



Enhancing Coaches' Learning, Mobility and Employability in the European Union



Co-funded by the
Erasmus+ Programme
of the European Union

Best Practice Examples in Coach Education & Development

March 2016

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European Handball Federation*

This factsheet is intended to gather information on a practical example of the application of a framework approach to coach education and development

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Organisation Information	
Name of organisation and website link	European Handball Federation (EHF) http://www.eurohandball.com/ http://activities.eurohandball.com/rinck-convention/working-group
Type of organisation	European federation of national handball associations
Country	52 countries across Europe (34 countries have signed the convention to date)
Initiative/Scheme Information	
Name of initiative/scheme	Rinck Convention on the mutual recognition of standards and certificates in the field of coaches' education in handball in Europe
Starting date	2000 - ongoing
Main purpose of initiative/scheme	The objective of this convention is the mutual recognition of standards and certificates in the field of coaches' education in handball in Europe by preserving and safeguarding the regional and national characteristics of coaches' education, in order to facilitate the direct admission to work as a handball coach, in each signatory Member Federation.
Key features	<ul style="list-style-type: none"> • The convention splits coach education into four tiers (Category 1, 2 and 3 and Master Coach) and provides recommendations as to the expected content and number of hours for each level. • Category 1, 2 and 3 are determined by the national federation • The EHF Master Certificate is only awarded by EHF • Coaches require 2 years of experience to move from one category to the next • The convention contains the EHF Coaches Licensing System which facilitates the efficient operation of the educational processes. • Coaches in international and national competitions require the EHF licence to be able to coach since 2014/15 • It automatically builds a database of coaches which provides up to date information to facilitate mobility and support EHF's ability to influence the job market

Critical success factors	<ul style="list-style-type: none"> • The Coaching Convention provides a good practice informed and continually updated framework/structure for coach education • The tailoring of generic tools to fit national context • An emphasis on further education and licencing • A re-endorsement approach and emphasis on continual improvement • Knowledge exchange between associations across Europe. • Strong support to those countries intending to sign the convention in the future
Main challenges for implementation	<ul style="list-style-type: none"> • Accessing and mobilising coach education resources to implement the Convention • Variations in application standards across European countries of different resource and stages of development • Convincing non-signatory countries to join the convention
Web links to materials	http://ebook.eurohandball.com/EHFRinckConvention2014/index.html
Contact for further information	office@eurohandball.com
CoachLearn team observations and comments	<p>The Rinck convention is a very good example of how cross-national systems can facilitate an increase in the quality of education and promote coach mobility and employability. It also shows how this kind of system can support smaller nations to develop their coaching systems supported by the European federation and the more developed countries.</p>

Sport Institute Warsaw/Coach Academy*

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Organisation Information	
Name of organisation and website link	Instytut Sportu w Warszawie/Akademia Trenerska (Sport Institute of Warsaw/Coach Academy) http://www.insp.pl
Type of organisation	National Research and Teaching Institute for Sport (under the auspice of the Ministry of Sport & Tourism)
Country	Poland
Initiative/Scheme Information	
Name of initiative/scheme	The Polish Sport Sector Qualifications Framework (SRKS; Coaching Section) 
Starting date	2015
Main purpose of initiative/scheme	<p>The SRKS helps:</p> <ul style="list-style-type: none"> • Organise and classify the various coaching qualifications (i.e. diplomas and certificates) in both the Sport for All and Performance Sport areas. • Clarify the knowledge, skills and competencies necessary to gain accreditation as a coach at various levels • Compare different coaching qualifications across educational institutions, sports and countries • Coaches identify their development needs and the purpose of their professional role • Employers understand the knowledge, skills and competencies necessary to fulfil a certain coaching role • Support coaches gain full or partial accreditation via Recognised Prior Learning (RPL) and/or Work-Based Experience (WBE).
Key features	<ul style="list-style-type: none"> • Full alignment with emerging Polish Qualifications Framework and the EQF

