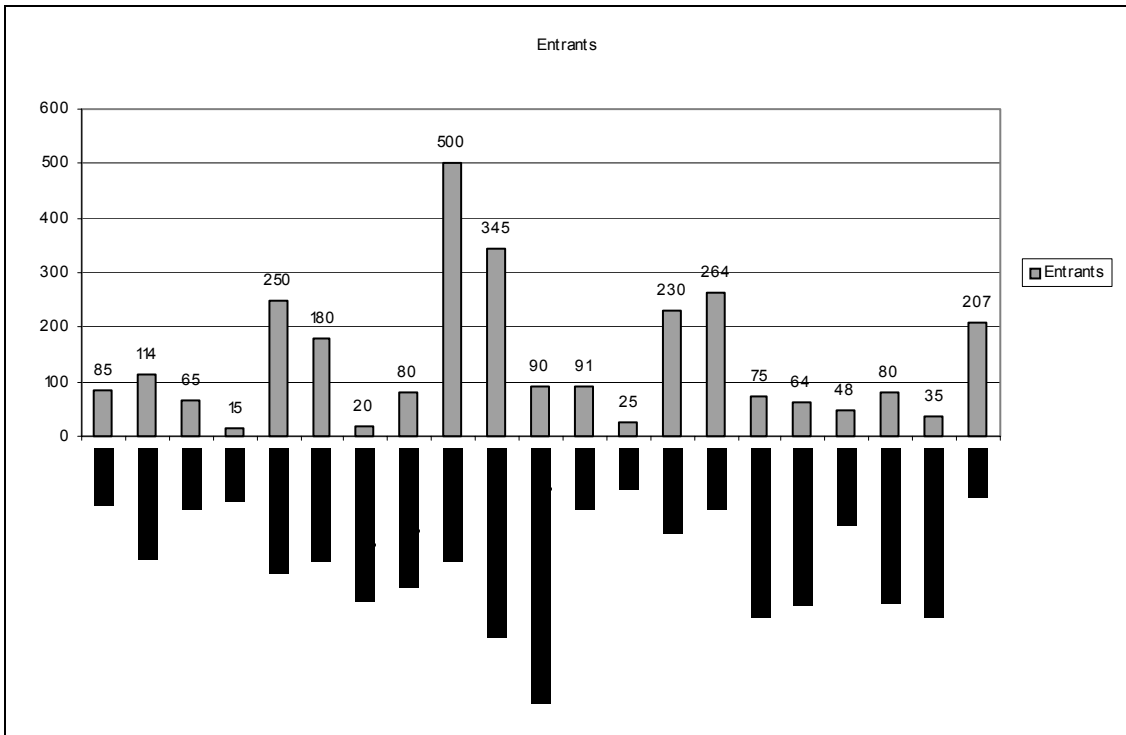


Figure 53: Entrant Numbers by Institution

Duration of Programmes

Half of all programmes are for four years. The one year post-graduate certificate programme leading to Qualified Teacher Status (QTS) at Worcester University College also represents a fourth year of study; the graduate PE Diploma programme at Thrace University represents an additional two years of study to give a total of six years. Charles University (Masters and two subjects) and the two Swedish Universities (multi-subjects with teaching qualification) have five-year (5.5 years, Gothenburg) programmes. All programmes are offered on a full-time basis, though at Tartu University, Lithuanian Academy and the Worcester University College one-year post-graduate vocational PE programme, part-time study is also possible. Refer figure 54.

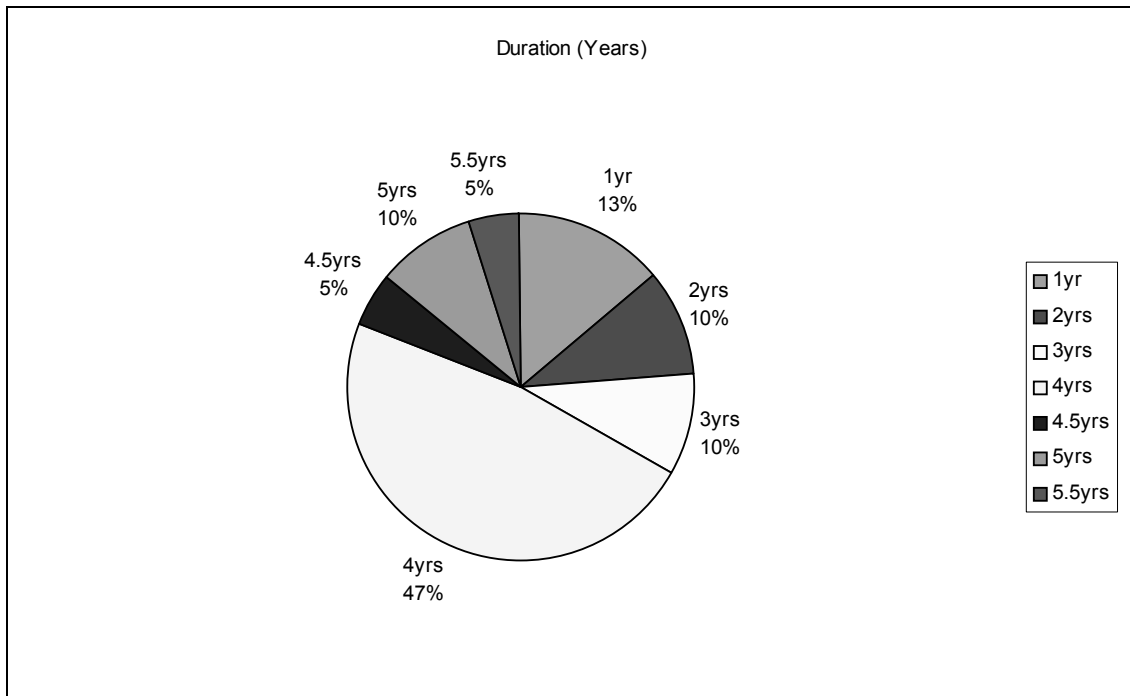


Figure 54: Duration of Programmes in Years

Number of Credits

It is clear from the data generated that the ECTS credit system is neither European-wide nor are the number of credits (and their study load weighting) required for a qualification consistent across institutions. The following institutions appear to adhere to the standard ECTS system of 60 credit hours per annum: Free University, Brussels; Tartu University; Paul Sabatier University, Toulouse; Lithuanian Academy; Malta University; Hanze University, Groningen; and Bobes Bolyai University, Romania. Charles University does not have a credits' system. On the basis of 25 study load hours equalling 1 ECTS credit, the following ap-

ply: University of Southern Denmark 210 credits; Darmstadt University of Technology 125.5/164 credits; University of Thrace 218/43 credits; Gothenburg University 120 credits; and University of Stockholm 330 credits. Leeds Metropolitan University and Worcester University College have credit systems, which equate to 120 credits per year (with a notional 10 study hours = 1 credit) of study but not to ECTS study load hours. At the Jozef Pilsudski PE Academy, 13 study load hours = 1 credit but no overall total of credits is listed.

Programme Type (Single etc. Subject)

Twelve (57%) of the 21 programmes are single subject (see table 43) hence, are likely to be PE subject specialists. The other nine programmes offer at least a second subject, which may lead to specialist status in one or more subjects or generalist status and may bring wider employment opportunities/flexibility in schools. At Charles University, Darmstadt University of Technology (2 Programmes) and Malta University a second school curriculum subject is undertaken. At Worcester University College, a Sports Studies or Sports Coaching Science is taken as a second subject. At the University of Southern Denmark, physical education is integrated with a health and fitness programme. At Gothenburg and Stockholm Universities, several subjects including health are undertaken. At Thrace University the PE Diploma programme also embraces rehabilitation, physical activity and recreation. (Refer figure 55 for proportion of single/two plus programmes).

Institution	Single Sub-	Two or More
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	ject	Subjects
Free University of Brussels	Yes	
Charles University Prague		Yes
University of Southern Denmark		Yes
University of Tartu	Yes	
Paul Sabatier, University of Toulouse (1)	Yes	
Paul Sabatier, University of Toulouse (2)	Yes	
Darmstadt University of Technology		Yes
Darmstadt University of Technology		Yes
Athens University	Yes	
Thrace University (1)	Yes	
Thrace University (2)		Yes
Lithuania PE Academy	Yes	
Malta University		Yes
Hanze University Groningen	Yes	
Jozef Pilsudski PE Academy	Yes	
Babes-Bolyai University	Yes	
Gothenburg University		Yes
Stockholm University		Yes
Leeds Metropolitan University	Yes	
University College Worcester (1)		Yes
University College Worcester (2)	Yes	

Table 43: Programme: Subject Numbers

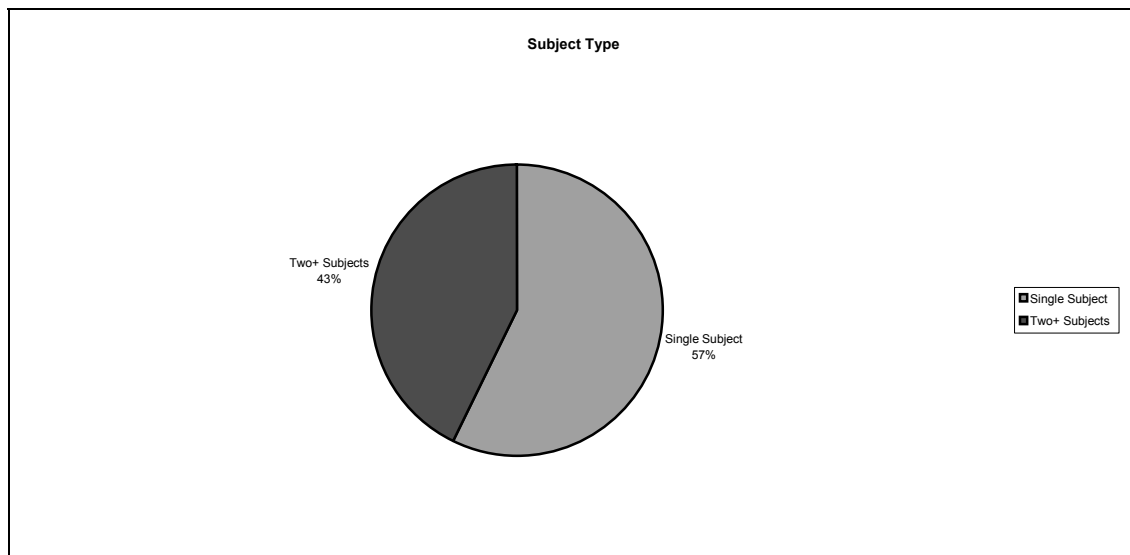


Figure 55: Overall Percentage of Programme Subjects

Programme Entry Requirements

For entry into level 4 programmes, school matriculation qualifications (e.g. baccalaureate, Abitur, 'A'-levels, national examinations, secondary school certificate) or equivalent are generally required. For entry into post-graduate level 5 vocational programmes, a relevant level 4 qualification is required.

Twelve (i.e. 57%) institutions require evidence of practical ability. The requirements vary from competence (general sport, gymnastics, games, swimming, athletics' events, motor co-ordination and motor control) physical fitness and physical education proficiency. Only 4 institutions (University of Southern Denmark, Jozef Pilsudski PE Academy, Leeds Metropolitan University and University College Worcester) indicate a specific personal qualities requirement. These encompass level of (professional) motivational interest/commitment, communication skills, leadership and teamwork skills and sensitivity to others' needs. Other requirements include: competence in the second subject (Charles University), where the programme comprises two subjects; demonstration of teaching ability at micro level (Tartu University); prior experience, publications, research (Thrace University post-graduate diploma programme); prior school-based experience and experience of four or five of the six activity areas of the National PE curriculum (Worcester University College post-graduate vocational PE programme).

Student Profile

a) Entry Age

Overall mean programme entry age is 20.7 years with a range of 18-30. However, this figure includes post-graduate programme entry students. For initial entry, the overall mean age is 19.9 years with a range of 18-23; Entry age in just short of one third of all institutions is 18 years. (Refer figure 56).

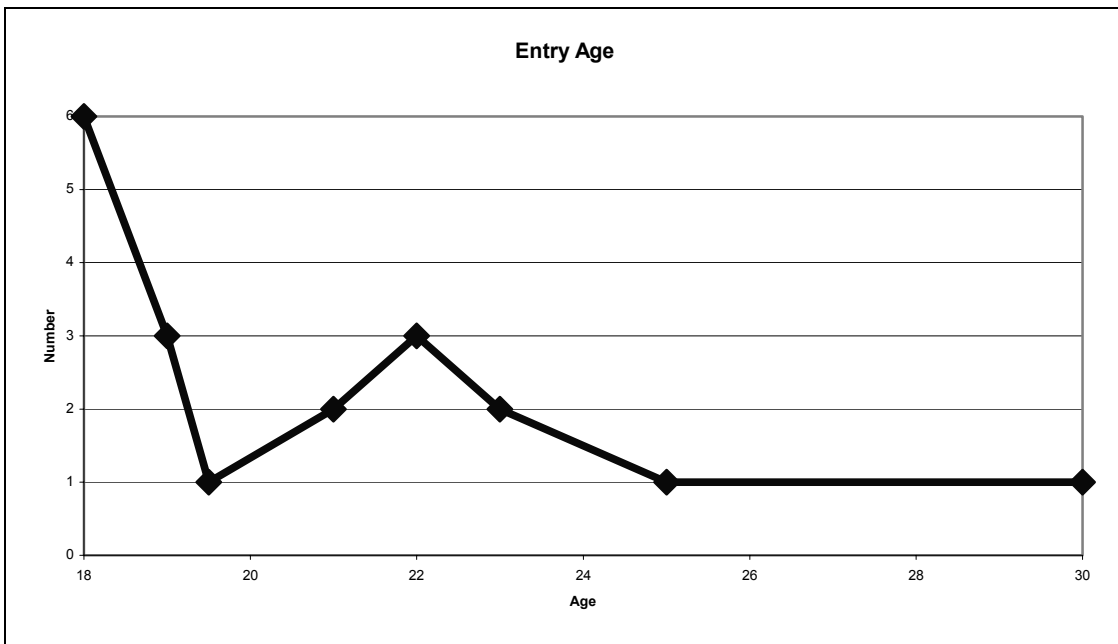


Figure 56: Student Entry Age

b) Female/Male Proportions

The overall proportion of female to male students is 38%: 62%. The proportional difference in several institutions is less than 5%: Charles University; Southern University of Denmark; Malta University; Gothenburg University; Stockholm University; and the post-graduate vocational programme at Worcester University College (see figure 57). Darmstadt University of Technology did not provide data on numbers of female/male students. Greater proportional differences are found in the other institutions (the first given percentage figure is for females):

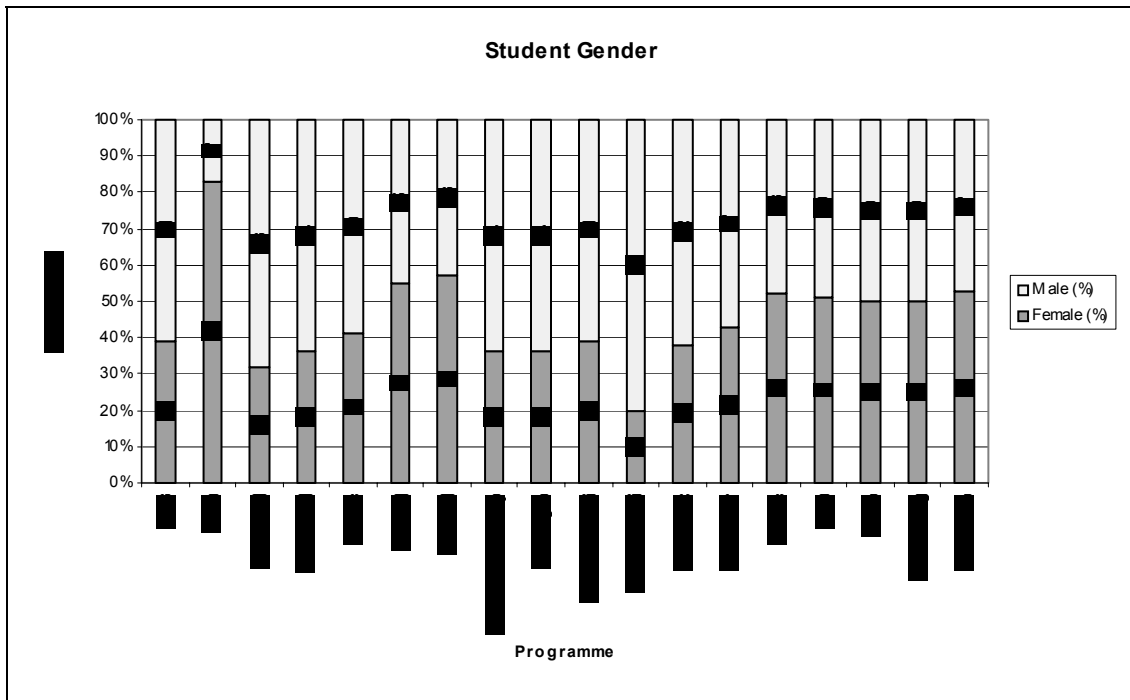


Figure 57: Student Proportions by Gender

c) Completion Rates

The mean of the overall completion rate is 71% with a range of 50.5% (Free University of Brussels)-95% (Gothenburg University) of students who enter on the various programmes. Nearly two-thirds of the programmes have completion rates of 75% and over.

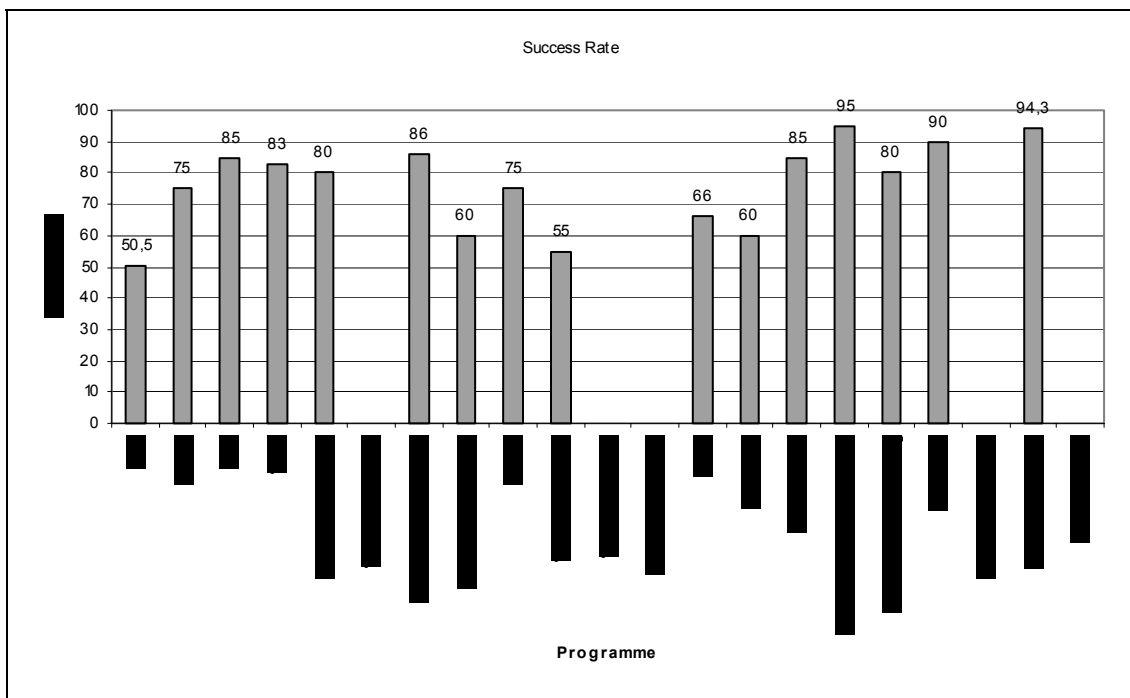


Figure 58: Programme Completion Rates

Teaching Staff Profile

a) Female/Male Proportions

With the exceptions of Tartu University (equal numbers) and Stockholm University (21 females, 17 males, 55%: 45%) and Leeds Metropolitan University (12 females, 8 males, 60%: 40%), all other institutions have lower proportions of female to male teaching staff (see figure 59).

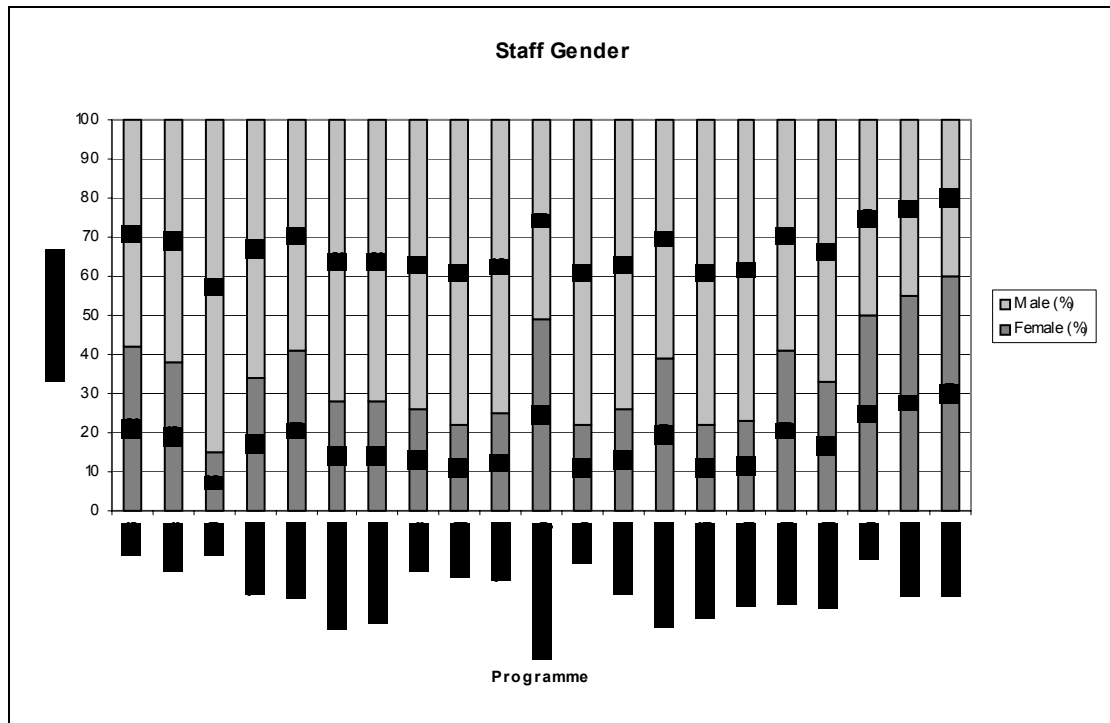


Figure 59: Proportion of Staff by Gender

b) Age Profiles

For combined female/male age profiles 10% are in the age band less than 30 years; 42% 30-44; 41% 44-60; and 7% over 60. Refer figure 10.

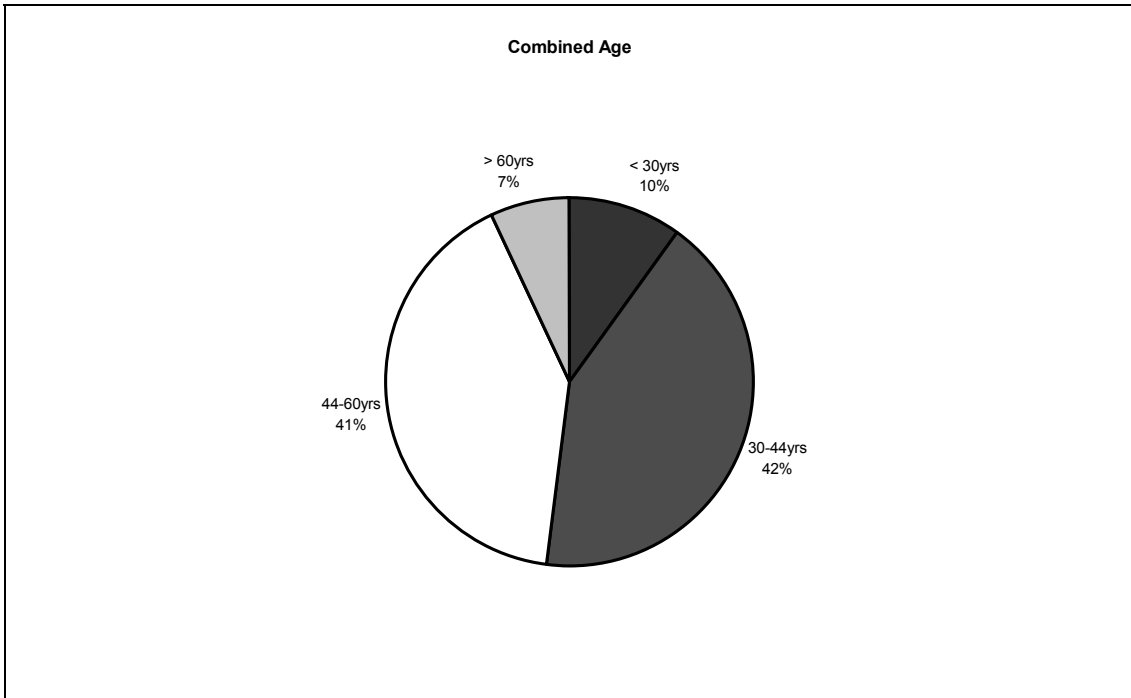


Figure 60: Proportion of Staff by Age

c) Qualifications

Levels of teaching staff academic education measured by qualifications are as follows:

- across all institution by level: bachelors - 14%; masters – 37%; doctorate – 41%; others* 8% (see figure 11).

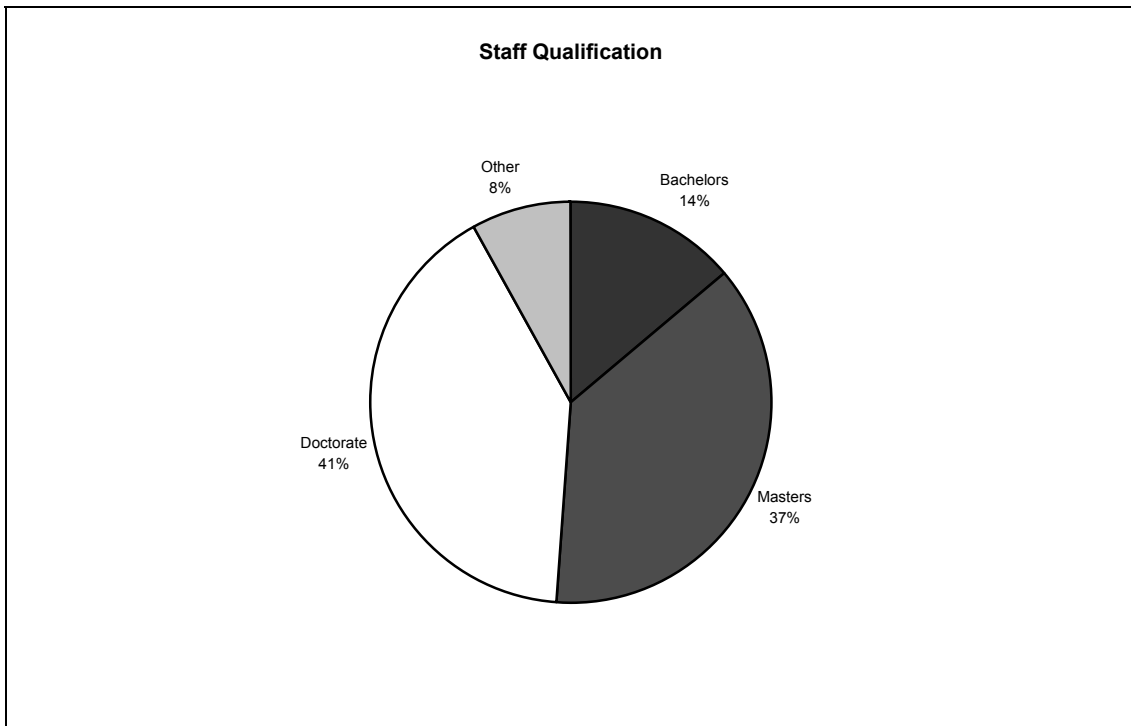


Figure 61: Staff Qualifications by Level

- across all institutions (excluding Hanze University Groningen and Bobes Bolyai University) by gender: bachelors - females 4%, males 8%; masters - females 14%, males 23%; doctorate – females 12%, males 30%; others – females 3%, males 6% (see figure 62).

