Project CoachLearn
Enhancing Coaches’ Learning, Mobility & Employment within the context of a European Sport Coaching Framework
Project CoachLearn
Setting the Scene

Sergio Lara-Bercial
CoachLearn Coordinator
Leeds Beckett University
The project is funded through an Erasmus+ bid (2014 call) under the Strategic Partnerships Action within Key Action 2 – Cooperation and Innovation for Good Practices.

It started in October 2014 and will be completed in August 2017.
The Core Team

- LBU: Sergio Lara-Bercial & Julian North
- HH: Kirsi Hämäläinen
- NOC*NSF: Jan Minkhorst
- ICCE: Karen Livingstone & Ladislav Petrovic
- Trainerakademie: Klaus Oltmanns
Setting the Scene

  - Inclusion of sport qualifications in NQF and refer to EQF

• Work Plan for Sport 2014-2017
  - Continues to be a priority

50-100 Million Participants
5-9 Million Coaches
The Goal

CoachLearn seeks to enhance sport coaches' learning, mobility and employment through the development of a European Sport Coaching Framework.

The Framework will become a recognised reference point across the Union for the development of coach education programmes and coaching systems.
A Coaching System?

International Supporters
- International Federations (IFs) / International Olympic Committee (IOC) / Olympic Solidarity / International Council for Coaching Excellence (ICCE) / World Anti-Doping Agency (WADA)

Funders
- National federations (NFS) / IFs / Government organisations / Sponsors / Benefactors

Employers
- NFS / Regional Associations / Clubs / Schools / Private coaching providers

Providers
- IFs / NFS / Coaching associations / Educational institutions and agencies / Publishers / Resource providers

Developers
- NFS / IFs – trainers / educators / mentors

Coaches
- Education - teachers / lectures

Athletes
CoachLearn Deliverables

- European Sport Coaching Framework
- A series of related Reports/Position Statements:
  - Sport Coaching Workforce Mini-Audit in the EU
  - Education Frameworks and Tools in the EU
  - Recognised Prior Learning in Coaching
- Implementation and Development Tools:
  - User Guides
  - Self-Assessment Tools
  - Website, Webinars, etc
CoachLearn Impact

- Synergy Coaching Organisations
- EU as Leader in Coaching
- System & Programme Development
- Sport as Economic Driver
- Better/More Employable Coaches
- Better/Satisfied Athletes
Session Outline

• Sport and the European Union: Recent Developments – Agata Dziarnowska
• The Sport Coaching Workforce in the EU: Sampling Data from 5 Countries – Julian North and Klaus Oltsmann
• Qualification Frameworks and Tools in the EU: Where is Sport Coaching? – Sergio Lara-Bercial & Zoltan Marczinka
• Recognised Prior Learning – A challenge or an opportunity for Sport Coaching – Kirsi Hämäläinen and Jan Minkhorst
• Session Summary & Next Steps – Sergio Lara-Bercial
• Q&A
Sport & The European Union
Recent Developments
Agata Dziarnowska
Policy Officer
Sport Unit of European Commission
Sport Coaching Workforce in the EU: Sampling Data from 5 European Countries

J North
Leeds Beckett University, UK

Klaus Oltsmann
Trainerakademie Cologne, Germany
“CoachLearn seeks to enhance sport coaches' learning, mobility and employment through the development of a European Sport Coaching Framework and associated research data and implementation and dissemination tools to act as recognised reference points across the Union for the development of coach education programmes and coaching systems”
Projects

- European Sport Coaching Framework
- Recognition of prior-learning and work-based experience in sport coaching
- Workforce data
Project aims

- Collect sport coaching workforce data in 5 countries
- Understand how data can be used to improve coaching and coaching systems
- Suggests some tools for wider European use
5 countries

- Finland
- Hungary
- The UK
- Germany
- The Netherlands
Proposed method

• Design research instrument
• Collect data
• Analyse data
• Research report
• Examine possibility of tools
Early results
• It has been difficult to collect and analyse the data!
• The methodology used in the UK, and underpinning various UK centred bids to the EU, requires scrutiny and challenge

• The context and motivations for the collection, and the applications, of sport coaching data vary considerably between the 5 countries
Context for data collection
- EBDM/PM
- Value attached to sport
- Infrastructure & resource

Motivations for data collection
- Value of coaching
- Understand characteristics
- No strong motivations
- Strategic management
- Inform coach ed.
- Evaluate
- Manage coach ed.