	<ul style="list-style-type: none"> • Full consideration of principles described International Sport Coaching Framework • Detailed descriptors of knowledge, skills and competence • Common and specific competences • Proposition of two coaching occupations (participation and performance)
Critical success factors	<ul style="list-style-type: none"> • Support from European Commission and Polish Government • Based on broad consultation and consensus • Alignment to EQF, ECTS and ECVET • Alliance with other sectors of the sport landscape • Built-in flexibility to allow for contextualisation depending on federation needs • Comprehensive definitions of the competences sought at all levels
Main challenges for implementation	<ul style="list-style-type: none"> • Gaining buy-in from all stakeholders • Resource allocation at federation level
Web links to materials	<p>SRKS website http://www.srks.pl/ Link to SKRS Document http://www.srks.pl/images/wydawnictwo_IBE_OK9_wersja_zaakceptowana_przez_IBE.pdf</p>
Contact for further information	<p>p.marek@insp.waw.pl</p>
CoachLearn team observations and comments	<p>A young system, the SRKS is a prime example of the re-building a modernising of a coach education system post de-regulation by the state. The consultation process followed to arrive at the final document is a good blueprint for these kind of transformations.</p>

Italian National Olympic Committee*

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Organisation Information	
Name of organisation and website link	Comitato Olimpico Nazionale Italiano – CONI (Italian National Olympic Committee)
Type of organisation	National Sport Lead Agency
Country	Italy
Initiative/Scheme Information	
Name of initiative/scheme	SNaQ National System for the Qualification of Sport Coaches (Sistema Nazionale di Qualifiche dei Tecnici Sportivi)
Starting date	2015
Main purpose of initiative/scheme	<ul style="list-style-type: none"> • Enhance the quality of coach education • Promote the professionalization of coaching • Standardise and quality assure coaching qualifications • Increase synergies between all organisations involved in coach education •
Key features	<p>The main characteristics of the SNaQ maintain continuity with the previous system, yet a number innovative elements are worth noting.</p> <ul style="list-style-type: none"> • Qualifications are built at 4 levels which prepare coaches to fulfil different functions, duties and responsibilities • Qualification are no longer based on number of hours but on the competences needed to best fulfil the coaching functions at each of the 4 levels • The SNaQ allows for the recognition of competences achieved through experience and informal development opportunities • A system of credits has been developed which facilitates credit recognition and transferability

	<ul style="list-style-type: none"> • A 'dual system' of qualification and licensing is proposed. This denotes a renewed emphasis on the value of continuous education for coaches. • An 'open-policy' to recognise the qualifications of other professionals which may followed educational pathways similar to those of coaches.
Critical success factors	<ul style="list-style-type: none"> • Alignment to EQF, ECTS and ECVET • Built-in flexibility to allow for contextualisation depending on federation needs • Comprehensive definitions of the competences sought at the 4 levels • Link between competences and learning experiences afforded to coaches
Main challenges for implementation	<ul style="list-style-type: none"> • Initial reticence to change
Web links to materials	<p>Press Release http://www.scuoladello sport.coni.it/scuoladello sport/formazione-sds/snaq.html</p> <p>Introduction to the SNaQ http://www.scuoladello sport.coni.it/images/documenti/Guida_al_documento_SNAQ.pdf</p> <p>The SNaQ http://www.scuoladello sport.coni.it/images/documenti/SNAQ.pdf</p>
Contact for further information	info@coni.it
CoachLearn team observations and comments	The SNaQ is a world-leading initiative. Although in the early days of its implementation, it has the potential to transform the coach education landscape in Italy. It is also a very significant example of adaptation of an existing system to fit the requirements of the European Union (EQF, EQVET)

Portuguese Institute of Youth & Sport*

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Organisation Information	
Name of organisation and website link	<p>Instituto Português do Desporto e Juventude (Portuguese Institute of Sport)</p> <p>http://www.idesporto.pt/</p> <p>The IDJP is a governmental department</p>
Type of organisation	National Lead Agency for Sport
Country	Portugal
Initiative/Scheme Information	
Name of initiative/scheme	National Programme for Coach Education (NPCE)
Starting date	2010
Main purpose of initiative/scheme	<p>The NPCE aimed to:</p> <ul style="list-style-type: none"> - Recognise and highlight the role coaches play in Portuguese sport and society - Ensure that coaching is considered in the same light as any other profession - Develop coach education of the highest quality - Bring coach education in line with European Policy - Facilitate integration of education from different sectors (VET, HEI, Federations)
Key features	<ul style="list-style-type: none"> • Based on official legislation which regulates access to and practice of the profession of coaching • Applied to all sport disciplines • Creation of a Sports Coach Licence without which it is not possible to work as a coach • Development of a renewal process for the licence based on attendance to a minimum number of hours of professional development opportunities • Education is competence-based