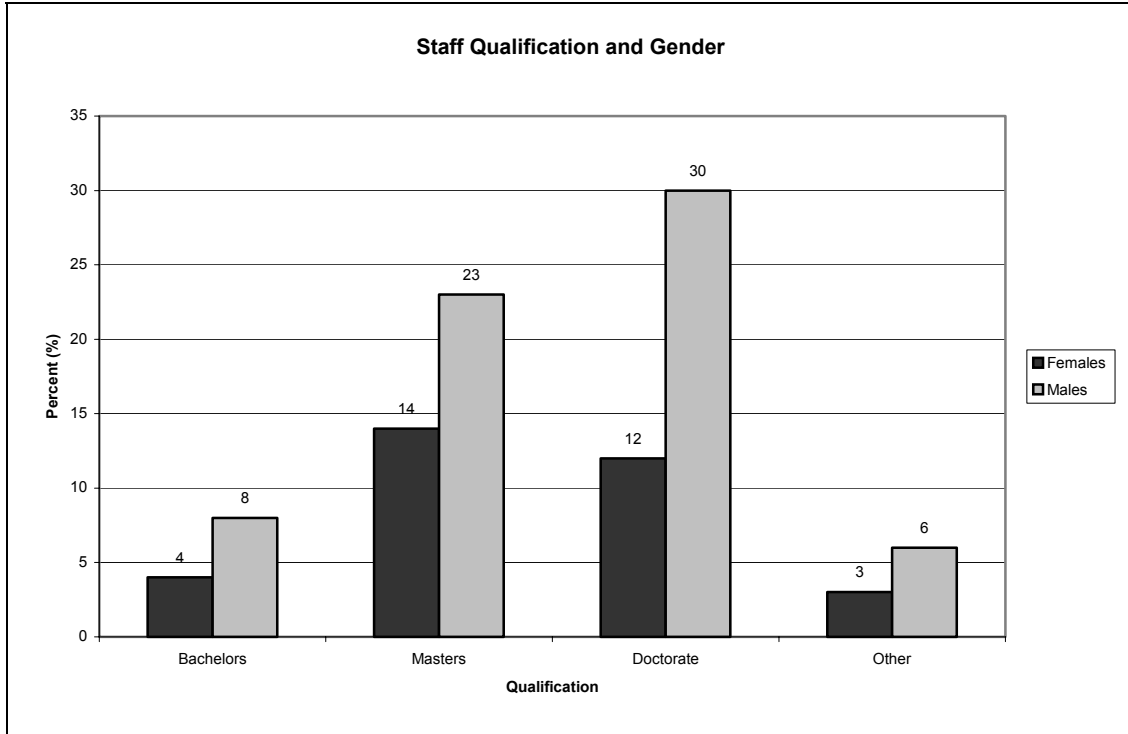


Figure 62: Staff Qualifications by Gender and Level

- qualification level and percentage by gender and institution (see figure 63):

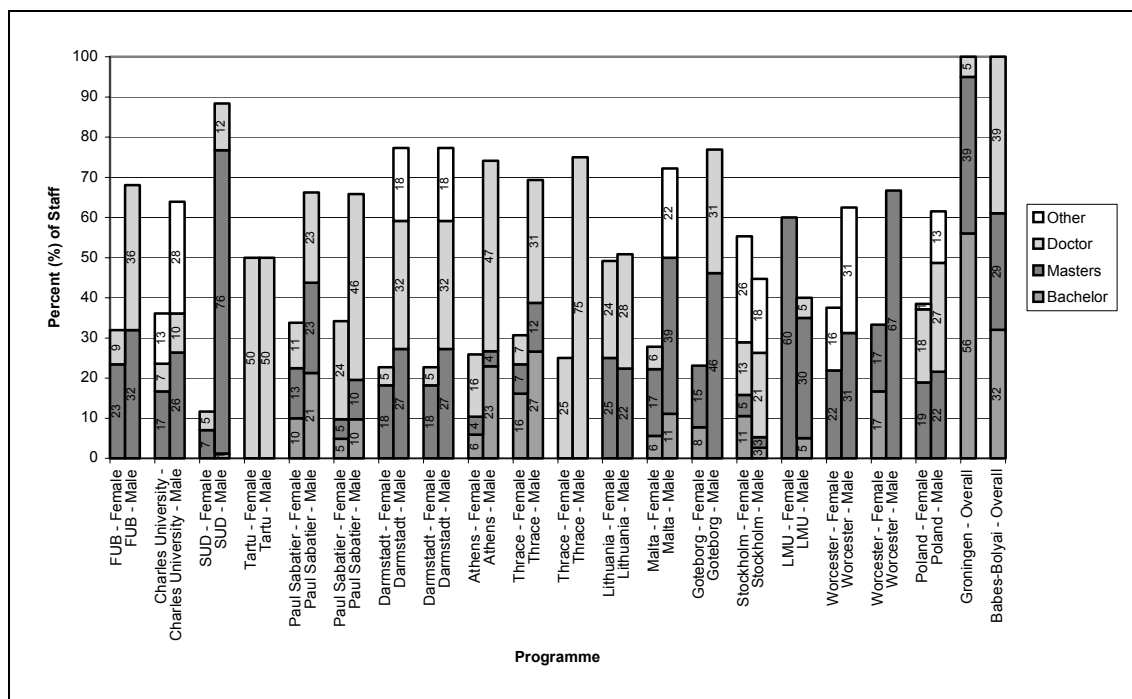


Figure 63: Staff Qualifications by Institution and Gender

- qualification level percentage by institution and gender (see table 44)

	Bachelor		Masters		Doctorate		Other*	
	Female	Male	Female	Male	Female	Male	Female	Male
FUB	-	-	42	58	19	81	-	-
CUP	-	--	39	61	42	58	41	59
USD	0	100	8	92	29	71	-	-
TU	-	-	-	-	50	50	-	-
PSUT	32	68	36	64	33	67	-	-
PSUT	33	67	33	67	34	66	-	-
DUT	-	-	40	60	13	87	0	100
DUT	-	-	40	60	13	87	0	100
NKUA	21	79	55	45	25	75	-	-
TDU	38	62	38	62	19	81	-	-
TDU	38	62	38	62	25	75	-	-
LA	-	-	53	47	46	54	-	-
UM	33	67	30	70	100	0	0	100
HUG**								
JPA	-	-	47	53	40	60	10	90
BBU***								
GU	100	0	25	75	0	100	-	-
SU	80	20	67	33	38	62	59	41
LMU	0	100	67	33	0	100	-	-
UCW	-	-	41	59	-	-	33	67
UCW	100	0	20	80	-	-	-	-

Table 44: Qualifications by institution, level and gender in percentages

* Includes 'Habilitation' (Charles University, Darmstadt University of Technology and Jozef Pilsudski Academy of Physical Education), Teacher's Certificate (Malta University and Worcester University College), PE and other subject qualifications (Stockholm University).

** Hanze University Groningen (HUG) provided overall female/male data only: bachelors 56%; masters 39%; and doctorate 5%.

*** Babes-Bolyai University (BBU) provided overall female/male data only: bachelors 32%; masters 29%; and doctorate 39%.

d) Prior Teaching Experience

Previous experience in schools is required in only 5 out of the 21 programmes: Tartu University, Hanze University Groningen, Jozef Pilsudski Academy of Physical Education Stockholm University (for those involved with teacher training), and Worcester University College post-graduate vocational programme). At the Free University, Brussels, requirement depends on the subject. Paul Sabatier University, Toulouse, Gothenburg and Leeds Metropolitan Universities did not respond to this item, though by inference from other data on teaching staff, implicit is that previous school experience is not obligatory. However, all institutions except for the Lithuanian Academy do employ teaching staff with previous school experience; percentage figures for staff with previous school experience by institution are provided in figure 64.



Figure 64: Staff Previous School Experience

7.4.3.2 The PE-related curriculum

PE-related Curriculum: Generic Competences

From analysis of ratings of the competence areas across all institutions, the rating orders for each category are listed immediately below in tables 45-47.

Instrumental Competences	Ranking
Grounding in basic knowledge of the profession	1
Capacity for organisation and planning	2
Capacity of analysis and synthesis	3
Basic general knowledge	4
Problem solving	5
Decision-making	6
Native language oral and written communication	7
Information management skills	8
Computing skills	9
Knowledge of second language	10

Table 45: Ranking of Instrumental Competences

Interpersonal Competences	Ranking
Teamwork	1
Critical and self-critical abilities	2=
Interpersonal skills	2=
Ability to work in an interdisciplinary team	4
Appreciation of diversity and multi-culturality	5
Ethical commitment	6
Ability to communicate with other fields' experts	7
Ability to work in an international context	8

Table 46: Ranking of Interpersonal Competences

Systemic Competences	Ranking
Capacity for applying knowledge to practice	1
Capacity to adapt to new situations	2
Capacity to learn	3
Capacity for new ideas generation (creativity)	4
Ability to work autonomously	5
Concern for quality	6
Research skills	7
Will to succeed	8
Project design and management	9
Initiative and entrepreneur spirit	10
Leadership	11
Understanding of other countries' cultures and customs	12

Table 47: Ranking of Systemic Competences

Specific key competencies

Competency skills were sought at three levels: (micro: the teacher in the 'classroom' with the students; meso: the teacher functioning in the school; and macro: the teacher and the agencies outside the school) in four areas (academic/intellectual: subject skills; professional: teacher's functions/roles; personal practical activity performance; transferable skills. After preliminary scrutiny of data, categories of rated responses for each area level were formulated for purposes of analysis and simplification of the Report presentation. The rating orders of formulated categories across institutions are listed in tables 48-51. for each area and level.

Micro	Meso	Macro
1. Subject knowledge ¹	1. Subject knowledge ⁵	1. Subject knowledge ⁸
2. Problem solving	2. Communication skills ⁶	2. Reflective practice ⁹
3. Reflective practice ²	3. Curriculum development	3. Strategic development
4. Didactical skills ³	4. Management skills	4. Phys. activity promotion
5. Curriculum development ⁴	5. Reflective practice ⁷	5. CPD
6. Research skills	6. Didactical skills	6. Curriculum development
7. Pedagogical intervention skills	7. Pedagogical intervention skills	7. Info & CT skills
	8. Problem solving	8. Research skills
	9. Research skills	9= Problem solving
	10. Cont. Prof. Development (CPD)	9= International knowledge

Table 478: Academic/Intellectual: Subject Skills

Notes:

1. Includes general and student knowledge
2. Includes analysis and synthesis capacity and theory-practice connection
3. Includes intervention/interaction skills
4. Includes planning, organisation, evaluation
5. Includes general knowledge
6. Includes interpersonal and written skills
7. Includes analysis capacity and critical thinking and evaluation
8. Includes institutional knowledge
9. Includes critical analysis and synthesis capacity, adaptation to new knowledge

Micro	Meso	Macro
1. Didactical skills ¹	1= Management skills ⁴	1. Management skills ⁸
2. Pedagogical intervention skills	1= Communication skills ⁵	2. Community collaboration ⁹
3. Management skills ²	3. Curriculum development	3. Communication skills
4. Communication skills ³	4. CPD	4. CPD
5. CPD	5. Awareness of ethical issues ⁶	5. Innovatory practice
	6= Resource management ⁷	6. Ethical commitment
	6= Reflective practice	

Table 489: Professional: Teacher's Functions/Roles

Notes:

1. Includes lesson planning and evaluation
2. Includes leadership, decision-making and organisational skills
3. Includes personal and group dynamics skills
4. Includes administration, organisation, class management, decision-making skills
5. Includes interpersonal and interdisciplinary skills
6. Includes moral issues
7. Includes care and maintenance of equipment
8. Includes advisory and leadership roles, administration, decision-making and evaluation processes
9. Includes liaison, organisation of extra-mural programmes and co-operation with sports clubs⁹

Micro	Meso	Macro
1. Skills demonstration ¹	1. Subject knowledge	1. Community involvement ⁵
2. Subject knowledge ²	2= Extra-curricular involvement	2. Prof./science engagement ⁶
3. The-ory/practice connection	2= Activity consultant ³	3. Activity promotion ⁷
4= Team coaching	4. Teach range of activities	4. PE specialist communicant
4= Officiating	5. Class teacher role	5. International knowledge
	6. Professional engagement	
	7. Co-operation skills ⁴	
	8. Pedagogical intervention skills	

Table 50: Personal Practical Activity Performance

Notes:

1. Includes personal performance
2. Includes general and specialist knowledge
3. Includes fitness
4. Includes other teachers and community personnel
5. Includes liaison
6. Includes communication with experts, publication of articles
7. Includes life-span physical activity professional competence

Micro	Meso	Macro
1. Problem solving	1. Communication skills ⁵	1. Communication skills ⁷
2. Reflective practice ¹	2. Management skills ⁶	2. Management skills ⁸
3. Didactical skills ²	3. Reflective practice	3. Reflective practice ⁹
4. Communication skills ³	4. Organisational skills	4. Prof./scientific engagement
5. Management skills ⁴		5= Research skills
6. Pedagogical interventions		5= International knowledge
		5= Community involvement
		8= CPD
		8= Activity promotion

Table 51: Transferable Skills**Notes**

1. Includes concern for quality
2. Includes motivation
3. Includes interpersonal/group skills
4. Includes leadership
5. Includes interpersonal/group skills
6. Includes responsibility and motivation skills
7. Includes external values communication
8. Includes leadership and organisation skills
9. Includes innovatory practice and concern for quality

Fields of Study

Thirteen institutions have a 3-5 years study period leading to a Physical Education teacher qualification (QTS) model; three institutions have a 3 year study followed by 1-2 year programme leading to QTS model; four institutional programmes have other model variations: Tartu (4 years baccalaureate followed by

one year QTS), Darmstadt's two programmes (4 years study plus 2 years QTS), and Gothenburg (5-5.5 years study for two-three subjects).

Programme Details

Across all programmes, responses suggest that only four institutions (University of Southern Denmark, Lithuanian Academy, Groningen and Babes-Bolyai University) operate the ECTS Credits system of 25 study load hours = 1 Credit. For other institutional programmes, awarded credits' patterns are diversely varied. With specific reference to ranges and means numbers of hours, number of ECTS credits (actual and converted) with number of pre-conversion institutional credits where relevant, findings for each area (Practical, Pedagogical/Didactical, Subject Knowledge in Natural/Biological Sciences, Social Sciences/Humanities, Dissertation/Research Project and Teaching Practica) are listed in (Appendix 9.4).

Professional Training: Teaching Practica

Ten programmes included teaching practica, supervised by university tutors, within the institution with number of weeks ranging from 2 to 30 with a mean of 9.5 weeks and nine programmes did not refer to within institution practica. Twenty programmes included school-based practica, supervised variously by university tutors and/or school mentors with number of weeks ranging from 2 to 38 weeks with a mean of 15.8 weeks, which were diversely spread from one block to several block periods over the duration of the programme. One programme (bachelor non-QTS programme at UCW) did not include school-based teaching practica. Six out of 17 (just over 35%) institutional programmes included personal practical involvement in sport.

7.4.3.3 Organisation and Evaluation

Assessment of Programme and Teaching Units

All institutions apart from University of Southern Denmark, Athens and Thrace (undergraduate programme) use Continuous Assessment as part of overall assessment procedures. Written essays (16 programmes) comprise the main form of continuous assessment followed by class tests (10 programmes) and oral examinations (8 programmes). Other forms of continuous assessment cited include: performance tests, portfolios with reports, oral presentations and case

studies. Nineteen programmes have end of module/semester/year final examinations. The most common final examination is a written examination (essay type) (17 programmes), followed by oral examination (15 programmes), class test (11 programmes) and skills performance assessment (4 programmes). Nineteen programmes include a written dissertation or equivalent and four programmes include an oral or 'viva voce' examination. Apart from DTU and UCW bachelor programmes, all other institutions assess teaching practice, predominantly by observing lesson preparation and teaching (11 out of 12 programmes). Written essays (8 programmes), class tests (4 programmes) and oral test (1 programme) comprise other forms of teaching practice assessment. (Refer figures 81 and 82).

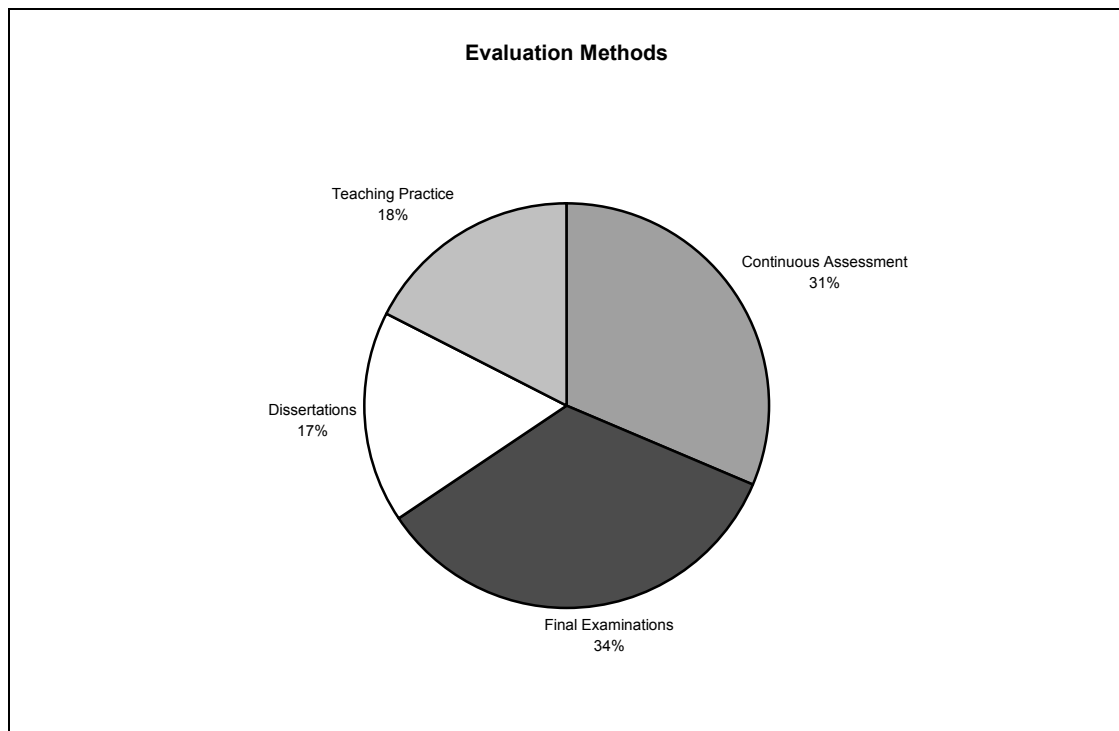


Figure 65: Evaluation Methods: Overall

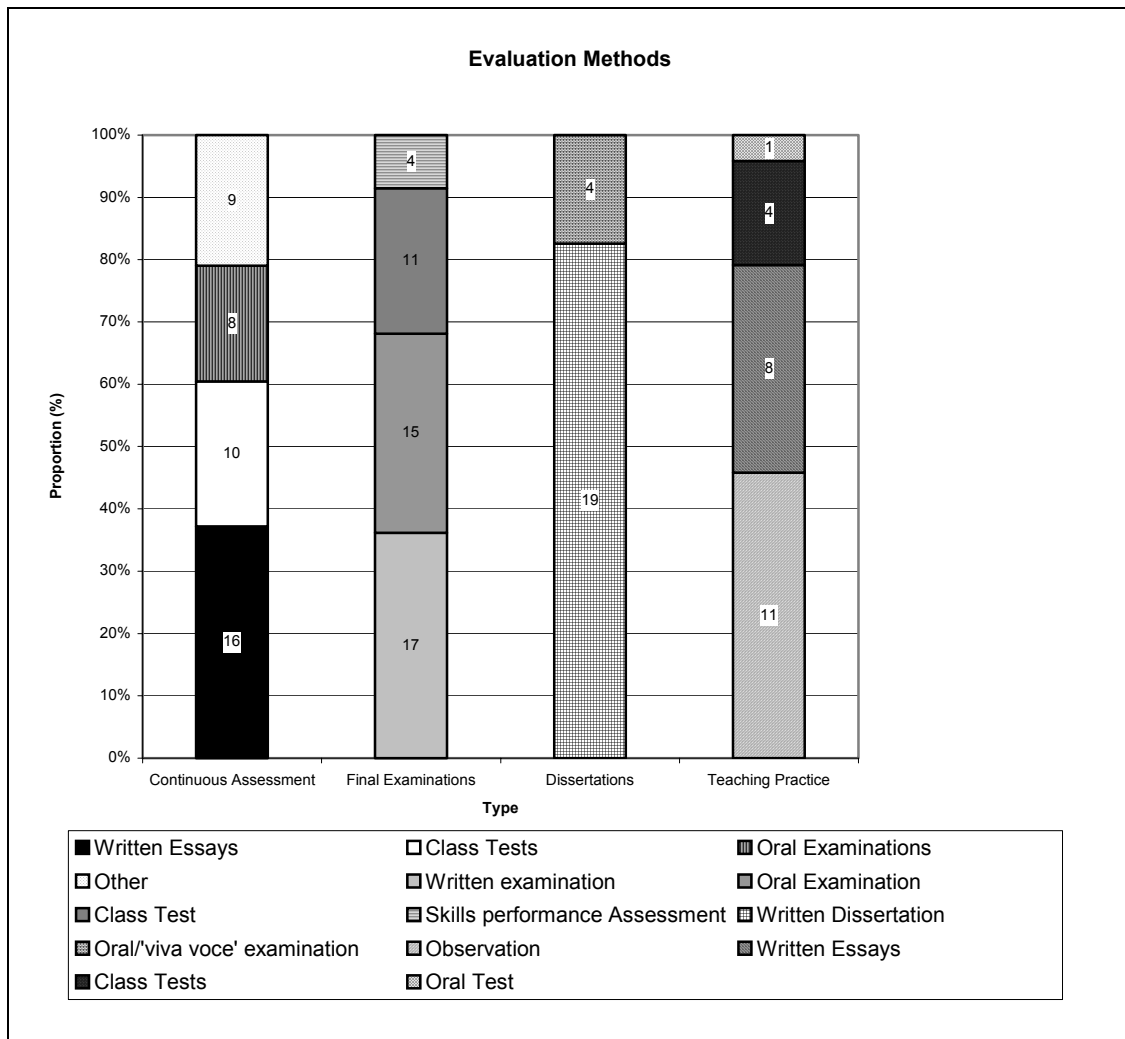


Figure 66: Evaluation Methods: Types by Proportion

Teaching Methods

All programmes employ lectures as a significant method of teaching. Seminars (16 or 76% programmes), Small Group Work (15 or 71% programmes), Field Work 13 or 62% programmes) are other significant methods employed. Supervised practice is indicated in all programmes but just less than half (48%) the programmes employ Distance or E-learning methods.

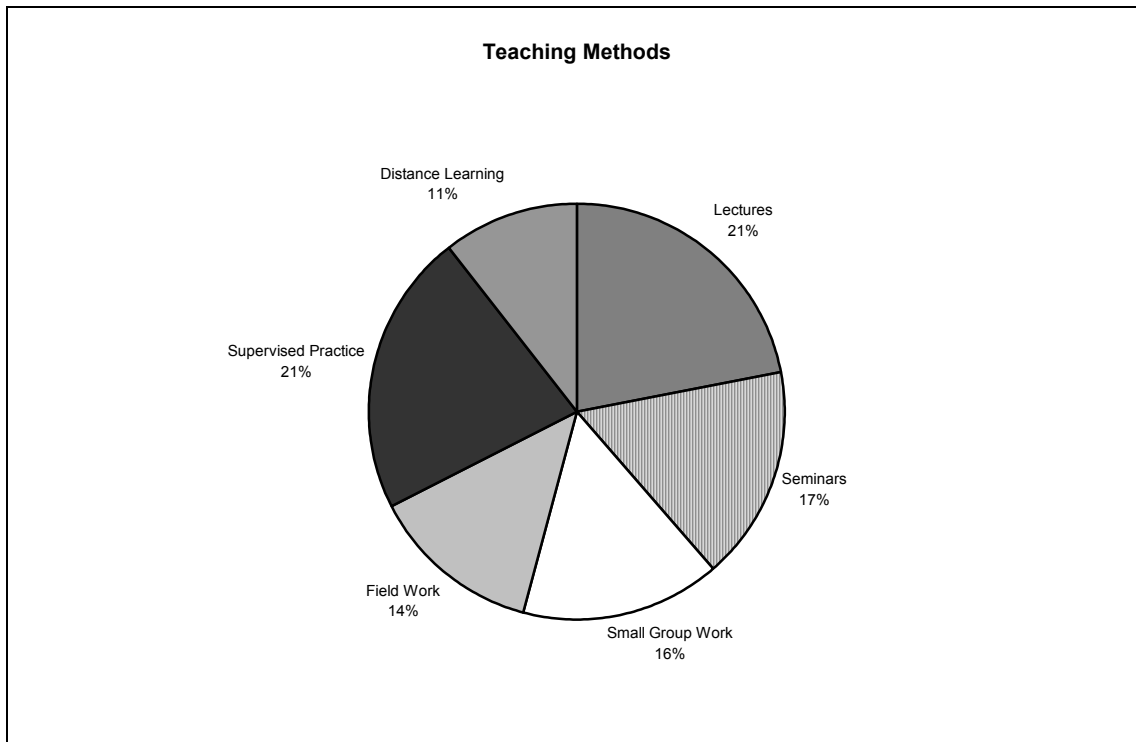


Figure 67: Teaching Methods: Overall Proportions

Evaluation

No data on teaching units/course evaluation were received from the Paul Sabatier University of Toulouse. Only the two Thrace University programmes appear not to have any evaluation of teaching units/courses. Student Questionnaires (including one by intranet at FUB) are the most common form of course unit evaluation, followed by informal discussions amongst staff or with students, formal faculty level discussion or committee evaluation. Programme evaluation occurs in all institutions with the exception of the Thrace University post-graduate diploma programme. Common forms of programme evaluation embrace questionnaires, teaching staff discussions, discussions with students, SWOT analyses, external examiners' and agencies' comments, graduate numbers' and employment indicators and employers' feedback. Student evaluation of individual course units and overall programmes mainly comprises questionnaires and informal discussions and student representatives' feedback. Athens University indicates that no student evaluation occurs. Mentor/supervisor evaluation encompasses interviews, questionnaires, discussions and feedback reports. Paul Sabatier University Toulouse and the Universities of Athens and

Thrace indicate that that no such evaluation occurs. Darmstadt Technical did not respond to these questions.

Evaluation of Training Delivery

Only 7 (one of these is only “occasionally” and one is for “new staff” only) of the 21 programmes indicated that teaching staff are involved in peer evaluation of teaching. Evaluation is based in observation of practice and a report. Evaluation by students of teaching occurs in 13 (68%) out of the 19 programmes from which data were received. The predominant form of evaluation procedure was a questionnaire instrument or comments proforma.

Quality Assurance

Nineteen programmes have internal quality assurance mechanisms (only the Universities of Athens and Thrace (post-graduate diploma programme do not). Of the 19, internal quality assurance involves either departmental or faculty members; both Paul Sabatier University of Toulouse programmes involve an Administration Council. Fourteen out of the 21 programmes are subject to State or legally required external quality assurance procedures, invariably involving National or Regional (e.g. Flemish Interuniversity Council for the Free University of Brussels) Councils, or State external examiners, or government/ministerial agencies. External quality assurance procedures involving professional bodies are indicated for 7 programmes (11 have no such procedures; 3 did not respond). Examples of professional bodies include: Czech Accreditation Commission (Charles University, Prague); Estonian Olympic Committee (Tartu University); national Physical Education (Teacher) Associations (Tartu University and Lithuanian Academy); faculty members of other countries’ universities (Thrace bachelor programme); and graduates, experts and employers (Groningen).

Evaluation of staff occurs in 17 programmes but not in the Greek and Malta universities’ programmes. The most common internal evaluations of staff are carried out at departmental, faculty or Senate levels; three programmes (Charles University, Babes-Bolyai University and Stockholm University) have student evaluations of staff. Only 8 of 20 programmes (Charles University did not respond to this item) universities have external evaluations of staff with responsi-

bility vested in state level examiners or governmental level agencies rather than in professional bodies.

Frequency of quality assurance procedures varies from never (Athens University), through every 5 years (external assessment), every 4 years, every 3 years and every 2 years to every Semester (internal).

Tracking of Graduates

Nine programmes do not track former students after graduation; 1 programme has annual tracking with a 5-10 year follow-up period; five programmes have annual tracking with a 1-5 year follow up period; and six programmes have tracking but not in every year (see figure 84).