Approaches to data collection
- Nat. pop survey
- Spec. pop survey
- No or little research
- Pop Spec. r/l scheme
- Nat reg/licence scheme
- Panel research
- Evaluate
Project aims

• Collect sport coaching workforce data in 5 countries

• Understand how data can be used to improve coaching and coaching systems

• Suggests some tools for wider European use
Early conclusions and next steps

- Recognise and embrace the complexity of working across nations when...
  - managing comparative data
  - developing generic tools
- Continue to work up the analysis and think about tool development
Thanks for listening

j.north@leedsbeckett.ac.uk
Qualification Frameworks & Tools in the EU: Where is Sport Coaching

Sergio Lara-Bercial
Leeds Beckett University
Locating the ESCF...

Report #1

Focus of Report #1

- Current qualification frameworks and employment and mobility tools
- Assessing impact
- Current picture in sport coaching
- Highlighting key challenges and opportunities
Recognition & Mobility Tools

- ESCO (2012)
- NARIC (1984)
- ECTS (1988)
- Europass (1998)
- PQD (2005)
- ECVET (2009)
- EQAVET (2009)
- EQF (2008)
- FQEHEA – Bologna (2005)
- ESG (2005)

DON'T PANIC
What is the game plan?

- Competitiveness
- Employability
- Mobility
- Lifelong Learning
- Systemic Approach
- National Frameworks
- Proportionality
- Quality Assurance
- Transparency
- Comparability
- Mutual Trust
- Recognition of Prior Learning
- Formal, Non-formal, Informal
- Flexible Learning Pathways
- Permeability
- Learning Outcomes
- Workload/Credits
- Competence
- Assessment
How is the game going?

Systemic Approach
Lifelong Learning
Quality Assurance
National Frameworks
Learning Outcomes
Proportionality
Competitiveness
Employability
Transparency
Comparability
Mobility
Workload/Credits
Recognition/Validation
Formal, Non-formal, Informal
Recognition of Prior Learning
Learning Outcomes
Competence
Assessment
Flexible Learning Pathways
Key Issues

- Synergy & Simplification
- Communication & Support
- Cultural Match
So where is Sport Coaching?

Relevance of Coaching
Alignment & Momentum

Domains
Coach Developers

Coaching Roles
Coaching Statuses

Defining Competence
Practicum
Assessment
Recognition of Prior Learning

Formal, Non-formal, Informal
Flexible Learning Pathways
HEI + NF/IF + VET

Coaching as a Profession
Systemic Approach
Quality Assurance
Multi-modal Education
Curriculum Design
Implications for CoachLearn & ESCF

Alignment with European Frameworks

Constant Review & Adjustment

Communication & Application Tools

Consultation & Consensus

Alignment with and facilitate evolution of ISCF

Face Key Issues - Political & Content Decisions

Constant Review & Adjustment

Communication & Application Tools

Consultation & Consensus

Alignment with European Frameworks

Relevance of Coaching

Alignment & Momentum
European Sport Coaching Framework in Handball and its adaptation in Hungary

Dr. Zoltán Marczinka

2015
BACKGROUND

Coaching education

- must be one of the priorities of any sport;
Coaching education

- development of the sport is greatly depends on how the knowledge is passed on.
Handball is a fast growing team sport so, the educational methods need to be updated.
European Handball Federation (EHF)

- Established an efficient Coaching educational program and Coach licensing system.
- Based on the regulations of legal bodies in Europe (EU, ENSSEE, AEHESIS, ECC).
- Focuses on continuous development and innovation.
- Sets national and international standards for coaches’ education in Europe.
- Basic principle: four levels in coaching education.
Category I and II are to be determined by the National Federation.
Category III remains also entirely in the responsibility of the National Federation.
EHF Master Coach Certificate (including the preconditions of category III) will be awarded by the EHF.
<table>
<thead>
<tr>
<th>Hours of education (minimum)</th>
<th>EHF Master Coach</th>
<th>III</th>
<th>II*</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>160</td>
<td>200</td>
<td>180</td>
<td>60</td>
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</table>

