# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  BACKGROUND AND CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>II INTRODUCTION TO THE GUIDE TO QUALIFICATION AND LEARNING OUTCOMES</td>
<td>7</td>
</tr>
<tr>
<td>III THE TRAINING PROGRAMME HANDBOOK AND CURRICULUM FOR SPORT ADMINISTRATION</td>
<td>9</td>
</tr>
<tr>
<td>IV INTRODUCING THE MAIN EU VOCATIONAL EDUCATION AND TRAINING INITIATIVES</td>
<td>11</td>
</tr>
<tr>
<td>V THE CONCEPT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)</td>
<td>16</td>
</tr>
<tr>
<td>VI USING THE OCCUPATIONAL STANDARD TO DEVELOP TRAINING COURSES</td>
<td>19</td>
</tr>
<tr>
<td>VII DEFINING LEARNING OUTCOMES</td>
<td>22</td>
</tr>
<tr>
<td>VIII SELECTING RELEVANT ASSESSMENT METHODS</td>
<td>25</td>
</tr>
<tr>
<td>IX DECIDING ON DELIVERY AND TEACHING METHODS</td>
<td>28</td>
</tr>
<tr>
<td>X WHAT DO WE MEAN BY ACCREDITATION?</td>
<td>31</td>
</tr>
<tr>
<td>XI INVOLVING THE RIGHT FACILITATORS</td>
<td>33</td>
</tr>
<tr>
<td>XII PROPOSED CURRICULUM FOR SPORT ADMINISTRATION</td>
<td>35</td>
</tr>
<tr>
<td>XIII INTRODUCING THE INNOVATIVE S2A SPORT PILOT TRAINING PROGRAMME</td>
<td>48</td>
</tr>
<tr>
<td>XIV CONCLUSION</td>
<td>52</td>
</tr>
</tbody>
</table>

This document is part of a series of outputs that can be read in conjunction with each other or as standalone documents, this is document 2 of the series.
BACKGROUND AND CONTEXT

Note: This section is common to all documents produced for the S2A Sport project.
A. THE S2A SPORT PROJECT

The S2A Sport project focussed on the skills needed by sport administrators working in paid and volunteer roles in the delivery of sport.

The project aimed to reduce the gap between the existing competences of sport administrators and the competences needed to fulfil current and future realities and expectations of this position.

Further aims of the project were to enhance and modernise existing training programmes, to equip those working or volunteering in sport administration with the right skills and, as a result, to contribute to building the capacity and effectiveness of sport organisations across Europe.

The S2A Sport project took place between September 2015 and February 2018 and was funded by the European Commission under the Erasmus+ programme (Key Action 2 – Strategic Partnership for Vocational Education and Training).

The S2A Sport consortium that delivered the project gathered partners from various parts of the sport sector in Europe. Led by the European Observatoire of Sport and Employment (EOSE), it brought together eight national organisations and four pan-European associations from ten different European countries.

Further information about the project can be found at www.s2a-sport.eu

B. SPORT ADMINISTRATION

Sport Administration includes the processes and activities of running an organisation operating within the sport sector at local, regional, national and/or European levels. It includes skills and competences that enable individuals to coordinate, manage, market, organise and deliver sport in line with the governance and direction of the organisation.

Within the S2A Sport project the working definition of sport administration was:

“Sport administration embraces the processes and/or activities of running an organisation operating within the sport sector at all levels; it includes a variety of tasks across a wide range of functions in accordance with the purpose and direction of the organisation.

More specifically, Sport Administration functions are implemented by all those individuals, both paid and unpaid (volunteers) who work to ensure the effective running of a sports organisation.”

This definition was supported by a large majority of the sample of people working in sport organisations who were consulted as part of the project.
C. THE LIFELONG LEARNING STRATEGY FOR SPORT – “THE 7 STEP MODEL”

The S2A Sport project implemented the innovative Lifelong Learning Strategy for Sport, known as the “7 Step Model”\(^1\). This model, devised by EOSE, provides a framework for a strategic approach to ensure that appropriate education, training and qualifications exist to support the development of the workforce. It was developed in response to the main education and employment challenges in the sector and aligns with the main EU policies and tools in the fields of sport and vocational education and training.

The model aims to bring together the education and employment stakeholders in a collaborative approach to ensure that education and training provision is fit for purpose and in line with the needs of the workforce.

The model begins with the collection of labour market intelligence to conduct desk or primary research into employment in the sector.

The next step in the model is to produce an occupational map which further expands on the key characteristics of the workforce.

The model goes on to describe the key jobs in the sector and facilitates the development of detailed occupational standards to describe skills and knowledge required for competent performance at work.

After detailing all aspects of the workforce and skills requirements, the model finally provides information and advice on qualifications, learning outcomes and quality assurance to support education providers in developing and delivering courses to meet the needs of the labour market.

INTRODUCTION TO THE GUIDE TO QUALIFICATIONS AND LEARNING OUTCOMES

STEP 6 OF THE EOSE 7 STEP MODEL
Step 6 of the EOSE 7 Step Model is the point in the strategy where there is cross over from the area of employment to the area of education.

This step provides advice and guidance for the development of learning programmes to help people reach the competence required for employment in the sector (matching the requirements in the occupational standards).

This step outlines the process to develop learning outcomes which describe the competence, knowledge and skills which a person can achieve through a learning process.

In addition to guidance on the development of learning outcomes, Step 6 should also provide guidance on delivery methods, accreditation and matching to the occupational standards. Indeed the occupational standards are highlighted as a reference point which can be matched to ensure a link to the labour market and aid employability of students.

Step 6 should not only focus on qualifications within the vocational education and training system, there should also be an emphasis on guidance for Continuing Professional Development (CPD), which is a vital part of the learning portfolio in a sector, often aimed at individuals already in work.

If education and training programmes, through appropriate learning outcomes, match the occupational standards and needs of the sector, then the sector will achieve a competent and qualified workforce enabling the sector to achieve its potential at the heart of European society.
THE TRAINING PROGRAMME HANDBOOK AND CURRICULUM FOR SPORT ADMINISTRATION
Within the context of the S2A Sport project, the partnership took the decision to implement Step 6 in the format of a Training Programme Handbook and Curriculum, with a focus on continuing professional development (CPD).

Sport administration was seen as a part of the sport sector which could gain a huge advantage through the promotion and implementation of a structured CPD programme. This was the rationale for placing the emphasis in Step 6 on a CPD and the structures and processes for developing this type of learning programme.

The purpose of this handbook is to act as an initial guidance document to help in the development of education and training opportunities in sport administration. The handbook shows how to take account of European initiatives in vocational education and training such as the European Qualifications Framework (EQF).

It also discusses the essential elements to be considered in the development of education and training including learning outcomes, accreditation and using competence frameworks in the design of training, assessment, delivery and teaching.