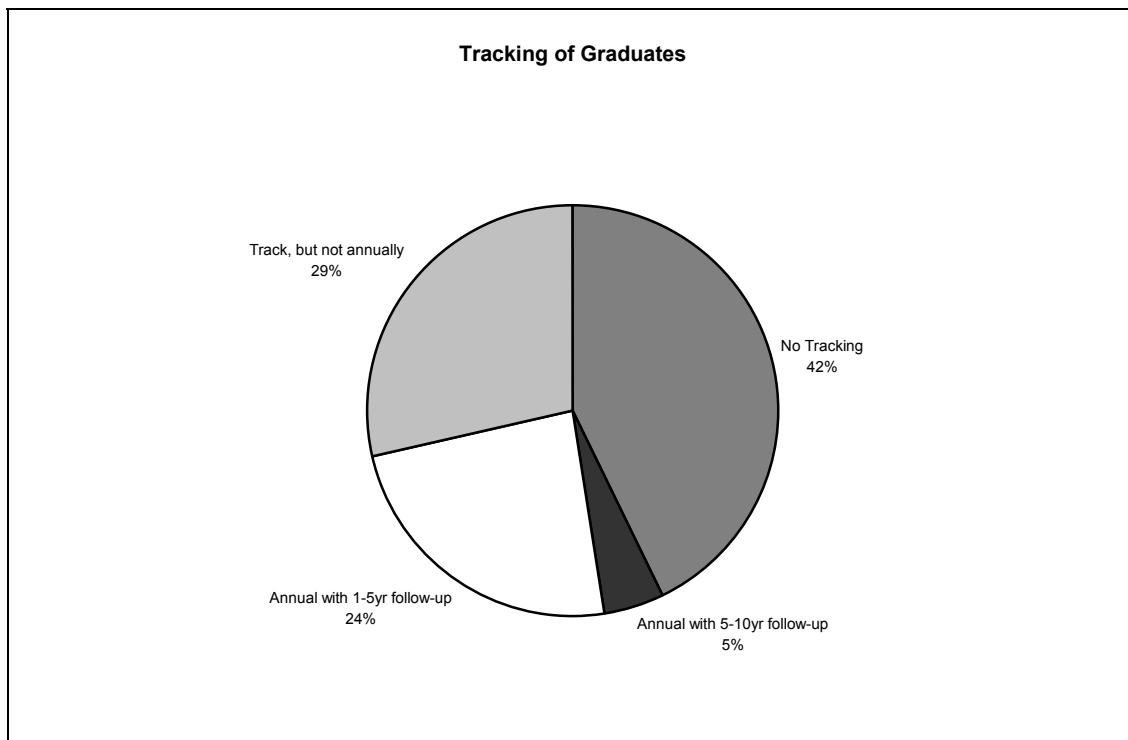


Figure 68: Graduate Tracking: Frequency

Other Quality Indicators

The Jozef Pilsudski Academy did not respond to this item. Generally, there was agreement that academic staff share the same vision of what constitutes a PE teacher and the PE aims to be achieved. With the exception of the two Paul Sabatier University Toulouse programmes, there was overall general agreement that PE teachers' professional functions and tasks are explicitly defined and shared by all staff. Whilst overall the majority of programmes have mecha-

nisms to determine incoming students' preconceptions about PE, 6 programmes (2 at Paul Sabatier University Toulouse, the Lithuania Academy, Gothenburg University, Athens University and Thrace University bachelor programme) appear not to have these; unsurprisingly, therefore, of these 6 programmes, only the Lithuanian Academy indicated that there are intervention strategies to change incoming students' misconceptions on what it means to be a PE teacher; all other programmes agreed that such intervention strategies are in place.

Validation and Accreditation

For validation and/or accreditation responsibility for all programmes lies either with the Higher Education Organization (two-thirds of programmes) and/or the State (two-thirds of programmes) with around 40% of programmes validated by Higher Education Organisations under the aegis of the State (usually the relevant education ministerial department).

Networking

Sixteen programmes indicate links with other areas/colleagues within the institution. Of these, 7 programmes had inter-departmental links, eleven have inter-faculty links, seven have academic subjects links, and four have professional training links. Fifteen programmes indicate that links are both formal and informal. Thirteen programmes have links with sports clubs or federations: 9 have both formal and informal links; 2 informal links only; and 1 formal link only. The purposes of links are diverse: 8 indicate curriculum development; 12 professional outcomes; 14 student mentoring/supervision; 9 student assessment; 6 programme evaluation. Frequency of network meetings varies from monthly (five programmes), through quarterly (1 programme), each term (1 programme), every 6 months (3 programmes), annually (2 programmes) to whenever necessary (2 programmes).

Employment and Job Destinations

The prime job destination is school teaching and predominantly physical education. Second main job destinations indicated are: coaching (4 programmes); generalist teacher (3 programmes); peripatetic PE teacher (2 programmes); fitness instructor (2 programmes); sports club instructor (2 programmes); further education PE teacher (1 programme); health & PE teacher (1 programme); trainer (1 programme); para-medicine (1 programme); leisure sector (1 programme). Third main job destinations include: coaching (4 programmes); sport/recreation (2 programmes); health instructors (2 programmes); activity teacher (1 programme); second subject teacher (1 programme); administration (1 programme); others (two programmes) (see figure 85).

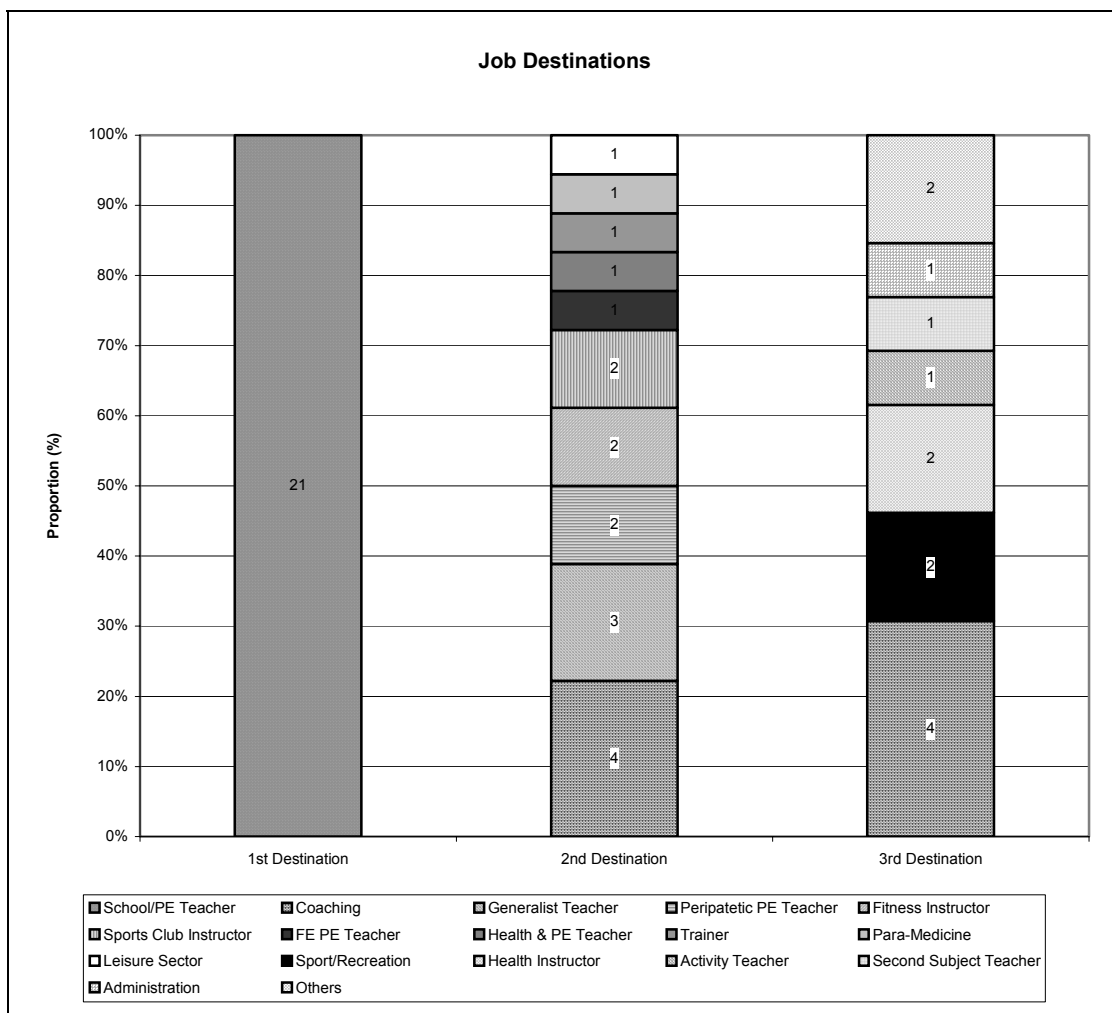


Figure 69: Job Destinations: Overall

7.4.3.4 Conclusions

Whilst there are areas of congruence and similarity between institutional provision and programmes, the overall general impression is one of prevalence of diversity in which difference and variation are characteristically present. Diversity is immediately demonstrated in the variable reactions to the main survey instrument (questionnaire) itself with polarised perceptions ranging from overtly negative on validity and reliability issues to positively supportive of the value of data generated. This diversity extends in the questionnaire in the nature of the extent of completion rates, which varied from full and very detailed, through conflicting/contradictory responses to partial or minimal responses with several questions unanswered, the latter perhaps indicative of lack of clarity in questions posed and issues to be addressed, or questionnaire complexity, or language difficulties or questionnaire response fatigue or a combination of all four.

Despite the inherent disadvantages of the questionnaire instrument employed in a multi-lingual and cultural context and deficiencies and/or weaknesses within this particular questionnaire, which mean that data generated need to be treated with caution and that any conclusions drawn can only be tenuous, it is possible to identify a number of general tendencies.

1. Within the programmes' framework, a high proportion (over 80%) of the programme titles allude to physical education with some qualifier variations related to designated type of school. Not unsurprisingly in the context of employment destinations is that in all but one programme (designated as pre-vocational), vocational training is inherently included either concurrent with academic studies or immediately consecutive to completion of academic studies. Thus, across the 17 institutions in the 14 countries, there is a high degree of congruence in programme title and orientation.
2. The wide range of student entrant numbers into programmes is indicative of diversity in recruitment patterns and perhaps reflects the nature and status of the institutional provider itself. It is likely that a provider designated as an Academy as a single entity institution or a Faculty within a wider programme providing institution will recruit larger numbers of students than, for example, a Departmental Centre or School, which is a subdivision or division of a Faculty or similar other larger institutional sub-structure.

3. The ECTS credit system with its basis of 1 credit = 25 study load hours is neither European-wide nor are the credits and their study load weighting consistent across the various institutional programmes. The inconsistency is highlighted in findings on total numbers of credit 'hours' required for successful completion of a programme and underlined by number of credit hours attached to both overall programmes and individual fields of study areas. Such diversity is also evident with when a notional 25 study load hours for each credit earned for course unit or module completion is applied. With only 7 institutions seemingly adhering to the standard ECTS 60 credit per annum model, there is a clear majority of institutions with other credit-related models.
4. With regard to programme subject(s), there is no overall uniformity across the institutions in the sample. Just over half (12 out of 21 programmes) are single subject. Other programmes (6) offer two subjects and some (3) offer several subjects.
5. For student entry requirements to programmes, congruence is evident in academic-related qualifications (generally school matriculation in its various national entity forms for bachelor or equivalent programme). For other requirements such as evidence of physical and practical (fitness/performance) abilities and specific personal qualities, diverse and various practices have been adopted.
6. Age of entry into programmes is not uniform across institutions. Whilst, around 30% of institutions have an entry age of 18, the overall average age into undergraduate programmes is higher by almost two years and ranges up to age 23. The diverse pattern is likely linked to school leaving age patterns, institutional entry age policies as well as to state policies on armed forces or social service etc.
7. The overall female/male student recruitment pattern is diverse yet is also markedly male dominated with 13 (out of 19) programmes having proportional differences well beyond 5% and only 6 programmes with a proportional difference of less than 5%. Of the 19 programmes providing data on

- female/male recruitment figures, only five recruit more females than males; additionally, one has equal recruitment numbers.
8. Programme completion rates do vary from institution to institution and the 45% range difference between the lowest and highest completion rate suggests a diverse pattern, however, as around two-thirds of the programmes have completion rates of 75% and over, arguably there is a degree of congruence.
 9. Congruence is evident in the proportions of female to male members of staff, which like the overall student profile, favour males. Eighteen out of the 21 programmes show greater proportions of males to females and in all of these cases but one (the Lithuanian PE Academy), the proportional difference is greater than 10%. Congruence is seen in 'across the board' age profiles, for which over 80% of the total sample population lies within the age category 30-60 and again in qualifications of staff, where at all levels (bachelors, masters, doctorate and others), proportions of numbers of males' qualifications are higher than those of females. These proportions are probably a reflection of the greater numbers of male staff employed to teach on these programmes.
 10. Diversity is prevalent in requirement of previous teaching experience as a staff qualification. The diversity is seen in numbers of programmes (5) requiring such experience and in the proportions (full 0-100% range) of actual staff employed on all programmes with such experience. All programmes but one programme do employ staff with previous school teaching experience and herein lies congruence.
 11. Whilst there are some differences in individual programme ranking of generic and physical education- specific competences, these are relatively minor and certainly not statistically significant. Hence, in the area of competences, there are more similarities (with some variations) than differences; this is a feature, which suggests congruence rather than diversity.
 12. Whereas there is an element of congruence in overall fields of study across all programmes, the data generated in section on fields of study reveal distinctive numbers of variations and diverse practices. The variations and di-

verse practices include: period of study leading to a physical education teaching-related qualification; credit hours' system patterns; numbers of hours and credits allocated to each field of study and allocated hours within each field of study (theory, practical, personal study etc.). A similar scenario is applies to professional training with particular regard to teaching practica in school settings. All programmes (except the non-QTS programme at University College Worcester) contain school-based practices, variously supervised by programme teachers and/or school mentors/teachers (thus, congruence is evident) but the total number of weeks ranges from 2 to 38, diversely spread from one block period to several block periods over the duration of the programme (thus, diversity is also evident).

13. Within the spheres of programme and teaching units assessment (continuous assessment and the respective roles of written essays, class tests and oral examinations), teaching methods (lectures as the most common form of delivery method followed by small group work and field work and lesser emphasis on importance of distance or e-learning) and programme and course unit evaluation (use of student questionnaire, formal and informal discussions etc.) demonstrate similarities rather than differences and hence, represent congruence.
14. Evaluation of teaching by peers only occurs in a third of programmes but evaluation of teaching by students occurs in just over two-thirds of programmes. These practices are indicative of some degree of diversity, however, congruence is apparent in the forms of evaluation procedures (questionnaires or comments proformas).
15. Congruence (19 out of 21 programmes) is evident in programme and staff evaluation internal quality assurance mechanisms, in which either departmental or faculty members of staff are generally involved. Less congruent are external quality assurance procedures involving legally required or state agencies (14 out of 21 programmes). This element of diversity increases when considering external quality assurance involving professional bodies (11 programmes have no such procedures but 7 do). Diversity typifies frequency of quality assurance procedures in that they vary from never through to every two years and in one case for internal procedures, every Semester.

16. Tracking of graduates is epitomised by diversity with tracking ranging from non-existent (9 programmes) through tracking but not every year (6 programmes) to annual tracking for a specified number of years (6 programmes).
17. For the item on “other quality indicators”, there was some degree of congruence across a majority of institutions and programmes on vision related to what constitutes a physical education teacher and aims of physical education as well as on employment of intervention strategies to change students pre-conceptions and perceptions of physical education and physical educators
18. For programme validation and/or accreditation, congruence is generally prevalent: responsibility tends to lie with a Higher Education authority and/or with a State agency (usually the relevant education ministerial department).
19. Networking tends to congruency with formal and informal links in a majority of programmes with other areas/colleagues within an institution variously at departmental and inter-faculty levels. There are either formal or informal or both links in 13 programmes with sports clubs or federations. There is diversity in purposes of links; these embrace: professional issues, curriculum development, student supervision and assessment and programme evaluation. The diversity extends to frequency of network meetings which vary from monthly through quarterly and annually to whenever necessary.
20. There is 100 percent congruence in prime destination in school teaching and predominantly physical education. Cited second and third most common job destinations tend to be sport, recreation, health and fitness and leisure sector related.

Note:

Several institutions intimated that their programmes are undergoing change within higher education reforms to accord with the Bologna Agreement alignment principles.

References:

Hardman, K. (2001). European Physical Education/Sport Survey: Report on Summary of Findings. Council of Europe, Committee for the Development of Sport (CDDS). Manchester, University of Manchester.

8 FINAL CONCLUSION

Jean Camy / Alberto Madella / Jean Bertsch

The overall goal of the AEHESIS Thematic Network Project was to evaluate the impact of the Bologna process on the “Alignment of Educational Structures in the Sport Sector” in Europe. The main perspectives of analysis incorporated in the project intended to explore mainly:

- a) the degree of integration of programmes and time frames within the higher education structures;
- b) their sensitivity to the labour market needs and their evolution and capacity in the direction of providing an effective support to the development of the workforce within the sector.

During the first year the project goals have been pursued through a set of primary and qualified objectives:

- the set up an appropriate management and research structure;
- the design and implementation of a specific and dedicated communication environment integrated with a web database;
- the development of a focused methodology for analysing and comparing structures, scopes and environments of the Higher Education programmes with reference to the four selected main areas (Coaching, Sport management, Physical Education and Health and Fitness);
- the collection and exchange of key information on curricula, in view of the development of a model curriculum structure for each area;
- the provision of a preliminary understanding of the main achievements, but also perceived obstacles, for the Bologna process.

At the end of the first year of the project, it can be stated that a significant range of the objectives pursued have been successfully achieved:

- 1) **Essential and complete information necessary to describe education and training providers**, (mainly Universities) has been identified and collected for all four selected areas. A pertinent and at the same time easily usable model has been created and validated. Through this approach it has been possible to include more than 50 institutions and basic information on more than 200 programmes (distributed in the four areas) in an electronic database. The continuous growth of the database and its regular use shows its functionality and relevance. The database has been successfully integrated within a wider electronic environment functional to the needs of the project and to its continuation. The activities of internal evaluation have permitted to assess the quality of the tools that, with very slight technical changes, will be used in the next steps of the project and administered to a larger sample. The information collected in this way is able to group the key features of the organisations and programs to be analysed. Also the daily use of this information is increasing as it is showed by the constant access to the web-database for consultation purposes;
- 2) Second, a more sophisticated tool (i.e. **the specific “Area questionnaire”**) has been developed to capture in more details the essential aspects of the educational/training programmes. It can provide a substantial comprehension of the state of implementation of the Bologna Process. The process of validation of this tool has been more complex than for the web database but has provided all the necessary feedback to produce the final and simplified version to be used in the second phase of the project. The information collected is extremely rich and detailed, and provides a very good overview of the landscape of training in the selected domains.
- 3) A third successful outcome of the process has been the possibility of capturing and treating information for all the four main subject areas considered in the project through a **common conceptual structure of indica-**

tors. This has allowed a common procedure for data collection, however complemented by sets of information specific to each area. To this purpose a specific reflection has been carried out to identify the **relations of the four areas with the Sport sciences and other disciplinary fields** of knowledge and research. Physical Education is in fact also strongly related to the field of Pedagogy and General Educational Studies, while Sports Management has multiple intersections with the domains of Business Administration and Social Sciences. Health and Fitness is also significantly related to Health Sciences. Among the four areas Coaching has probably the more sector specific statute and stronger integration in the Sports science area, whose interdisciplinary nature is however extremely evident as it is confirmed by the results of the project.

- 4) Another important outcome of the project has been the **set up and the animation of the overall network and of the four operational area research groups**, which have been constantly debating different viewpoints in order to reach final agreement on the tools and the interpretation of data and trends. One of the main aims of the project is in fact to capitalise on previous experience and share it in order to constitute a credible “team” of researchers and organisations able to involve for the future steps a wider number of Higher Education Institutions. This clearly reinforces the identity of the sector and the future networking perspectives, which are essential for the continuation of the TNP after the end of the EU grant.
- 5) Given the nature of the project, one of the most successful outcomes has been the design and implementation of a **new and original communication environment and strategy**, based on the dedicated web site www.aehesis.com, which offer a set of integrated facilities and tools for data input and search. This has been critical for the activities to be carried out outside the meetings and even outside the original partnership and also for testing the different degree of interest and participation by the partner themselves. In this way the first steps to the creation of a “learning community” have been possible, even if surely amenable to further improvement.

Besides these important achievements, other elements can be indicated for further action and refinement of tools and methodologies. In a few cases, some limitations in the initial approach have been discovered that should be corrected or improved in the second phase of the project:

- 1) First of all the whole inquiry has moved from the existing “education and training supply”. There is more than one reason to believe that links between the educational supply and the job market (and with the specific correspondent employers and occupations) are often not particularly strong. This could be explained in two different ways:
 - the tool (i.e. the questionnaire dedicated to the programmes) was not good enough to identify and evaluate properly these links;
 - the programmes themselves are not clearly targeted or at least oriented towards occupations.

- 2) The research programme for the second part of the project will take these hypotheses into account and try to investigate to a larger extent the employability issue and the nature of the connection between the two markets (education and labour). It will start from the standard occupations corresponding to the 4 areas and try to build “occupational profiles” based on key competences. The last step (to be undertaken during the third year of the AEHESIS programme) will be to compare the existing training programmes with those “occupational profiles”. We endorse in fact the point of view that “good practices” in higher education are necessarily based on their capacity to deliver the qualifications/competences corresponding to the social, cultural and economical needs in our societies. That process keeps the “Tuning” methodology consistent. Harmonizing higher education programmes while taking care of their relations with the social, cultural and economical needs is a condition to justify the public and private investments by which they are supported.

This challenge has been presented during a Conference entitled “How close are higher education and vocational training?” organised by the Irish presidency and the European Commission in March 2004. We fully support the 5 main orientations the European authorities have underlined as a conclusion:

- There is an urgent need for more co-operation and communication between the main actors in VET and HE, particularly in the context of Education and Training 2010 (Lisbon).
- There is a need for a common platform for exchange and mutual learning about quality assurance in VET and HE.
- The ultimate aim should be to have a single system of credit transfer and accumulation for lifelong learning.
- It is crucial to aim for a single qualifications framework for lifelong learning at European level.
- We need to focus more on the vocational aspects of higher education.

9 APPENDIX

9.1 HEALTH AND FITNESS

Appendix 1: Organisation, indicating Health and Fitness Programmes, on database including formal partners.

Health and Fitness	Country	Region	Partners (P)	Response* (y=yes)
Vrije Universiteit Brussel	Belgium	Central: C		
Université Catholique de Louvain	Belgium	C	P	
University Claude Bernard - Lyon 1	France	C	P	y
University Henri Poincaré	France	C		
University of Toulouse	France	C	P	
Institute of Popular and Sport Education of Provence Alpes Cote d'Azur	France	C	P	
University of Grenoble	France	C	P	
Darmstadt University of Technology	Germany	C	P	
Humboldt-University Berlin, Institute for Sport Science	Germany	C		
German Sport University Cologne	Germany	C		
Institut für Sport und Sportwissenschaft (IfSS) an der Universität Karlsruhe	Germany	C		
University of Stuttgart	Germany	C		
University of Koblenz-Landau, Campus Landau	Germany	C		
Universität Tübingen	Germany	C		
National Sport School of Luxembourg	Luxembourg	C	P	
University of Higher Professional Education of Amsterdam	Luxembourg	C	P	
Hanze University Groningen	Netherlands	C		
Trinity College, Carmarthen	UK	C		
Leeds Metropolitan University, School of Leisure & Sport Studies	UK	C	P	y
Staffordshire University	UK	C	P	
Charles University Prague	Czech Rep	East: E	P	
University of Tartu	Estonia	E	P	
Lithuanian Academy of Physical Education	Lithuania	E	P	y
The Józef Piłsudski Academy of Physical Education in Warsaw	Poland	E	P	
Babes-Bolyai University Cluj-Napoca	Romania	E	P	
Comenius University, Faculty of Physical Education and Sport	Slovakia	E	P	y
University of Copenhagen	Denmark	North: N		
National Olympic Committee Denmark	Denmark	N	P	
University of Southern Denmark	Denmark	N	P	y
University of Jyväskylä, Faculty of Sport and Health Sciences	Finland	N	P	
Haaga Institute Polytechnic	Finland	N		
Iceland University of Education	Iceland	N		
The Norwegian University of Sport and Physical Education	Norway	N	P	y
Göteborg University	Sweden	N		y
Stockholm University College of Physical Education	Sweden	N	P	y
Democritus University of Thrace	Greece	South: S	P	
Ethiko and Kapodistriako University of Athens	Greece	S		
Federazione Italiana Aerobica e Fitness	Italy	S		y
Istituto Universitario di scienze motorie IUSM Roma	Italy	S	P	y
University of Trás of Montes and Alto Douro	Portugal	S	p	
Faculdade de Motricidade Humana - Universidade Técnica de Lisboa	Portugal	S		
Escola Superior de Desporto de Rio Maior	Portugal	S	P	y
European University Madrid	Spain	S	P	

* Response to the AEHESIS questionnaire.

Appendix 2: Programmes, Organisations, University and Non-University, European Dimension by country.

	Number of Organisation	Number of Programmes	University	Non university	European Dimension	
					Yes	No
Belgium	1	1	1	0	1	0
Czech Republic	0	0	0	0	0	0
Denmark	2	3	3	0	1	2
Estonia	1	1	1	0	0	1
Finland	1	3	0	3	3	0
France	3	3	3	0	0	3
Germany	6	7	7	0	3	4
Greece	2	2	2	0	0	2
Hungary	0	0	0	0	0	0
Iceland	1	1	1	0	1	0
Ireland	0	0	0	0	0	0
Italy	2	5	4	1	3	2
Lithuania	1	4	4	0	0	4
Malta	0	0	0	0	0	0
Netherlands	1	1	1	0	0	1
Norway	1	2	2	0	1	1
Poland	1	8	8	0	1	7
Portugal	2	3	2	1	0	3
Romania	1	2	2	0	0	2
Slovakia	1	1	1	0	1	0
Spain	0	0	0	0	0	0
Sweden	2	3	3	0	0	3
Turkey	0	0	0	0	0	0
United Kingdom	3	9	8	1	1	8
TOTAL	32	59	53	6	16	43

Appendix 3 : Programmes and levels by country

	Number of programmes	Level I	Level II	Level III	Level IV	Level V	Level V+
Belgium	1	-	-	-	-	1	-
Denmark	3	-	-	-	1	2	-
Estonia	1	-	-	-	-	1	-
Finland	3	-	-	-	3	-	-
France	3	-	-	-	1	2	-
Germany	7	-	-	-	4	3	-
Greece	2	-	-	-	2	-	-
Iceland	1	1	-	-	-	-	-
Italy	5	-	-	-	2	3	-
Lithuania	4	-	-	-	1	2	1
Netherlands	1	-	-	-	1	-	-
Norway	2	-	-	-	1	-	1
Poland	8	-	-	-	3	5	-
Portugal	3	-	-	-	3	-	-
Romania	2	1	-	-	-	1	-
Slovakia	1	-	-	-	-	1	-
Sweden	3	-	-	-	2	1	-
United Kingdom	9	-	-	-	6	2	1
TOTAL	59	2	0	0	30	24	3
%	100%	3.3%	0%	0%	51%	40.7%	5%

Appendix 4: Programmes, levels and durations

Duration (Years)	Number	Level I	Level II	Level III	Level IV	Level V	Level V+
1 <	0	0	0	0	0	0	0
1	7	0	0	0	3	4	0
2	13	0	0	0	2	11	0
3	16	1	0	0	12	2	1
4	14	1	0	0	10	2	1
5	8	0	0	0	3	5	0
8	1	0	0	0	0	0	1
TOTAL	59	2	0	0	30	24	3

Appendix 5: Implementation of the Bologna Declaration (Institutions)

	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10
Germany	1	2	3	1	2	2	1	1	1	3
Netherlands		1	1				1			
United Kingdom	1				1	1		1	1	
Total C	2	3	4	1	3	3	2	2	2	3
Estonia	1	1	1	1	1	1	1	1	1	1
Slovakia	1	1	1	1	1		1	1		
Poland					1			1	1	
Total E	2	2	2	2	3	1	2	3	2	1
Denmark	1	1	1	1	1	1	1	1		1
Iceland		1								
Norway			1	1			1			
Sweden	1	1	1		1	1	1	1		
Total N	2	3	3	2	2	2	3	2	0	1
Italy	1	1	1	2	2	2	2	1	2	1
Portugal	1	1	1	1	1	1	1	1	1	1
Total S	2	2	2	3	3	3	3	2	3	2
TOTAL	8	10	11	8	11	9	10	9	7	7

Appendix 6: Questionnaire Returns

Programme- No	Organisation	Organisations Con- tact Person	Programmes Con- tact Person	re- spons e
AEH0067	Escola Superior de Desporto de Rio Maior	Rita Santos Rocha	Suzana Franco	y
AEH0080	Lithuanian Academy of Physical Education Kaunas	Vilma Cingiene	Albertas Skurvydas	y
AEH0085	Lithuanian Academy of Physical Education Kaunas	Vilma Cingiene	Alvydas Kalvenas	y
AEH0217	Comenius University, Faculty of Physical Education and Sport Bratislava	Vladimir Hellebrandt	Jela Labudova	y
AEH0139	Istituto Universitario di scienze motorie IUSM Roma	Paolo Parisi	Paolo Parisi	y
AEH0176	Stockholm University College of Physical Education & Sports	Jan Seger	n/a	y
AEH0008	Leeds Metropolitan University	Helen Whitrod Brown	n/a	y
AEH0009	Leeds Metropolitan University	Helen Whitrod Brown	Louise Sutton	y
AEH0016	Leeds Metropolitan University	Helen Whitrod Brown	n/a	y
AEH0024	University Claude Bernard - Lyon 1	Karine Monteil	Claude Chiocci	y
AEH0086	Federazione Italiana Aerobica e Fitness	Mimi Adami	Mimi Adami	y
AEH0043	The Norwegian University of Sport and Physical Education, Oslo	Berit Skirstad	n/a	y
AEH0019	University of Southern Denmark	Karsten Froberg	Karsten Froberg	y
AEH0018	University of Southern Denmark	Karsten Froberg	Karsten Froberg	y
n/a	Göteborg University	Göran Patriksson	Owe Stråhlman	y
AEH0181	Grenoble University	Philippe Germain	n/a	n
AEH0213	Hanze University Groningen	Bert van der Tuuk	Johan de Jong	n
AEH0123	Staffordshire University	John W. Erskine	John W. Erskine	n