	<ul style="list-style-type: none"> • Offers provision to reconcile education from different sectors/pathways • Built it RPL systems • Compulsory practicum period in all qualifications
Critical success factors	<ul style="list-style-type: none"> • Long period of consultation prior to development of new plan • Unification of criteria across sectors and sports • Backing of official legislation • Acceptance of the licence
Main challenges for implementation	<ul style="list-style-type: none"> • Adaptation of existing structures to the new plan • Creation and homologation of professional development opportunities • Gaining buy-in from coaches qualified in the previous system
Web links to materials	http://www.idesporto.pt/ficheiros/file/PNFT/PNFT%20-%20O%20LIVRO.pdf
Contact for further information	geral@ipdj.pt
CoachLearn team observations and comments	The NPCE provides a great example of the development and implementation of a whole-system framework approach to coach education and development. The main document offers a significant amount of evidence as to how European policy and guidance can be used to develop a highly contextualised and tailored national plan.

Trainerakademie Cologne (Germany)*

This factsheet is intended to gather information on a practical example of the application of a RPL&WBE system to coach education and development

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Organisation Information	
Name of organisation and website link	Trainerakademie Köln des DOSB www.trainerakademie-koeln.de
Type of organisation	National Academy for education of “Diploma Coaches” in high performance sports (Level 4 coaches, highest certification within the DOSB coach development system (DOSB = German Olympic Sport Federation).
Country	Germany
Initiative/Scheme Information	
Name of initiative/scheme	Agreement between Trainerakademie Köln and Leeds Beckett University to RPL Diploma Coaches seeking access to Master’s Degree (Trainerakademie Köln, Level 4 Coaches, to a MSc at LBU)
Starting date	2014
Main purpose of initiative/scheme	Prof. Dr. Lutz Nordmann (director Trainerakademie): "With this specially designed programme, our Diploma coaches get the opportunity to earn a university degree at a university which is internationally recognised as being amongst the finest in the area of coach education. In addition to the great reputation, this training also enhances the international exchange and mobility across Europe for our German coaches. Leeds Beckett University LBU is a leading university in the field of coach education"
Key features	Andy Abraham (Leader of the Msc Sport Coaching Study LBU): "There is clear synergy between the Diploma and our own MSc. Both programmes are grounded in the belief that the development of expertise in coaching takes place over time. This development is driven by high quality coaching experiences driven by theory and evidenced-based planning and reflections. ... "Building on the Diploma we will provide an integrated learning experience that continues to challenge the coaches to reflect on their practice,

	explore their decision-making and seek opportunities to optimise their coaching practice.”
Critical success factors	Trainerakademie and LBU reached an agreement to recognise 100 credits (from 180 total) for Diploma Coaches entering the MSc.
Main challenges for implementation	At the moment, the Coaching Diploma at Trainerakademie is not an academic degree officially recognised by the education ministry and placed under the DQR (the German EQF-based National Qualification Framework). The diploma is the name of the Level 4 coach certification in the system of the DOSB (an organisation not regulated by the ministry of education). What exists is advice (professional opinion) that suggests the Diploma Coach sits between DQR level 5 and 6 (done by a Professor at an university). But this is not officially recognised by the government or its education agencies.
Web links to materials	http://www.trainerakademie-koeln.de/aktuelles/2013/09/25/diplom-trainer-k%C3%B6nnen-internationalen-masterstudiengang-einsteigen
Contact for further information	oltmanns@trainerakademie-koeln.de
CoachLearn team observations and comments	This agreement between a VET and HE institution is ground-breaking and provides a very useful example for other VET institutions facing the same issue of lack of recognition by HEIs

sportscoachUK*

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Organisation Information	
Name of organisation and website link	sportscoachUK
Type of organisation	National Coaching Lead Agency
Country	United Kingdom
Initiative/Scheme Information	
Name of initiative/scheme	The UK Coaching Framework (UKCF)
Starting date	2007
Main purpose of initiative/scheme	<p>The purpose of the UKCF is to provide the coaching industry in the UK with a common vision and a practical reference point to drive the development of excellent coaching practice.</p> <p>Excellent Coaching Every Time for Everyone is the overriding vision of the framework.</p>
Key features	<p>The use of the Framework will enable partners to:</p> <p>Create coaching systems with excellent coaching practice embedded, resulting in the provision of skilled coaches who support children, players and athletes at all stages of their development. Please click here to view a copy of the UK Coaching Framework</p> <p>Contributing to:</p> <ul style="list-style-type: none"> - sustained and increased participation - improved performances in sport