With the focus of the handbook being on the concept of continuing professional development, this approach informs the section containing the proposed curriculum for sport administration which provides a sample of course outlines that could form future CPD opportunities.

In September 2017, a pilot training programme was organised as part of the S2A Sport project. The pilot gathered 40 participants for a CPD opportunity in Vierumäki, Finland (see section XIII for further information about the Pilot). Lessons from the pilot training programme are discussed in this handbook, and are used to illustrate some sections, in the context of improving future learning opportunities.

The handbook is aimed primarily at sport organisations and educational institutions as a source of advice, informing them of potential ways to develop or access training curricula to meet the needs of those working in sport administration.

As the document produced for Step 6 of the 7 Step model, this is where all the rich and diverse information about the reality of work and skills required in the sector developed through Steps 1 to 5 is passed over to those responsible for developing curricula through education and learning opportunities.
INTRODUCING THE MAIN EU VOCATIONAL EDUCATION AND TRAINING INITIATIVES
The 7 Step Model employed in the S2A Sport project is an approach developed to be in line with reform measures for education put in place by the European Union. This enables the sport sector to create and deliver training and qualifications that meet agreed employment and skills needs and link to EU vocational education and training initiatives by delivering a new learning outcome based approach.

Ensuring that all developments in sport are linked to EU initiatives gives the sector legitimacy and also increases the possibility to be taken seriously as an important and significant sector at the forefront of implementing initiatives at the EU level.

THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

The European Qualifications Framework (EQF) helps all the countries in Europe to develop a national system of qualifications and also helps people to understand how qualifications in different countries relate to each other. Indeed, it acts as a translation device to make national qualifications more readable across Europe.

The EQF covers all levels and types of education and training including adult education, vocational education and higher education. This is important to support cross-border worker and learner mobility, the transferability and transparency of skills, and lifelong learning across Europe.

The EQF uses eight reference levels based on learning outcomes and describing what a learner knows, understands and is able to do (defined in terms of knowledge, skills, and competences). The EQF puts the focus on what a person holding a particular qualification actually knows and is able to do.

It enables easier comparison between qualifications and should avoid people repeating their learning if they move to another country.

Each of the 8 levels is defined by a set of descriptors relevant to qualifications at that level in any system of qualifications. Level 1 is the most basic and introductory level while Level 8 is equivalent to the difficulty of a Doctorate degree.

There is increasing recognition and use of the EQF in the sport sector. Often this is done at a national level where sport qualifications which appear on a national qualifications framework are automatically given an EQF level. Work has taken place within the European Commission Expert Group for Human Resources Management in Sport, as part of the EU Work Plan for Sport 2014-2017, to study the link between the EQF and the courses delivered through national and international federations.

The S2A Sport partnership would encourage learning providers to map their provision to the levels of the EQF. Even where a course in sport administration does not have a formal EQF level through inclusion on a national qualifications framework, course developers can use the EQF level descriptors to assist in the development of learning outcomes and increase understanding and transferability by informally allocating an EQF level to the course. This can then be used in the marketing and advertising activities for the course.

Want to go further?

Have a look at the special video “EOSE presents EQF” – developed as part of the EOSE Animated Video Series on the EU Tools for Vocational Education and Training

Available on EOSE YouTube channel => https://youtu.be/2n9xC7dULTk
THE EUROPEAN CREDIT SYSTEM FOR VET (ECVET)

The European Credit system for Vocational Education and Training (ECVET) helps individuals who are studying vocational qualifications to move between different countries and learning environments, and gain access to lifelong learning. It does so by making it easier to accumulate assessed learning outcomes.

ECVET describes units of learning outcomes as parts of qualifications that can be assessed and validated. It gives an indication of the size of units and qualifications in ECVET credit points. It offers a framework for making learners more mobile and qualifications more portable. ECVET applies to vocational qualifications at all levels of the European Qualifications framework.

According to this approach, a learner can accumulate the required learning outcomes for a qualification over time, and across different countries and various situations.

ECVET can be facilitated in the sport sector when sport qualifications are made up of learning outcomes and there is a link to a credit point system – units and qualifications are given a credit point value.

ECVET is linked to accreditation of learning, which is the point a credit value is agreed and given to a piece of learning. When developing courses in sport administration; course developers should carefully consider whether to gain accreditation or not. Continuing professional development of the workforce can be facilitated through accredited and non-accredited courses.

While accreditation can increase recognition of a learning programme, sometimes the requirements of accreditation, such as formal assessment, can make a course less attractive to employers. Accreditation is discussed further in the document.

Want to go further?

Have a look at the special video “EOSE presents ECVET” – developed as part of the EOSE Animated Video Series on the EU Tools for Vocational Education and Training

Available on EOSE YouTube channel => https://youtu.be/eLh4JgqBA6c
THE EUROPEAN QUALITY ASSURANCE FRAMEWORK FOR VET (EQAVET)

EQAVET aims to increase the transparency, relevance, consistency and transferability of vocational education and training qualifications across Europe. It is an approach to quality assurance and a reference framework for VET which has been agreed by Member States.

Quality assurance can be defined as "a process through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards" (Cedefop, 2008).

When looking at the sport sector, it is essential that there is trust and confidence from all stakeholders in the education and skills system. Across the sport sector it is important to promote confidence among employers, professionals, providers and the public and to ensure education and training providers issuing certificates are subjected to a quality assurance process that can be trusted to ensure consistency.

In the context of training for sport administration, some education providers may gain accreditation which confers a specific regime of external quality assurance at the national level.

Depending on the setting and aims of the training as well as the national context, an appropriate and fit for purpose quality assurance system should be designed, implemented and applied to a programme of learning.

Want to go further?

Have a look at the special video “EOSE presents EQAVET” – developed as part of the EOSE Animated Video Series on the EU Tools for Vocational Education and Training

Available on EOSE YouTube channel => https://youtu.be/ibVfDx5MTz4

EUROPEAN SKILLS, COMPETENCES, QUALIFICATIONS AND OCCUPATIONS (ESCO)

ESCO is a multilingual classification of European Skills, Competences, Qualifications and Occupations with the goal to support the Europe 2020 strategy and the New Skills Agenda for Europe.

The European Commission’s Directorate-General for Employment, Social Affairs and Inclusion coordinates the development and continuous updating of ESCO and is supported by the European Centre for the Development of Vocational Training (Cedefop).