9.2 SPORT COACHING

Appendix7: Institution and Programme details

0	1	1.1.	1.2	1.3	1.4	1.5	1.6.1	1.6.2	1.6.3	1.6.4	1.7.1
CODE	COUNTRY	INSTITUTION (NATIVE)	Institution (Translated)	Name of the programme (Nat)	Trans_name of the programme	Vocat_concurrent	Vocational consecutive	Pre vocational	General	LEVEL	
1	PE	LITHUANIA	Lietuvos Kuno Kukturos Akademija	Lithuanian Academy of Physical Education	Sveikatos Ugdymas	Sport Management study programme				1	
	CO	FRANCE	INSEP	National Institute of Sport & Physical Education	Maitrise option entrainement	University degree Master				1	5
	CO	BELGIUM	Universite Catholique de Louvain	Catholic University of Louvain	Baccalaureat en education physique	Bachelor in physical education				1	4
	CO	FRANCE	INSEP	National Institute of Sport & Physical Education	Licence option entrainement	Bachelor degree in sports coaching				1	
	CO	FRANCE	INSEP	National Institute of Sport & Physical Education	Brevet d'Etat d'Eduteur sportif 1er degre	Federal coaching certificate 1st level	1				4
	CO	FRANCE	INSEP	National Institute of Sport & Physical Education	Brevet d'Etat d'Eduteur sportif 2eme degre	Federal coaching certificate 2nd level	1				4
	CO	HUNGARY	Semmelweis Egyetem Testnevelési és Sporttudományi Kar Továbbképző Intézet	Semmelweis University Institute of Coaching and Sport Education	Sportedzoi Tanfolyam	Sport Coach Course		1			3
	CO	IRELAND	Ionad Naisunta Oiluna agus Traenala	National Coaching and Training Centre	Chlar Naisunta Um Fhorbairt Oiluna-level 3	National Coaching Development Programme-Level 3		1			3
		PORTUGAL	Escola Superior De Desporto De Rio Maior	Sport Sciences School of Rio Maior	Licenciatura em Desporto, variante de Treino Desportivo de Alto Rendimento	Graduation in Sport Sciences, Speciality of Sport Coaching in High Performance	1				4
		UNITED KINGDOM	Sportscoach UK and De Montfort University	Sportscoach UK and De Montfort University	B.Sc.(Hons) Applied Sports Coaching	BSc (Applied) Sports Coaching	1				4
		HUNGARY	Semmelweis Egyetem Testnevelési és Sporttudományi Kar Továbbképző Intézet	Semmelweis University Faculty of Physical Education and Sport Sciences Institute of Coaching and Sport Education	International Coaching Course	International Coaching Course		1			3
		DENMARK	Syddansk Universitet, Institut for Idræt og Biomekanik	University of Southern Denmark, Institute of Sports Science and Clinical Biomechanics	Diplomuddannelse i Konkurrence-Eliteidræt	Coach Diploma in Competition and Elitesport	1				

	ESTONIA	Tartu Ülikool	University of Tartu	Liikumis- ja sporditeadused	Exercise and Sport Sciences	1				4
	FINLAND	Suomen urheiluoopisto	Sport Institute of Finland	Valmentajan erikoisammattikinto	Specialist Qualification of Coach		1			
	FRANCE	UFR STAPS LYON 1	Faculty of Sport Sciences	Master 1 physical preparation, mental preparation reathletisation	Master first year			1		
	ITALY	Scuola dello Sport del CONI, Roma	School of Sport from CONI, Rome, Italy	Corso nazionale di quarto livello europeo di formazione per allenatori	National Course at fourth European level for coaches' training		1			3
	LITHUANIA	Lietuvos Kuno Kulturos Akademija	Lithuanian Academy of Physical Education	Treniravimas	Sport Coaching	1				4
	MALTA	University of Malta-Institute for Physical Education and Sport	University of Malta-Institute for Physical Education and Sport	Course in the Foundations of Coaching	Course in the Foundation of Coaching	1				3
	SLOVAKIA	Fakulta Telesnej Vychovy a Sportu Univerzity Komenskeho v Bratislava	Faculty of Physical Education and Sport Comenius University Bratislava	Sport-Trenrstvo	Sport Coaching				1	
	SWEDEN	Idrottshogskolan Goteborgs Universitet	School of Sport Science, Goteborg University	Idrottsvetenskap - Coaching and Management	Sport Science - Coaching and Management	1				
	ROMANIA	Universitatea "Babes-Bolyai" Cluj-Napoca; Facultatea de Educatie Fizica si Sport	"Babes-Boylai" University of Cluj-Napoca; Faculty of Physical Education & Sport	Specializare Sportiva	Sport specialize	1				4

Teaching of the technical and tactical aspects of the sport	To be able to prepare the athlete for competition	Understand coaching methods in the specific sport	To be able to achieve constant development the achievements of his/her athletes	Abilities in analyzing the needs of the athletes	Planning of the training process	Develop skills to organise and direct sports clubs			
Concern for quality	Problem solving	Teamwork	Interpersonal skills	Ability to work autonomously	Capacity to adapt to new situations	Leadership	Critical and self-critical abilities		
Competences and skills for teaching	Competences and skills for organization work (management)	Leadership Qualities	Sport performance skills						
History and current situation in the sport	Rules of the sport	Athlete's career	Sport specific demands	Sport specific technique and it's teaching	Coaching methods and follow up methods	Equipments	Behavior in competitions		
Knowledge of his or her sporting activity	Knowledge of performance factors adapted to his or her activity	Teamwork with other students of different activity to analyse the specificity of there sports	Capacity to explain clearly objectives and planning before experts	Capacity for appling knowledge in practise					
Advanced specific competences in top level athletes and team management	Ability to retransmit acquired knowledge in coaches' education activities	Competences in project management in coaching and in education	To be part of research staff and co-operate with them						
Improving abilities to implement the knowledge into practise	To give knowledge and skills of scientific management of training athletes and evaluating sport performance								
Techniques and skills while coaching: suitability, clarity and accuracy of language and terminology during instruction and demonstrations	During demonstrations give both right and left handed demonstrations, demonstrate the skill at different speeds, keep explanations simple and brief, Give revelant coaching points to focus on, repeat and answer questions so that everybody can hear	During activities use activities that allow people to practise safely, check understanding of how activity works, use activities that focus on the skill being taught, Divide skill into parts when participants cannot master whole skill, provide explanations and demonstrations to correct errors, stop practise to correct conmmom errors, Use a variety of activities in sessions	When providing feedback observe and evaluate performance, complement efforts/parts of the skill performed correctly, give specific positive and constructive feedback, show patience with participants						
Control of training process (testing and evaluating of loading, feedback)	Training and developing self sport specific performance								
General leadership ability	Knowledge about different sport groups (from childrens sport to elite sport)								
Capacity for applying knowledge in practise	Grounding in basic knowledge of the profession	Teamwork	Ability to work in an interdisciplinary team	Ability to communicate with experts in other fields	Ability to communicate with experts in other fields	Decision-making	Will to succeed		

9.3 SPORT MANAGEMENT

Appendix 8 Programmes included in the report

1.1 Country	Official name of the organization:		Name of Programme	
	1.2. (National Language)	1.3. (English Translation)	1.4. Name in the National Language	1.5. English translation
1. Slovakia	Univerzita Komenského, Fakulta telesnej výchovy a športu	Comenius University, Faculty of PE and Sport	Šport a manažment	Sport and management
2. Finland	Liikunnan sosiaalieteliden laitos	Department of Social Sciences of Sport/University of Jyväskylä	Liikuntahallinnon koulutushjelma	Sport management study programme
Finland	Suomen Urheiluopisto	Sport Institute of Finland	Johtamisen erikoisammattitutkinto	Specialist vocational qualification in management
3. Germany	Deutsche Sporthochschule Köln	German Sport University Cologne	Diplomstudium Sportwissenschaft, Schwerpunkt IV Ökonomie und Management	Diploma in Sport Science, Specialisation Economics and Management
4. Czech Republic	Fakulta tělesné výchovy a sportu, Praha	Faculty for Physical Education and Sport, Prague	Management tělesné výchovy a sportu	Sport management
5. Norway	Norges idrettshøgskole	Norwegian University of sport and Physical Education	-	-
6. Lithuania	Lietuvos Kūno Kultūros Akademija, Sporto technologijų ir turizmo fakultetas, Kaunas	Lithuanian Academy of Physical Education, Faculty of Sport Technologies and Tourism, Kaunas	Turizmo ir sporto vadyba	Tourism and sport management
7. France	Institut Universitaire Professionnalisé en Management et Gestion des Entreprises (filiale sport) Nancy-1	Academic Institute in Business Management and Administration (sport area)	Gestion des structures et Marketing du sport	Sport management and Marketing
France	Institut Universitaire Professionnalisé en Management et Gestion des Entreprises (filiale sport) Nancy-1	Academic Institute in Business Management and Administration (sport area)	Intervention et Management	Running and managing sport facilities
France	Institut national du sport et de l'éducation physique (INSEP)	National Institute for Sport and PE	Diplôme de l'INSEP option management du sport	Sport Management INSEP State Diploma

France	Université Claude Bernard Lyon	Claude Bernard University Lyon	Diplôme d'Etudes Supérieures Spécialisé « direction des organisations sportives »	Master in sports organisation management
France	Université Claude Bernard Lyon	Claude Bernard University Lyon	Maîtrise d'Institut Universitaire Professionnalisé option « Management du Sport »	Bachelor with honours of business administration applied to sport
8. Spain	Instituto nacional de educacio fisica de Catalunya (INEFC), Barsezona	National Institute for Sport and PE Catalunya	Licenciatura en Ciències de l'Activitat Física i l'Esport	Physical activity and sport sciences degree
9. Great Britain	Leeds Metropolitan University	Leeds Metropolitan University	BSc (Hons) Leisure and Sport Management	BSc (Hons) Leisure and Sport Management
10. Poland	Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie, Wydział Wychowania Fizycznego	The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education	Podyplomowe Studia Menedżerskie Organizacji i Zarządzania w Kulturze Fizycznej	Postgraduate Studies Organization & Management in Physical Culture
11. The Netherlands	Hanzehogeschool Groningen, Instituut voor Sportstudies	Hanze University Groningen, Institute of Sportstudies	Sportmanagement	Sport management

Appendix 9 Basic information about the programme

University (Country)	1.7.1. Level of the programme	1.7.2. Number of entrants in the programme (set or targeted)	1.7.3. Duration of the programme (in years)	1.7.4. Total number of credits (based on ECTS system)	Modes of training provision 1.7.5. (1) Full time (2) Part Time 1.7.6.(1) On the job (2) off the Job
Comenius University, Faculty of PE and Sport (Slovakia)	(3) Level 5 (Master or equivalent)	70	5	300	(1) Full time (2) off the Job
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	(3) Level 5 (Master or equivalent) X	17	2	120	(x) Full time (x) On the job
Sport Institute of Finland	(1) Level 3 (Professional qualification)	16	1	–	(1) On the job
German Sport University Cologne, (Germany)	(4) Level 5+ (Doctoral) x	200 per year	4 years	207	(1) Full time x
Faculty for Physical Education and Sport, Prague (Czech Republic)	(3) Level 5 (Master or equivalent)	77 in the year 2004	4 years	Credit system will be planed for year 2006	(1) Full time (2) off the Job
Norwegian University of sport and Physical Education (Norway)	–	39	2	120	(1) Full time x
Lithuanian Academy of Physical Education, (Lithuania)	(2) Level 4 (Bachelor or Equivalent, e.g. Licentiate) (3) Level 5 (Master or equivalent)	B(64), BExtr. (54) M(16)	B(4)BExtr.(5) M(2)	B(240)M(120)	(1) (B) Full time (2) (B) Part Time (off the Job) (1) (M) Part Time (on the job)
Academic Institute in Business Management and Administration (sport area) (France)	(2) Level 4 (Bachelor or Equivalent, e.g. Licentiate) (3) Level 5 (Master or equivalent)	70	2	120	(1) Full time
Academic Institute in Business Management and Administration (sport area) (France) IM	(2) Level 4 (Bachelor or Equivalent, e.g. Licentiate) (3) Level 5 (Master or equivalent)	38	2	120	(1) Full time
National Institute for Sport and Physical Education (France)	Level 5+ (Doctoral)	10-12 a year	From 2 to 5	240	(2) Part Time (1) On the job
Claude Bernard University Lyon (France)	(3) Level 5 Master or equivalent	23	1	60	(2) Part Time (1) On the job
Claude Bernard University Lyon (France)	(2) Level 4 (Bachelor or Equivalent, e.g. Licentiate)	55	1	60	(2) Part Time (1) On the job
Instituto nacional de	(2) Level 4 (Bache-				

educacio fisica de Catalunya- Barcelona (INEFC), Spain	lor or Equivalent, e.g. Licentiate)	80	2	54	(1) Full time (2) off the Job
Leeds Metropolitan University (Great Britain)	(2) Bachelor or Equivalent, e.g. Licentiate	60	three	360	(1) Full time (2) off the Job
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	(1) Level 3 (these are studies for people who have already graduated university maybe Level 5a)	-	1	-	(2) Part time
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	(2) Level 4	80	4	240	(1) Full time X (2) Part Time X

Appendix 10 Entry requirements

University (Country)	1.8.1. To enter the programme an academic qualification is required? (e.g. Baccalaureate, GSCE, Abitur, etc.)	1.8.3. To enter the programme a specific level of practical ability (e.g. sport performance; physical fitness) is required	1.8.5. To enter the programme specific personal qualities are required?	1.8.6. (If yes), please specify:	1.8.7. List the additional entry requirements (if any)
Comenius University, Faculty of PE and Sport (Slovakia)	(1) yes	(1) yes	(1) yes	–	Mathematics, English language
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	x) yes	(x) no	(x) yes	Before entering the Faculty we have entrance examinations	–
Sport Institute of Finland	(2) no	(1)yes	(1) yes	chief position	Appr. 3 year experience in sport organisation
German Sport University Cologne, (Germany)	(1) yes x	(1) yes x	(2) no x	–	–
Faculty for Physical Education and Sport, Prague (Czech Republic)	(1) yes x	(x) no	(1)yes	Mathematics, English language	–
Norwegian University of sport and Physical Education (Norway)	(1) yes x	(1)yes x	(2) no x	–	–
Lithuanian Academy of Physical Education, Kaunas (Lithuania)	(1) yes x	(2) no	–	–	Weigh average
Academic Institute in Business Management and Administration (sport area) (France)	(1) yes x	(x) no	(1)yes	Vocational project and sport investment	English level
Academic Institute in Business Management and Administration (sport area) (France) IM	(1) yes x	(x) no	(1)yes	Vocational project and sport investment	English level
National Institute for Sport and Physical Education (France)	(1)no	(2) no	(1)yes	Relational qualities, conceptual and expressive qualities	–
Claude Bernard University Lyon (France)	(1) yes	(2) no	(2) no	–	Previous experience (at least trainingship) as manager or deputy manager in a sport related organisation
Claude Bernard University Lyon (France)	(1) yes	(2) no	(2) no	–	Previous working (or trainingship) experience in a sport related organisation (managerial or commercial)

Instituto Nacional de Educacio Fisica de Catalunya-Barcelona (INEFC), Spain	(1) yes x	(1)yes x	(x) no	-	-
Leeds Metropolitan University (Great Britain)	(1) yes	(2) no	(2) no		Commitment to this occupational sector shown via work experience, voluntary work etc. Ability to succeed on and benefit from the course
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	(1) yes	(2) no	(2) no		
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	(2) No	(2) No	(2) No	-	Pre vocational diplome

Appendix 11 Student profile

University (Country)	1.8.8. Total Number of students who entered the programme (year 2003-2004)	1.8.9. Typical entry age (average)	1.8.10. Number of resident women students	1.8.11. Number of resident men students	1.8.14. Percentage of students successfully completing the programme
Comenius University, Faculty of PE and Sport (Slovakia)	20	19	6	14	80 %
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	17	23	10	7	100 %
Sport Institute of Finland	16	35	6	10	100%
German Sport University Cologne (Germany)	400	~21	–	–	–
Faculty for Physical Education and Sport, Prague (Czech Republic)	70	19-20	35	35	57 %
Norwegian University of sport and Physical Education (Norway)	39	22	15	24	?
Lithuanian Academy of Physical Education (Lithuania)	B(64) BExtr.(54) M(16)	B(18) BExtr. () M(24)	B(43) BExtr. (28) M(8)	B(21) BExtr. (26) M(8)	100%
Academic Institute in Business Management and Administration (sport area) (France)	70	21	48	20	???
Academic Institute in Business Management and Administration (sport area) (France) IM	38	21	12	25	75 %
National Institute for Sport and Physical Education (France)	10	40	3	7	80% for the first stage
Claude Bernard University Lyon (France)	23	30	6	14	85 %
Claude Bernard University Lyon (France)	55	22	9	44	70 %
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	80	21	–	–	75 %
Leeds Metropolitan University (Great Britain)	60	18	23	30	95 %
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	35	34	9	26	80 %
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	80	19	33	43	80 %

Appendix 12: Assessment of Programme and Teaching Units

University (Country)	Continuous Assessment		
	Weight on the final evaluation	In what Year (1-5) or if semesters write (s) following each number	Type of Assessment
Comenius University, Faculty of PE and Sport (Slovakia)	3.1.1. 35 %	3.1.2 1-5 year 70	3.1.3. (1) Class test (2) Oral exam.
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	3.1.1. –	3.1.2 –	3.1.3. (1) Written essay x (2) Class test x (3) Oral exam. x (4) Other Lecture diary
Sport Institute of Finland	–	–	Specialist vocational qualifications belongs to the Finnish vocational education system and it can only be taken in competence-based examinations. The organising body is a national tripartite examination board led by Board of Education.
German Sport University Cologne (Germany)	3.1.1. –	3.1.2 –	3.1.3. –
Faculty for Physical Education and Sport, Prague (Czech Republic)	3.1.1. registration in higher year of study	3.1.2 every semestr	3.1.3. (1) Written essay (2) Class test (3) Oral exam.
Norwegian University of sport and Physical Education (Norway)	3.1.1. –	3.1.2 –	3.1.3. (1) Written essay 1-5
Lithuanian Academy of Physical Education (Lithuania)	10%-50%	Every semester	(1) Written essay (2) Class test (4) Other : Group work
Academic Institute in Business Management and Administration (sport area) (France)	3.1.1. –	3.1.2 3 - 4	3.1.3. (1) Written essay x (2) Class test x (3) Oral exam. x
Academic Institute in Business Management and Administration (sport area) (France) IM	3.1.1. –	3.1.2 3 - 4	(1) Written essay
National Institute for Sport and Physical Education (France)	–	–	–
Claude Bernard University Lyon (France)	3.1.1.	3.1.2	3.1.3. (1) Written essay x

	40%	5	(3) Oral exam. x
Claude Bernard University Lyon (France)	3.1.1. 40%	3.1.2 5	3.1.3. (1) Written essay x (3) Oral exam. x
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	LOW	1-4	(1) Written essay
Leeds Metropolitan University (Great Britain)	3.1.1. none	3.1.2	3.1.3. (4) Other : presentations report
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	50 %	1-5	(1) Written essay (2) Class test (3) Oral exam.
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	-	1,2,3,4	(1) Written essay Other portfolio, self assessment, peer assessment, showing skills

Appendix 13:

University (Country)	Dissertation (or Equivalent): (specify any word limits)			Teaching Practice		
	Weight on the final evaluation	In what Year (1-5)	Type of Assessment	Weight on the final evaluation	In what Year (1-5)	Type of Assessment
Comenius University, Faculty of PE and Sport (Slovakia)	3.1.7. 10 %	3.1.8. 5 – th year	3.1.9. Written essay	3.1.10. 15 %	3.1.11. 2– nd, 3 – rb and 4 –th year	3.1.12 Other Management practice
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	3.1.7. –	3.1.8. –	3.1.9. –	3.1.10. –	3.1.11. –	3.1.12 (4) Other - no
Sport Institute of Finland	3.1.7. –	3.1.8. –	3.1.9. –	3.1.10. –	3.1.11. –	3.1.12 - 3.1.13. Other (please specify) Competence based education; Exams in main areas of the education 1) Project management, 2) Developing plans 3) Personal development = port folio in which the student have to show the development process in leadership skills.
German Sport University Cologne (Germany)	3.1.7. 20%	3.1.8. –	3.1.9. –	3.1.10. –	3.1.11. –	3.1.12 –
Faculty for Physical Education and Sport, Prague (Czech Republic)	3.1.6. obligatory	3.1.8. 4 year	3.1.9. (1)Written essay	3.1.10. –	3.1.11. –	3.1.12 (1)Written essay
Norwegian University of sport and Physical Education (Norway)	3.1.7. –	3.1.8. –	3.1.9. (1)Written essay 4-5 (3)Oral exam.4-5	3.1.10. –	3.1.11. –	3.1.12 (1)Written essay 2 (2)Class test (3)Oral exam. (4)Other 3.1.13. Other (please specify) Group presentation and answering of questions
Lithuanian Academy of Physical Education (Lithuania)	100% 100%	3,4,6	(4) Other :Bachelor paper defence or written test; Master thesis presentation and defence	95% 5%		(1) Written essay (4) Other : Oral report
Academic Institute in Business Management and Administration (sport area) (France)	3.1.7. –	3.1.8. –	3.1.9. –	3.1.10. –	3.1.11. –	3.1.12 –
Academic Institute in Business Management and Administration (sport area) (France) IM	3.1.7. –	3.1.8. –	3.1.9. –	3.1.10. –	3.1.11. –	3.1.12 –
National Institute for	3.1.7.	3.1.8.	3.1.9.	3.1.10.	3.1.11.	3.1.12

Sport and Physical Education (France)	-	-	-	-	-	-
Claude Bernard University Lyon (France)	3.1.7. 12%	3.1.8.	3.1.9. (1)Written essay	3.1.10. -	3.1.11. -	3.1.12 (4) Other"trainingship"
Claude Bernard University Lyon (France)	3.1.7. 12%	3.1.8.	3.1.9. (1)Written essay	3.1.10. -	3.1.11. -	3.1.12 (4) Other"trainingship"
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	LOW	1-4	3.1.9. (3) Oral exam	3.1.10. -	3.1.11. -	3.1.12 -
Leeds Metropolitan University (Great Britain)	3.1.7. 12,500 words 30 credits	3.1.8. year 3 s1/2	3.1.9. (1) seminar , report, presentations, case study	3.1.10. -	3.1.11. -	3.1.12 3.1.13. Other (please specify) work based learning via work experience
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	25 %	5	(3) oral exam	0	Through the study	(1) Written essay (2) Class test (3) Oral exam.
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	-	1,2,3,4	(1) Written essay 1 (2) Class test 2 (3) Oral exam 3 Other portfolio, self assessment, peer assessment, showing skills	-	1,2,3,4	(1) Written essay 1 (2) Class test 2 (3) Oral exam 3 Other portfolio, self assessment, peer assessment, showing skills

Appendix 14: Programme and Module (Course Unit) Evaluation

University (Country)	3.3.1 What methods are used by the teaching staff to evaluate the contents of the teaching units or single courses within the programme?	3.3.3 What methods are used by the students (if they are involved) to evaluate the contents of the teaching units or single courses within the programme?	3.3.5. What methods are used by mentors/supervisors to evaluate the contents of the teaching units or single courses within the programme?	3.3.6. What methods are used by mentors/supervisors to evaluate the overall programme? see 3.3.1
Comenius University, Faculty of PE and Sport (Slovakia)	Verbal and nonverbal marking	questionnaire	see 3.3.1	see 3.3.1
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	Sometimes cross-checking, sometimes research-based evaluation	Students evaluate every course through web-questionnaire and/or there is an evaluation in the end of the course	–	–
Sport Institute of Finland	General and specific assessment after each contact days (7x3 days)	Oral and written group assessment with the students. Summary of the results to the teachers.	Written feedback.	Written feedback.
German Sport University Cologne (Germany)	No evaluation yet, it is planned for 2004	–	–	–
Faculty for Physical Education and Sport, Prague (Czech Republic)	Tests, oral exams, projects, written essays, discussions	Unregularly evaluating of students in written form	Accreditation of study programme	Accreditation of study
Norwegian University of sport and Physical Education (Norway)	Outside teachers/professors as evaluators	Oral and written (either free or questionnaire)	Asking students and teachers to evaluate	Questionnaires and talks with the ones involved
Lithuanian Academy of Physical Education (Lithuania)	Feedback using the survey	Questionnaire, feedback	Participation and observation during the lectures, round-table discussions during the Department meetings	Audit, expertise
Academic Institute in Business Management and Administration (sport area) (France)	–	–	–	–
Academic Institute in Business Management and Administration (sport area) (France) IM	–	–	–	–
National Institute for Sport and Physical Education (France)	Written file are evaluated by 2 members of the teaching staff	Evaluation forms are analysed forward every training week	–	–
Claude Bernard University Lyon (France)	Validation per trainee satisfaction	Systematic questionnaires and oral exchanges in follow up sessions	None except accreditation at the beginning of the process	None except accreditation at the beginning of the process

Claude Bernard University Lyon (France)	Validation per trainee satisfaction	Systematic questionnaires and oral exchanges in follow up sessions	None except accreditation at the beginning of the process	None except accreditation at the beginning of the process
Instituto nacional de educacio fisica de Catalunya- Barcelona (INEFC), Spain	none	survey of the university	none	none
Leeds Metropolitan University (Great Britain)	Student module evaluations, student annual review report	As above – module evaluation forms	Visits and meetings with students	Visits and meetings with staff and students, moderation of student work
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	Gauging student interest-questions	Putting forward comments to teachers and course directors	Speaking to the teachers	Speaking to the teachers
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	Systematic course-evaluations with students. Outcomes are talked-over within the team and with the program leader	Systematic course-evaluations with students. Outcomes are talked-over within th team and with the program leader	Not used	Not used

Appendix 15: Networking

University (Country)	3.7.1 The programme has specific links with other areas/colleagues in your Institution?	3.7.2 (If yes) Indicate the internal Network Links	3.7.3 Nature of the links	3.7.4 The programme has specific links with sport clubs and/or sports federations	3.7.5 Nature of the links
Comenius University, Faculty of PE and Sport (Slovakia)	(1) Yes	(1) Inter-departmental; (2) Inter-Faculty;	(3) Both formal and informal	(1) Yes	(3) Both formal and informal
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	(2) No X	–	–	(1) Yes X	(3) Both formal and informal
Sport Institute of Finland	(1) Yes x	(1) Inter-departmental	(2) Informal	(1) Yes x	(3) Both formal and informal
German Sport University Cologne (Germany)	(1) Yes x	(1) Inter-departmental; x (2) Inter-Faculty; x	(3) Both formal and informal x	(1) Yes x	(3) Both formal and informal
Faculty for Physical Education and Sport, Prague (Czech Republic)	(1) Yes	(1) Inter-departmental; x (2) Inter-Faculty; x	(3) Both formal and informal	(1) Yes x	(3) Both formal and informal
Norwegian University of sport and Physical Education (Norway)	(1) Yes x	(2) Inter-Faculty; x (3) Academic Subject x (4) Professional Training x	(3) Both formal and informal x	(1) Yes x	(3) Both formal and informal x
Lithuanian Academy of Physical Education (Lithuania)	(1) Yes x	(1) Inter-departmental; x (2) Inter-Faculty; x	(3) Both formal and informal	(1) Yes x	(2) Informal
Academic Institute in Business Management and Administration (sport area) (France)	(1) Yes x	(1) Inter-departmental; (2) Inter-Faculty; (4) Professional Training	(3) Both formal and informal x	(1) Yes x	(3) Both formal and informal x
Academic Institute in Business Management and Administration	(1) Yes x	(1) Inter-departmental; (2) Inter-Faculty; (4) Professional	(3) Both formal and informal x	(1) Yes x	(3) Both formal and informal x

(sport area) (France) IM		Training			
National Institute for Sport and Physical Education (France)	(1) Yes	(1)Inter- departmental; (3)Academic Subject (4)Professional Training	(3) Both formal and informal	(1) Yes	(3) Both formal and informal x
Claude Bernard University Lyon (France)	(2) No	–	–	(1) Yes	–
Claude Bernard University Lyon (France)	(2) No	–	–	(1) Yes	–
Instituto nacional de educacio fisica de Catalunya- Barselona (IN- EFC), Spain	(1) Yes x	(1)Inter- departmental	(2)Informal	(1) Yes x	(3) Both formal and informal
Leeds Metropolitan University (Great Britain)	(1) Yes	(2)Inter-Faculty; (4)Professional Training	(3) Both formal and informal	(1) Yes	(2)Informal
The Jozef Pilsudski Academy of Physi- cal Education, Faculty of Physical Education (Poland)	(1) yes	(1)Inter- departmental; (2)Inter-Faculty; (3)Academic subject (4)Professional Training	(3) Both formal and informal	(1) Yes	(3) Both formal and informal
Hanze University Groningen, Insti- tute of Sportstudies (The Netherlands)	(1) Yes	(2)Inter-Faculty (3)Academic subject	(3) Both formal and informal	(1) Yes	(3) Both formal and informal

Appendix 16: Academic calendar B.Sc.