	<p>The goal was to by 2016 have:</p> <ul style="list-style-type: none"> - more appropriately qualified and skilled coaches - a more diverse workforce - a culture of self-improvement - a better supported workforce <p>The UKCF is built upon Eight Components</p> <p>Every component plays a vital part in the development of an excellent coaching system and there are clear interdependencies across all of the components. A coaching system that is excellent is one where all eight components are fully addressed and where the areas interact in a coherent way. These should not be seen as prescriptive or restrictive, but as a reference point that can be used to meet the needs of partners.</p> <p>These components which have been refined as a result of experience and feedback are outlined below:</p> <ul style="list-style-type: none"> - Participant Modelling - Coach Modelling - Coaching Strategy - Workforce Planning - Workforce Management - Coach Education and Development - Profile and Recognition - Research
<p>Critical success factors</p>	<ul style="list-style-type: none"> ● Full governmental support (including funding) ● Long-term vision ● Buy-in from large number of National Governing Bodies of Sport ● High level of support for NGBs ● Clear leadership and mandate (led by sportscoachUK, the national lead coaching agency) ● Creation of UK Coaching Certificate (all coaching qualifications are now developed using this template and all sit within the National Qualifications and Credits Framework - NQCF)
<p>Main challenges for implementation</p>	<ul style="list-style-type: none"> ● Initial reticence by NGBs ● Financial implications for NGBs and coaches (qualifications are more demanding and expensive than before) ● Need to develop additional mechanisms and workforce (coach developers; assessors, evaluators) in order to comply with national legislation and the NQCF

	<ul style="list-style-type: none">• Changing priorities in the national sport agenda
Web links to materials	<p>The UKCF</p> <p>http://www.joomag.com/magazine/uk-coaching-framework-2012/0642357001381936050?short</p> <p>UKCF Factsheets</p> <p>http://www.sportscoachuk.org/sites/default/files/Fact%20Sheets%20Complete%20NEW.pdf</p>
Contact for further information	<p>agrant@sportscoachuk.org</p>
CoachLearn team observations and comments	<p>The UKCF is a world-leading initiative. It has transformed the coach education landscape in the UK and had a vast impact through the coaching system. The framework, now in its 9th years of operation continues to adapt to the changing landscape.</p>

sportscoachUK*

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Organisation Information	
Name of organisation and website link	SportsCoach UK www.sportscoachuk.org
Type of organisation	National Coaching Lead Agency
Country	United Kingdom
Initiative/Scheme Information	
Name of initiative/scheme	Recognition of Prior Learning: Developing Process and Procedures
Starting date	
Main purpose of initiative/scheme	The guidance is intended to help governing bodies of sport and other training providers offering qualifications and training within the context of coaching to develop and/or update their policies and guidelines for RPL. The guidance has been developed in consultation with stakeholders and takes account of recent developments in the design of a new qualifications framework (the QCF) and the implementation of common units for coaching.
Key features	A six-stage RPL process: <ul style="list-style-type: none"> • Raising awareness about claiming credit • Pre-assessment • Assessment • Feedback • Awarding credit • Appeal
Critical success factors	<ul style="list-style-type: none"> • Clear instructions and guidance • Tools and forms
Main challenges for	Raising awareness about RPL amongst users



implementation	
Web links to materials	http://www.sportscoachuk.org/sites/default/files/Recognition%20of%20Prior%20Learning.pdf
Contact for further information	agrant@sportscoachuk.org
CoachLearn team observations and comments	The instructions and tools are user friendly and can be applied easily.

Finnish National Board of Education*

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Organisation Information	
Name of organisation and website link	Finnish National Board of Education
Type of organisation	Administration
Country	Finland
Initiative/Scheme Information	
Name of initiative/scheme	Competence-based qualifications for adults
Starting date	
Main purpose of initiative/scheme	Vocational adult education and training is very much based on the system of competence-based qualifications. A specific benefit of this system is that it makes it possible to recognize an individual's vocational competencies regardless of whether they were acquired through work experience, studies or other activities.
Key features	<ul style="list-style-type: none"> • The competence test system • Qualification committees • Regulations e.g. about certifications, individualisation and the practicalities of organising competence tests • The organisers of education and training plan the tests in cooperation with representatives of the 'profession/workplace', take care of individualisation, are responsible for selecting and training the persons conducting the assessment of the candidate in the competence test, organise and assess the candidate in the competence test in cooperation with the representatives of working life. • Those with sufficient vocational skills may complete a competence-based qualification or an individual qualification unit without participating in preparatory training

Critical success factors	<ul style="list-style-type: none"> • Existence of national system for all vocational professions • Co-operation with the field's employers, employees and teachers
Main challenges for implementation	As a national system it requires ample resources
Web links to materials	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Finland:Vocational Education for Adults
Contact for further information	recognition@oph.fi
CoachLearn team observations and comments	The whole system is built on the basic idea that competences are recognized in practise – either to get qualification without participating in education program or at the end of education program.

