



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



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### Development & Implementation Tool Series

#### Tool #4

#### Coaching Qualification Curriculum Builder

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## Introduction

Project CoachLearn is an Erasmus+ co-funded initiative led by Leeds Beckett University seeking to enhance sport coaches' learning, mobility and employability in the European Union.

***The principal output of CoachLearn is the development of a European Sport Coaching Framework (ESCF) to serve as a non-regulatory reference point for the development of coaching and coach education across Europe.***

In addition to the ESCF, CoachLearn has developed a suite of applied tools which aim to support those tasked with developing coaching systems and coach education and development opportunities. This suite contains the following applications:

<b>Tool #1 - Coaching System Mapping Tool</b>	This tool will allow organisations involved in coaching to understand what is meant by a Coaching System. It will also support the process of mapping the system and the identification of the key stakeholders, their roles and their interdependences.
<b>Tool # 2 - European Education Landscape Factsheet and FAQ</b>	This tool will provide an overview of the key features of the European Education landscape (i.e., EQF, ECTS, etc). It will support those embarking on the process of developing a coach education programmes ensure they are aligned with European policy.
<b>Tool #3 - Participant &amp; Performer Data Collection &amp; Segmentation Tool</b>	This tool will allow system builders to better understand the current populations taking part in their sport (a model of the sport) and compare it with the desired future picture (model for the sport). The overall purpose is to determine the kind of environments we need to create for different populations and the types of coaches (and their skill sets) that will be needed.
<b>Tool #4 - Coaching Qualification Curriculum Builder</b>	This tool will support coach developers to contextualise the 6 primary functions to different environments/domains. Therefore, it will allow for the identification of the skills, competencies and knowledge basis needed for a particular coach working in a particular context with a particular population of participants/athletes. The tool will also support the development of suitable curricula.
<b>Tool #5 - Qualification Mapping &amp; Conversion Tool</b>	This tool will allow system builders, coach developers and coaches to compare qualifications between sports and between countries by reference to roles in ESCF/ISCF and EQF
<b>Tool #6 - Step by Step Guide to RPL&amp;WBE</b>	This tool will provide guidance as to how to set up effective and efficient RPL&WBE systems

## ESCF Tool #4 – Qualification curriculum building tool

Coaches in Europe can get qualified through multiple avenues which sit within a broad array of educational institutions and sectors. What these opportunities, institutions and sectors look like may vary considerably between and within countries and sports. National and international federations, further and higher education institutions and other providers all play a part in educating the coaching workforce. This diverse picture is not unique to coaching qualifications, but a common state of affairs across all industry sectors.

In the spirit of the free movement of workers across the European Union, and the development of a world-class European workforce, the European Parliament and the European Commission have for the last few decades worked to increase the portability and transparency of qualifications between sectors and across countries to enhance the employability and mobility of workers. Initiatives like the European Qualifications Framework for Lifelong Learning (EQF), the Bologna and Copenhagen processes, the European Credit Transfer and Accumulation System (ECTS), the European Credit System for Vocational Education & Training (ECVET) have provided the guidance and drive to continue to work towards the dream of a virtually boundary-free education landscape and labour market.

Like any other professional in the EU, coaches have a right to have their experience, knowledge, skills and qualifications recognised across different countries, educational sectors and sports. The European Sport Coaching Framework provides a reference point and a common language to facilitate this very important process. Tool #4 specifically offers a process to support the development of suitable curricula using the guidance provided by ESCF and the existing European frameworks and systems aforementioned.

### **IMPORTANT MESSAGE**

***The guidance provided in this document must be read in the context of national and international systems and the conditions these may impose on the design of curricula for coaching qualifications.***

## How does the curriculum builder tool work?

The tool contains four sections:

- Section 1 – Competence and Learning Outcomes: how qualifications are built in Europe.
- Section 2 – Functional competence profiles proposed in the ESCF.
- Section 3 – Knowledge basis that underpin coaching practice and learning programmes.
- Section 4 – Summary Flowchart

In some countries and federations, there will already exist thorough guidance in respect of the above<sup>1</sup>. The process outlined here aims to complement any existing mechanisms.

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<sup>1</sup> An excellent example of this is the UK Coaching Certificate Support Guide developed by UK Coaching (formerly Sports Coach UK). This guide is available from <http://www.ukcoaching.org/resource/ukcc-level-1-4-support-guide>

## Section 1 – Competence and Learning Outcomes: how qualifications are built in Europe.

The European Qualifications Framework for Lifelong Learning, the Framework for Qualifications of the European Higher Education Area (FQHEA or the Bologna Process) and the Copenhagen Process are the main reference points informing how higher and further education qualifications respectively are built in Europe. These processes aim to:

- Create a common language and structure for qualifications across the EU.
- Enhance mobility between institutions, education sectors, types of learning (formal, non-formal and informal) and countries.
- Foster quality assurance across Member States.
- Build a stronger link between the education system and the labour market.
- Promote lifelong learning.
- Support flexible learning pathways.