University (Country)	Semester	Dates	Comments
Comenius University, Faculty of PE and Sport (Slovakia)	-	-	B.Sc. and M.Sc. degree of study are not separated. They make one unit !
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	Autumn	1.9.-31.12.	-
	Spring	1.1.-31.5.	
	Summer	1.6.-31.7.	
Sport Institute of Finland	-	-	-
German Sport University Cologne (Germany)	Summer term	April-september	-
	Winter term	October –march	
Norwegian University of sport and Physical Education (Norway)	-	-	-
Lithuanian Academy of Physical Education (Lithuania)	I, III, V, VII	September 1 – January 31	-
	II, IV, VI, VIII	February 1 – June 30	
Academic Institute in Business Management and Administration (sport area) (France)	-	-	-
Academic Institute in Business Management and Administration (sport area) (France) IM	-	-	-
National Institute for Sport and Physical Education (France)	-	-	-
Claude Bernard University Lyon (France)	-	-	-
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	1	15.09 – 15.01	-
	2	15.02 – 30.05	
Leeds Metropolitan University (Great Britain)	Semester 1	20th September 2004 – 21st January 2005	-
	Semester 2	24th January 2005 – 20th May 2005	
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	-	-	-
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	Sem 1,3,5,7	Wk 35	-
	Sem 2,4,6,8	Wk 01	

Appendix 17: Academic calendar M.Sc.

University (Country)	Semester	Dates	Comments
Comenius University, Faculty of PE and Sport (Slovakia)	Winter	09/20/2003 – 12/20/2003	B.Sc. and M.Sc. degree of study are not separated. They make one unit !
	summer	02/09/2004 – 05/14/2004	
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	Autumn	1.9.-31.12.	-
	Spring	1.1.-31.5	
	Summer	1.6.-31.7	
Sport Institute of Finland	-	-	-
German Sport University Co- logne(Germany)	-	-	-
Faculty for Physical Education and Sport, Prague (Czech Republic)	Wintersemester	1.10.- 14.1.	-
	Summersemester	15. 2. - 31.5	
Norwegian University of sport and Physical Education (Nor- way)	-	-	-
Lithuanian Academy of Physical Education (Lithuania)	I, III	September 1 – January 31	-
	II, IV	February 1 – June 30	
Academic Institute in Business Management and Administration (sport area) (France)	No semester	-	-
Academic Institute in Business Management and Administration (sport area) (France) IM	No semester	-	-
National Institute for Sport and Physical Education (France)	No	No	-
Claude Bernard University Lyon (France)	-	-	-
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	-	-	-
Leeds Metropolitan University (Great Britain)	-	-	-
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	I semester	October, November	
	II semester	January, February	
	III semester	April, may	
Hanze University Groningen, Institute of Sportstudies (The Netherlands)			

Appendix 18: Periods reserved for examinations B.Sc.

University (Country)	Semester	Dates	Comments
Comenius University, Faculty of PE and Sport (Slovakia)	Winter	09/20/2003 – 12/20/2003	B.Sc. and M.Sc. degree of study are not separated. They make one unit !
	summer	02/09/2004 – 05/14/2004	
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	Autumn	1.9.-31.12.	–
	9.3.1.1.1.1.1.1.1 Spring	1.1.-31.5	
	Summer	1.6.-31.7	
Sport Institute of Finland	–	–	–
German Sport University Cologne(Germany)	–	–	–
Faculty for Physical Education and Sport, Prague (Czech Republic)	Wintersemester	1.10.- 14.1.	–
	Summersemester	15. 2. - 31.5	
Norwegian University of sport and Physical Education (Norway)	–	–	–
Lithuanian Academy of Physical Education (Lithuania)	I, III	September 1 – January 31	–
	II, IV	February 1 – June 30	
Academic Institute in Business Management and Administration (sport area) (France)	No semester	–	–
Academic Institute in Business Management and Administration (sport area) (France) IM	No semester	–	–
National Institute for Sport and Physical Education (France)	No	No	–
Claude Bernard University Lyon (France)	–	–	–
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	–	–	–
Leeds Metropolitan University (Great Britain)	–	–	–
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	-	-	-
Hanze University Groningen, Institute of Sportstudies (The Netherlands)			2 weeks every semester

Appendix 19: Periods reserved for examinations M.Sc.

University (Country)	Semester	Dates	Comments
Comenius University, Faculty of PE and Sport (Slovakia)	Winter	01/07/2004 – 02/06/2004	B.Sc. and M.Sc. degree of study are not separated. They make one unit !
	Summer	05/17/2004 – 07/01/2004	
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	Spring	15.5.-31.5.	–
	Autumn	10.12.-20.12.	
Sport Institute of Finland	–	–	–
German Sport University Cologne (Germany)	–	–	–
Faculty for Physical Education and Sport, Prague (Czech Republic)	January, February	15.1 – 15.2	Then during the whole year
	June, September	1.6 - 3.7, 30.8 - 30.9	
	State exams	May, October	
Norwegian University of sport and Physical Education (Norway)	–	–	–
Lithuanian Academy of Physical Education (Lithuania)	I, III	January 1 - 31	–
	II	May 1 - 31	
	Thesis defence	May 28 and May 31	
Academic Institute in Business Management and Administration (sport area) (France)	No semester	–	continuous examination
Academic Institute in Business Management and Administration (sport area) (France) IM	Mid-september	End of december	continuous examination
National Institute for Sport and Physical Education (France)	End of the year June and september)		
Claude Bernard Univer- sity Lyon (France)	June	25th	–
	September	1 st	
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	–	–	–
Leeds Metropolitan University (Great Britain)	–	–	–
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)			Exams and tests at the end of the semesters
Hanze University Gron- ingen, Institute of Sportstudies (The Netherlands)			

Appendix 20: Practical training

University (Country)	B.Sc.			M.Sc.		
	ECTS credits	Year or stage of the study	Length of the training (hours)	ECTS credits	Year or stage of the study	Length of the training (hours)
Comenius University, Faculty of PE and Sport (Slovakia)	-	-	-	10	2-nd, 3- rd, 4-th	28 42 56
Department of Social Sciences of Sport/University of Jyväskylä (Finland)	-	3.	300	-	4/5	600
Sport Institute of Finland	-	-	-			
German Sport University Cologne (Germany)	3	3-4	4 weeks	-	-	-
Faculty for Physical Education and Sport, Prague (Czech Republic)	-	-	-	-	3; 4	28; 400
Norwegian University of sport and Physical Education (Norway)	-	-	-	-	-	-
Lithuanian Academy of Physical Education (Lithuania)	-	II, III, IV	420(SM) from total 600	-	-	-
Academic Institute in Business Management and Administration (sport area) (France)	0	3	280	0	4	500
Academic Institute in Business Management and Administration (sport area) (France) IM	0	3	280	0	4	500
National Institute for Sport and Physical Education (France)	-	-	-	-	-	-
Claude Bernard University Lyon (France)	-	-	-	18	5th	960
Instituto nacional de educacio fisica de Catalunya-Barselona (INEFC), Spain	12	4	120	-	-	-
Leeds Metropolitan University (Great Britain)	-	Second year	Min 150 hours	-	-	-
The Jozef Pilsudski Academy of Physical Education, Faculty of Physical Education (Poland)	-	-	-	-	-	-
Hanze University Groningen, Institute of Sportstudies (The Netherlands)	-	2,3,4	Year 2= 8 weeks			

9.4 PHYSICAL EDUCATION

Note: Range is indicated as R = and Mean as M =.

1. Adventure Activities

For the 13 programmes for which data were provided:

R = 60 (UCW post-graduate one year programme) – 375 (FUB Masters programme); M = 179 hours

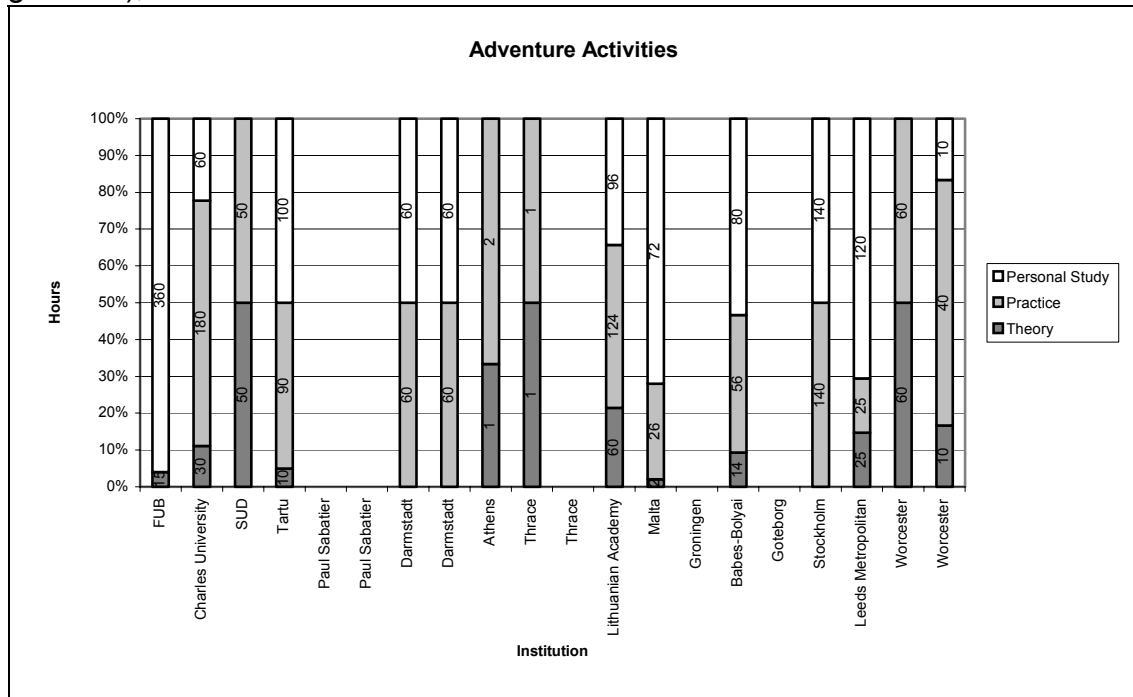


Figure 70: Adventure Activities: Hours

2. Dance

For the 11 programmes for which data were provided:

R = 26 (UCW post-graduate one year programme) – 370 (FUB Masters programme); M = 120 hours

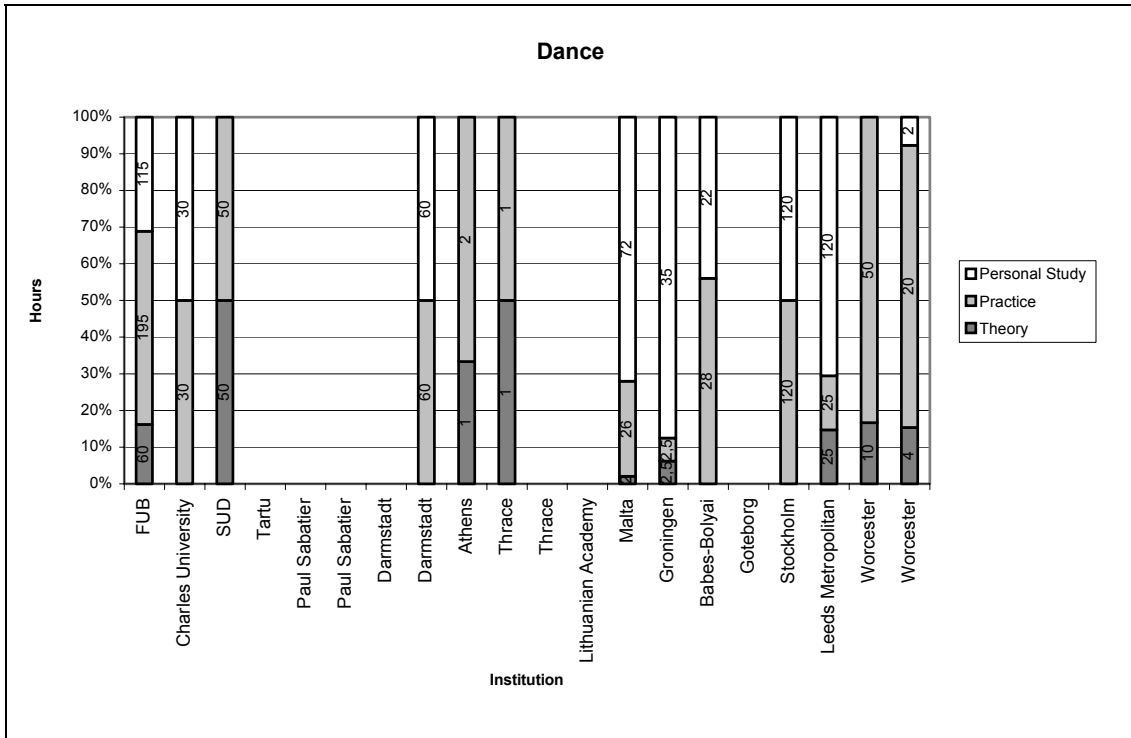


Figure 71: Dance: Hours

3. Games

For the 15 programmes for which data were provided:

R = 10 (PSUT Masters programme) – 700 (B-BU); M = 274 hours

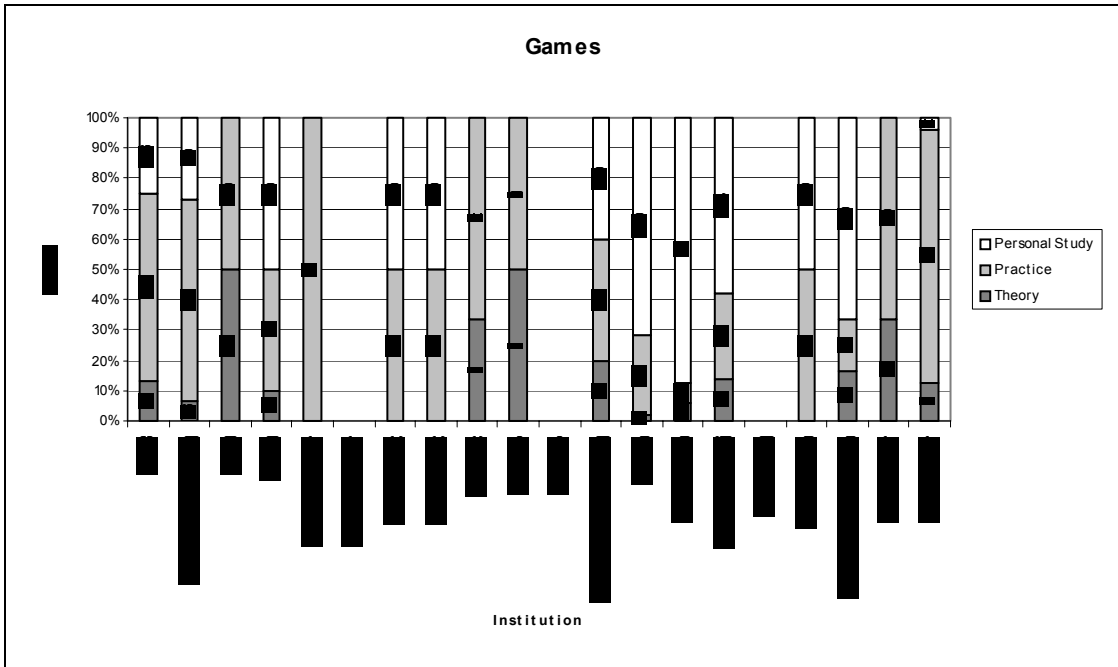


Figure 72: Games: Hours

4. Gymnastics

For the 15 programmes for which data were provided:

R = 10 (PSUT Masters programme) – 350 (B-BU); M = 154 hours

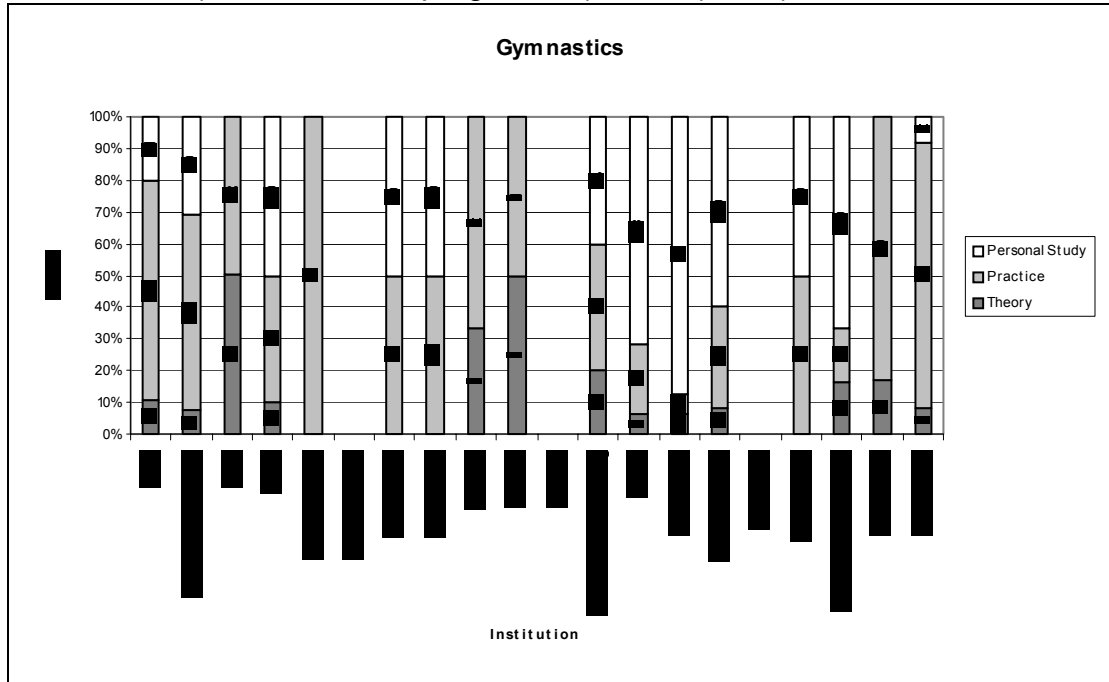


Figure 73: Gymnastics: Hours

5. Swimming

For the 15 programmes for which data were provided:

R = 10 (PSUT Masters programme) – 240 (DTU Vocational Schools programme); M = 101 hours

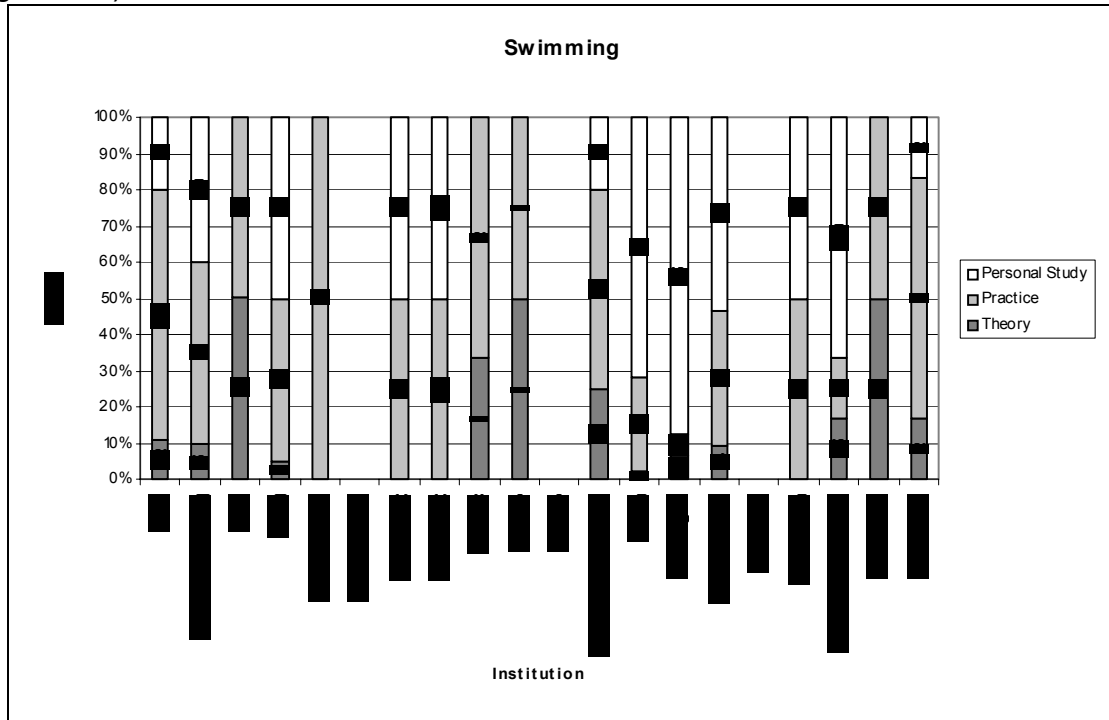


Figure 74: Swimming: Hours

6. Track & Field Athletics

For the 15 programmes for which data were provided:

R = 10 (PSUT Masters programme) – 350 (B-BU);

M = 128 hours

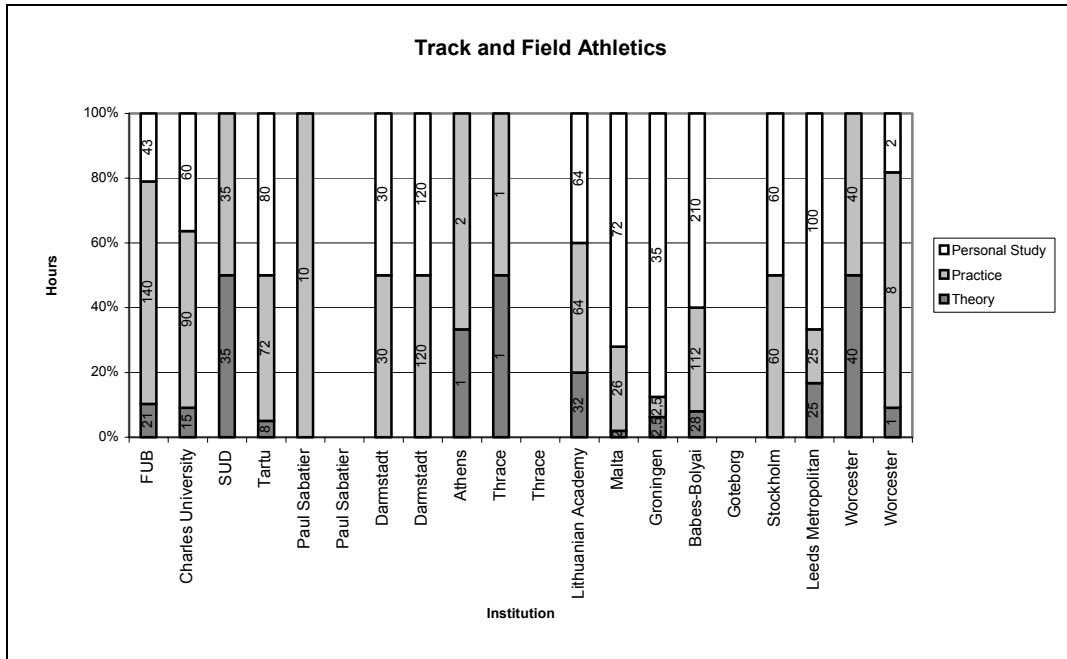


Figure 75: Track & Field Athletics: Hours

7. Teaching & Learning Methods

For the 13 programmes for which data were provided:

R = 20 (UCW post-graduate one year programme) – 2028 (Groningen programme); M = 444 hours

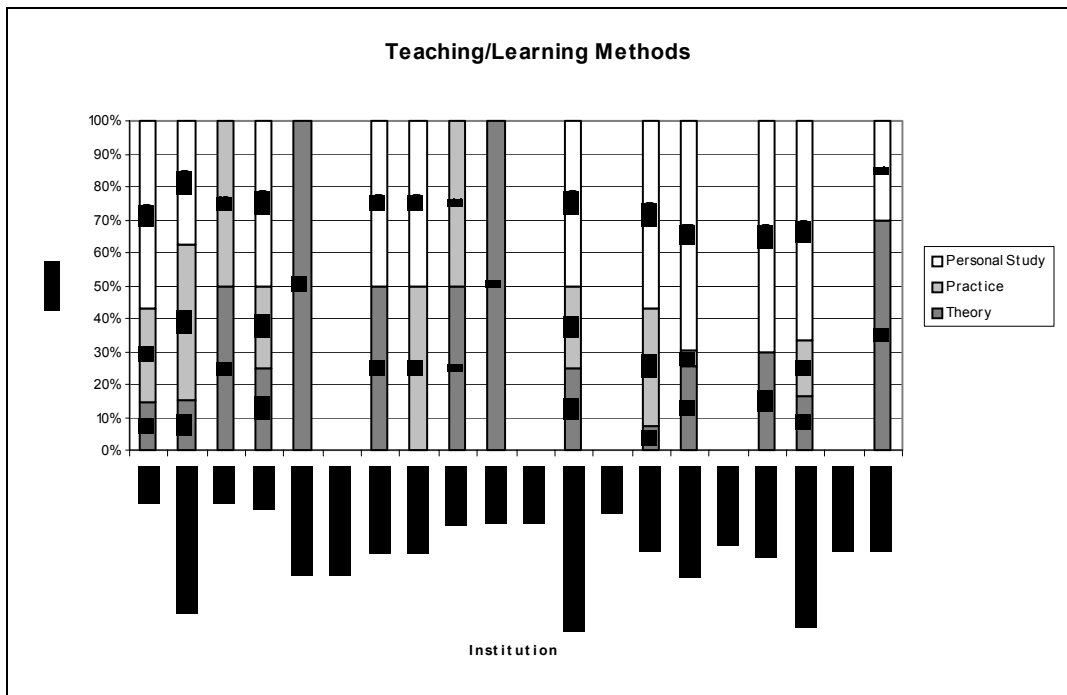


Figure 76: Teaching/Learning Methods: Hours

8. Education/Teaching Sciences

For the 13 programmes for which data were provided:

R = 40 (PSUT Bachelors programme) – 720 (DTU Grammar School programme);

M = 267 hours

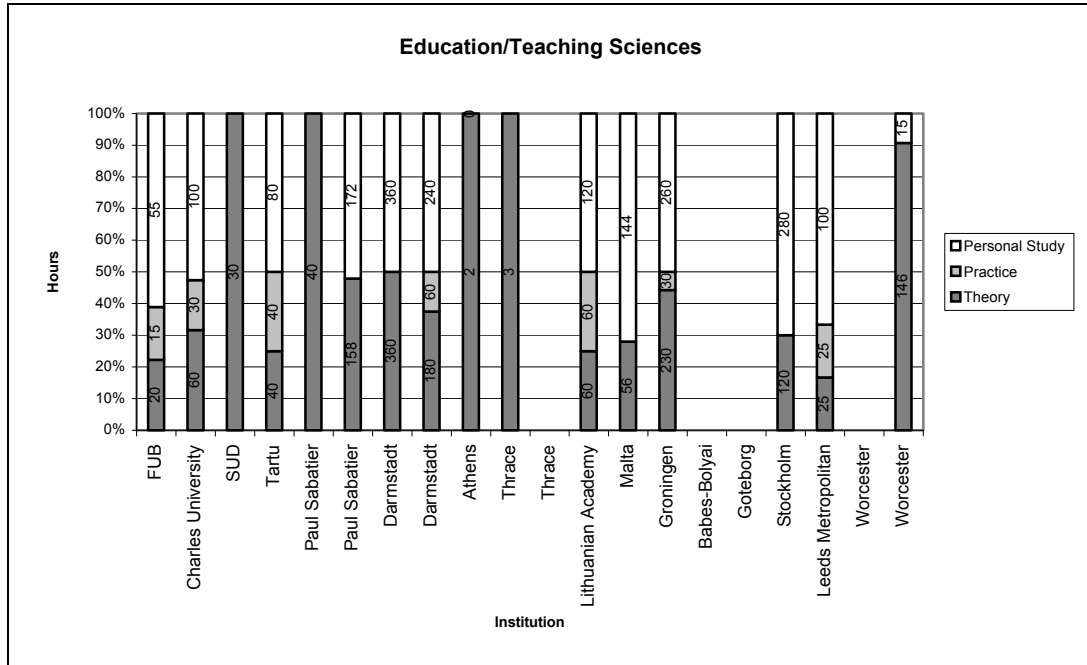


Figure 77: Education/Teaching Sciences: Hours

9. Teaching Practice (Micro)

For the 13 programmes for which data were provided: R = 18 (UCW post-graduate one year programme) – 800 (MU); M = 228 hours.