By providing a common reference terminology, ESCO has the ambition to enhance the functioning of the labour market, help to build an integrated European labour market and bridge the communication gap between the world of work and the world of education and training.
Overall, the European Commission has developed ESCO to pursue the following aims:

- To improve the communication between the education and training sector and the EU labour market to develop a shared understanding of occupations, skills, competences and qualifications
- To support geographical and occupational mobility in Europe
- To make data more transparent and easily available for use by various stakeholders, such as public employment services, statistical organisations and education organisations
- To facilitate the exchange of data between employers, education providers and job seekers irrespective of language or country
- To support evidence-based policy making by enhancing the collection, comparison and dissemination of data in skills intelligence and statistical tools, and enabling better analysis of skills supply and demand in real-time based on big data

Specifically, ESCO can help several stakeholders such as employers to understand the learning outcomes of people in work and to express which skills, competences and qualifications they expect from their employees. It can also support education and training providers to obtain high quality information on current and future labour market needs as a basis for the further development of curricula. In terms of individuals, ESCO can assist them to understand what employers need and the way to develop their career through lifelong learning.

Want to go further?
Have a look at the “ESCO official web portal”
=> https://ec.europa.eu/esco/portal/home
THE CONCEPT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
TYPES OF LEARNING

In European discourse in vocational education and training (VET) reference is often made to the concepts of I-VET and C-VET referring to initial and continuing vocational education and training.

These have been defined by Cedefop, the European Centre for the Development of Vocational Training as:

- **I-VET**: General or vocational education and training carried out in the initial education system, usually before entering working life. Initial education and training can be carried out at any level in general or vocational education pathways or apprenticeship.

- **C-VET**: Education or training after initial education and training – or after entry into working life aimed at helping individuals to:
  - Improve or update their knowledge and/or skills
  - Acquire new skills for a career move or retraining
  - Continue their personal or professional development

Continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.). It is crucial for the employability of individuals.

The other main sphere of learning can be referred to as academic learning, based on learning, teaching and assessment processes in a higher education setting. Developments in higher education in Europe include promoting the comparability in the standards and quality of higher-education qualifications, and the design of a credit based system to make it easier for students to move between different countries (ECTS).

The S2A Sport partnership believe that the intellectual outputs and learning derived from the S2A Sport project can be used in any curriculum development setting; vocational or academic curriculum developers can use the occupational standards and other outputs to ensure their programme of learning enhances employability in the sport sector and delivers knowledge and skills required in employment in sport.

This Training Programme Handbook focuses in particular on the concept of C-VET education and how the area of sport administration can benefit from a cohesive programme of continuing professional development.

DEVELOPING THE CONCEPT OF CPD

Continuing professional development (CPD) is an aspect of lifelong learning and is a term used to describe the learning activities professionals engage in to develop and enhance their skills, knowledge and competence.

Increasingly in professional and vocational careers there is a formal requirement to continue to learn and develop knowledge, skills and competences throughout careers to keep up to date and be able to work safely, legally and effectively. Increasingly employers expect to have a formal authenticated record of an individual’s CPD.

CPD combines different methodologies to learning, such as training workshops, conferences and events, e-learning programs, best practice techniques and ideas sharing, all focused for an individual to improve and have effective professional development.
OVERVIEW OF APPROACH

CPD can be comprised of many different methods and modes of learning. For the purposes of the S2A Sport pilot training, and furthermore for the guidelines suggested in this Training Programme Handbook, a specific approach for CPD in sport administration was developed.

The approach is based around facilitated sessions which are led by expert lecturers and involve both didactic imparting of knowledge and participatory activities designed to develop the skills and critical thinking of participants. Using a learning outcomes based approach allows sessions to be built with a clear idea of the level, coverage of topic areas and what is to be achieved by the participants.

Discussion of the pilot training activity later in the handbook will show how this approach worked in practice while the course outlines section will point towards further learning opportunities which could be developed for the sector.
USING THE OCCUPATIONAL STANDARDS TO DEVELOP TRAINING COURSES
Occupational standards provide a reference point for the design of learning programmes which can be matched against them to ensure a link to the labour market requirements.

By describing the skills and knowledge contained in the occupational standards, learning outcomes act as a bridge between the programme of learning and the occupational standards. Indeed, the main functions identified in the occupational standards will lead to the definition of courses for learning and assessment.

One particular issue in designing and implementing a vocational programme is whether or not the employment requirements are met. The employment or workplace requirements are described in occupational standards.

Therefore, the occupational standards will be used to provide a reference point for identifying the content that should be included in the training programme, together with the learning outcomes to be achieved by the candidate by the end of the course/programme.

If education and training, through appropriate learning outcomes, match the occupational standards, then the sector will enhance its potential to develop a competent and qualified workforce, enabling the sector to achieve its potential at the heart of European society.

Employers also have a role to play here, specifically in ensuring that job descriptions have considered the standards. This holistic approach ensures that both employer and employee have identified the appropriate skills in relation to (i) a particular role and (ii) an individual’s professional development.

Within the S2A Sport project, occupational standards were developed through the implementation of Step 5 of the 7 Step Model and full details can be found within the document 4&5 entitled “Functional Map and Occupational Standards for Sport Administration”.
The following list includes the titles of the occupational standards developed through the S2A Sport project:

<table>
<thead>
<tr>
<th>S2A SPORT - OCCUPATIONAL STANDARDS</th>
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<tbody>
<tr>
<td><strong>AREA A - STRATEGIC DIRECTION</strong></td>
</tr>
<tr>
<td>A1.1 Support strategic development</td>
</tr>
<tr>
<td>A1.2 Work with the Board of your organisation</td>
</tr>
<tr>
<td>A2.1 Facilitate and implement principles of good governance</td>
</tr>
<tr>
<td>A2.2 Ensure compliance with regulations and requirements</td>
</tr>
<tr>
<td><strong>AREA B - PEOPLE</strong></td>
</tr>
<tr>
<td>B1.1 Contribute to a human resources plan for your organisation</td>
</tr>
<tr>
<td>B2.1 Manage human resources in your area</td>
</tr>
<tr>
<td>B2.2 Support the involvement of volunteers in sport</td>
</tr>
<tr>
<td>B2.3 Provide leadership to your team</td>
</tr>
<tr>
<td>B3.1 Manage yourself and your professional development</td>
</tr>
<tr>
<td>B3.2 Support professional development of your team</td>
</tr>
<tr>
<td><strong>AREA C - RESOURCES</strong></td>
</tr>
<tr>
<td>C1.1 Manage finance in your area of responsibility</td>
</tr>
<tr>
<td>C1.2 Apply for external funding for your organisation</td>
</tr>
<tr>
<td>C2.1 Manage physical resources</td>
</tr>
<tr>
<td>C2.2 Oversee maintenance of equipment and facilities</td>
</tr>
<tr>
<td><strong>AREA D - OPERATIONS</strong></td>
</tr>
<tr>
<td>D1.1 Develop, implement and review operational plans</td>
</tr>
<tr>
<td>D1.2 Develop and co-ordinate a project</td>
</tr>
<tr>
<td>D1.3 Plan and organise meetings and conferences</td>
</tr>
<tr>
<td>D1.4 Implement effective club management</td>
</tr>
<tr>
<td>D1.5 Support the development of sport clubs</td>
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<tr>
<td>D2.1 Plan marketing activities</td>
</tr>
<tr>
<td>D2.2 Improve customer service in your organisation</td>
</tr>
<tr>
<td>D2.3 Communicate with stakeholders and customers</td>
</tr>
<tr>
<td><strong>AREA E - SPORT PROCESSES AND ACTIVITIES</strong></td>
</tr>
<tr>
<td>E1.1 Develop, maintain and implement policies for inclusion in sport</td>
</tr>
<tr>
<td>E1.2 Support the development and implementation of ethics, regulations, policies and requirements for sport</td>
</tr>
<tr>
<td>E1.3 Influence sport policy and decisions</td>
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<tr>
<td>E2.1 Develop, organise and evaluate sport events</td>
</tr>
<tr>
<td>E2.2 Develop, organise and evaluate sport competitions</td>
</tr>
<tr>
<td>E2.3 Develop and sustain your sport organisation’s membership</td>
</tr>
<tr>
<td>E2.4 Deliver opportunities to increase participation in sport</td>
</tr>
</tbody>
</table>