***The main operational principle behind the Bologna and Copenhagen processes is the creation of learner-centred and output-focused qualifications (i.e., based on competences and learning outcomes) instead of the traditional teacher-centred and input-focused approach (i.e., duration and content-driven).***

The ECTS and ECVET<sup>2</sup> provide the guidance needed to ensure that higher and further education qualifications are built in accordance with the principles outlined in the EQF and Bologna and Copenhagen processes and that credits can be accumulated and transferred between qualifications and institutions. Their key components are defined in table 1 below:

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<sup>2</sup> For a full review of the ECTS and ECVET please download CoachLearn Report#1 Qualification Frameworks and Employment and Mobility Tools in the European Union from [www.coachlearn.eu/reports](http://www.coachlearn.eu/reports). Alternatively please consult the full ECTS ([http://ec.europa.eu/dgs/education\\_culture/repository/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/tools/docs/ects-guide_en.pdf)) and ECVET (<http://www.ecvet-toolkit.eu/>) guidance documents

	ECTS	ECVET
Competences	A dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, ethical values and attitudes. Fostering competences is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.	The proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.
Knowledge	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that are related to a field of work or study.	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that are related to a field of work or study.
Skills	The ability to apply knowledge and use know-how to complete tasks and solve problems.	The ability to apply knowledge and use know-how to complete tasks and solve problems.
Learning Outcomes	Statements of what a learner is expected to know, understand and be able to do after successful completion of a process of learning	Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competences that can be assessed and validated
Module	A course unit in a system in which each course unit carries the same number of credits or a multiple thereof.	N/A
Units of Learning Outcomes	N/A	Components of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated.  Learning outcomes are grouped to create units.



<b>Credits</b>	<p>Quantified means of expressing the volume of learning based on the workload students need in order to achieve the expected outcomes of a learning process at a specified level.</p> <p>In ECTS, credits are allocated to entire qualifications or study programmes as well as their educational components/learning activities (e.g. modules, course units, dissertation work, work placements and laboratory work). Credit allocation to educational components is based on their weight in terms of the workload needed for students to achieve the learning outcomes in a formal context.</p> <p>Typically, one credit equals 25-30 hours of work.</p>	<p>Set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.</p> <p>In ECVET, credits are allocated to units of learning outcomes</p>
<b>ECVET Points</b>	N/A	<p>Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.</p> <p>Allocation of ECVET points to a qualification is based on using a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.</p>
<b>Educational Components</b>	A self-contained and formally structured learning experience (such as: course unit, module, seminar, work placement).	N/A
<b>Programme (educational) – For ECTS</b>  <b>Learning (education and training) programme – For ECVET</b>	A set of educational components, based on learning outcomes, that are recognised for the award of a specific qualification.	Inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time.
<b>Level Descriptor</b>	General statements of the typical achievement of learners who have	General statements of the typical achievement of learners who have

	been awarded a qualification at a certain level in a qualifications framework.	been awarded a qualification at a certain level in a qualifications framework.
<b>Workload</b>	Indication of the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected learning outcomes	N/A
<b>Qualification</b>	Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.	Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard.
<b>Impact on programme or qualification</b>	<ul style="list-style-type: none"> <li>▶Modularisation of degree programmes</li> <li>▶Smoother recognition of the achieved qualification and/or its part</li> <li>▶ Higher permeability in European higher education</li> <li>▶ Better balance workload/content</li> <li>▶Structure and comparability: number of credits/workload per year, modules...</li> <li>▶Design of the learning /teaching/ training programme - improved curricula; improved organisation</li> <li>▶ Improved recognition procedures</li> <li>▶Possible basis for recognition of prior learning</li> </ul>	<ul style="list-style-type: none"> <li>▶Qualification structured in units</li> <li>▶Number and size of the units</li> <li>▶Rules of combining units</li> <li>▶Rules and processes for the assessment, validation and accumulation of learning outcomes</li> <li>▶Design of the assessment, validation and accumulation (AVA) of outcomes processes (including learning outcomes achieved in formal, non-formal and informal learning)</li> <li>▶Enhanced transparency of VET qualifications in Europe</li> </ul>

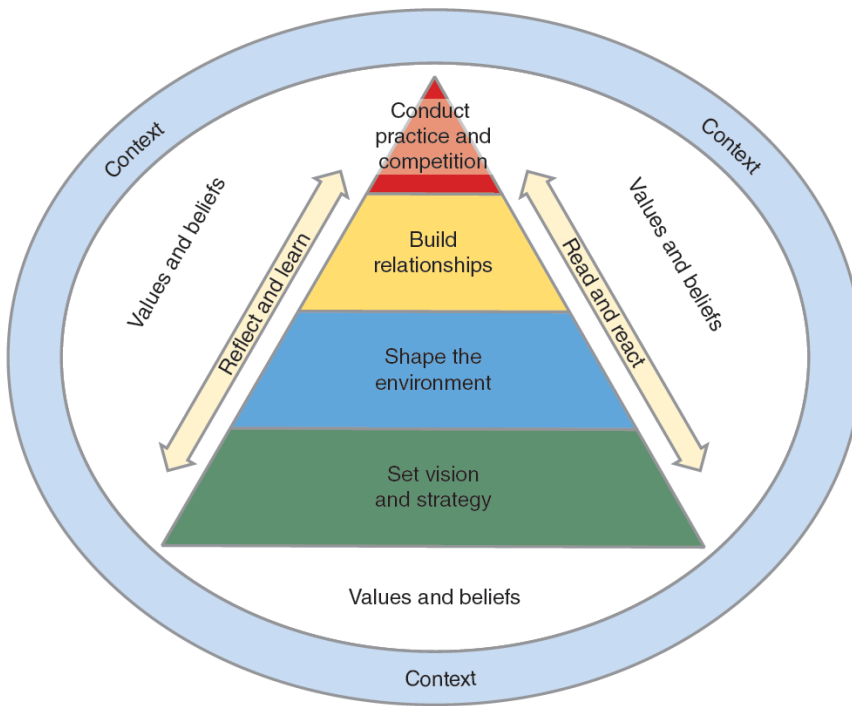
**Table 1** ECTS and ECVET key terms comparison