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<thead>
<tr>
<th>Theory (approximately) (in the conference room)</th>
<th>EHF Master Coach</th>
<th>III</th>
<th>II*</th>
<th>I</th>
</tr>
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<tr>
<td></td>
<td>40%</td>
<td>50%</td>
<td>50-60%</td>
<td>30-40%</td>
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</table>

<table>
<thead>
<tr>
<th>Practical (approximately) (on the field)</th>
<th>EHF Master Coach</th>
<th>III</th>
<th>II*</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>50%</td>
<td>40-50%</td>
<td>60-70%</td>
</tr>
</tbody>
</table>

Active coaching experience minimum two [2] years between each category.
<table>
<thead>
<tr>
<th>Category</th>
<th>Federation courses</th>
<th>Direct way to Institutional course</th>
<th>Direct way to University studies</th>
</tr>
</thead>
</table>
| I        | • minimum age: 16 years  
          • course minimum: 60 hrs  
          • certificate directly after examination  
          • 2 years coaching experience | ![arrow] | ![arrow] |
| II       | • minimum age: 18 years  
          • course minimum: 160 hrs  
          • certificate directly after examination  
          • 2 years coaching experience | • minimum beginner age: 18 years  
          • course minimum: 600 hrs  
          • after examination certificate “category II” | ![arrow] |
| III      | • minimum age: 20 years  
          • course minimum: 200 hrs  
          • certificate directly after examination  
          • 3 years coaching experience | • minimum beginner age: 18 years  
          • National Top Level Seminar [60 - 80 hrs] with certification  
          • after examination certificate “category III”  
          • 3 years coaching experience | ![arrow]  
          • course minimum sport sciences: 1200 hrs + handball specific: 1200 hrs  
          • after examination certificate “category II”  
          • after 2 years coaching experience certificate “category III” |
| IV       | EHF Master Coach Certificate | • minimum age: 23 years  
          • course minimum: 160 hrs  
          [sport sciences and handball specific]  
          • certificate directly after examination  
          • continuous education | ![arrow] |

EHF Implementation Manual 2014/15
<table>
<thead>
<tr>
<th>Areas of Competence</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competition Coaching:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Analyze the competitive situation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Formulate goals for the competitive situation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Coaching during the competitive situation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Preparative Coaching:</strong></td>
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<tr>
<td>4. Plan the workout</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Prepare the workout</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>6. Conduct the workout</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>7. Instruct during the workout</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Managing and Communicating:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Manage in relation to the workout / match</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9. Co-ordinate in relation to the workout / match</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10. Supervise in relation to the workout / match</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11. Communicate in relation to the workout / match</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Developing and Innovating:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12. Explore and implement new developments</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>13. Research aspects which are relevant to the practice of coaching</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>14. Personal development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Teaching New Coaches:</strong></td>
<td></td>
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<tr>
<td>15. Develop appropriate educational modes in relation to the needs</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>16. Provide education to new coaches</td>
<td>X</td>
<td>X</td>
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<tr>
<td>17. Assessment of the competence of new coaches</td>
<td>X</td>
<td>X</td>
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</table>
RINCK Convention

“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” (EHF)

- Same standards and competence to each member country.

- Migration and employment of the coaches between signatory member federation.
34 Signatory nations of the RINCK Convention

Map showing the National Federations that have signed the RINCK Convention and the year that it was signed.

www.eurohandball.com
Master Coach and Licensing courses

- Allows a licence to the member federations to run courses along the same criteria and competence.
- Flexible enough to adopt the nations’ special needs.
- Provide an opportunity for category III. coaches for continuous education (Life Long Learning).

Implementation

EHF Open Master Coach and Licensing Courses

National Master Coach and Licensing Courses
EHF Open Master Coach and Licensing Courses

- Offering a chance for further personal training.
- Open for all coaches from signatory nations.

2012
- 1st Module  M ECh, SRB
- 2nd Module  Course, AUT
- 3rd Module  W ECh, SRB

2014
- 1st Module  M ECh, DEN
- 2nd Module  Course, HUN
- 3rd Module  W ECh, HUN
National Master Coach and Licensing Courses

- Each Category 3 signatory nation is allowed to host their own Master Coach and Licensing Course.
- EHF principles and regulations apply to National Courses.