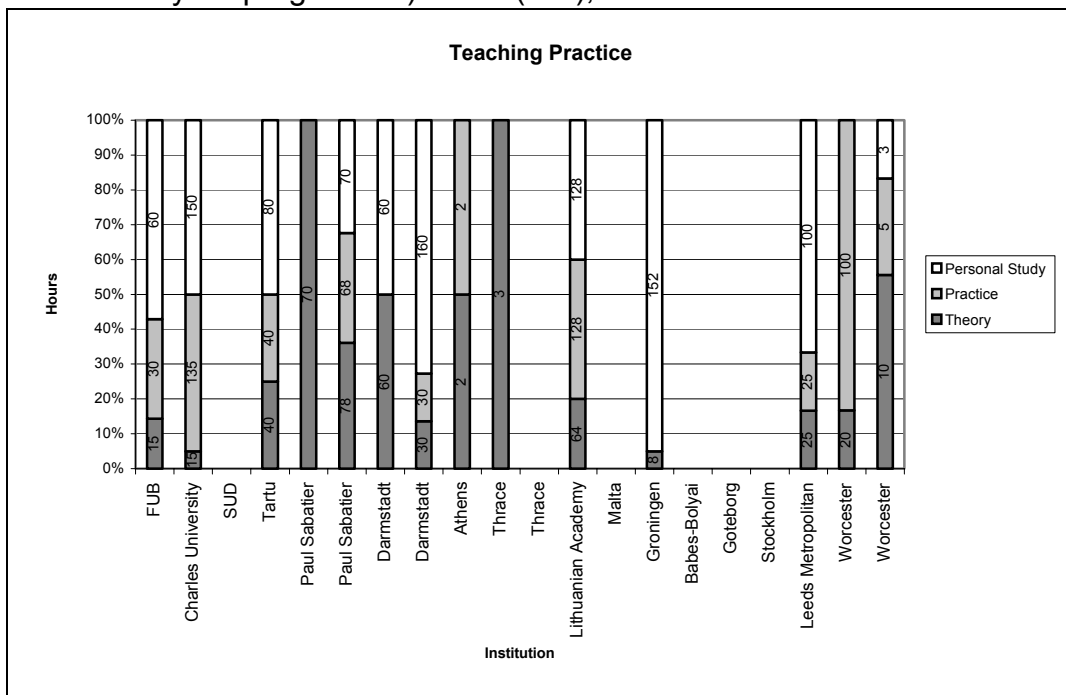


Figure 78: Teaching Practice (Micro): Hours

10. Natural/Biological Sciences (General)

For the 12 programmes for which data were provided:

R = 30 (PSUT Bachelor programme) – 1390 (FUB Masters programme); M = 411 hours

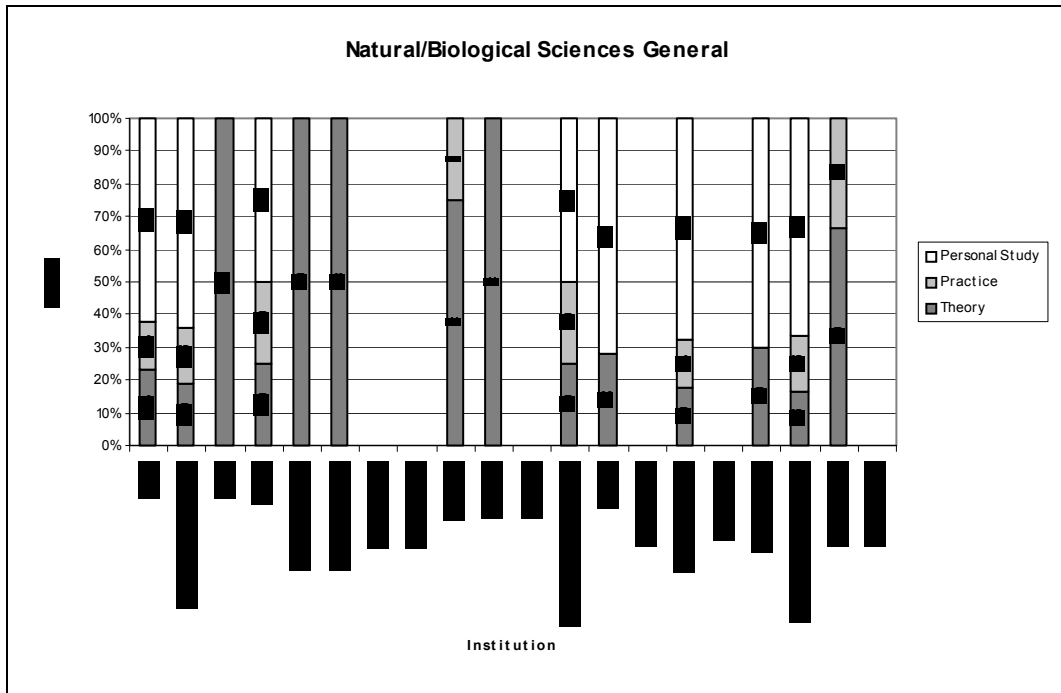


Figure 79: Natural/Biological Sciences (General): Hours

11. Natural/Biological Sciences (Applied)

For the 14 programmes for which data were provided:

R = 100 (B-BU) – 1125 (USD); M = 336 hours

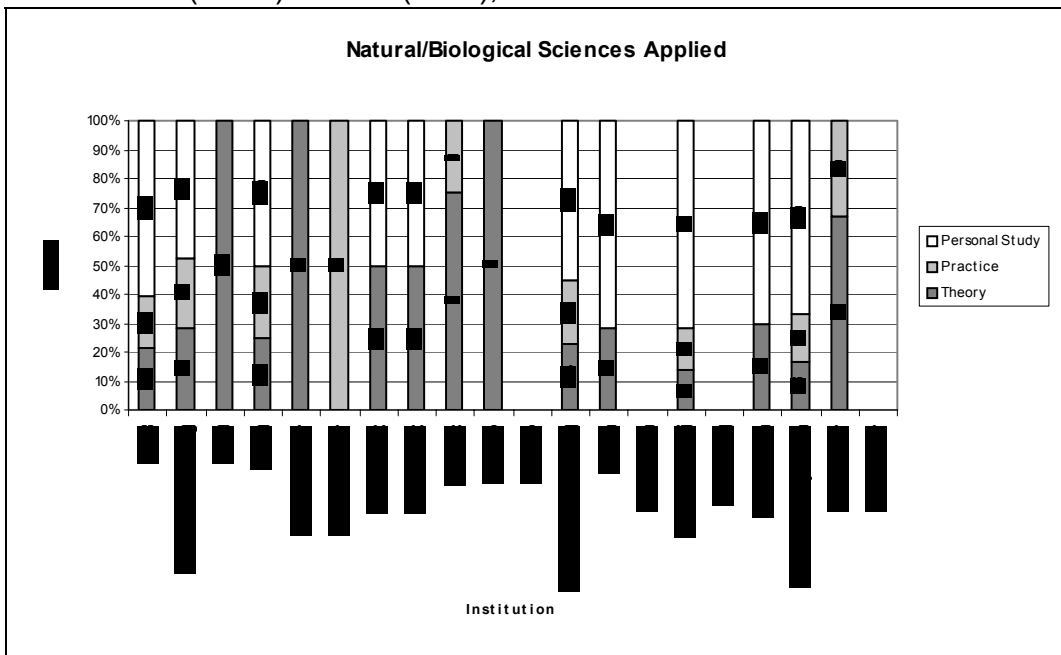


Figure 80: Natural/Biological Sciences (Applied): Hours

12. Social Sciences (General)

For the 12 programmes for which data were provided:

R = 40 (Groningen and SU) – 615 (CUP Masters programme); M = 195 hours

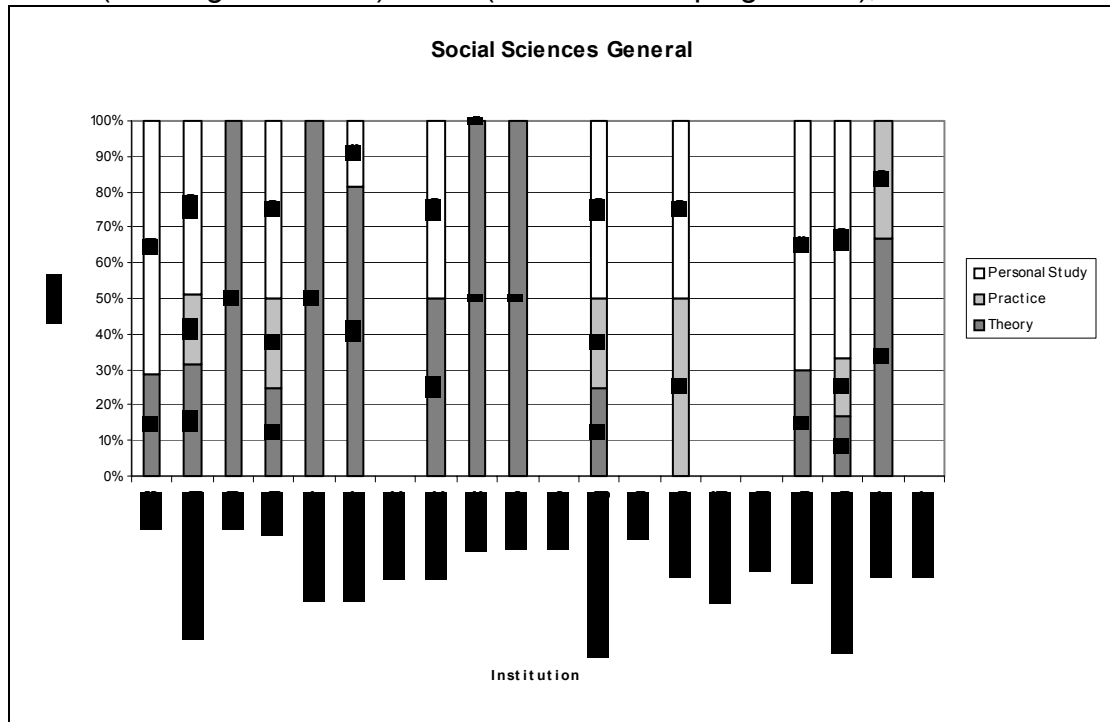


Figure 81: Social Sciences (General): Hours

13. Social Sciences (Applied)

For the 15 programmes for which data were provided:

R = 26 (PSUT Bachelor programme) – 1600 (TU); M = 411 hours

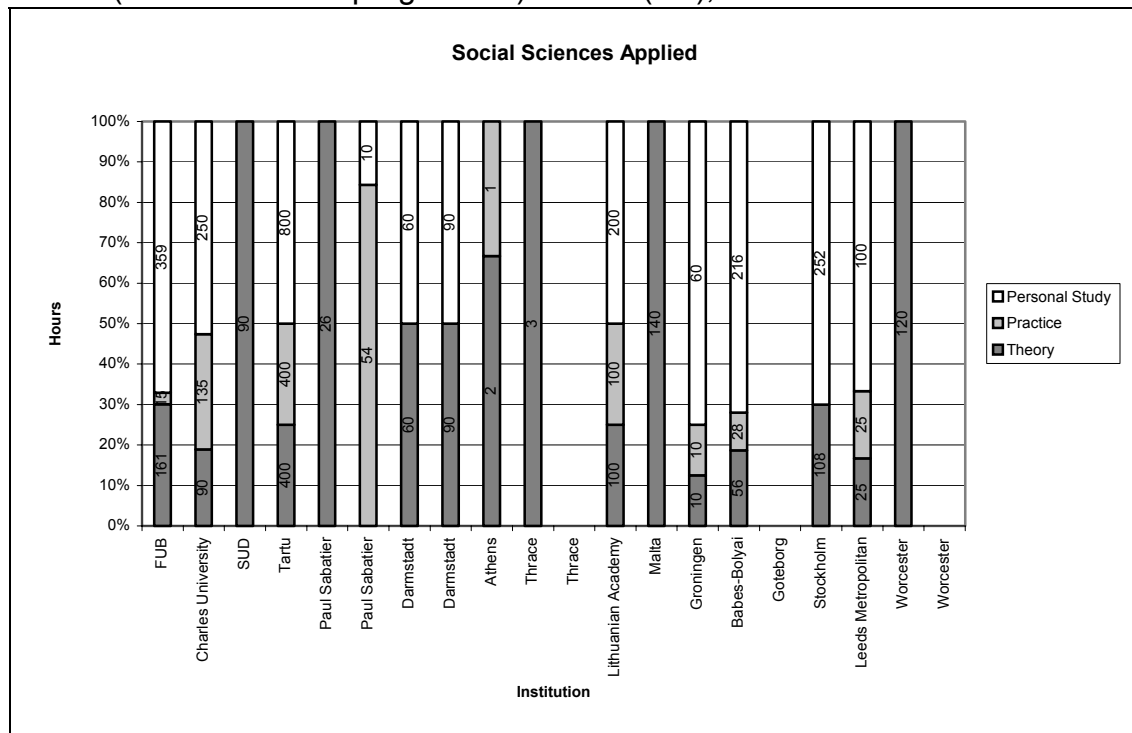


Figure 82: Social Sciences (Applied): Hours

14. Dissertation/Project

For the 14 programmes for which data were provided:

R = 74 (PSUT Bachelor programme) – 1000 (USD); M = 462 hours

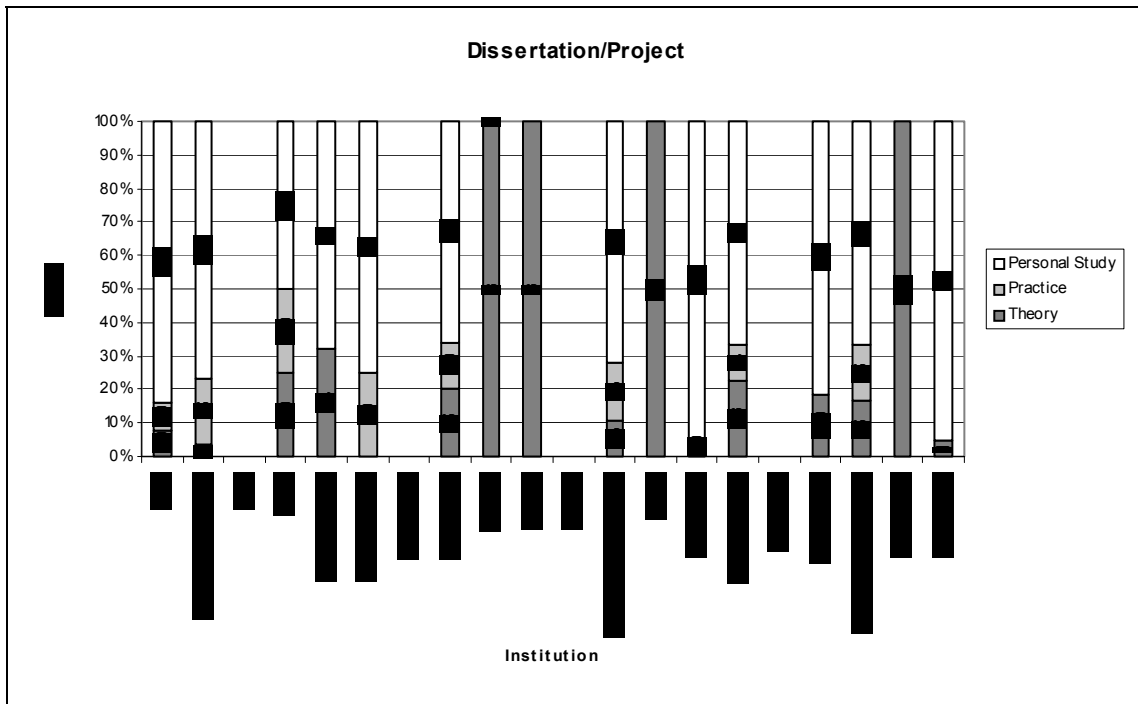


Figure 83: Dissertation/Project: Hours

15. School-based Practice

For the 11 programmes for which data were provided:

R = 25 (SUD) – 800 (SU); M = 317 hours

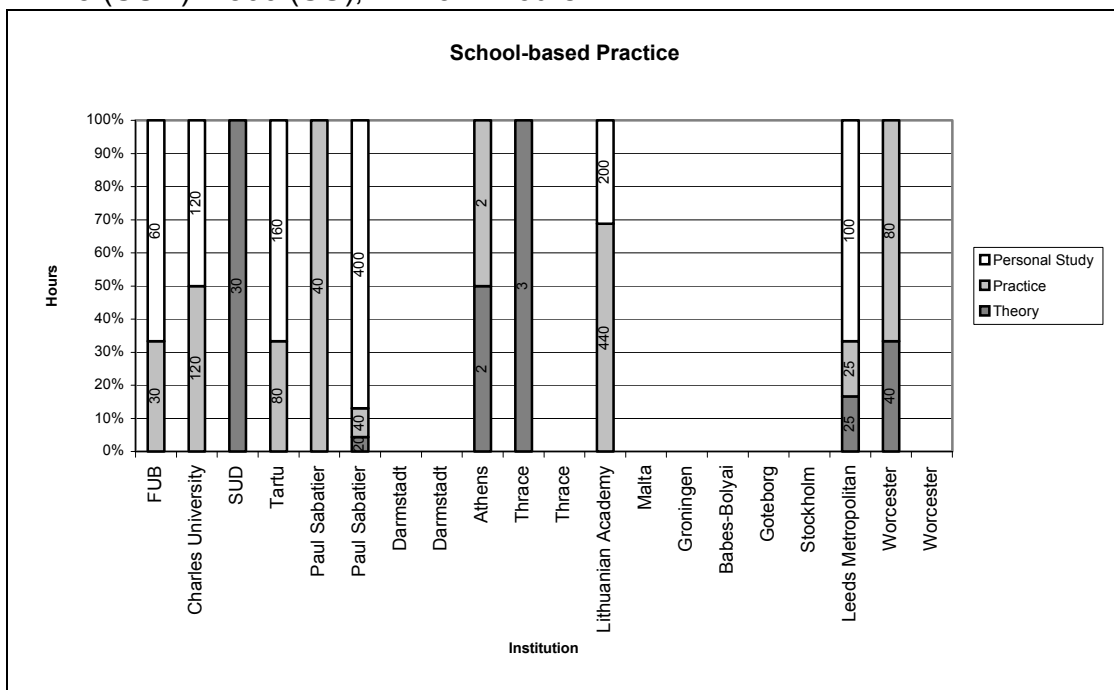


Figure 84: School-based Practice: Hours

16. Other

For the 9 programmes for which data were provided:

R = 98 (PSUT Bachelor programme) – 1640 (LA); M = 790 hours

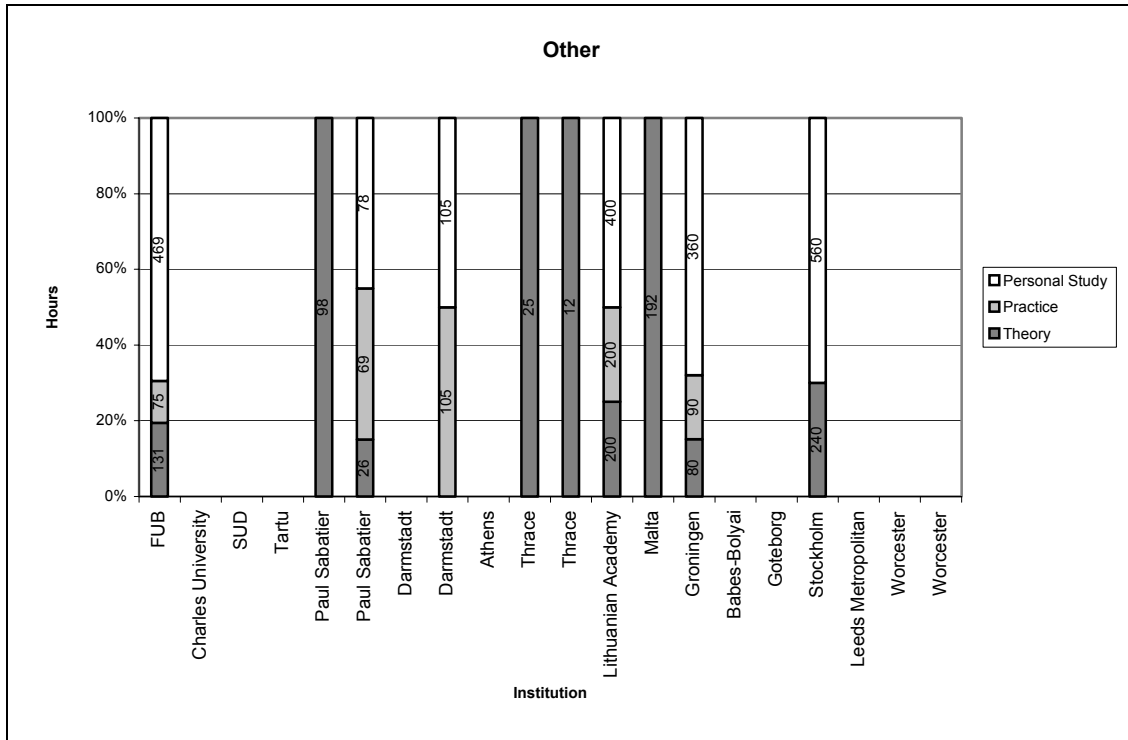


Figure 85: Other Activity: Hours

17. Additional

Tartu University indicated 1520 hours for post-bachelor studies for PE teachers to include: general didactics (100 hours); educational theory and educational developmental psychology; (100 hours); educational theory (120 hours); theory of physical education (200 hours); methodological aspects of physical education (120 hours), optional courses (320 hours); study work (160 hours) and school-based teaching practice (400 hours).

9.5 AREA QUESTIONNAIRES

9.5.1 Questionnaire Health and Fitness

**Thematic Network Project
“Aligning a European Higher Structure in Sport Science
(AEHESIS)”**

QUESTIONNAIRE HEALTH AND FITNESS

AEHESIS is a project funded by the European Commission, developed by the European Network of Sport Science, Education and Employment (ENSSEE) and co-ordinated by the German Sport University, Cologne (Deutsche Sport Hochschule, Koeln).

The project primarily focuses on:

- a) integration of programmes and time-frames of educational structures;
- b) relationship with the labour market needs

Four main areas are being focused on:

- Sport Management
- Physical Education
- Health and Fitness
- Sport Coaching

As a registered ‘Partner’ in the AEHESIS Project, your institution has agreed to provide data, which will be complemented with information from other ‘Partner Institutions’ to form the basis of the Project Report on Alignment of Higher Education Structures. This questionnaire refers to the Area of **Health and Fitness**¹ and the academic and professional training of Specialist Health and Fitness personnel². The questionnaire should be completed by the programme leader for each programme referred to. Your institution is also asked to complete the general questionnaire which may be found on the AEHESIS website (www.aehesis.com).

DEFINITIONS OF RELEVANT CONCEPTS

Health and Fitness Instruction: can be defined as those providing structured physical activity supervised by certified professionals for individuals or groups with or without equipment in a safe environment, where the primary purpose of the activity is to utilise one or more of the components of physical fitness as a means of improving physical and mental well-being. Complementary services, various therapies and social structures may support this endeavour.

Health and Fitness Studies: The study of Health and Fitness employing the knowledge base of health and exercise sciences and necessary related disciplines

Health and Fitness Education: The outcome of an effective Health and Fitness education process is the development of an instructor with the capacity to instruct effectively, meeting the needs of individuals and groups in defined situations, through a combination of education, qualification, competence and experience.

All the information requested must refer to existing programmes (2003-2004 edition)

Note: If you are unsure of the meaning of a question, or require clarification, please send an email to Allan Pilkington (allan@sprito.org.uk)

Programme code number: [] (For office use only)

Section 1. Framework of the Programme

(A program has to be understood as the full combination of learning activities leading to a qualification).

1.1 Country:
Official name of the organisation:
1.2. (National Language)
1.3. (English Translation)

Name of Programme

1.4. Name in the National Language:

1.5. English translation:

1.6 Programme Orientation

		If vocational which careers/jobs is the programme preparing students for
1. Vocational (concurrent)	Y N	
2. Vocational (consecutive)	Y N	
3. Pre-vocational	Y N	
4. General	Y N	

Programmes can be classified in three main categories :

- vocational**: education mainly designed to introduce participants to acquire the practical skills, know-how and understanding necessary for employment as a health and fitness personnel. Successful completion of such programmes leads directly to the labour-market.
 - pre-vocational** : education mainly designed to introduce participants to the working environment of health and fitness and to prepare them for entry in the vocational education programmes
 - general**: education mainly designed to develop or create (research) knowledge in health and fitness. A vocational education has to be added for an entrance in the labour market
- Vocational training can be integrated within academic studies (**Concurrent**) or can be separate and carried out after or the completion of academic studies (**Consecutive**).

1.7 Basic Information on the Programme

- 1.7.1 Level of the programme
- (1) Level 3 (Professional qualification (e.g. NVQ
 - (2) Level 4 First Degree(Bachelor or Equivalent, e.g. Licentiate))
 - (3) Level 5 (Master or equivalent)
 - (4) Level 5+ (Doctoral)

Various terms are used across Europe to indicate the levels of the programmes. According to the Bologna Declaration Scheme, **Level 3** is equivalent of one to two years higher/advanced education (foundation degree), **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)

1.7.2	Number of entrants in the programme (set or targeted)	
1.7.3	Duration of the programme (in years)	

	<i>(you must refer to the programme and not count previous years of training, even if compulsory required for the entry in the programme)</i>	
1.7.4	Total number of credits (based on ECTS system, where 25 hours workload=1 credit)	
1.7.5	Modes of training provision (1) Full time (2) Part Time	
1.7.6	(1) On the job (2) off the Job	
1.7.7.	Is apprenticeship an essential feature of the programme? <i>(Also: is work experience an essential feature of the programme?)</i>	(1) yes (2) no
1.7.8.	Is the programme a single subject/discipline programme	(1) yes (2) no
1.7.9	If not, list the subjects: a. b. c.	

1.8 Student profile and entry requirements

1.8.1	To enter the programme an academic qualification is required? (e.g. Baccalaureate, GSCE, Abitur, etc.)	(1) yes (2) no
1.8.2	(If yes), please specify:	
1.8.3	To enter the programme a specific level of practical ability (e.g. sport performance; physical fitness) is required	(1) yes (2) no
1.8.4.	(If yes), please specify:	
1.8.5.	To enter the programme specific personal qualities are required?	(1) yes (2) no
1.8.6.	(If yes), please specify:	
1.8.7.	List the additional entry requirements (if any)	
1.8.8	Total Number of students who entered the programme (year 2003-2004)	
1.8.9	Typical entry age (average)	
1.8.10	Number of resident women students	
1.8.11	Number of resident men students	
1.8.12	Number of non-resident/foreign women students	
1.8.13	Number of non-resident men students	
1.8.14	Percentage of students successfully completing the programme	%

1.9 Teaching Staff (Academic and professional Staff involved in the Programme)

		Female	Male
1.9.1	Total number of staff involved in the programme		
1.9.4	Of which part -time:		
1.9.5.	Of which full -time:		
	Age <i>(indicate the number for each category)</i>		
1.9.6.	Aged less than 30:		
1.9.7.	Aged between 30 and 44:		
1.9.8	Aged between 44 and 60:		
	Aged between 44 and 60:		
	Academic Education of the Staff <i>(indicate the number for each category)</i>		
1.9.9.	Bachelor:		
1.9.10	Master:		
1.9.11	Doctorate:		
1.9.12	Other _____		

Professional (Teaching) Qualification of the Staff			
1.9.13	Number of Staff with previous Health and fitness experience		
1.9.14	Is previous experience in health and fitness required for the staff? (1) yes (2) no (3) Other		

Section 2. The health and fitness-related curriculum

Generic Competences (tuning)

Generic competences are competences required in all areas, even if at different level of importance. Please rate in order, 1-10 the most important competences developed in the programme (1 being the most important competence, 10 the lowest)

2.1. Instrumental competences :	2.1.1 - Capacity for analyses and synthesis	
	2.1.2 - Capacity for organisation and planning	
	2.1.3 - Basic general knowledge	
	2.1.4 - Grounding in basic knowledge of the profession	
	2.1.5 - Oral and written communication in your native language	
	2.1.6 - Knowledge of a second language	
	2.1.7 - Elementary computing skills	
	2.1.8 - Information management skills (ability to retrieve and analyse information from different sources)	
	2.1.9 - Problem solving	
	2.1.10 - Decision-making	
2.2. Interpersonal competences:	2.2.1 - Critical and self-critical abilities	
	2.2.2 - Teamwork	
	2.2.3 - Interpersonal skills	
	2.2.4 - Ability to work in an interdisciplinary team	
	2.2.5 - Ability to communicate with experts in other fields	
	2.2.6 - Appreciation of diversity and multi-culturality	
	2.2.7 - Ability to work in an international context	
	2.2.8 - Ethical commitment	
2.3. Systemic competences:	2.3.1 - Capacity for applying knowledge in practice	
	2.3.2 - Research skills	
	2.3.3 - Capacity to learn	
	2.3.4 - Capacity to adapt to new situations	
	2.3.5 - Capacity for generating new ideas (creativity)	
	2.3.6 - Leadership	
	2.3.7 - Understanding of cultures and customs of other countries	
	2.3.8 - Ability to work autonomously	
	2.3.9 - Project design and management	
	2.3.10 - Initiative and entrepreneur spirit	
	2.3.11 - Concern for quality	
	2.3.12- Will to succeed	
Other (please list)	2.3.13	

2.4. Specific Key Competences

Please indicate in order of importance the specific key learning outcomes/skills/competences relevant for a health and fitness personnel in accordance with the programme

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Section 3. Organisation and evaluation

3.1. Assessment of Programme and Teaching Units

For each of the following main forms of assessment, please indicate if they are used or not, and at what level, in which year of the programme, and with which procedures.

Nature of the Assessment	Weight on the final evaluation	In what Year (1-5) or if semesters write (s) following each number	Type of Assessment
Continuous Assessment	3.1.1.	3.1.2	3.1.3. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Final Examinations (e.g. end of module or course unit, end of semester/year etc.)	3.1.4.	3.1.5.	3.1.6. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Dissertation (or Equivalent): (specify any word limits)	3.1.7.	3.1.8.	3.1.9. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Teaching Practice	3.1.10.	3.1.11.	3.1.12. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
3.1.13. Other (please specify)			

3.2 Teaching Methods

Which of the following teaching methods are significantly employed in the programme (What does significant mean...should we be asking to rank.....?)

(3.2.1) Lectures
(3.2.2) Tutored Seminars
(3.2.3) Small Group Work
(3.2.4) Field Work
(3.2.5) Supervised Practice
(3.2.6) Distance (or E-learning) Learning

3.3 Evaluation

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**. Both teaching staff and students and school practice personnel involved in the evaluation process.