Although most coaching qualifications have traditionally been aligned with Vocational Education and Training (VET), there has recently been an increase in the number of coaching qualifications hosted within Higher Education. Regardless of the education sector the qualification sits in, the EQF, ECTS and ECVET provide the parameters to inform how a qualification should be built. Any organisation looking to review their existing qualifications or create new ones should become familiar with these rules and guidance.

## Section 2 – Functional competence profiles proposed in the ESCF.

### The Primary Functions of the Coach

In line with the various frameworks described above, the ESCF advocates for the development of coaching qualifications that are competence-based. To aid this process, a set of six primary functions of coaches is proposed (ESCF, Figure 3.1, p.27). These functions have been derived from consultation, a substantial review of the extensive existing literature and newly developed primary research. They essentially define the daily work of the coach.



**ESCF Figure 3.1** The primary functions of the coach

**1. Set the Vision and Strategy.** The coach, in partnership with athletes and teams, creates a vision and a strategy based on the needs and stage of development of the athletes and the organizational and social context of the programme. The coach develops a specific plan outlining the steps required to bring the strategy to life and realise the vision.

**2. Shape the Environment.** The coach work with a group of athletes and takes responsibility for the common and individual objectives and the institution's. In order to do so, the coach seeks to optimise the environment in which the programme occurs through the procurement and maximisation of personnel, facilities, resources, working practices and the management of other coaches and support personnel.

**3. Build Relationships.** The coach builds positive and effective relationships with athletes and others associated with the programme. This includes personnel at the club, school, federation and other levels.

The coach is responsible for engaging in, contributing to and influencing the organisational context through the creation of respectful and effective working relationships with those he is accountable to (i.e. performance managers, board of directors, etc.)

**4. Conduct Practices and Prepare and Manage Competitions.** The coach organises suitable and challenging practices using effective pedagogy and methodology to promote learning and improvement. The coach prepares for targeted and appropriate competitions and also oversees and manages the athletes in these competitions. The coach creates additional and relevant internal and external competitive opportunities where appropriate to promote individual and team development.

**5. Read and React to the Field.** The coach observes and responds to events appropriately, including all on- and off-field matters. Effective decision making is essential to fulfil this function and is a cross cutting capability that should be developed in all coaches at each stage of their development.

**6. Reflect and Learn.** The coach evaluates the programme as a whole as well as each practice and competition seeking improvements. In addition, personal evaluation and reflection underpin a process of ongoing learning and professional development. An important element of this process is the coach's efforts to support the education and development of other coaches.

The foundational role of a clear and robust set of values and beliefs, and a sound understanding of the organisational and institutional context, cannot be overemphasised.

## Task-Related Competences

In the process of successfully fulfilling the primary functions on the job, coaches demonstrate task-related competence (e.g., the capacity to complete the tasks required to fulfil the primary functions). The ESCF puts forward the following classification of competences (ESCF, Table 3.1, pp.29-31).

It is important to understand that:

- These task related competences are fluid and inter-related. They have been located within a specific function for ease of understanding and representation, but some of them span across multiple areas.
- The competences shown on table 3.1 must be contextualised to the specific needs of the athletes and the environment and should be thus understood as a starting point for thinking about what is required of coaches in a particular setting.

Primary functions <sup>a</sup>	Task-related competences <i>The coach is able to</i>
Set the vision and strategy	<ul style="list-style-type: none"> <li>• Understand the big picture and align methods with local, regional and national policy and objectives</li> <li>• Develop a suitable vision for the program relevant to the athletes in it and also to institutional priorities</li> <li>• Set up a relevant strategy that supports the fulfilment of the vision</li> <li>• Make effective and informed decisions relating to the planning, implementation, monitoring and evaluation of medium- to long-term programmes of practice and competition based on institutional and athlete needs</li> </ul>
Shape the environment	<ul style="list-style-type: none"> <li>• Effectively identify and recruit athletes and staff</li> <li>• Identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture</li> <li>• Identify and source the relevant resources (human and material) required to fulfil programme and participant needs</li> <li>• Employ all reasonable measures to keep athletes and staff safe from harm</li> </ul>
Build relationships	<ul style="list-style-type: none"> <li>• Lead and influence the attitudes, behaviours and understanding of key stakeholders (e.g., parents, managers) through the meaningful presentation of ideas</li> <li>• Establish and maintain an ethical, effective, inclusive and empathetic relationship with athletes, staff and other stakeholders</li> <li>• Appreciate physical, mental and cultural diversity in participants and adapt practice accordingly</li> <li>• Adhere to established codes of conduct and legal requirements in coaching</li> <li>• Educate athletes, staff and other stakeholders to enhance their contribution to their own objectives, the program's objectives and their overall well-being</li> </ul>