- 2012/13 HUN
- 2013 SLO
- 2013 DEN
- 2013 NOR
- 2014 POL
- 2014 SWE
3. EHF Coaches Licensing System (related to ‘RINCK’ Convention)

- EHF Master Coach / EHF PRO Licence / needs either 3 EHF Licensing Modules or 1 national course with EHF Lecturer/s
- Level 3 / National Level 3 - EHF Coaching Licence
- Level 2 / National Level 2
  Upgrade chance via EHF courses
- Level 1 / National Level 1
The adaptation of the EHF Coaching Framework in Hungary

Facts and special circumstances to concern:

- Large number of coaches;
- Rich handball culture;
- Tradition in education;
- Expenses of the EHF Open course;
- Level of English language;
- Distances to travel;
- Competition calendar.
EHF / HHF - ICEC Master Coach and Licensing Course

COURSE DESCRIPTION
EHF / HHF - ICEC Master Coach and Licensing Course

Organiser: International Coaching Education Centre of the Hungarian Handball Federation (HHF-ICEC), with the approval of the European Handball Federation

Contact person: Zoltán Marczinka Sports director, HHF

Course title: EHF / HHF- ICEC Master Coach and Licensing Course

Course duration: 160 hours (Sports Science: 54 hours, Handball specific knowledge: 106 hours)

Teaching unit: 1 teaching hour = 45 minutes
**Entry criteria:**

- Minimum 23 years of age
- Curriculum Vitae (focusing on achievements in handball)
- RINCK C. Category III. = Nat. Level B - coaching certificate
- Minimum 4 years coaching experience, from which at least two years as head coach)
- Passing an oral entry examination in front of a panel

**Content:** the course syllabus is based on the RINCK Convention Manual

**Lecturers:** university teachers, handball experts with EHF Master Coach or EHF Lecturer title.

**Certificate:** will be issued by the EHF, after the participants have successfully completed the course requirements.
Course format: two modules with days of lectures and consultations (4 days in one module, 4x8 hours daily) and a special handball camp during summer (6 days x 8 hrs)

Course schedule:

Module I. (2 days per month)
Teaching period: 6 February - 8 June, 2012

Module II. (Special handball camp in two parts)
HHF annual licensing course: 8 - 10 June, 2012
EHF / HHF-ICC Master Coach Seminar: 2 - 4 June, 2012

Module III. (2 days per month)
Teaching period: 10 September - 4 January, 2013
# Timetable - Module I.
EHF / HHF - ICEC Master Coach and Licensing Course