Programme and Module (Course Unit) Evaluation

3.3.1 What methods are used by the teaching staff to evaluate the contents of the teaching units or single courses within the programme?

3.3.2. What methods are used by the staff to evaluate the overall programme?

3.3.3 What methods are used by the students (if they are involved) to evaluate the contents of the teaching units or single courses within the programme?

3.3.4. What methods are used by the students (if involved) to evaluate the overall programme?

3.3.5. What methods are used by mentors/supervisors to evaluate the contents of the teaching units or single courses within the programme?

3.3.6. What methods are used by mentors/supervisors to evaluate the overall programme?

Evaluation of training delivery

3.3.7. Are the teaching staff involve in forms of Peerevaluation of teaching?
(1) Yes (2) No

3.3.8 If Yes, indicate Methods of Peer Evaluation (e.g. Report on Observation of Teaching)
3.3.9. Are students involved in the evaluation of teaching and training delivery?
(1) Yes (2) No

3.3.10 If Yes, indicate Methods of Evaluation (e.g. Feedback or Comments Form or Questionnaire)

3.4. Quality Assurance

In which of the following areas do quality assurance procedures exist and are activated? How is quality assurance carried out for each of the listed area?

	Internal quality assurance	External quality assurance (State or other Legal Requirements)	External quality assurance: Professional Bodies
Overall Programme	3.4.1. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept. etc.)_____	3.4.2. (0) No (1) Yes; Agencies involved:	3.4.3. (0) No (1) Yes; Agencies involved:
Curriculum Planning, Development and Evaluation	3.4.4. (0) No (2) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.)	3.4.5. (0) No (1) Yes; Agencies involved:	3.4.6. (0) No (1) Yes; Agencies involved:
Staff Evaluation (e.g. Peer Assessment, Student Evaluation)	3.4.7. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.)	3.4.8. (0) No (1) Yes; Agencies involved:	3.4.9. (0) No (1) Yes; Agencies involved:
3.4.10 Frequency of use of quality procedures: (1). annually, (2) biannually, (3) every 5 years (4) other _			

3.5. Tracking of Graduates

Please indicate if there any of the following forms of tracking of graduates is applied:

(0) No tracking of graduates	
(1) Annual tracking of graduates with 10 or more years follow up	
(2) Annual tracking of graduates with 5 – 10 years follow up	
(3) Annual tracking of graduates with 1 – 5 years follow up	
(4) Carried out not every year	
(5) Not carried out	

3.6. Validation and Accreditation

Who is responsible for Validation and/or Accreditation of the Programme? (Tick the relevant option, more than one choice possible)

3.6.1. Higher education Organization

3.6.2. State (or equivalent)

3.6.3. Other (specify) _____

3.7. Networking

3.7.1 The programme has specific links with other areas/colleagues in your Institution?	(1) Yes (2) No
3.7.2 (If yes) Indicate the internal Network Links	(1) Inter-departmental; (2) Inter-Faculty; (3) Academic Subject (4) Professional Training (5) Other
3.7.3 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
3.7.4 The programme has specific links with sport clubs and/or sports federations	(1) Yes (2) No
3.7.5 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
Purposes of the links with health and fitness organizations (if any) (tick where it applies)	
3.7.6 <input type="checkbox"/> Development of curriculum	
3.7.7 <input type="checkbox"/> Professional outcomes	
3.7.8 <input type="checkbox"/> Student mentoring/supervision	
3.7.9 <input type="checkbox"/> Student evaluation/assessment	
3.7.10 <input type="checkbox"/> Evaluation of the Programme	
3.7.11 <input type="checkbox"/> Others (describe)	
3.7.12 Frequency of Network Meetings	(1) Monthly (2) Quarterly (3) Every 6 months (4) Yearly (5) Others _____

External Links

Does your organisation formally consult with any or all of the following in the planning process for the course?

	Yes	No	If yes, please provide details (indication of which organizations)
3.7.13 Government Level			
3.7.14 Employers Networks			
3.7.15 Employees Networks			
3.7.16 Professional Bodies/associations			
3.7.17 Sports organizations			
3.7.18 Other training agencies			

3.8. Employment and Job Destinations

Please indicate the main job destinations of the graduates. List from 1 to 3 the order of priority (1 indicating the most usual and so on)

	Rank	Job or profession
3.8.1	1	
3.8.2	2	
3.8.3	3	

Does your organisation formally liaise with any or all of the following in the employment/deployment of those candidates who successfully complete this course?			
	Yes	No	If yes, please provide details (indication of which organizations)
3.8.4 Government/State Agencies Employers			
3.8.5 Employers Networks			
3.8.6 Employees Networks			
3.8.7 Professional Bodies/associations			
3.8.8 Sport organizations			
3.8.9 Other training agencies			

Section 4. Key Subject(/Module) Information

One of the major outcomes of this project is to propose “model Programmes “ for the Health and Fitness Sector. Section 4 has been devised to help us do this by understanding better the detailed structure of the programmes identified in Section 3.

Total Study Load : It is generally accepted that the study load for a student in one year should be around 1500 or 60 study points per year.

ECTS Credits : from the study load, deduce the study points. On average, study points can be obtained by dividing the study load by 25.

Field of Study	Taught Theory	Taught Practical	Personal Study	Work-Based Learning	Distance Learning	Study Load	ECTS Credits
Natural & Biological Sciences – General Modules (e.g. General Anatomy & Physiology)							
Natural & Biological Sciences – Applied Modules (e.g. Exercise Physiology & Functional Kinesiology)							
Human & Social Sciences – General Modules (e.g. Sociology and Psychology)							
Human & Social Sciences – General Modules							

(e.g. Sociology & Psychology)							
Human & Social Sciences – Applied Modules (e.g. Exercise Psychology)							
Health Sciences – General Modules (e.g. Nutrition)							
Health Sciences – Applied Modules (e.g. Sports Nutrition)							
Practical Fitness Activities (e.g. Fitness Instruction)							
Scientific Work (e.g. Dissertations or Research Projects)							
Work Experience & Professional Development							
Other Please List.							

9.5.2 Questionnaire Physical Education

**Thematic Network Project
“Aligning a European Higher Structure in Sport Science
(AEHESIS)”**

QUESTIONNAIRE PHYSICAL EDUCATION

AEHESIS is a project funded by the European Commission, developed by the European Network of Sport Science, Education and Employment (ENSSEE) and co-ordinated by the German Sport University Cologne (Deutsche Sport Hochschule, Koeln)

The project primarily focuses on:

- a) integration of programmes and time-frames of educational structures;
- b) relationship with the labour market needs

Four main areas are being focused:

- **Sport Management**
- **Physical Education**
- **Health and Fitness**
- **Sport Coaching**

As a registered ‘Partner’ in the AEHESIS Project, your institution has agreed to provide data, which will be complemented with information from other ‘Partner Institutions’ to form the basis of the Project Report on Alignment Higher Education Structures. This questionnaire refers to the Area of **Physical Education**¹ and the academic and professional training of **Specialist Physical Education teachers**². The questionnaire should be completed by the programme leader for each programme referred to. Your institution is also asked to complete the general questionnaire which may be found on the AEHESIS website (www.aehesis.com).

1. The term **Physical Education (PE)** has multiple meanings and sometimes variable definitions in the different countries. For the specific purpose of this Project, a broad definition is used, which intends to incorporate the variations across Europe. Thus, *Physical Education* is defined as “that part of the school curriculum, which is essentially concerned with a structured and planned programme of directed physical activity aimed at optimum harmonious and balanced development of those taking part and with a set of objectives embracing physical growth, development and competence, healthy well-being, psycho-social attributes, aesthetic and moral development etc”. It includes therefore the terms “physical culture”, “movement”, “human motricity”, “sport education” etc, to which refer alternative programs of activities or school curricula in various countries across Europe.

2. For the purposes of this Project, a **Physical Education Specialist** is defined as a qualified teacher who has undertaken a programme of academic and professional training, where normally* over 50% of the study load (excluding general education or pedagogical study) is related to the subject known as Physical Education or its equivalent term.

* It is acknowledged that in some countries (e.g. Denmark), physical education teachers working in the ‘Basic School’ may have undertaken physical education programmes, which comprise less than 50% of the total Teacher Education programme, and are nevertheless recognized as specialists. Thus, institutions in those countries where this is the practice should also complete the questionnaire as appropriate.

N.B. Throughout the Questionnaire, the acronym PETE is used as the abbreviated form of Physical Education Teacher Education.

1.7.3	Duration of the programme (in years) <i>(you must refer to the programme and not count previous years of training, even if compulsory required for the entry in the programme)</i>	
1.7.4	Total number of credits <i>(based on ECTS system, where 25 hours workload=1 credit)</i>	
1.7.5	Modes of training provision (1) Full time (2) Part Time	
1.7.6	(1) On the job (2) off the Job	
1.7.7	Is apprenticeship an essential feature of the programme? <i>(Also: is work experience an essential feature of the programme?)</i>	(1)yes (2) no
1.7.8	Is the programme a single subject/discipline programme	(1)yes (2) no
1.7.9	If not, list the subjects: a. b. c.	

1.8 Student profile and entry requirements

1.8.1	To enter the programme an academic qualification is required? (e.g. Baccalaureate, GSCE, Abitur, etc.)	(1) yes (2) no
1.8.2	(If yes), please specify:	
1.8.3	To enter the programme a specific level of practical ability (e.g. sport performance; physical fitness) is required	(1)yes (2) no
1.8.4	(If yes), please specify:	
1.8.5	To enter the programme specific personal qualities are required?	(1)yes (2) no
1.8.6	(If yes), please specify:	
1.8.7	List the additional entry requirements (if any)	
1.8.8	Total Number of students who entered the programme (year 2003-2004)	
1.8.9	Typical entry age (average)	
1.8.10	Number of resident women students	
1.8.11	Number of resident men students	
1.8.12	Number of non-resident/foreign women students	
1.8.13	Number of non-resident men students	
1.8.14	Percentage of students successfully completing the programme	%

1.7 Teaching Staff (Academic and professional Staff involved in the Programme)

		Female	Male
1.9.1	Total number of staff involved in the programme		
1.9.4	Of which part -time:		
1.9.5	Of which full -time:		
	Age <i>(indicate the number for each category)</i>		
1.9.6	Aged less than 30:		
1.9.7	Aged between 30 and 44:		
1.9.8	Aged between 44 and 60:		
	Aged between 44 and 60:		
	Academic Education of the Staff <i>(indicate the number for each category)</i>		
1.9.9	Bachelor:		
1.9.10	Master:		

1.9.11		Doctorate:		
1.9.12	Other			
Professional (Teaching) Qualification of the Staff				
1.9.13	Number of Staff with previous School experience			
1.9.14	Is previous experience in school required for the staff? (1) yes (2) no (3) Other			

Section 2. The PE-related Curriculum

Generic Competences (tuning)

Generic competences are competences required in all areas, even if at different level of importance. Please rate in order, 1-10 the most important competences developed in the programme (1 being the most important competence, 10 the lowest)

2.1. Instrumental competences :	2.1.1 - Capacity for analyses and synthesis	
	2.1.2 - Capacity for organisation and planning	
	2.1.3 - Basic general knowledge	
	2.1.4 - Grounding in basic knowledge of the profession	
	2.1.5 - Oral and written communication in your native language	
	2.1.6 - Knowledge of a second language	
	2.1.7 - Elementary computing skills	
	2.1.8 - Information management skills (ability to retrieve and analyse information from different sources)	
	2.1.8. - Problem solving	
	2.1.9 - Decision-making	
2.2. Interpersonal competences:	2.2.1 - Critical and self-critical abilities	
	2.2.2 - Teamwork	
	2.2.3 - Interpersonal skills	
	2.2.4 - Ability to work in an interdisciplinary team	
	2.2.5 - Ability to communicate with experts in other fields	
	2.2.6 - Appreciation of diversity and multi-culturality	
	2.2.7 - Ability to work in an international context	
	2.2.8- Ethical commitment	
2.3. Systemic competences:	2.3.1. - Capacity for applying knowledge in practice	
	2.3.2. - Research skills	
	2.3.3 - Capacity to learn	
	2.3.4 - Capacity to adapt to new situations	
	2.3.5 - Capacity for generating new ideas (creativity)	
	2.3.6 - Leadership	
	2.3.6. - Understanding of cultures and customs of other countries	
	2.3.7 - Ability to work autonomously	
	2.3.8 - Project design and management	
	2.3.9 - Initiative and entrepreneur spirit	
	2.3.10. - Concern for quality	
	2.3.11- Will to succeed	
Other (please list)		

Specific Key Competences

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 (learning outcomes).

The 'beginner' teacher in Physical Education should have acquired the necessary subject knowledge, pedagogical (including teaching, roles and functions) and personal practical performance-related skills and positive attitudes to undertake the tasks of teaching. Such tasks may be considered at three levels:

1. **the micro level** - the teacher in the 'classroom' with the students
 2. **the meso level** - the teacher functioning in the school
 3. **the macro level** - the teacher and the agencies outside the school
- A full explanation of micro-, meso- and macro levels and the sets of competency skill can be found in the annex 1 to this questionnaire*

Please indicate the **order of importance** of the key competences (learning outcomes) for each respective level at the end of the programme.

Table 2.4. Competency Skills: Micro, Meso and Macro Levels

Competency	Micro Level	Meso Level	Macro Level
Academic/ Intellectual: Subject Skills	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
Professional: Teacher's Functions/Roles	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
Personal Practical Activity Performance	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
Transferable Skills	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
Other (specify)	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.

2.5. Fields of Study

Different avenues to physical education teachers' qualification exist in the different countries. The two most recurrent models include:

- (1) 3-5 years of study leading directly to a qualification as Physical Education teacher
- (2) 3 years of study (e.g. sport studies or sport/motor sciences) followed by 1-2 programme leading to the qualification*

Please indicate which of the two models apply for the programme analysed in this questionnaire. If the model is different please describe it below¹

(3)

If your institution offers more than one model/pathway to qualification, you may need to complete more than one table for which an additional table spread-sheet should be used.

In those countries where Sports Studies/Science programmes at bachelor degree level are then followed by a (Consecutive) training programme leading to a Physical Education Teaching Qualification, a questionnaire will have to be completed for each of this different programmes.

¹

Programme Details (This table has to be filled for each programme)

Field of Study	In what Year(s) in the course of studies (from 1 to 5)	Semester: (1)Autumn (2) Spring (3) Summer (4) Undefined	Contact Hours (Theory)	Contact Hours (Practice)	Personal Study Hours (reading, preparation and writing of assignments, tests, examinations etc.)	Total Study Load Hours	Total ECTS Credits (25hours = 1 ECTS Credit)	Notes and Comr
1a:Practical Activities: Theory & Practice (personal performance related):								
Adventure Activities (e.g. canoeing, orienteering, rock climbing, sailing, skiing etc.)								
Dance								
Games								
Gymnastics								
Swimming								
Track & Field Athletics								
1b: Physical and Sport Activities: Teaching and Learning Methods								
2a: Educational and Teaching Sciences: General Courses (e.g. general pedagogy)								
2b: Educational and Teaching Sciences: Teaching Practica (limited in task and time)								
3a: Natural and Biological Sciences: General Courses (e.g. general physiology)								
3b: Natural and Biological Sciences: Applied courses (e.g. exercise physiology)								
4a: Social Sciences/Humanities: General Courses (e.g. general psychology, etc.)								
4a: Social Sciences and Humanities: Applied Courses (e.g. PE history, sociology, psychology etc.)								
5. Scientific work (research-related study, e.g. dissertations or special research projects)								
6. School-based Teaching Practice								
7. Others (specify)								

Instructions

Column 1 Indicate if the Subject is compulsory (C) or optional (O)

Column 2 "Year": indicate in which year(s) the field of study occurs in the programme e.g. if a field occurs in the second year, write "2" in the corresponding column; if field area occurs in years two and three (consecutive years), place numbers "2-3" in column; or "1,3" if not consecutive

Column 3 "Semester": indicate in which semester(s) of the year the field of study occurs (semester 1, autumn = a; semester 2, spring = b; semester 3, summer = c; not defined = 4).

Column 4 "Contact Lecture Hours (Theory)": hours during which the 'class' is directed by a teacher (lecturer).

Column 5 "Contact Hours (Practical/non lectures)": hours when the 'class' is directed by a teacher (lecturer) but not in the form of a lecture.

Column 6 Pages of the required literature have to be indicated

Column 7 Total examination hours by type (written and oral) must be indicated

Column 8 Other relevant information

Column 9 "ECTS Credits": 25 study load hours = 1 credit (that is 1 study point). On average, credits (study points) can, therefore, be obtained by dividing the study load by 25. Thus 75 hours study load gives 3 credits or study points.

2.6 Professional Training: Teaching Practica

Form of practice	Total number of weeks	Frequency (e.g. per Year/ Semester)	Supervision provided by:
2.6.1 In the training Institution (1) Yes (2) No	[2.6.2]	[2.6.3]	[2.6.4] (1) Mentor from the Training Organization (2) Mentor from the club (3) Other _____
2.6.5 – In the school (1) Yes (2) No	[2.6.6]	[2.6.7]	[2.6.8] (1) Mentor from the Training Organization (2) Mentor from the club (3) Other _____
2.6.9 Practical involvement in the sport as a participant (1) Yes (2) No			
2.6.10 - Other (specify)	[2.6.11]	[2.6.12]	[2.6.13] (1) Mentor from the Training Organization (2) Mentor from the School (3) Other _____

3 Organisation and evaluation

3.1. Assessment of Programme and Teaching Units

For each of the following main forms of assessment, please indicate if they are used or not, and at what level, in which year of the programme, and with which procedures.

Nature of the Assessment	Weight on the final evaluation	In what Year (1-5) or if semesters write (s) following each number	Type of Assessment
Continuous Assessment	3.1.1.	3.1.2	3.1.3. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Final Examinations (e.g. end of module or course unit, end of semester/year etc.)	3.1.4.	3.1.5.	3.1.6 (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Dissertation (or Equivalent): (specify any word limits)	3.1.7.	3.1.8.	3.1.9. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Teaching Practice	3.1.10.	3.1.11.	3.1.12 (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
3.1.13. Other (please specify)			

3.2 Teaching Methods

Which of the following teaching methods are significantly employed in the programme

(3.2.1) Lectures
(3.2.2) Tutored Seminars
(3.2.3) Small Group Work
(3.2.4) Field Work
(3.2.5) Supervised Practice

3.3 Evaluation

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**. Both teaching staff and students and school practice personnel involved in the evaluation process.

Programme and Module (Course Unit) Evaluation

3.3.1 What methods are used by the teaching staff to evaluate the contents of the teaching units or single courses within the programme?

3.3.2. What methods are used by the staff to evaluate the overall programme?

3.3.3 What methods are used by the students (if they are involved) to evaluate the contents of the teaching units or single courses within the programme?

3.3.4. What methods are used by the students (if involved) to evaluate the overall programme?

3.3.5. What methods are used by mentors/supervisors to evaluate the contents of the teaching units or single courses within the programme?

3.3.6. What methods are used by mentors/supervisors to evaluate the overall programme?

Evaluation of training delivery

3.3.7. Is the teaching staff involved in forms of Peer evaluation of teaching?
(1) Yes (2) Not

3.3.8 If Yes, indicate Methods of Peer Evaluation (e.g. Report on Observation of Teaching)

3.3.9. Are students involved in the evaluation of teaching and training delivery?
(1) Yes (2) Not

3.3.10 If Yes, indicate Methods of Evaluation (e.g. Feedback or Comments Form or Questionnaire)

3.4. Quality Assurance

In which of the following areas do quality assurance procedures exist and are activated? How is quality assurance carried out for each of the listed area?

	Internal quality assurance	External quality assurance (State or other Legal Requirements)	External quality assurance: Professional Bodies
Overall Programme	3.4.1. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept.,etc.)_____	3.4.2. (0) No (1) Yes; Agencies involved:	3.4.3. (0) No (1) Yes; Agencies involved:
Curriculum Planning, Development and Evaluation	3.4.4. (0) No (2) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.)	3.4.5. (0) No (1) Yes; Agencies involved:	3.4.6. (0) No (1) Yes; Agencies involved:
Staff Evaluation (e.g. Peer Assessment, Student Evaluation)	3.4.7. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.)	3.4.8. (0) No (1) Yes; Agencies involved:	3.4.9. (0) No (1) Yes; Agencies involved:

3.4.10 Frequency of use of quality procedures: (1). annually, (2) biannually, (3) every 5 years (4) other _____	
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3.5.1. Tracking of Graduates

Please indicate if there any of the following forms of tracking of graduates is applied:

(0) No tracking of graduates	
(1) Annual tracking of graduates with 10 or more years follow up	
(2) Annual tracking of graduates with 5 – 10 years follow up	
(3) Annual tracking of graduates with 1 – 5 years follow up	
(4) Carried out not every year	
(5) Not carried out	

Other Quality Indicators

Besides the quality indicators mentioned in the previous section of the questionnaire other additional indicators can refer to dimension like: (i) Faculty consensus; (ii) clarity of programme goals; and (iii) assessment of students' pre-conceptions on PE and change.

For each indicator listed below, please select the relevant option, using a 5-point scale: strongly disagree =1; disagree =2; neither disagree nor agree =3; agree =4; strongly agree =5.

Faculty Consensus	3.5.2. In my institution, the staff share the same vision on what constitutes (or what it means being) a PE teacher				
	1	2	3	4	5
	3.5.3 In my institution, the staff share the same vision on the aims of Physical Education to be achieved				
	1	2	3	4	5

Clarity of Goals	3.5.4. In my institution, the future professional functions and tasks that PE Teachers should be able to accomplish, are defined in an explicit way and shared by all staff				
	1	2	3	4	5

Assessment of students' pre-conceptions on PE and Change.	3.5.5 In my institution, there are mechanisms to determine incoming students' pre-conceptions about Physical Education				
	1	2	3	4	5
	3.5.6 In my institution, there are intervention strategies to change incoming students' misconceptions about Physical Education and what it means to be a Physical Education Teacher				
	1	2	3	4	5

3.6. Validation and Accreditation

Who is responsible for Validation and/or Accreditation of the Programme? (Tick the relevant option, more than one choice possible)

3.6.1. () Higher education Organization

3.6.2. () State (or equivalent)

3.6.3. () Other (specify) _____

3.7. Networking

3.7.1 The programme has specific links with other areas/colleagues in your Institution?	(1) Yes (2) No
3.7.2 (If yes) Indicate the internal Network Links	(1) Inter-departmental; (2) Inter-Faculty; (3) Academic Subject (4) Professional Training (5) Other
3.7.3 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
3.7.4 The programme has specific links with sport clubs and/or sports federations	(1) Yes (2) No

3.7.5 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
Purposes of the links with the schools (if any) (tick where it applies)	
3.7.6 () Development of curriculum	
3.7.7 () Professional outcomes	
3.7.8 () Student mentoring/supervision	
3.7.9 () Student evaluation/assessment	
3.7.10 () Evaluation of the Programme	
3.7.11 () Others (describe)	
3.7.12 Frequency of Network Meetings	(1) Monthly (2) Quarterly (3) Every 6 months (4) Yearly (5) Others

3.6. Employment and Job Destinations

Please indicate the main job destinations of the participants. List from 1 to 3 the order of priority (1 indicating the most usual and so on)

	Rank	Job or profession
3.6.1	1	
3.6.2	2	
3.6.3	3	

3.6.4. Level 4 (Bachelor's or Equivalent) with QTS

Jobs destinations	Choice	Job or profession
Level 4 with PE QTS	1	
	2	
	3	

3.6.5. Level 4 (Bachelor's or Equivalent) without QTS

Jobs destinations	Choice	Job or profession
Level 4 without PE QTS	1	
	2	
	3	

3.6.6. Level 5 (Master's)

Jobs destinations	Choice	Job or profession
Level 5 (Master's)	1	
	2	
	3	

Annex 1 – Levels and competencies relevant for the task of teaching

The micro level - the teacher in the 'classroom' with the students to include planning effective learning experiences (e.g. lessons, syllabus content, curriculum development etc.), implementation (management, creation of safe, risk assessed environments, teaching styles/modes and communication skills etc.) and evaluation (assessment, reporting, critical reflection and reformulation of concepts and practices etc.)

The meso level - the teacher functioning in the school environment relative for example to students, departmental and other school colleagues, administrators and parents

The macro level - the teacher and the agencies outside the school to include continuing professional development, action research, involvement in innovation and local and/or national initiatives.

Within these three (micro, meso and macro) levels, there are sets of competency skills, which essentially relate to:

- a) **academic (intellectual) subject** competency skills e.g. the ability to evaluate the importance of subject theories, paradigms, principles and concepts in relation to explanation and resolution of problems
- b) **teachers' functions/roles** (applied professional activity related to teaching and learning matters, pedagogical interventions and interactions, evaluation processes etc.); the functions/roles encompass planning, pedagogical (e.g. teaching/learning) interventions, management including administration, evaluation and continuing professional development; essentially, functions embrace 'what' and 'how to teach', 'how' to manage learning activities and outcomes to include a range of didactical skills, technical 'know-how', environmental circumstances and available resources and taking into account ethical and moral considerations etc.
- d) **personal practical activity performance** competency skills (in some countries there is a practice of assessing level of personal performance in practical activity areas; in some PETE programmes, students are 'specialists' in one practical activity, in others they are 'generalists' in some practical activity areas and in others they are 'generalists' across the six main activity areas of dance, games, gymnastics, outdoor adventure activities, swimming, and track and field athletics)
- e) **transferable** competency skills (e.g. problem solving skills, effective interactive personal and group skills and ability to self-appraise and reflect on practice etc.).

9.5.3 Questionnaire Sport Coaching

**Thematic Network Project
“Aligning a European Higher Structure in Sport Science
(AEHESIS)”**

QUESTIONNAIRE SPORT COACHING

AEHESIS is a project funded by the European Commission, developed by the European Network of Sport Science, Education and Employment (ENSSEE) and co-ordinated by the German Sport University Cologne (Deutsche Sport Hochschule, Koeln).

The project primarily focuses on:

- a) integration of programmes and time-frames of educational structures;
- b) relationship with the labour market needs

Four main areas are being studied:

- Sport Management
- Physical Education
- Health and Fitness
- Sport Coaching

As a registered ‘Partner’ in the AEHESIS Project, your institution has agreed to provide data, which will be complemented with information from other ‘Partner Institutions’ to form the basis of the Project Report on Alignment Higher Education Structures. This questionnaire refers to the Area of **Sport Coaching** and the academic and professional training of **Specialist Sport Coaches**. The questionnaire should be completed by the programme leader for each programme referred to. Your institution is also asked to complete the general questionnaire which may be found on the AEHESIS website (www.aehesis.com).

The objectives of the study are as follows:

- Identify the agencies and institutions delivering Level 3 equivalent or higher programmes in sports coaching or delivering sports coaching and/or coaching studies as a significant part of undergraduate, masters or PhD programmes.
- Collate descriptive data concerning the educational programmes offered in sports coaching and coaching studies.
- Assess the extent to which educational programmes in sports coaching adhere to the principles outlined in the Bologna declaration and in particular:

Competence:	Provide the competences required to be an effective coach
Employability:	Provide a basis for employability
Mobility:	Provide a basis for cooperation, exchange and mobility
Credit Transfer:	Provide a basis on which credits can be easily identified and transferred
Lifelong Learning:	Provide avenues for lifelong learning
Sectoral Links:	Identify links between University and non-University educational programmes Demonstrates tangible links with employers in planning, delivery and evaluation phases of course design
Quality Assurance:	Provides evidence of meaningful internal and external quality assurance measures

- a) **vocational**: education mainly designed to introduce participants to acquire the practical skills, know-how and understanding necessary for employment as a coach. Successful completion of such programmes leads directly to a labour-market relevant vocational or technical qualification recognised by the competent national authority for the sport sector.
- b) **pre-vocational**: education mainly designed to introduce participants to the working environment of coaching and to prepare them for entry into the vocational education programmes (as defined).
- c) **general**: education mainly designed to develop or create (research) knowledge in coaching. A vocational education has to be added for entrance to the coaching labour market.
- Vocational training can be integrated within academic studies (**Concurrent**) or can be carried out separately to academic studies (**Consecutive**).