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Primary functions	Task-related competences <i>The coach is able to</i>
Conduct practices and prepare and manage competitions	<ul style="list-style-type: none"> <li>• Conduct comprehensive needs analyses for individual athletes or teams in order to design and deliver tailored coaching programmes, taking into account participant needs and capabilities in the context of wider programmes, curricula, policies and targets</li> <li>• Select, design and justify appropriate pedagogy, coaching practice and communication methods to facilitate the short-term, medium-term and long-term learning needs of participants</li> <li>• Conduct a functional analysis of multiskill<sup>b</sup> activity or of their chosen sport (or sports) and identify the implications for coaching practice</li> <li>• Identify the core elements of their chosen sport (or sports) at the key stages of participant development</li> <li>• Devise, interpret and apply an appropriate curriculum for a multiskill environment or in their chosen sport (or sports) in line with participant needs and agreed-upon industry standards</li> <li>• Deliver a series of coaching sessions in the context of medium- and long-term planned programmes of practice and competition using a wide range of appropriate learning modes for participants and coaching behaviours</li> <li>• Conduct risk assessments in order to deliver safe and ethical coaching practice</li> <li>• Identify, create and manage suitable competitive opportunities to contribute to ongoing athlete development</li> <li>• Develop appropriate competition strategies to maximise chances of learning and success</li> <li>• Maintain a professional attitude toward coaching practice, athletes and all stakeholders at all times</li> </ul>
Read and react to the field	<ul style="list-style-type: none"> <li>• Conduct an insightful analysis of coaching practice to make informed judgments relating to the efficacy of the learning environment established</li> <li>• Conduct an insightful analysis of athlete performance or team performance to make informed decisions regarding on-the-spot adjustments to enhance performance</li> <li>• Conduct an insightful analysis of the programme to make informed judgments relating to the efficacy of the environment established</li> <li>• Make good in-action and post-action decisions to increase the chances of reaching objectives</li> </ul>

Primary functions	Task-related competences <i>The coach is able to</i>
Reflect and learn	<ul style="list-style-type: none"> <li>• Identify and reflect on assumptions and practices as a coach and student, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to his or her own coaching</li> <li>• Identify his or her own learning needs and take responsibility for the development and application of strategies for further self-development as part of an ongoing process</li> <li>• Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies</li> <li>• Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience</li> </ul>

<sup>a</sup>The capacity to engage in meeting these primary functions requires a synoptic application of knowledge, skills and professional competences, the contribution of each being dependent of the specific context and demands.

<sup>b</sup>Multiskill activity refers to sport sessions aimed at the development of overall psychomotor skills, typically in children, sometimes referred to as fundamental movement skills. These types of activity can be done as part of a sport-specific session (e.g., multiple skills with a theme of tennis) or as outright multiskill sessions.

Adapted from the International Coaching Degree Standards, ICCE, 2016, pp. 18-19.

### ESCF, Table 3.1 Task-Related Competences of the Coach

The ESCF states that the extent to which coaches are expected to fulfil the various task-related competences depends on the specific role they play and their level of expertise. These are shown on table 6.2 below (ESCF, p.53)

Role title	Level of expertise <sup>6</sup>	Expected coach outputs		Typical qualification*
		Degree of responsibility	Operational time span	
Coaching Assistant	Novice	<b>Low</b> Support the delivery of programmes assisting in sessions and competitions led by a Coach or higher  Must be supervised and guided	May be able to plan and deliver single sessions or parts of sessions	Pre-entry (level 0; instructor) or level 1
Coach	Advanced Beginner	<b>Medium</b> Can independently plan and lead sessions and competitions  Supports the development of pre-coaches and coaching assistants	Can plan, deliver and review coaching sessions over a season	Level 2
Advanced/ Senior Coach	Competent to Proficient	<b>High</b> Can independently lead sessions and competitions and entire small-scale programmes (or parts of larger programmes)  Manages or supports the development of other coaches and support staff	Can plan, deliver and review coaching sessions over multiannual seasons or cycles	Level 3
Master/ Head Coach	Proficient to Expert	<b>Very high</b> Can independently lead sessions and competitions and entire medium- and large-scale programmes  Manages or supports the development of other coaches and support staff	Can plan, deliver and review coaching sessions over multiannual seasons or cycles	Levels 4-5 (top national coaching certificate)

\*Alignment based on prior experience of the ESCF writing team. It may vary between countries and sports.



## Functional Competence Profiles by Level of Expertise, Role and Coaching Domain

Table 6.3 in the ESCF (p. 54-58, reproduced below) shows the link between the different coaching functions, task-related competences and levels of expertise. Again, rather than as a strict blueprint, these should be understood as a starting point and thinking tool to aid contextualisation to the needs of the specific setting.