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<tbody>
<tr>
<td>Lesson 1 - 2.</td>
<td>Biomechanics</td>
<td>Anatomy / Sports injuries</td>
<td>Anatomy / Sports injuries</td>
<td>Anatomy / Sports injuries</td>
<td>8 (+1 hour exam.)</td>
</tr>
<tr>
<td>8.00 - 9.30</td>
<td>Dr Lukasz Trzaskoma</td>
<td>Dr István Berkes</td>
<td>Dr István Berkes</td>
<td>Dr István Berkes</td>
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<tr>
<td>MSH – Bp.</td>
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<tr>
<td>Lesson 3 - 4</td>
<td>Biomechanics</td>
<td>Biomechanics</td>
<td>Biomechanics</td>
<td>Biomechanics</td>
<td>8 (+1 hour exam.)</td>
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<tr>
<td>9.45-11.15</td>
<td>Dr Lukasz Trzaskoma</td>
<td>Dr Lukasz Trzaskoma</td>
<td>Dr Lukasz Trzaskoma</td>
<td>Dr Lukasz Trzaskoma</td>
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<td>MSH – Bp.</td>
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<tr>
<td>11.30-12.15</td>
<td>Inauguration (W. Pollany)</td>
<td>Lunch break</td>
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<tr>
<td>Lesson 5 - 6.</td>
<td>Handball (theory)</td>
<td>Handball (theory)</td>
<td>Handball (theory)</td>
<td>Handball (theory)</td>
<td>8 (+1 hour exam.)</td>
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<tr>
<td>12.30-14.00</td>
<td>Lajos Mocsai</td>
<td>Zoltán Marczinka</td>
<td>Zoltán Marczinka</td>
<td>Zoltán Marczinka</td>
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<td>MSH – Bp.</td>
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<tr>
<td>Lesson 7 - 8.</td>
<td>Sport psychology</td>
<td>Sport psychology</td>
<td>Sport psychology</td>
<td>Sport psychology</td>
<td>8 (+1 hour exam.)</td>
</tr>
<tr>
<td>14.15-15.45</td>
<td>Dr Ágota Lénárt</td>
<td>Dr Ágota Lénárt</td>
<td>Dr Ágota Lénárt</td>
<td>Dr Ágota Lénárt</td>
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<td>MSH – Bp.</td>
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<tr>
<td>No. of Lessons / day</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>Total: 32 hrs</td>
</tr>
<tr>
<td>2012</td>
<td>June 2, Saturday</td>
<td>June 3, Sunday</td>
<td>June 4, Monday</td>
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<tr>
<td><strong>Unit 1.</strong></td>
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</table>
| 08.00 – 8.50 | Long, medium and short term preparation plan  
Zoltán Marczinka | Differences in preparation between male and female handball players  
Zoltán Marczinka | Match analysis – HUN - BLR  
Karl-Erik Böhn |
| **Unit 2.** | | |  
| 09.00–09.50 | Conditioning training - practice  
Tord Elingsen | Group composition, dynamics and performance  
Dr Wolfgang Pollany | Match analysis – HUN - BLR  
Karl-Erik Böhn, Participants |
| **Unit 3.** | | |  
| 10.00–10.50 | Match preparation  
Karl-Erik Böhn | Group composition, dynamics and performance  
Dr Wolfgang Pollany | Fitness test – HUN  
Karl-Erik Böhn, Tord Elingsen |
| **Unit 4.** | | |  
| 11.00–11.50 | Analysing sequence of matches – identifying decisive factors  
Zoltán Marczinka | ECh Qualification match  
HUN - BLR | Training session – HUN  
Karl-Erik Böhn |
| 12.00–13.00 | Lunch break | | Lunch break |
| **Unit 5.** | | |  
| 13.00-13.50 | Analysis – Men’s ECh, Serbia  
Dr Wolfgang Pollany | | Sport and strategy  
Dr Tamás Sterbenz |
| **Unit 6.** | | |  
| 14.00-14.50 | Analysis – Men’s ECh, Serbia  
Dr Wolfgang Pollany | The core of learning – The mirror Neuron System  
Dr Wolfgang Pollany | Decision making in sport  
Dr Tamás Sterbenz |
| **Unit 7.** | | |  
| 15.00-15.50 | Training session – HUN  
Karl-Erik Böhn | The core of learning – The mirror Neuron System  
Dr Wolfgang Pollany | Group tactical moves against open defence  
Péter Kovács |
| **Unit 8.** | | |  
| 16.00-16.50 | Training session – HUN  
Karl-Erik Böhn | Képzési szempontok – technika, taktika, képességfejlesztés  
Kovács László | Skill training of the Pivot player – modern trends  
Péter Kovács |
<table>
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</thead>
<tbody>
<tr>
<td>Lesson 1 - 2.</td>
<td>Theory of Training</td>
<td>Sport psychology</td>
<td>Theory of Training</td>
<td>Theory of Training</td>
<td>Theory. T. 8 (+1 hour exam.)</td>
</tr>
<tr>
<td>8.00 – 9.30 MSH – Bp.</td>
<td>Prof. Dr Zsolt Radák</td>
<td>Dr Ágota Lénárt</td>
<td>Prof. Dr Zsolt Radák</td>
<td>Prof. Dr Zsolt Radák</td>
<td></td>
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<tr>
<td>Lesson 3 - 4.</td>
<td>Theory of Training</td>
<td>Sport psychology</td>
<td>Sport Management</td>
<td>Sport Management</td>
<td>S. Manag. 8 (+1 hour exam.)</td>
</tr>
<tr>
<td>9.45–11.15 MSH – Bp.</td>
<td>Prof. Dr Zsolt Radák</td>
<td>Dr Ágota Lénárt</td>
<td>Dr Tamás Sterbenz</td>
<td>Dr Tamás Sterbenz</td>
<td></td>
</tr>
<tr>
<td>11.15-11.30</td>
<td>Information</td>
<td>LUNCH BREAK</td>
<td>Handball (theory)</td>
<td>Péter Kovács</td>
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<tr>
<td>11.30-12.15</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5 - 6.</td>
<td>Handball (theory)</td>
<td>Handball (theory)</td>
<td>Sport psychology</td>
<td>Sport Management</td>
<td></td>
</tr>
<tr>
<td>12.30-14.00 MSH – Bp.</td>
<td>Lajos Mocsai</td>
<td>Zoltán Marczinka</td>
<td>Dr Ágota Lénárt</td>
<td>Dr Tamás Sterbenz</td>
<td></td>
</tr>
<tr>
<td>Lesson 7 - 8.</td>
<td>Handball (theory)</td>
<td>Handball (theory)</td>
<td>Sport psychology</td>
<td>Sport Management</td>
<td></td>
</tr>
<tr>
<td>14.15-15.45 MSH – Bp.</td>
<td>Zoltán Marczinka</td>
<td>Péter Kovács</td>
<td>Dr Ágota Lénárt</td>
<td>Dr Tamás Sterbenz</td>
<td></td>
</tr>
<tr>
<td>Lessons / day</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>Total: 34 hrs</td>
</tr>
</tbody>
</table>
Coaching Diploma