1.7 Basic Information on the Programme

1.7.1. Level of the programme (please tick the relevant level)

- (1) Level 3 (Professional qualification)
- (2) Level 4 (Bachelor or Equivalent, e.g. Licentiate)
- (3) Level 5 (Master or equivalent)
- (4) Level 5+ (Doctoral)

Various terms are used across Europe to indicate the levels of the programmes. According to the Bologna Declaration Scheme, Level 3 is equivalent of one to two years higher education (foundation courses), 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)

1.7.2	Number of entrants in the programme (set or targeted)	
1.7.3	Duration of the programme (in years) (you must refer to the programme and not count previous years of training, even if compulsory required for the entry in the programme)	
1.7.4	Total number of credits (based on ECTS system, where 25 hours workload=1 credit)	
1.7.5	Modes of training provision (1) Full time (2) Part Time	
1.7.6	(1) On the job (2) off the Job	
1.7.7.	Is apprenticeship an essential feature of the programme? (Also: is work experience an essential feature of the programme?)	(1)yes (2) no
1.7.8.	Is the programme a single subject/discipline programme	(1)yes (2) no
1.7.9	If not, list the subjects: a. b. c.	
1.7.10	Does the Programme focus solely on coaching?	(1)yes (2) no

1.8 Student profile and entry requirements

1.8.1	To enter the programme an academic qualification is required? (e.g. Baccaureate, GSCE, Abitur, etc.)	(1) yes (2) no
1.8.2	(If yes), please specify:	
1.8.3	To enter the programme a specific level of practical ability (e.g. sport performance; physical fitness) is required	(1)yes (2) no
1.8.4.	(If yes), please specify:	
1.8.5.	To enter the programme specific personal qualities are required?	(1)yes (2) no
1.8.6.	(If yes), please specify:	

1.8.7.	List the additional entry requirements (if any)	
1.8.8	Total Number of students who entered the programme (year 2003-2004)	
1.8.9	Typical entry age (average)	
1.8.10	Number of resident women students	
1.8.11	Number of resident men students	
1.8.12	Number of non-resident/foreign women students	
1.8.13	Number of non-resident men students	
1.8.14	Percentage of students successfully completing the programme	%

1.9 Teaching Staff (Academic and professional Staff involved in the Programme)

		Female	Male
1.9.1	Total number of staff involved in the programme		
1.9.4	Of which part-time:		
1.9.5	Of which full-time:		
	Age (indicate the number for each category)		
1.9.6.	Aged less than 30:		
1.9.7.	Aged between 30 and 44:		
1.9.8	Aged between 44 and 60:		
	Aged between 44 and 60:		
	Academic Education of the Staff (indicate the number for each category)		
1.9.9.	Bachelor:		
1.9.10	Master:		
1.9.11	Doctorate:		
1.9.12	Other		
	Professional (Teaching) Qualification of the Staff		
1.9.13	Number of Staff with previous coaching experience		
1.9.14	Is previous experience in as a coach required for the staff? (1) yes (2) no (3) Other		

Section 2. The sport coaching-related Curriculum

Generic Competences (tuning)

Generic competences are competences required in all areas, even if at different level of importance. Please rate in order, 1-10 the most important competences developed in the programme (1 being the most important competence, 10 the lowest)

2.1. Instrumental competences :	2.1.1 - Capacity for analyses and synthesis	
	2.1.2 - Capacity for organisation and planning	
	2.1.3 - Basic general knowledge	
	2.1.4 - Grounding in basic knowledge of the profession	
	2.1.5 - Oral and written communication in your native language	
	2.1.6 - Knowledge of a second language	
	2.1.7 - Elementary computing skills	
	2.1.8 - Information management skills (ability to retrieve and analyse information from different sources)	
	2.1.9 - Problem solving	
	2.1.10 - Decision-making	
2.2. Interpersonal competences:	2.2.1 - Critical and self-critical abilities	
	2.2.2.- Teamwork	
	2.2.3 - Interpersonal skills	
	2.2.4 - Ability to work in an interdisciplinary team	
	2.2.5. - Ability to communicate with experts in other fields	
	2.2.6 - Appreciation of diversity and multi-culturality	
	2.2.7 - Ability to work in an international context	
	2.2.8- Ethical commitment	
2.3. Systemic competences:	2.3.1 - Capacity for applying knowledge in practice	
	2.3.2. - Research skills	
	2.3.3 - Capacity to learn	

	2.3.4 - Capacity to adapt to new situations	
	2.3.5 - Capacity for generating new ideas (creativity)	
	2.3.6 - Leadership	
	2.3.7 - Understanding of cultures and customs of other countries	
	2.3.8 - Ability to work autonomously	
	2.3.9 - Project design and management	
	2.3.10 - Initiative and entrepreneur spirit	
	2.3.11 - Concern for quality	
	2.3.12- Will to succeed	
Other (please list)	2.3.14.	

2.4. Specific Key Competences

Please indicate in order of importance the sport-specific competences/skills/learning outcomes relevant for a coach that are developed within the programme.

1.
2.
3.
4.
5.
6.
7.
8.

2.5. Fields of studies and Programme Details

Describe the Content Areas Covered in the Course and the delivery format and number of Credits for each content area

	Content area	Compulsory (c) ; Optional (o)	Formal contact lectures (hours)	Practical (supervised) hours	Personal work (hours)	Total ECTS Credits (25 hours=1 credit)
1						
2						
3						
4						
5						
6						
7						
8						

2.6. Professional Training: Coaching Practice

Form of practice	Total number of weeks	Frequency (e.g. per Year/ Semester)	Supervision provided by:
2.6.1 In the training Institution (1) Yes (2) No	[2.6.2]	[2.6.3]	[2.6.4] (1) Mentor from the Training Organization (2) Mentor from the club (3) Other
2.6.5 – In the sport club or governing body (1) Yes (2) No	[2.6.6]	[2.6.7]	[2.6.8] (1) Mentor from the Training Organization (2) Mentor from the club (3) Other
2.6.9 Practical involvement in the sport as a participant (1) Yes (2) No			
2.6.10 - Other (specify)	[2.6.11]	[2.6.12]	[2.6.13] (1) Mentor from the Training Organization (2) Mentor from the School (3) Other

3. Organisation and evaluation

3.1. Assessment of Programme and Teaching Units

For each of the following main forms of assessment, please indicate if they are used or not, and at what level, in which year of the programme, and with which procedures.

Nature of the Assessment	Weight on the final evaluation	In what Year (1-5) or if semesters write (s) following each number	Type of Assessment
Continuous Assessment	3.1.1.	3.1.2	3.1.3. (1) Written essay (2) Class test (3) Oral exam. (4) Other
Final Examinations (e.g. end of module or course unit, end of semester/year etc.)	3.1.4.	3.1.5.	3.1.6. (1) Written essay (2) Class test (3) Oral exam. (4) Other
Dissertation (or Equivalent): (specify any word limits)	3.1.7.	3.1.8.	3.1.9. (1) Written essay (2) Class test (3) Oral exam. (4) Other
Teaching Practice	3.1.10.	3.1.11.	3.1.12. (1) Written essay (2) Class test (3) Oral exam. (4) Other
3.1.13. Other (please specify)			

3.2. Teaching Methods

Which of the following teaching methods are significantly employed in the programme (please tick the methods used)

3.2.1 Lectures	
3.2.2 Tutored Seminars	
3.2.3 Small Group Work	
3.2.4 Field Work	
3.2.5 Supervised Practice	
3.2.6 Distance (or E-learning) Learning	

3.3. Evaluation

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**. Both teaching staff and students and coaching practice personnel may be involved in the evaluation process (ie of the strengths and weaknesses of the programme)

Programme and Module (Course Unit) Evaluation

3.3.1 What methods are used by the teaching staff to evaluate the contents of the teaching units or single courses within the programme?

3.3.2 What methods are used by the staff to evaluate the overall programme?

3.3.3 What methods are used by the students (if they are involved) to evaluate the contents of the teaching units or single courses within the programme?

3.3.4 What methods are used by the students (if involved) to evaluate the overall programme?

3.3.5 What methods are used by mentors/supervisors to evaluate the contents of the teaching units or single courses within the programme?

3.3.6 What methods are used by mentors/supervisors to evaluate the overall programme?

Evaluation of training delivery

3.3.7 Is the teaching staff involved in forms of Peer evaluation of teaching?

(1) Yes (2) Not

3.3.8 If Yes, indicate Methods of Peer Evaluation (e.g. Report on Observation of Teaching)

3.3.9 Are students involved in the evaluation of teaching and training delivery?

(1) Yes (2) Not

3.3.10 If Yes, indicate Methods of Evaluation (e.g. Feedback or Comments Form or Questionnaire)

3.4. Quality Assurance

In which of the following areas do quality assurance procedures exist and are activated? How is quality assurance carried out for each of the listed area?

	Internal quality assurance	External quality assurance (State or other Legal Requirements)	External quality assurance: Professional Bodies
Overall Programme	3.4.1. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept.,etc.)_____	3.4.2. (0) No (1) Yes; Agencies involved:	3.4.3. (0) No (1) Yes; Agencies involved:
Curriculum Planning, Development and Evaluation	3.4.4. (0) No (2) Yes; specify which internal bodies (e.g. Faculty, Dept., etc.)_____	3.4.5. (0) No (1) Yes; Agencies involved:	3.4.6. (0) No (1) Yes; Agencies involved:
Staff Evaluation (e.g. Peer Assessment, Student Evaluation)	3.4.7. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.)_____	3.4.8. (0) No (1) Yes; Agencies involved:	3.4.9. (0) No (1) Yes; Agencies involved:
3.4.10 Frequency of use of quality procedures: (1). annually, (2) biannually, (3) every 5 years (4) other _____			

3.5. Tracking of Graduates

Please indicate if there any of the following forms of tracking of graduates is applied:

(0) No tracking of graduates	
(1) Annual tracking of graduates with 10 or more years follow up	
(2) Annual tracking of graduates with 5 – 10 years follow up	
(3) Annual tracking of graduates with 1 – 5 years follow up	
(4) Carried out not every year	
(5) Not carried out	

3.6. Validation and Accreditation

Who is responsible for Validation and/or Accreditation of the Programme? (Tick the relevant option, more than one choice possible)

- 3.6.1. Higher education Organization
 3.6.2. State (or equivalent)
 3.6.3. Other (specify) _____

3.7. Networking

3.7.1 The programme has specific links with other areas/colleagues in your Institution?	(1) Yes (2) No
3.7.2 (if yes) Indicate the internal Network Links	(1) Inter-departmental; (2) Inter-Faculty; (3) Academic Subject (4) Professional Training (5) Other
3.7.3 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
3.7.4 The programme has specific links with sport clubs and/or sports federations	(1) Yes (2) No
3.7.5 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
Purposes of the links with sport clubs and for sports federations (if any) (tick where it applies)	
3.7.6 <input type="checkbox"/> Development of curriculum	
3.7.7 <input type="checkbox"/> Professional outcomes	
3.7.8 <input type="checkbox"/> Student mentoring/supervision	
3.7.9 <input type="checkbox"/> Student evaluation/assessment	
3.7.10 <input type="checkbox"/> Evaluation of the Programme	
3.7.11 <input type="checkbox"/> Others (describe)	
3.7.12 Frequency of Network Meetings (1) Monthly (2) Quarterly (3) Every 6 months (4) Yearly (5) Others _____	

External Links

Does your organisation formally consult with any or all of the following in the planning process for the course?

	Yes	No	If yes, please provide details (indication of which organizations)
3.7.13 Government Level			
3.7.14 Employers Networks			
3.7.15 Employees Networks			
3.7.16 Professional Bodies/associations			
3.7.17 Sports associations/federations			
3.7.18 Other training agencies			

3.8. Employment and Job Destinations

In which areas do candidates from the course secure employment (please list the top 3 areas in descending order of importance) and what is the breakdown (if known) across full-time, part-time and volunteer employment.

Rank	Area	% full-time	% part-time	% Volunteer
1	[3.8.1]	[a]	[b]	[c]
2	[3.8.2]	[d]	[e]	[f]
3	[3.8.3]	[g]	[h]	[i]

Does your organisation formally liaise with any or all of the following in the employment/deployment of those candidates who successfully complete this course?			
	Yes	No	If yes, please provide details (indication of which organizations)
3.8.4 Government/State Agencies Employers			
3.8.5 Employers Networks			
3.8.6 Employees Networks			
3.8.7 Professional Bodies/associations			
3.8.8 Sport associations/federations			
3.8.9 Other training agencies			

4. Structure: Please attach a brief overview of the coach education structure in your country.

**Thank you for your assistance.
Please return an electronic version of this questionnaire to:**

9.5.4 Questionnaire Sport Management

**Thematic Network Project
“Aligning a European Higher Structure in Sport Science
(AEHESIS)”**

QUESTIONNAIRE SPORT MANAGEMENT

AEHESIS is a project funded by the European Commission, developed by the European Network of Sport Science, Education and Employment (ENSSEE) and co-ordinated by the German Sport University, Cologne (Deutsche Sport Hochschule, Koeln).

The project primarily focuses on:

- a) integration of programmes and time-frames of educational structures;
- b) relationship with the labour market needs

Four main areas are being focused:

- Sport Management
- Physical Education
- Health and Fitness
- Sport Coaching

As a registered ‘Partner’ in the AEHESIS Project, your institution has agreed to provide data, which will be complemented with information from other ‘Partner Institutions’ to form the basis of the Project Report on Alignment Higher Education Structures. This questionnaire refers to the Area of **Sport Management**¹ and the academic and professional training of **Specialist Sport Managers**². The questionnaire should be completed by the programme leader for each programme referred to. Your institution is also asked to complete the general questionnaire which may be found on the AEHESIS website (www.aehesis.com).

DEFINITIONS OF RELEVANT CONCEPTS

Sport Management: Sport Management is a broad and multidisciplinary area, referring to the activities of coordination of resources, technologies, processes, personnel and situational contingencies for the efficient production and exchange of sport services.

Sport Management Studies: The study of management employing the knowledge base of sports science and the necessary related disciplines

All the information requested must refer to existing programmes (2003-2004 edition)

Note: If you are unsure of the meaning of a question, or require clarification, please send an email to **Kari Puronaho** (Kari.Puronaho@sport.jyu.fi) or to **Vilma Cingiene** (v.cingiene@lkka.lt).

Programme code number: [] (For office use only)

1. Framework of the Programme

(A program has to be understood as the full combination of learning activities leading to a qualification).

1.1 Country:
Official name of the organisation:
1.2. (National Language)
1.3. (English Translation)

Name of Programme

1.4. Name in the National Language:

1.5. English translation:

1.6. Programme Orientation

1. Vocational (concurrent)	
2. Vocational (consecutive)	
3. Pre-vocational	
4. General	

Programmes can be classified in three main categories :

- a) **vocational**: education mainly designed to introduce participants to acquire the practical skills, know-how and understanding necessary for employment as a Sport Manager. Successful completion of such programmes leads directly to the labour-market.
- b) **pre-vocational** : education mainly designed to introduce participants to the working environment of Sport management and to prepare them for entry in the vocational education programmes
- c) **general**: education mainly designed to develop or create (research) knowledge in sport management.. A vocational education has to be added for an entrance in the Sport management labour market
Vocational training can be integrated within academic studies (**Concurrent**) or can be separate and carried out after the completion of academic studies (**Consecutive**).

1.7 Basic Information on the Programme

- 1.7.1. Level of the programme
- (1) Level 3 (Professional qualification)
 - (2) Level 4 (Bachelor or Equivalent, e.g. Licentiate)
 - (3) Level 5 (Master or equivalent)
 - (4) Level 5+ (Doctoral)

Various terms are used across Europe to indicate the levels of the programmes. According to the Bologna Declaration Scheme, Level 3 is a 1 to 2 years higher education programme (foundation course) 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)

1.7.2	Number of entrants in the programme (set or targeted)	
1.7.3	Duration of the programme (in years) (you must refer to the programme and not count previous years of training, even if compulsory required for the entry in the programme)	
1.7.4	Total number of credits (based on ECTS system, where 25 hours workload=1 credit)	

1.7.5	Modes of training provision (1) Full time (2) Part Time	
1.7.6	(1) On the job (2) off the Job	
1.7.7.	Is apprenticeship an essential feature of the programme? (Also: <i>is work experience an essential feature of the programme?</i>)	(1)yes (2) no
1.7.8.	Is the programme a single subject/discipline programme	(1)yes (2) no
1.7.9	If not, list the subjects: a. b. c.	

1.8 Student profile and entry requirements

1.8.1	To enter the programme an academic qualification is required? (e.g. Baccalaureate, GSCE, Abitur, etc.)	(1) yes (2) no
1.8.2	(If yes), please specify:	
1.8.3	To enter the programme a specific level of practical ability (e.g. sport performance; physical fitness) is required	(1)yes (2) no
1.8.4.	(If yes), please specify:	
1.8.5.	To enter the programme specific personal qualities are required?	(1)yes (2) no
1.8.6.	(If yes), please specify:	
1.8.7.	List the additional entry requirements (if any)	
1.8.8	Total Number of students who entered the programme (year 2003-2004)	
1.8.9	Typical entry age (average)	
1.8.10	Number of resident women students	
1.8.11	Number of resident men students	
1.8.12	Number of non-resident/foreign women students	
1.8.13	Number of non-resident men students	
1.8.14	Percentage of students successfully completing the programme	%

1.9 Teaching Staff (Academic and professional Staff involved in the Programme)

		Female	Male
1.9.1	Total number of staff involved in the programme		
1.9.4	Of which part -time:		
1.9.5.	Of which full -time:		
	Age <i>(indicate the number for each category)</i>		
1.9.6.	Aged less than 30:		
1.9.7.	Aged between 30 and 44:		
1.9.8	Aged between 44 and 60:		
	Aged between 44 and 60:		
	Academic Education of the Staff <i>(indicate the number for each category)</i>		
1.9.9.	Bachelor:		
1.9.10	Master:		
1.9.11	Doctorate:		
1.9.12	Other		
	Professional (Teaching) Qualification of the Staff		
1.9.13	Number of Staff with previous Sport management experience		
1.9.14	Is previous experience in sport management required for the staff? (1) yes (2) no (3) Other		

Section 2. The Sport management-related Curriculum

Generic Competences (tuning)

Generic competences are competences required in all areas, even if at different level of importance. Please rate in order, 1-10 the most important competences developed in the programme (1 being the most important competence, 10 the lowest)

2.1. Instrumental competences :	2.1.1 - Capacity for analyses and synthesis	
	2.1.2 - Capacity for organisation and planning	
	2.1.3 - Basic general knowledge	
	2.1.4 - Grounding in basic knowledge of the profession	
	2.1.5 - Oral and written communication in your native language	
	2.1.6 - Knowledge of a second language	
	2.1.7 - Elementary computing skills	
	2.1.8 - Information management skills (ability to retrieve and analyse information from different sources)	
	2.1.9 - Problem solving	
	2.1.10 - Decision-making	
2.2. Interpersonal competences:	2.2.1 - Critical and self-critical abilities	
	2.2.2.- Teamwork	
	2.2.3 - Interpersonal skills	
	2.2.4 - Ability to work in an interdisciplinary team	
	2.2.5. - Ability to communicate with experts in other fields	
	2.2.6 - Appreciation of diversity and multi-culturality	
	2.2.7 - Ability to work in an international context	
	2.2.8- Ethical commitment	
2.3. Systemic competences:	2.3.1. - Capacity for applying knowledge in practice	
	2.3.2. - Research skills	
	2.3.3 - Capacity to learn	
	2.3.4 - Capacity to adapt to new situations	
	2.3.5 - Capacity for generating new ideas (creativity)	
	2.3.6 - Leadership	
	2.3.7. - Understanding of cultures and customs of other countries	
	2.3.8 - Ability to work autonomously	
	2.3.9 - Project design and management	
	2.3.10 - Initiative and entrepreneur spirit	
	2.3.11 - Concern for quality	
	2.3.12 - Will to succeed	
Other (please list)	2.3.13	

2.4. Specific Key Competences

Please indicate in order of importance the specific key competences/skills/learning outcomes relevant for a sport manager in accordance with the programme

1
2
3
4
5
6
7
8
9
10

3 Organisation and evaluation

3.1. Assessment of Programme and Teaching Units

For each of the following main forms of assessment, please indicate if they are used or not, and at what level, in which year of the programme, and with which procedures.

Nature of the Assessment	Weight on the final evaluation	In what Year (1-5) or if semesters write (s) following each number	Type of Assessment
Continuous Assessment	3.1.1.	3.1.2	3.1.3. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Final Examinations (e.g. end of module or course unit, end of semester/year etc.)	3.1.4.	3.1.5.	3.1.6. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Dissertation (or Equivalent): (specify any word limits)	3.1.7.	3.1.8.	3.1.9. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
Teaching Practice	3.1.10.	3.1.11.	3.1.12. (1) Written essay (2) Class test (3) Oral exam. (4) Other _____
3.1.13. Other (please specify)			

3.2 Teaching Methods

Which of the following teaching methods are significantly employed in the programme

(3.2.1) Lectures
(3.2.2) Tutored Seminars
(3.2.3) Small Group Work
(3.2.4) Field Work
(3.2.5) Supervised Practice
(3.2.6) Distance (or E-learning) Learning

3.3 Evaluation

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**. Both teaching staff and students and school practice personnel involved in the evaluation process.

Programme and Module (Course Unit) Evaluation

3.3.1 What methods are used by the teaching staff to evaluate the contents of the teaching units or single courses within the programme?

3.3.2. What methods are used by the staff to evaluate the overall programme?

3.3.3 What methods are used by the students (if they are involved) to evaluate the contents of the teaching units or single courses within the programme?

3.3.4. What methods are used by the students (if involved) to evaluate the overall programme?

3.3.5. What methods are used by mentors/supervisors to evaluate the contents of the teaching units or single courses within the programme?

3.3.6. What methods are used by mentors/supervisors to evaluate the overall programme?

Evaluation of training delivery

3.3.7. Is the teaching staff involve in forms of Peer evaluation of teaching?

(1) Yes (2) Not

3.3.8 If Yes, indicate Methods of Peer Evaluation (e.g. Report on Observation of Teaching)

3.3.9. Are students involved in the evaluation of teaching and training delivery?

(1) Yes (2) Not

3.3.10 If Yes, indicate Methods of Evaluation (e.g. Feedback or Comments Form or Questionnaire)

3.4. Quality Assurance

In which of the following areas do quality assurance procedures exist and are activated? How is quality assurance carried out for each of the listed area?

	Internal quality assurance	External quality assurance (State or other Legal Requirements)	External quality assurance: Professional Bodies
Overall Programme	3.4.1. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept.,etc.)_____	3.4.2. (0) No (1) Yes; Agencies involved:	3.4.3. (0) No (1) Yes; Agencies involved:
Curriculum Planning, Development and Evaluation	3.4.4. (0) No (2) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.)	3.4.5. (0) No (1) Yes; Agencies involved:	3.4.6. (0) No (1) Yes; Agencies involved:
Staff Evaluation (e.g. Peer Assessment, Student Evaluation)	3.4.7. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.)	3.4.8. (0) No (1) Yes; Agencies involved:	3.4.9. (0) No (1) Yes; Agencies involved:
3.4.10 Frequency of use of quality procedures: (1). annually, (2) biannually, (3) every 5 years (4) other			

3.5. Tracking of Graduates

Please indicate if there any of the following forms of tracking of graduates is applied:

(0) No tracking of graduates	
(1) Annual tracking of graduates with 10 or more years follow up	
(2) Annual tracking of graduates with 5 – 10 years follow up	
(3) Annual tracking of graduates with 1 – 5 years follow up	
(4) Carried out not every year	
(5) Not carried out	

3.6. Validation and Accreditation

Who is responsible for Validation and/or Accreditation of the Programme? (Tick the relevant option, more than one choice possible)

- 3.6.1. Higher education Organization
 3.6.2. State (or equivalent)
 3.6.3. Other (specify) _____

3.7. Networking

3.7.1 The programme has specific links with other areas/colleagues in your Institution?	(1) Yes (2) No
3.7.2 (If yes) Indicate the internal Network Links	(1) Inter-departmental; (2) Inter-Faculty; (3) Academic Subject (4) Professional Training (5) Other
3.7.3 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
3.7.4 The programme has specific links with sport clubs and/or sports federations	(1) Yes (2) No
3.7.5 Nature of the links	(1) Formal (2) Informal (3) Both formal and informal
Purposes of the links with the sport organisations (if any) (tick where it applies)	
3.7.6 <input type="checkbox"/> Development of curriculum	
3.7.7 <input type="checkbox"/> Professional outcomes	
3.7.8 <input type="checkbox"/> Student mentoring/supervision	
3.7.9 <input type="checkbox"/> Student evaluation/assessment	
3.7.10 <input type="checkbox"/> Evaluation of the Programme	
3.7.11 <input type="checkbox"/> Others (describe)	
3.7.12 Frequency of Network Meetings (1) Monthly (2) Quarterly (3) Every 6 months (4) Yearly (5) Others _____	

External Links

Does your organisation formally consult with any or all of the following in the planning and delivery process for the course?

	Yes	No	If yes, please provide details (indication of which organizations)
3.7.13 Government Level			
3.7.14 Employers Networks			
3.7.15 Employees Networks			
3.7.16 Professional Bodies/associations			
3.7.17 Sports associations/federations			
3.7.18 Other training agencies			

3.8. Employment and Job Destinations

Please indicate the main job destinations of the participants. List from 1 to 3 the order of priority (1 indicating the most usual and so on)

	Rank	Job or profession
3.8.1	1	
3.8.2	2	
3.8.3	3	

Does your organisation formally liaise with any or all of the following in the employment/deployment of those candidates who successfully complete this course?			
	Yes	No	If yes, please provide details (indication of which organizations)
3.8.4 Government/State Agencies Employers			
3.8.5 Employers Networks			
3.8.6 Employees Networks			
3.8.7 Professional Bodies/associations			
3.8.8 Sport associations/federations			
3.8.9 Other training agencies			

4. Field of studies and Programme Details (Please fill the table for each programme; more subfields can be added)

Field of Study	Compulsory (C) Optional (O)	In what Year(s) in the course of studies (from 1 to 5)	Semester: (1)Autumn (2) Spring (3) Summer (4) Undefined	Contact Lecture Hours (Theory)	Other Contact Hours (Non lectures)	Pages of required literature	Total Exam. Hours (1 written and 2 oral)	Others: 1=Term paper/pages 2=Lecture diary/pages 3=Other	Total ECTS Credits (25hours= 1CTS Credit)
Practical Sport									
[name of the course /subfield]									
[name of the course /subfield]									
Physical Education									
[name of the course /subfield]									
Sport Sciences									
[name of the course /subfield]									
Biological sciences									
[name of the course /subfield]									
Health Sciences									
[name of the course /subfield]									
Research Methodology									
[name of the course /subfield]									
Language and communication									
[name of the course /subfield]									
Sport Management									
[name of the course /subfield]									
Sport Planning									
[name of the course /subfield]									
Marketing and communication									

[name of the course /subfield]									
Economics/finances									
[name of the course /subfield]									
Law									
[name of the course /subfield]									
Ecology									
[name of the course /subfield]									
Philosophy/history of Sport									
[name of the course /subfield]									
Social sciences									
[name of the course /subfield]									
Other Courses									
[name of the course /subfield]									
Studies abroad									
Thesis/dissertation									

Instructions

Column 1 Indicate if the Subject is compulsory (C) or optional (O)

Column 2 "Year": indicate in which year(s) the field of study occurs in the programme e.g. if a field occurs in the second year, write "2" in the corresponding column; if field area occurs in years two and three (consecutive years), place numbers "2-3" in column; or "1,3" if not consecutive

Column 3 "Semester": indicate in which semester(s) of the year the field of study occurs (semester 1, autumn = a; semester 2, spring = b; semester 3, summer = c; not defined = 4).

Column 4 "Contact Lecture Hours (Theory)": hours during which the 'class' is directed by a teacher (lecturer).

Column 5 "Contact Hours (Practical/non lectures)": hours when the 'class' is directed by a teacher (lecturer) but not in the form of a lecture.

Column 6 Pages of the required literature have to be indicated

Column 7 Total examination hours by type (written and oral) must be indicated

Column 8 Other relevant information

Column 9 "ECTS Credits": 25 study load hours = 1 credit (that is 1 study point). On average, credits (study points) can, therefore, be obtained by dividing the study load by 25. Thus 75 hours study load gives 3 credits or study points.

PART 4.

1. COMPETENCIES

How important are the following subjects to sport managers?

	Important	Unimportant			
<i>Example (Cannot say)</i>			X		
<i>Example (Quite unimportant)</i>				X	
<i>Example (Important)</i>	X				
Physical Education					
Practical Sport					
Biological Sciences					
Health Sciences					
Sport Management					
Facility Management					
Event Management					
Human Resource Management					
Organizational Theory					
Sport Planning					
Sport Marketing					
Sport Sponsoring					
Economics					
Accounting					
Financing					
Budgeting					
Prising					
Law					
Ecology					
Information Technology					
Sport Sociology					
Sport Psychology					
Philosophy and History of Sport					
Research Methodology					
Foreign Languages					
Training					
Thesis					
Others					
-Name of the subject					

2. ACADEMIC CALENDER

B.Sc.

Semester	Dates
----------	-------

M.Sc.

Semester	Dates

3. PERIODS RESERVED FOR EXAMINATIONS

B.Sc.

Period	Dates

M.Sc.

Period	Dates

4. BEST PRACTICES

Describe the best practices (3) of your university to increase employment of your students.

1. _____
2. _____
3. _____

5. PRACTICAL TRAINING (Year 2003)

	B.Sc.	M.Sc.
ECTS credits		
Year or stage of the study		
Length of the training (hours)		
Training destinations	%	%
Public sector		
- local level		
- regional level		
- national level		
Sport business		
Sport organizations		

Sport media		
Sport events		
Others		
Total	100 %	100 %

6. EMPLOYMENT

Job destinations	B.Sc. %	M.Sc. %
Public sector		
- local level		
- regional level		
- national level		
Sport business		
Sport organizations		
Sport media		
Sport events		
Others		
Total	100 %	100 %

7. ALUMNI ACTIVITIES

Describe the alumni activities of your institution

8. FUTURE

What are the biggest changes your B.Sc. programmes will have in the near future?

What are the biggest changes your M.Sc. programmes will have in the near future?

What are the new B.Sc. programmes your organisation will have in the near future?

What are the new M.Sc. programmes your organisation will have in the near future?