Those developing coaching qualifications and development opportunities should ensure they are aimed at specific competence profiles, roles and levels of expertise. These are also known as the Professional Role Descriptor. Qualifications should also go beyond the acquisition of knowledge and foster its integration and application to effectively develop the relevant competences.

**The primary functions and competence profiles can therefore be used to guide the design of competence-based modules or units of learning, and the formulation of the corresponding learning outcomes. When aggregated, these modules and units of learning can form full or partial qualifications aimed at specific levels of expertise and roles.**

Primary functions <sup>b</sup>	Task-related competence <i>The coach is able to</i>	Novice	Advanced beginner	Competent	Proficient/Expert
Set the vision and strategy	Understand the big picture and align practice with local, regional and national policy and objectives				
	Develop a suitable vision for the program relevant to the athletes in it and also to institutional priorities				
	Set up a relevant strategy that supports the fulfilment of the vision				
	Make effective and informed decisions relating to the planning, implementation, monitoring and evaluation of medium- to long-term programmes of practice and competition based on institutional and athlete needs				
Shape the environment	Effectively identify and recruit athletes and staff				
	Identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture				
	Identify and source the relevant resources (human and material) required to fulfil programme and participant needs				
	Employ all reasonable measures to keep athletes and staff safe from harm				

Primary functions	Task-related competence <i>The coach is able to</i>	Novice	Advanced beginner	Competent	Proficient/Expert
Build relationships	Lead and influence the attitudes, behaviours and understanding of key stakeholders (e.g., parents, managers) through the meaningful presentation of ideas				
	Establish and maintain an ethical, effective, inclusive and empathetic relationship with athletes, staff and other stakeholders				
	Appreciate physical, mental and cultural diversity in participants and adapt practice accordingly				
	Adhere to established codes of conduct and legal requirements in coaching				
	Educate athletes, staff and other stakeholders to enhance their contribution to their own objectives, the program's objectives and their overall well-being				
Conduct practices and prepare and manage competitions	Conduct comprehensive needs analyses for individual athletes or teams in order to design and deliver tailored coaching programmes, taking into account participant needs and capabilities in the context of wider programmes, curricula, policies and targets				

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Primary functions	Task-related competence <i>The coach is able to</i>	Novice	Advanced beginner	Competent	Proficient/Expert
Conduct practices and prepare and manage competitions	Select, design and justify appropriate pedagogy, coaching practice and communication methods to facilitate the short-, medium- and long-term learning needs of participants				
	Conduct a functional analysis of multiskill activity <sup>c</sup> or of their chosen sport (or sports) and identify the implications for coaching practice				
	Identify the core elements of their chosen sport (or sports) at the key stages of participant development				
	Devise, interpret and apply an appropriate curriculum for a multiskill environment or in their chosen sport (or sports) in line with participant needs and agreed-upon industry standards				
	Deliver a series of coaching sessions in the context of medium- and long-term planned programmes of practice and competition using a wide range of appropriate learning modes for participants and coaching behaviours				
	Conduct risk assessments in order to deliver safe and ethical coaching practice				

Primary functions	Task-related competence <i>The coach is able to</i>	Novice	Advanced beginner	Competent	Proficient/Expert
	Identify, create and manage suitable competitive opportunities to contribute to ongoing athlete development				
	Develop appropriate competition strategies to maximise chances of learning and success				
	Maintain a professional attitude toward coaching practice, athletes and all stakeholders at all times				
Read and react to the field	Conduct an insightful analysis of coaching practice to make informed judgments relating to the efficacy of the learning environment established				
	Conduct an insightful analysis of athlete performance or team performance to make informed decisions regarding on-the-spot adjustments to enhance performance				
	Conduct an insightful analysis of the programme to make informed judgments relating to the efficacy of the environment established				
	Make good in-action and post-action decisions to increase the chances of reaching objectives				

> continued

Primary functions	Task-related competence <i>The coach is able to</i>	Novice	Advanced beginner	Competent	Proficient/Expert
Reflect and learn	Identify and reflect on assumptions and practices as a coach and student, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to his or her own coaching				
	Identify his or her own learning needs and take responsibility for the development and application of strategies for further self-development as part of an ongoing process				
	Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies				
	Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience				

<sup>a</sup>Grey shading denotes no expected responsibility and expertise. Blue shading denotes progressively greater levels of expected responsibility and expertise in a particular functional task (lighter shade = lower; darker shade = higher).

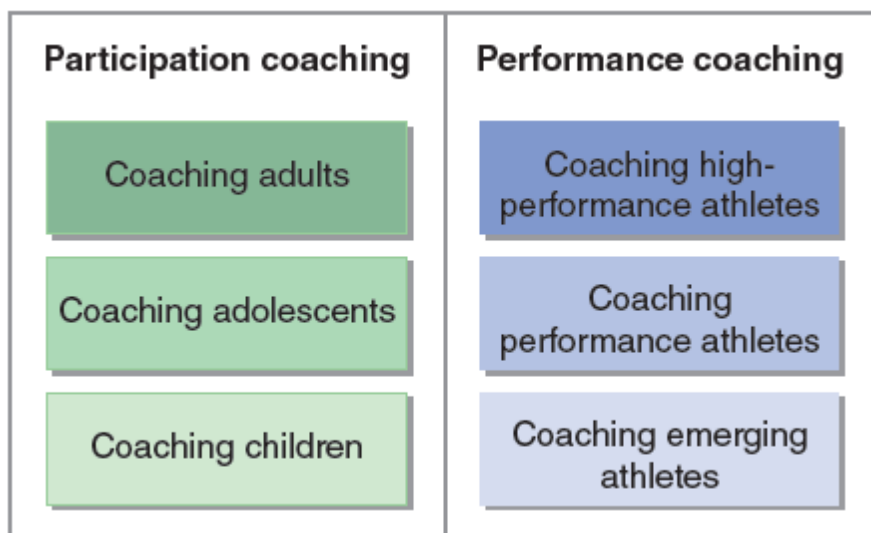
<sup>b</sup>The capacity to engage in meeting these primary functions requires a synoptic application of knowledge, skills and professional competences, the contribution of each being dependent of the specific context and demands.