EHF Coaching Licence

Awarded to
Richard Turner / GBR

This is to certify that Richard Turner has fulfilled the criteria for the Coaching Licence as of 2013 in agreement with the British Handball Association.

Jean Brilhausz
EHF President

Jerry Ellisz
EHF MC Chairman

Helmut Horstsch
EHF CAN Coordinator

Coaching Diploma

EHF PRO Coaching Licence
2013/14

Awarded to
Richard Turner / GBR
EHF Master Coach

This is to certify that Richard Turner has fulfilled the criteria for the 2013/14 EHF PRO Coaching Licence. (Validation period up to 2016)

Jean Brilhausz
EHF President

Jerry Ellisz
EHF MC Chairman

Helmut Horstsch
EHF CAN Coordinator
RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCIES IN COACH EDUCATION

Jan Minkhorst – NOC*NSF

Kirsi Hämäläinen – Haaga-Helia/FOC
RECOGNITION ON PRIOR LEARNING (RPL)

“...is the practice of acknowledging the knowledge and skills that people have acquired formally, non-formally and informally, through work and life experience, training programs, community activities as well as through unaccredited periods of formal learning.”
The aims of CoachLearn project in RPL

- Offer an overview of situation and best practice examples
- Offer a set of recommendations for developing RPL
A coach goes through the goals and contents of the education program. He realizes that he has already studied a part of the content in another program, some content he knows partly and some he could learn at his/her current coaching job.

- **No competencies**
  - Attends the education program

- **Previous studies**
  - Passes part of the program
  - Applies for recognition (exam papers, documents)

- **Masters partly**
  - Possible tasks, self studies...
  - Proof of competence by practice, portfolio, exam...

- **Could reach the goal in the current coaching job**
  - Discussing and planning learning in action
  - Individualized learning plan for part of the program
Example of RPL system (Netherlands)

• Formal education (universities and higher education): Formalized National guidelines for RPL (including coach education)

• Informal education (federations):
  – non formalized national guidelines for coach education and
  – individual agreements between educational institutes and federations
Example of competence assessment (Finland)

Competence-based qualifications for adults: makes it possible to recognize an individual’s vocational competencies regardless of whether they were acquired through work experience, studies or other activities.
Questionnaire

We would like to invite you to tell us about RPL systems in your country.

Bas van der Heijden and Philipp van Benthem will collect data during this congress.
Session Summary & Next Steps

Sergio Lara-Bercial
Leeds Beckett University
Sport Coaching is on the European Agenda

RPL is a Key Issue and Coaching can Lead the Way

Workforce Data is Valuable yet Need to be Cautious

Frameworks are Positive as Thinking Tools not Regulatory
Next Steps

• 2015 –

- Finalisation of key reports:
  - Report #1: EU Education Frameworks & Tools
  - Report #2: The European Coaching Workforce
  - Report #3: RPL in Sport Coaching Education and Employment

- Development of Best Practice Database

• 2016 –

- Production of ESCF v1.1
- Consultation
- Resource Development

• 2017 –

- Production of ESCF v1.2
- Resource Development
Thank You!
Question & Answer?
s.lara-bercial@leedsbeckett.ac.uk