UEFA*

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Organisation Information	
Name of organisation and website link	Union of European Football Associations (UEFA) http://www.uefa.com/ http://www.uefa.org/football-development/technical/coach-education/index.html
Type of organisation	European federation of national football associations
Country	54 countries across Europe
Initiative/Scheme Information	
Name of initiative/scheme	UEFA Coaching Convention
Starting date	1998 - ongoing
Main purpose of initiative/scheme	To improve the quality of coaching, coach education, and coach education systems across European football To support recognition and mobility of coaches across EU countries
Key features	UEFA provided a series of documents, workshops/seminars and 1:1 support to national football governing bodies in Europe. Notably the Coaching Convention document: http://www.uefa.org/MultimediaFiles/Download/uefaorg/CoachingCoachedu/02/29/42/76/2294276_DOWNLOAD.pdf Workshops/seminars: http://www.uefa.org/football-development/technical/exchange-programmes/index.html and 1:1 support through the Jira Panel: http://www.uefa.org/football-development/technical/coach-education/news/newsid=2188184.html Support is provided around: Programme structure - role profiles, pathways, levels, recognition of prior learning Learning philosophy – ‘reality based learning’, balance between theory and practice

	<p>Coach education hours, topics/context, and educational delivery method</p> <p>Learning programmes and further education</p> <p>Coach education and support workforce</p> <p>Assessment, endorsement, qualification and licencing</p> <p>Workforce management</p> <p>Knowledge exchange</p> <p>Governance and support</p>
Critical success factors	<p>The Coaching Convention provides a good practice informed and continually updated framework/structure for coach education</p> <p>Expert technical, administrative and financial support from UEFA</p> <p>The tailoring of generic tools to fit national context</p> <p>An emphasis on further education and licencing</p> <p>A re-endorsement approach and emphasis on continual improvement</p> <p>Knowledge exchange between associations across Europe.</p>
Main challenges for implementation	<p>Accessing and mobilising coach education resources to implement the Convention (although UEFA provides support)</p> <p>Variations in application standards across European countries of different resource and stages of development</p>
Web links to materials	In text above.
CoachLearn team observations and comments	<p>In a recent research review the UEFA Coaching Convention was argued to have had a very important impact on the quality of football coach education and coaching across Europe.</p> <p>North, J., Piggott, D., Lyle, J., Lara-Bercial, S., Muir, B., Petrovic, L., . . . Shaw, W. (2015). Research study on the UEFA Coaching Convention: A research report for UEFA. Leeds: Research Institute for Sport, Physical Activity and Leisure. Leeds Beckett University.</p>

Vlaamse Coach Academy/Sport Vlaanderen (Belgium)*

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Organisation Information	
Name of organisation and website link	Vlaamse Trainersschool in cooperation/part of Sport Vlaanderen (former BLOSO)
Type of organisation	Education organization; knowledge centre for Sport; centre for RPL
Country	Belgium
Initiative/Scheme Information	
Name of initiative/scheme	EVC- EVK-Procedure
Starting date	
Main purpose of initiative/scheme	Total system for RPL/WBE for all type of sports for most type of education in sport coaching for everyone who has some experience (WBE) or education (in sport coaching both in Flanders and abroad).
Key features	<ul style="list-style-type: none"> • Clear complete guidance for the RPL/WBE (in Dutch/Flemish) • Pre-assessment (self-guidance): exemptions- and mapping tables • Request-forms • Strong assessment procedure (if necessary also interview and practical tests included) • Individual feedback to candidates • Clear appeal process
Critical success factors	<ul style="list-style-type: none"> • One organization is responsible for the whole RPL/WBE/educational system (including VTS itself, federations and other educational institutes) • Clear instructions and guidance • Tools and forms • Broad acceptance

Main challenges for implementation	<ul style="list-style-type: none"> • High levels of bureaucracy involved (paperwork)
Web links to materials	https://www.bloso.be/VlaamseTrainersschool/AanbodOpleidingen/EVC_EVK_procedure/Documents/150701_EVC-EVK_Gids.pdf
Contact for further information	evc_evk@bloso.be
CoachLearn team observations and comments	The only example of implementation where the whole coach education system uses the same procedure and guidelines.

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Leeds – March 2016