<sup>c</sup>Multiskill activity refers to sport sessions aimed at the development of overall psychomotor skills, typically in children, sometimes referred to as fundamental movement skills. These types of activity can be done as part of a sport-specific session (e.g., multiple skills with a theme of tennis) or as outright multiskill sessions.

**ESCF Table 6.3** Levels of Competence, Responsibility and Expertise in Coaching

## Coaching Domain-Specific Qualifications

The ESCF also proposes that, rather than generic, coaching qualifications should be designed to meet the needs of coaches working with specific athlete and participant populations. It also advocates for the development of expert level coaches throughout all domains of participation. How this is achieved will greatly depend on the context and available resources and will range from domain specific full qualifications to the creation of 'specialist modules' focused on specific populations as a 'bolt-on' to generic qualifications. The following generic coaching categories and domains are offered by the ESCF (Figure 2.3, p.21).



**ESCF Figure 2.3** Coaching categories and coaching domains

The number and makeup of the coaching domains may vary among nations and sports, depending on the participation and performance pattern. Each sport should conduct an analysis of its participant base to more precisely determine the contextual fit and coaching domains required to meet the needs of participants<sup>3</sup>. It is also important to recognise that coaches may work simultaneously across the two main categories and within different domains depending on the nature of their role.

<sup>3</sup> Tool #3 of this series, the Participant & Performer Data Collection & Segmentation Tool offers further guidance in relation to this process.

### Section 3 – Knowledge basis that underpin coaching practice, expertise and learning programmes.

After the level of expertise, coaching role, domain and relevant task-related competences have been agreed, and once learning outcomes, modules or learning units have been formulated, the pertinent knowledge basis underpinning effective coaching practice and expertise must be identified. Various authors have proposed a number of knowledge classifications which help inform the development of curricula.

Jean Côté and Wade Gilbert<sup>4</sup> have proposed that for coaches to be effective, they need to consistently integrate and apply three types of knowledge: professional (subject matter knowledge and how to teach it), inter-personal (knowledge related to the ability to connect with people and build positive relationships) and intra-personal (knowledge of self and personal philosophy based on experience, self-awareness and reflection) (Table 4.2, ESCF, p.36). As expressed in chapter 2, the centrality of intrapersonal knowledge is highlighted by ICCE. Coach behaviour must be underpinned by a clear and explicit set of values, ethical principles and responsibilities. Coach education and development initiatives should ensure all three types of knowledge are included.

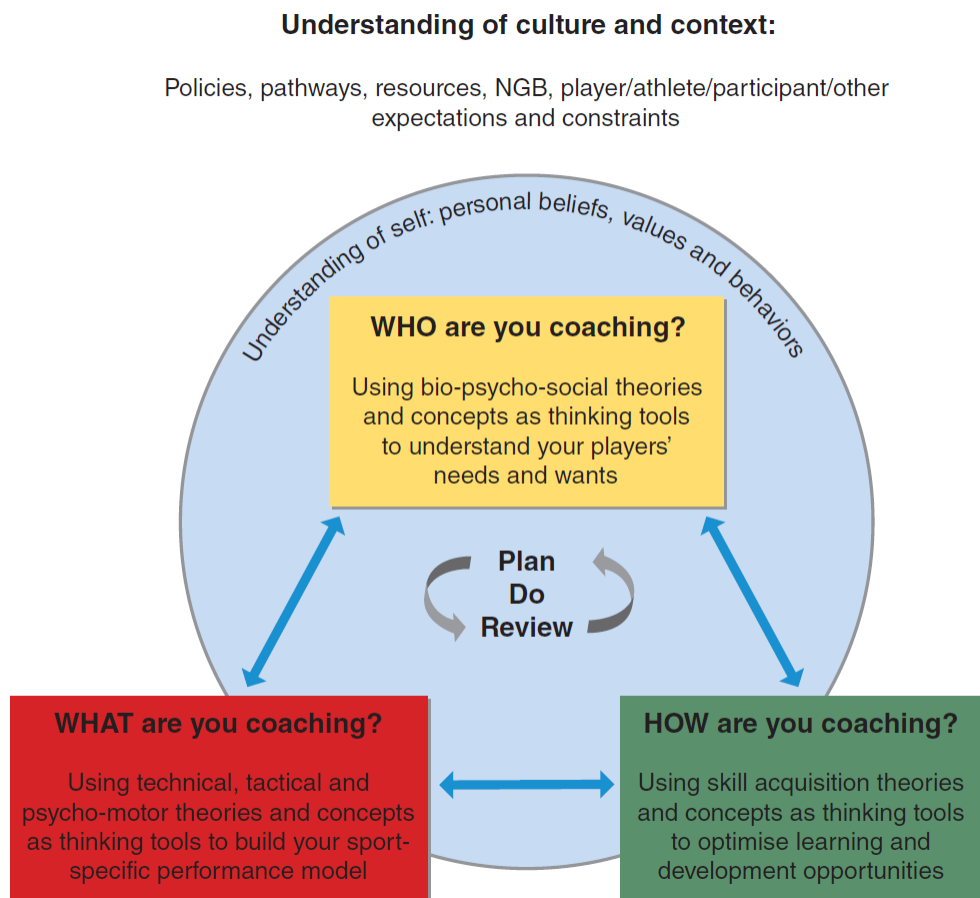
Knowledge area	Samples of subject matters
Professional knowledge	The sport Athletes Sport science Coaching theory and methodology Foundational skills
Interpersonal knowledge	Social context Relationships
Intrapersonal knowledge	Coaching philosophy and values Lifelong learning