These occupational standards were used by the course developers to produce the courses which made up the pilot training programme organised as part of the S2A Sport project.

Furthermore, these occupational standards formed the basis for the course outlines produced for this handbook and presented in a later section. Within that section, the occupational standard mapped for each suggested course is clearly stated.
VII

DEFINING LEARNING OUTCOMES
Learning outcomes can be defined as “the set of competence, skills and knowledge an individual acquires and/or is able to demonstrate after completion of a learning process” (Cedefop, 2003).

Learning outcomes are at the core of any education and training course/programme. They describe the expected achievements of the learner at the end of the learning experience, in terms of knowledge, skills and understanding.

Learning outcomes are expressed in the form of a statement that contains an active verb as well as what is expected in reference to the knowledge, skills or understanding in relation to that verb. Those involved in the design of the course/programme need to be fully aware of what the course is to achieve overall and should ensure all stakeholders are consulted in this regard. There are a number of aspects to consider when developing learning outcomes.

These factors include the:

- Purpose of the course overall
- Knowledge, skills and understanding to be covered
- Standards to be used
- Proposed level of course
- Ability and/or level of participants
- Duration of course *e.g. 2 hour or two days*
- Type of course *e.g. CPD, educational/academic, practical*

Once these factors have been discussed and identified, learning outcomes can then be written. The content of the course/programme is subsequently developed in line with the learning outcomes to be achieved. Facilitators, however, should be flexible enough in their delivery to ensure that outcomes are met despite any changes to the intended schedule or intended participants. This stresses the importance of using experienced and knowledgeable trainers when implementing learning in order to maximise the opportunity of all participants achieving the learning outcomes.

Courses within the pilot training programme, as well as those listed in the later section of this training handbook on course outlines, all have a maximum of four learning outcomes. It was agreed by the project group that to achieve four learning outcomes within a short course was realistic.

Learning outcomes for the S2A Sport project have all been developed with specific reference to the occupational standards developed to ensure relevance to the industry and expectations from the labour market. The outcomes were also written with clear reference to the European Qualifications Framework (EQF) Level 5.

Examples of learning outcomes from different courses developed for the S2A Sport project include:

- Identify your contribution to the design, development and implementation of strategy as appropriate to your role
- Assess your personal career goals in order to produce a personal development plan
- Describe a range of ethical and effective methods for motivating and rewarding staff in the workplace
It is important in each case to use a verb that is suitable for the level of the course. Higher level courses would use verbs that imply higher levels of knowledge or skill for example, analyse or critically evaluate.

Learning outcomes can be developed to be in line with a particular level of a qualifications framework. For the purposes of CPD in sport administration, it is suggested learning outcomes could match Level 5 of the EQF, which can be described as follows:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</td>
<td>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</td>
<td>Management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</td>
</tr>
</tbody>
</table>

The establishment of appropriate learning outcomes is very important in relation to the development of assessment which is covered in the next section.

A learning outcome will typically therefore have 3 key aspects:

- An active verb (e.g. recognise; explain; discuss; evaluate)
- An object of the verb – e.g what the student is learning (e.g. theory; policy; practice)
- A context in which the assessment will sit (e.g. in a practical situation; in the operation of equipment)

The courses developed for the S2A Sport pilot training programme were not assessed as the focus of the programme overall was on professional development and it was felt that assessment might be a barrier to participants within a pilot programme.

If assessment is needed as part of the course/programme being developed, then the verb used in the formation of the learning outcome needs to be one that can be easily transferred into a method of assessment. This process is explained in more detail within one of the next sections on assessment.

---

**For a more in depth discussion on learning outcomes**

See the publication «Defining, writing and applying learning outcomes: A European Handbook (Cedefop 2017)

Available at [https://lc.cx/P2Xq](https://lc.cx/P2Xq)
SELECTING RELEVANT ASSESSMENT METHODS
The assessment methods to be selected for a training programme will need to be aligned with the learning outcomes to ensure that the skills and abilities developed by the candidates are assessed in a manner consistent with the design and delivery of the course as a whole.

Organisations who develop courses such as those listed in the course outlines section below should consider the learning outcomes carefully and, if assessment is appropriate and relevant for the participants concerned, then look to how the active verb used and the content identified could be assessed. Participants should be informed how they will be assessed alongside the learning outcomes within the introduction of the course/programme; methods of assessment should not be a surprise at the end of the course.

Factors that should be considered when designing the assessment include:

- Learning outcome to be assessed
- Level of knowledge to be assessed
- Ability and/ or level of participant
- Any known special educational needs of participants
- Time available for assessment
- Time available for marking of assessment
- Time available for returning marks to students
- Cost of trainer for delivery, assessment and provision of feedback to students
- ‘Model’/example answers
- Type and level of feedback expected/ required
- Any requirements of an accrediting body

If we use one of the learning outcomes identified in the previous section, we can describe how assessment might be developed. Course organisers should decide whether all learning outcomes should be assessed or only some.

If an organisation chooses to assess learning, then good practice would indicate that all outcomes should be assessed; the inclusion of non-assessed outcomes would be questionable.

**Example of learning outcome** – “Identify your contribution to the design, development and implementation of strategy as appropriate to your role”.

Participants will need to IDENTIFY their contribution to the design, development and implementation of strategy as appropriate to their role. Organisers will need to consider how participants could IDENTIFY their contribution. This outcome could be assessed in a variety of ways, for example:

- Written reflective report of (x) words
- Oral reflection with tutor/ manager of (x) minutes
- Individual presentation to peers or colleagues of (x) minutes

The focus of the outcome above is the participant reflecting on their contribution to a process as appropriate to their role and then being able to identify this contribution. This necessitates a method of assessment that enables the participant to describe this reflection, thereby identifying their contribution.