**ESCF Table 4.2** Coaching Knowledge Areas

<sup>4</sup> Côté, J. and Gilbert, W. (2009) An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science and Coaching*, 4(3): 307–323; Gilbert, W. & Côté, J. (2013) Defining coaching effectiveness: a focus on coaches' knowledge. In P. Potrac, W. Gilbert & J. Denison, (Ed) *Handbook of Sports Coaching*. London: Routledge



An alternative and complementary classification has been proposed by Andrew Abraham and colleagues<sup>5</sup>. They proposed that to facilitate their decision-making, planning, and practice, coaches can consider the requirements of the participant (who), the specific demands of the sport or activity (what), and the methodological and pedagogical approach to facilitate development (how). The Abraham and colleagues model emphasises the need for knowledge to be contextualised to the needs of the participant and the sport and the importance of coaches' understanding of how to create a positive and optimal learning environment. This model also highlights the relevance of coaches' understanding of the cultures and context in which they operate and of their own personal values and philosophy. (ESCF, Figure 4.1, p. 37).



**ESCF Figure 4.1** The who-what-how model of coaching knowledge

<sup>5</sup> Abraham, A., Jiménez-Saiz, S. L., Mckeown, S., Morgan, G., Muir, B., North, J., & Till, K. (2014). Planning your coaching: A focus on youth participant development. In C. Nash (Ed.), *Practical Sport Coaching* (pp. 16–53). Abingdon: Routledge.

The final step is to determine which theoretical areas and theories may be included in the curriculum. The knowledge domains presented on table 2 below were initially described in the ICCE's Standards for Higher Education Sport Coaching Bachelor Degrees (ICCE, 2016, available from [www.icce.ws](http://www.icce.ws)). These have been drawn from theoretical research examining the knowledge required to engage effectively in the coaching process. It is important to understand that the domains are not isolated silos of knowledge, nor are they necessarily defining the way in which knowledge should be 'packaged'. However, they are a way of checking and challenging whether all relevant curriculum that could be included is present.

It is worth noting that there is no predefined gold standard of competences to be gained or curriculum to be followed. The competences that are included are, as described, exemplar. There is (and must always be) a level of autonomy in the way in which coach education and development organisations design their own qualifications. There is flexibility in the occupation and domain that the course will prepare for for that will inevitably change and contextualise the specific competences (or learning outcomes) worked towards and therefore the curriculum that will underpin those competences.

There is a strong level of linearity linking Competences to Knowledge and Skill domains. However, there is also an obvious interrelationship between all of these boxes.

Core Knowledge Domains (Côté & Gilbert, 2009; ISCF, 2013, ESCF, 2017 )	Sub Domains	Broad Theoretical Areas	Exemplar Areas of Study/Theories
Professional Knowledge	Understanding of the Process and Practice of Coaching	Planning Theories Reviewing/Reflecting Theories	Constructive Alignment Integrative/Synoptic Thinking Critical Thinking Reflective Practice Periodisation
		Doing Theories	Naturalistic Decision Making Reflection in Action
		Theories of Coaching	Coaching as Decision Making Coaching as Orchestration Coaching Effectiveness
		Theories of Competition	Competition for Learning Competition for Inclusion Competition for Comparison (performance)
	Understanding of Context	Theories of Policy	Policy development, implementation and evaluation (i.e. Impact of sport on physical and mental health)
		Theories of Politics	Micro and Macro Politics Social Theories
		Theories of Strategy	Market/Product Analysis Theories Strategy Development Theories
		Sport Administration	Budgeting Project Planning Human Resources Company Relations
	Understanding the Sport and Sport Curriculum	Theories of Technique	Biomechanics Motor Control Skill Acquisition
		Theories of Tactics and Strategy	Cognitive Psychology Decision Making Philosophy of the Goal of Sport Notational Analysis
		Theories Psychological Demands	Performance Psychology Sport Psychology
		Theories of Physiological Demands	Performance Physiology Strength and Conditioning Motion Analysis Sports Nutrition Sport Injuries