This process is not exact as the word ‘identify’ could have been replaced with ‘reflect’ or ‘describe’ and the assessment could be the same.
Delivery of the course/programme should enable the learning outcomes to be achieved and participants to be as successful as possible with regards to assessment.

The following are examples of ways of assessing learning and can be considered when writing both learning outcomes and planning assessments:

<table>
<thead>
<tr>
<th>CASE STUDIES/SCENARIOS</th>
<th>The production of a case study person or situational scenario that students can evaluate against criteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESIGN TASKS</td>
<td>Using practical application of theory/evidence against set criteria.</td>
</tr>
<tr>
<td>ESSAY ASSIGNMENTS</td>
<td>A traditional written assignment, linked to a precise question, topic or research project.</td>
</tr>
<tr>
<td>EXHIBITION/POSTER DISPLAYS</td>
<td>As above, but produced in a more concise poster format for viewing by others.</td>
</tr>
<tr>
<td>FIELDWORK REPORTS</td>
<td>A written report (normally an evaluation) of a particular organisation or issue. Normally this is an applied approach to a particular situation.</td>
</tr>
<tr>
<td>GROUP PROJECTS</td>
<td>A clearly shared group project in which students contribute particular aspects of work (often provided with a single overall mark).</td>
</tr>
<tr>
<td>INDEPENDENT PROJECTS</td>
<td>As above but conducted by an individual and often on a topic of their choice.</td>
</tr>
<tr>
<td>WORKSHOP REPORTING</td>
<td>A report on the outcome of a practical task.</td>
</tr>
<tr>
<td>LEARNING LOGS/DIARIES</td>
<td>A reflective log/diary on a certain issue, situation or experience.</td>
</tr>
<tr>
<td>MULTIPLE CHOICE TESTS</td>
<td>A test in which students choose a correct answer from a number of options.</td>
</tr>
<tr>
<td>OPEN BOOK EXAMINATION</td>
<td>An examination in which the students is allowed to bring in appropriate source(s) from which they can work.</td>
</tr>
<tr>
<td>ORAL EXAMINATION</td>
<td>An individual (normally) exam in which the student highlights their learning and awareness through discussion with an examiner.</td>
</tr>
<tr>
<td>ORAL PRESENTATION</td>
<td>A presentation (either individual or group) on a particular issue, topic or scenario.</td>
</tr>
<tr>
<td>PRACTICALS</td>
<td>A ‘hands-on’ approach to assessment and the ability of the student to impart knowledge.</td>
</tr>
<tr>
<td>PROBLEM SOLVING EXERCISES</td>
<td>The use of tasks to allow students to explore ways they may solve an issue.</td>
</tr>
<tr>
<td>REFLECTIVE JOURNAL/PORTFOLIO</td>
<td>Similar to the Learning log/diary, but more often including evidence of key tasks that have been completed.</td>
</tr>
<tr>
<td>SEEN EXAMINATION</td>
<td>Where the questions are known for a set period before the examination itself.</td>
</tr>
<tr>
<td>STUDENT LED SEMINAR/DISCUSSION</td>
<td>The ability for students to manage others and use communication skills to impart knowledge during a teaching session.</td>
</tr>
<tr>
<td>UNSEEN EXAMINATION</td>
<td>An examination where questions are not known by the student until the examination itself.</td>
</tr>
</tbody>
</table>

Within the context of the S2A Sport training programme pilot (Finland, September 2017), the decision was taken not to include assessment of participants. This is in line with accepted practice within the delivery of CPD courses. Feedback was given by tutors to participants on the programme related to their working group tasks and activities.
DECIDING ON DELIVERY AND TEACHING METHODS
The number of learning outcomes and whether there is any intended assessment will need to be considered when deciding on the learning and teaching methods to be employed. The type and level of course should be matched to the most appropriate person to deliver and assess that course.

Courses can be delivered in a variety of ways to suit the organisation as well as the participants, and will be influenced by the selected facilitator.

Courses can be delivered over a matter of hours or days, depending on the needs of the organisation or participants concerned. The more complex or the higher quantity of learning outcomes, the more time that may be needed to ensure participants are able to fulfil their potential in this regard. Courses can be developed in a bespoke way, depending on the training gaps identified by the organisation.

Potential delivery durations include for example:

- 2 hours during the day or evening
- 4 hours (half day)
- Full weekend

As an example, five topics were delivered over five days for the S2A Sport pilot training programme (see full description of the Pilot experience page 48). The programme utilised a short course approach whereby each course utilised four hours per day, two hours of which were classroom-based and two hours of which were applied activities related to the particular topic of the day. This worked well from a pilot perspective as more subject areas were able to be ‘tested’.

In terms of delivery, there is a variety of methods that could be used by facilitators regardless of the structure or duration of the course. As previously outlined, these methods should be selected on the basis of a variety of factors including the subject to be delivered, the intended level of the course and the nature of the participants.

Potential methods that could be used, alone or in combination via blended learning techniques, are:

<table>
<thead>
<tr>
<th>CASE STUDIES/ SCENARIOS</th>
<th>A problem based learning task where participants are provided with a scenario and asked to draw conclusions on the response based upon evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEBATES</td>
<td>Opportunity to engage in debates on particular topics with other participants on selected topic areas</td>
</tr>
<tr>
<td>DIRECTED READING TASKS</td>
<td>Specific readings and associated review tasks</td>
</tr>
<tr>
<td>DISCUSSION FORA (INCLUDING ONLINE)</td>
<td>Discussion groups on set or selected topic areas</td>
</tr>
<tr>
<td>GROUP WORK PROJECTS</td>
<td>A task related project conducted in groups and assessed as one piece of work. Tasks assigned by group members and group members often also mark peer input</td>
</tr>
<tr>
<td>INDIVIDUAL LEARNING TASKS</td>
<td>Informal (self-motivated) learning – such as watching and talking to others. Can also include specific set tasks</td>
</tr>
<tr>
<td>LECTURES</td>
<td>Formal face-to-face/online lectures providing content which participants may reflect upon/use further</td>
</tr>
<tr>
<td>PRACTICALS</td>
<td>Practical sessions where participants are provided with opportunities to engage with key tasks (e.g. 1-to-1 coaching, etc.)</td>
</tr>
<tr>
<td>STUDENT PRESENTATIONS</td>
<td>Group or individual presentations on a topic area to peers (can include peer review, feedback and marking)</td>
</tr>
<tr>
<td>WORKSHOPS</td>
<td>See also practicals – but tend to be more task than person based</td>
</tr>
</tbody>
</table>
It is imperative that organisers of courses verify the capabilities of those delivering or facilitating the course. The S2A Sport pilot training programme utilised either university lecturers or individuals working in the field who had the relevant skills and experience to ensure that learning outcomes could be achieved by participants via a variety of methods.

Specific delivery and teaching methods used for the Pilot training programme included lectures, group work, participant presentations, discussion and case studies.

Facilitators need to be flexible and able to adapt planned delivery if the course is not going to plan due to unforeseen circumstances.
WHAT DO WE MEAN BY ACCREDITATION?
Accreditation is linked to the concept of quality assurance, which is described in the section on European initiatives in Vocational Education and Training (page 11). Accreditation is often linked to formal approval of a programme of learning linked to a National Qualifications Framework (NQF).

Accreditation can be achieved through the higher education or vocational education systems. Within higher education accreditation requires delivery by or partnership with a recognised higher education institution (university). Within vocational education learning providers can submit learning programmes/qualifications to the relevant national qualification authority.

It may be possible to submit a learning programme/qualification for accreditation to a national authority, either directly from the training provider or through a third party such as a recognised college. Seeking accreditation in this way may or may not be necessary or even desirable by the training organisation as this will take time and may be costly.

As an example from the UK, organisations known as awarding bodies have a role in this process, where the awarding body gains accreditation for a programme of learning and provides quality assurance systems in relation to the training delivery to the training provider.

If accreditation is desirable then organisers should seek to undertake this in good time, alongside development of appropriate content, prior to delivery. This may take a considerable amount of time and several steps which should not be underestimated.

An alternative to accreditation is known as ‘endorsement’ where a programme of learning may not be formally accredited through national qualification authorities but is ‘supported’ or ‘recognised’ as a good piece of learning by a respected body in the sector, for example a professional body or sports federation. An example at the European level is the endorsement of national golf professional education programmes by the Professional Golfers Associations of Europe (PGAE).

The courses within the S2A Sport pilot training programme were not accredited by an external body given the European nature of the pilot and the difficulty of gaining accreditation in more than one country. However, quality was ensured through the selection of facilitators and the development of the course learning outcomes, as well as internal quality assurance methods and appointment of a course director. The role of the course director was to ensure consistency, quality, delivery of learning outcomes and provide advice to other facilitators.

For more discussion on accreditation and endorsement, please see the “Guide to Quality Assurance and Sustainability” produced as document 7 of the S2A Sport series of outputs.
XI INVOLVING THE RIGHT FACILITATORS
As previously identified, selected facilitators should have the appropriate skills that enhance the classroom environment and maximise learning.

These skills include:

- Active listening
- Communication skills, both written and verbal
- Presentation skills
- Facilitation
- Problem solving
- Group dynamics
- Creativity

In addition, personal characteristics should be considered in relation to enthusiasm and approachability.

These interpersonal skills are, of course, in addition to the expected subject knowledge, expertise and experience that will underpin the delivery of any course and with this in mind, facilitators could include lecturers from higher education as well as leaders from the field of sport administration.

The S2A Sport pilot training programme utilised lecturers from either European universities or national federations and in doing so ensured that those delivering on the programme had the appropriate knowledge, skills and experience to maximise the impact of the pilot. Organisers need to consider the availability of deliverers as well as the various costs that skilled trainers may charge. These costs need to be factored in to any charge to participants.

The next section of this training handbook will provide detail on the course outlines developed through the production of occupational standards within the S2A Sport project.
PROPOSED CURRICULUM FOR SPORT ADMINISTRATION
Through the establishment of occupational standards for sport administration within the S2A Sport project, five key areas were identified as follows:

- **Key Area A - Strategic Direction**
- **Key Area B - People**
- **Key Area C - Resources**
- **Key Area D - Operations**
- **Key Area E - Sport processes and activities**

Within each key area, a number of standards were developed and specific standards have then been utilised to underpin the proposed curriculum, which is made up of a series of course outlines.

These course outlines are presented in this section under the heading of each key area. The courses in their totality comprise the proposed curriculum, however each course stands alone and can be delivered separately or as a part of a training package with other courses.

The specific standards utilised to underpin each course is listed underneath the course title. These standards are identified by a letter, then a number (e.g. A11 Support strategic development).

There is also a summary of each course presented alongside the learning outcomes to be achieved during the course.

In some cases, more than one standard were grouped together under the same course title.
A1.1 SUPPORT STRATEGIC DEVELOPMENT

This course will outline how participants can support strategic development in sport and physical activity, by focusing on how to undertake relevant environmental analyses in order to write strategy. The terminology of strategy will be explained as well as how to write, monitor and evaluate a strategy.

By the end of this course, you will be able to:

- Understand the process of strategy, including internal and external analysis.
- Understand relevant terminology and utilise this effectively.
- Identify their contribution to the design, development and implementation of strategy as appropriate to their role.
- Monitor and evaluate the implementation of strategy.

A1.2 WORK WITH THE BOARD OF YOUR ORGANISATION

This course will enable participants to understand how to best communicate with and within the Board of a sport organisation. Differences between management and governance will be discussed along with the Board’s responsibility for the strategic direction of the organisation. Best practice in the effective operation of a Board will be highlighted.

By the end of this course, you will be able to:

- Identify typical roles, responsibilities and structures of Boards.
- Understand the difference between management and governance.
- Consider the role the Board has to play in maintaining the strategic direction of the organisation.
- Identify best practice in the effective operations of Boards.
A2.1 FACILITATE AND IMPLEMENT PRINCIPLES OF GOOD GOVERNANCE

A2.2 ENSURE COMPLIANCE WITH REGULATIONS AND REQUIREMENTS

Good governance is the foundation for success in any sport organisation. It is vital that organisations are managed in an ethical and professional manner. This course will cover the governance landscape in sport from various perspectives including the international, European, national, regional and local level. Participants will engage with excellent practice in terms of good governance, considering the influence of ethics on culture and performance as well as the tools that can be used to implement this good practice in their own organisation.

By the end of this course, you will be able to:

- Identify relevant codes of good governance and compliance in sport.
- Describe the governance landscape at various levels (international, European, national, regional and local) including differences in regulation/compliance.
- Understand the importance and influence of ethics on the culture and performance of your organisation.
- Identify appropriate tools for the implementation of good governance in your organisation.
KEY AREA B - PEOPLE

UNDERSTANDING AND DEVELOPING PEOPLE

Course 1

B2.3 PROVIDE LEADERSHIP TO YOUR TEAM

B3.1 MANAGE YOURSELF AND YOUR PROFESSIONAL DEVELOPMENT

B3.2 SUPPORT PROFESSIONAL DEVELOPMENT OF YOUR TEAM

This course will focus on enabling participants to assess their own leadership style and skills, in order to manage both the personal and professional development of themselves and others.

In addition, participants will understand their own leadership style(s) and how to use this knowledge to lead others effectively. Participants will complete a personal SWOT analysis which will lead into the development of a personal development plan, in order to identify the support and development they require to facilitate effective interventions.