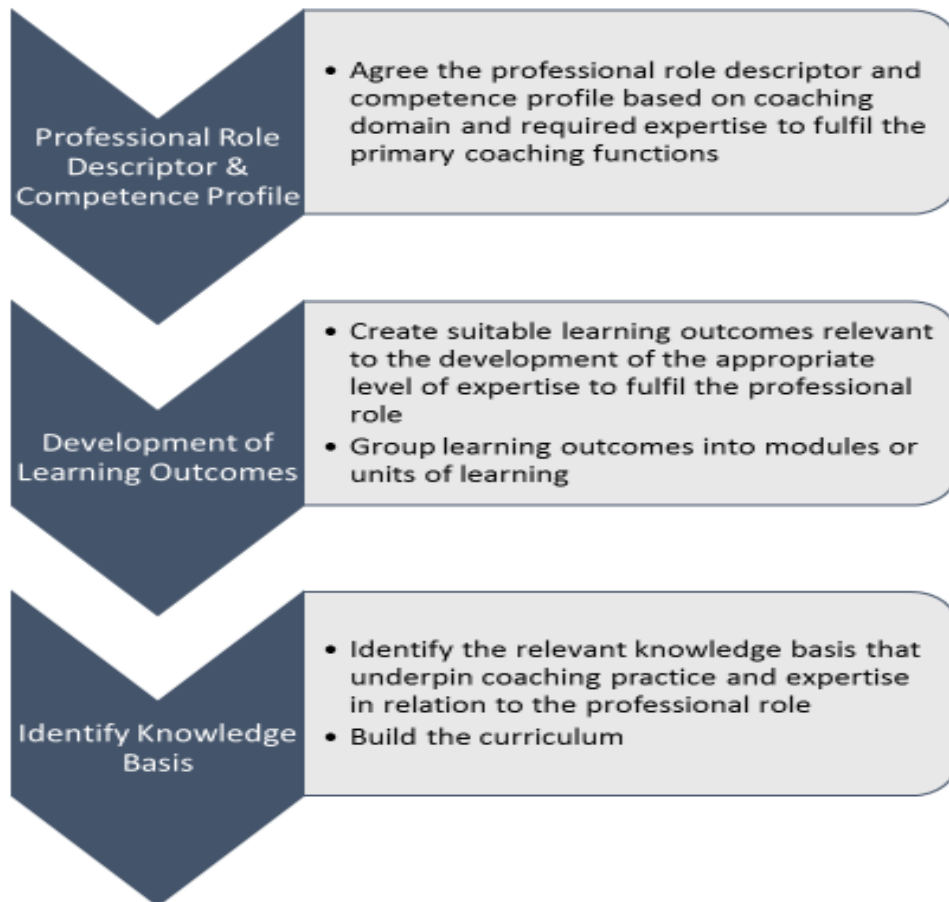
		Understanding of the Participant	Theories of Movement Demands	Motor Control Motor Development Functional Movement
			Biological Theories	Anatomy Developmental Physiology Exercise Physiology
			Psychological Theories	Emotional Intelligence Developmental Psychology Cognitive Psychology Social Psychology Sport Psychology Performance Psychology Motivational Theories
			Sociological theories	Cultural Psychology Social Psychology Group Dynamics Group Theory Socialisation Theory
			Participant Development & Talent Development Integrative Models	Bio-Psycho-Social Models of development
	Intrapersonal Knowledge	Understanding of Self	Theories of Self-Regulation Theories of Values and Beliefs Theories of Personal Development Theories of Coaching Research and Knowledge Generation	Developmental Psychology Reflective Practice Metacognition Epistemology Mental Skills Self-Regulation Research Methods Sociological and/or Psychological Interpretations of Coaching Positive Youth Development
	Interpersonal Knowledge	Understanding Human Relationships & Pedagogy	Learning Theories	Cognitive Learning theory Social Learning Theory Sociological learning theory Experiential Learning Theory Self-Directed Learning Theory Transformative Learning Theory
			Skills Acquisition/Motor Learning Theories	Ecological/Constraints Theory Information Processing Theory
			Learning Management Theories	
			Leadership Theories	Transformational Leadership

				Relarional Leadership Servant Leadership Persuasion Power
			Communication Theories	Communication Models and Strategies Non-violent Communication Conflict Resolution Models
			Theories of Culture	Sociological, Historical & Psychological Theories of Inclusion and Exclusion, Power etc Culture Management Cultural Competence
			Theories of Ethics	Virtue Ethics Utilitarian Ethics Deontological Ethics Care Ethics Theories of Moral Development & Morality

**Table 2** Sport Coaching Knowledge Basis and Exemplar Theoretical Foundations (reproduced from ICCE’s Standards for Higher Education Sport Coaching Bachelor Degrees, 2016)

## Section 4 – Summary Flowchart

The following flowchart provides an overall view of the potential process of curriculum development.



Only when the steps described above have taken place can a learning programme be built to deliver the desired learning outcomes and develop competence to the required level.

## Where could you go for additional resources?

Please visit [www.coachlearn.eu/tools](http://www.coachlearn.eu/tools) and download additional reports and resources.

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