By the end of this course, you will be able to:

- Assess your personal career goals in order to produce a personal development plan.
- Understand how to build and manage an effective team, including volunteer teams.
- Identify key stakeholders relevant to your role, alongside understanding the communication skills required to instigate, sustain and evaluate any collaborative relationship.
- Appropriately plan community sport/physical activity initiatives/interventions through effective use of human resources.

IN Volving VolunteErs

Course 2

B2.2 SUPPORT THE INVOLVEMENT OF VOLUNTEERS IN SPORT

Volunteers are crucial to the delivery of sport at all levels. This course will provide participants with the opportunity to understand how their organisation can more effectively recruit, deploy and develop volunteers.

By the end of this course, you will be able to:

- Understand why people volunteer and the benefits that this participation provides.
- Understand the value of a diverse volunteer workforce in terms of abilities, styles and motivations.
- Understand how to communicate with potential volunteers.
- Identify the various roles volunteers can fulfil and how these roles enable the organisation to meet organisational goals.
WORKFORCE MANAGEMENT

Course 3

B1.1 CONTRIBUTE TO A HUMAN RESOURCES PLAN FOR YOUR ORGANISATION

B2.1 MANAGE HUMAN RESOURCES IN YOUR AREA

This course will outline the key principles and theories that underpin current workforce management in sport. This includes the essential legal requirements in terms of recruitment and selection, employment, stress management, welfare and discipline. Participants will engage with the process of developing an effective human resources plan and discuss how this plan may impact or be impacted upon by other organisational functions.

By the end of this course, you will be able to:

- Identify key principles and theories that relate to current workforce management in sport.
- Understand the key components of an effective human resources plan and how this plan can be developed.
- Understand how to influence the implementation of your human resources plan with key stakeholders both within and outside of the organisation.
- Describe a range of ethical and effective methods for motivating and rewarding staff in the workplace.
KEY AREA C - RESOURCES

MAXIMISING FINANCIAL RESOURCES

Course 1

C1.1 MANAGE FINANCE IN YOUR AREA OF RESPONSIBILITY

C1.2 APPLY FOR EXTERNAL FUNDING FOR YOUR ORGANISATION

Managing and maximising minimal financial resources is becoming more important for community sport organisations. This course will focus on the basics of managing financial resources effectively and efficiently and will include understanding how to apply for external funding to support your organisational activities.

By the end of this course, you will be able to:

- Understand the purpose of budgetary systems and the importance of agreeing financial responsibilities.
- Identify methods of reducing expenditure and increasing income.
- Identify the sources of information about external funding opportunities.
- Understand the principles of preparing bids and tenders so that they meet the requirements of funding sources.
MANAGING RESOURCES

Course 2

C2.1 MANAGE PHYSICAL RESOURCES

C2.2 OVERSEE MAINTENANCE OF EQUIPMENT AND FACILITIES

Sport administrators need a sound knowledge of the resources available to their organisation as well as a good understanding of how to obtain, monitor and develop resources. This course will outline the range of facilities that sport organisations may have at their disposal and the legal requirements that affect the use and maintenance of these.

By the end of this course, you will be able to:

- Describe the range of facilities used in sport, including their features and uses.
- Outline the legal and regulatory requirements for the use and maintenance of equipment and facilities including environmental issues.
- Describe the people to be consulted and involved in the management of equipment and facilities in the community.
- Identify the sources of information and professional expertise in relation to the procurement, use, maintenance and improvement of physical resources.
KEY AREA D - OPERATIONS

OPERATIONAL PLANNING

D1.1 DEVELOP, IMPLEMENT AND REVIEW OPERATIONAL PLANS

Once the organisational strategy has been agreed, operational plans need to be developed and implemented in order to bring the strategy to life.

This course will focus on how to develop, implement and review operational plans for different areas of your organisation’s operation.

By the end of this course, you will be able to:

- Identify the principles of management and how these might apply to developing, implementing and reviewing operational plans.
- Understand the key functions of management and their importance to operational planning.
- Present an operational plan using innovative and interesting methods.
- Understand who else you should involve in the design, delivery and evaluation of your operational plan and how you can facilitate this involvement.

EFFECTIVE CLUB MANAGEMENT

D1.3 PLAN AND ORGANISE MEETINGS AND CONFERENCES

D1.4 IMPLEMENT EFFECTIVE CLUB MANAGEMENT

D1.5 SUPPORT THE DEVELOPMENT OF SPORT CLUBS

Sports clubs are crucial to participation and progression in sport. Clubs have a responsibility to ensure that they are administered and managed effectively and efficiently in order to maximise participation.

This course will include an overview of the role of sports clubs and best practice in management and administration.

By the end of this course, you will be able to:

- Describe the key processes involved in developing a new or existing club.
- Identify how to provide best practice in terms of the administrative and management functions in the club.
- Identify the purpose and benefits of planning and organising meetings effectively and efficiently.
- Understand the principles of continuous improvement in relation to club development and management.
D1.2 DEVELOP AND CO-ORDINATE A PROJECT

E2.1 DEVELOP, ORGANISE AND EVALUATE SPORT EVENTS

The sport industry moves forward through the implementation of various projects. Events, both small and large, are an example of such projects and these are critical to the development of sport and to enhancing the abilities of participants. Events however can range from the simple to the complex but all require careful project planning and involvement with key stakeholders to ensure success. This course will include an overview of the components of a project plan and how to engage relevant stakeholders to enable effective plan delivery.

By the end of this course, you will be able to:

- Identify the main attributes and responsibilities of a project manager.
- Describe the key components of a project plan, as well as the project lifecycle.
- Identify important sources of support including stakeholders.
- Understand the role of events in the development of sport more broadly.

D2.1 PLAN MARKETING ACTIVITIES

D2.2 IMPROVE CUSTOMER SERVICE IN YOUR ORGANISATION

D2.3 COMMUNICATE WITH STAKEHOLDERS AND CUSTOMERS

The work of a sport organisation needs to be publicised and communicated effectively with the community in order to maximise potential. This course will enable participants to understand how to develop an effective marketing and communication plan which considers best practice in a variety of areas including customer relations.

By the end of this course, you will be able to:

- Identify the importance of communication in the workplace, as well as the principles of effective communication.
- Understand effective customer service and the importance of communication to this.
- Describe the process of developing a marketing plan, including the principles of identifying, developing, prioritising and evaluating marketing objectives.
- Identify best practice in the marketing and communication of a sports club’s activities.
E2.3 DEVELOP AND SUSTAIN YOUR SPORT ORGANISATION’S MEMBERSHIP

E2.4 DELIVER OPPORTUNITIES TO INCREASE PARTICIPATION IN SPORT

Increased participation in sport is vital to the health and wellbeing of our communities. Sports organisations, through their members and potential members, have a very important role to play in this increase. This course will focus on how you might increase participation in sport through maximising your membership and developing organisational activities in a sustainable, inclusive manner.

By the end of this course, you will be able to:

- Understand your own view of others and how these views may affect your organisational activities.
- Identify different barriers to participation as well as innovative approaches to minimise these.
- Understand principles of behaviour change relating to sport participation.
- Identify key sources of information on current legal, professional and organisational requirements for inclusion in sport.
Course 2

DEVELOPING AND INFLUENCING POLICY

E1.1 DEVELOP, MAINTAIN AND IMPLEMENT POLICIES FOR INCLUSION IN SPORT

E1.2 SUPPORT THE DEVELOPMENT AND IMPLEMENTATION OF ETHICS, REGULATIONS AND REQUIREMENTS FOR SPORT

E1.3 INFLUENCE SPORT POLICY AND DECISIONS

Government policy, as well as organisational policy, can have a significant impact on the delivery and operation of sport. This course will enable participants to investigate current policy at different levels and to consider whether these policies promote inclusion in sport.

By the end of this course, you will be able to:

- Identify what is policy and why it matters to the design and delivery of sport.
- Understand the relationship between your sport organisation and the relevant regional, national and international federation or governing body.
- Identify the key sources of information on current legal, professional and organisational requirements with regards to inclusion in sport.
- Recognise the underlying principles of sport, equality and ethical conduct.
INTRODUCING THE INNOVATIVE S2A SPORT PILOT TRAINING PROGRAMME
The pilot training programme has been referred to a number of times throughout this document.

As part of the S2A Sport project, a pilot training programme was organised in September 2017 to test some of the learning outcomes and approaches discussed in this guide. The pilot was developed as a continuing professional development (CPD) opportunity.

Hosted by one of the official partners of the project, the Sport Institute of Finland in Vierumaki (Finland), the training programme brought together 40 sport administrators from 18 countries across Europe, with a gender balance of 24 female and 16 male participants. The target participant profile was emerging leaders in sport administration; 19 participants were aged 22 – 29 and 21 participants were aged 30 – 39.

The overall aims of the pilot training programme were to:

- Enhance existing skills and knowledge in sport administration
- Provide opportunities to learn from other participants from across Europe
- Enable participants to return home with new skills, methodologies and tools to apply in their sport organisation

The theme of the training programme was improving the participants’ organisation, sitting under this theme there were five topics which correspond to the five one-day courses which made up the pilot training programme:

- **TOPIC 1 – Understanding and developing strategy**
- **TOPIC 2 – Understanding and developing people**
- **TOPIC 3 – Maximising resources**
- **TOPIC 4 – Effective operations**
- **TOPIC 5 – Developing sport and physical activities**

The pilot training programme was a blend of lectures and group work, including case studies, role play scenarios, presentations and opportunities for participants to learn from each other. This particular programme did not include assessment and was not an accredited course, however a certificate of attendance with the logos of the S2A Sport partners was given to participants at a ceremony at the end of the course.

The programme aimed at improving the participants’ skills and competences in demanding sport administration positions that develop their work and organisation.

One of the main learning points from the operation of the pilot is to match the course content to the background and abilities of the participants. It is crucial to understand the background of the participants attending the course. This ensures course content can be designed to sufficiently challenge all participants.

The pilot training programme was fully evaluated, this occurred in two ways; first, participants were surveyed before and after the programme to see the impact of the programme on their work practice, and secondly participants completed a programme evaluation on the final day of the programme.

The following graphs highlight some of the results from the post-programme evaluation survey.
Interesting and encouraging self-reported changes in the level of competences with an increase from pre-course to post-course survey for each topic.

### ON A SCALE OF 0-5 HOW HIGHLY WOULD YOU RATE YOUR COMPETENCE IN THESE AREAS OF SPORT ADMINISTRATION?

<table>
<thead>
<tr>
<th>Area</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and developing</td>
<td>2.9</td>
<td>3.5</td>
<td>3.6</td>
<td>3.7</td>
<td>3.7</td>
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<tr>
<td>Strategy</td>
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<tr>
<td>Understanding and developing</td>
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<td>people</td>
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<td>Developing people</td>
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<tr>
<td>Managing Resources</td>
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<td>2.7</td>
<td>3.2</td>
<td>3.3</td>
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<tr>
<td>Effective operations</td>
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<td>3.5</td>
<td></td>
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<tr>
<td>Developing sport processes and</td>
<td></td>
<td></td>
<td></td>
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<td>3.7</td>
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<tr>
<td>activities</td>
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</table>

Pre-course training | Post-course training

### WIDER IMPACT ON THE PARTICIPANTS

- 33 out of the 39 participants (84%) agreed this training programme had **enhanced existing skills and knowledge.**
- 37 out of the 39 participants (95%) agreed the training had **provided opportunities** to participate across Europe.
- 28 out of the 39 participants (72%) agreed the training had allowed them to **acquire new skills, methodologies and tools.**
The following testimonials were given by participants—as part of the external post programme evaluation survey—in relation to the pilot training programme:

- “It has helped me develop professionally by increasing my confidence and helping me realise I am very knowledgeable so now I can utilise my skills and knowledge by educating others”
- “We are more open with each other about different ideas that we have to share best practice across the different sites and sections of our departments”

Want to go further?

Have a look at two special videos from the S2A Sport pilot training in Finland:

“S2A Sport 2017 testimonials” => https://youtu.be/F1rmmukpKj8
CONCLUSION
To conclude, this training programme handbook and curriculum has provided initial guidance in respect to the development of education and training opportunities in sport administration.

The handbook has outlined how to take account of European initiatives and tools in vocational education and training such as the European Qualifications Framework (EQF). It has identified the essential elements to be considered in the development of education and training including learning outcomes, accreditation and using competence frameworks in the design of training, assessment, delivery and teaching.

Notions of continuing professional development (CPD) have underpinned the way in which the courses were developed within a pilot training programme (as part of the S2A Sport project) and this approach has informed the section containing the sport administration curriculum via a sample of course outlines. These outlines offer the basis of potential CPD for those involved in sport administration.

Lessons from the pilot training programme experience have also been provided to enhance the development of future learning opportunities.

This training handbook is presented as a first step in providing guidelines and advice to revise or develop adapted training and education.

For learning programmes such as those described in this training handbook to have the most impact on the sector there needs to be trust and confidence in the teaching and learning process, this is the role of the quality assurance process, which forms the next and final step in the EOSE 7 Step model methodology used for the S2A Sport project. This final output is entitled “Guide to Quality Assurance and Sustainability” (Document 7).
FRANCE
European Observatoire of Sport and Employment (Coordinator)

BELGIUM
Université Catholique de Louvain

BULGARIA
National Sport Academy “Vassil Levski”

DENMARK
International Sport and Culture Association

FINLAND
Sport Institute of Finland

FRANCE
European Federation for Company Sport

ITALY
Universita degli Studi di Cassino e del Lazio Meridionale

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