



## The AEHESIS project

### Aligning a European Higher Education Structure in Sport Science

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## ENSSEE

- ENSSEE is an international non-profit organisation
- The network consists of institutions and organisations
  - No individual membership!
- It provides the ideal meeting place for debating and proposing ideas as well as common initiatives to promote education, training and employment in sport

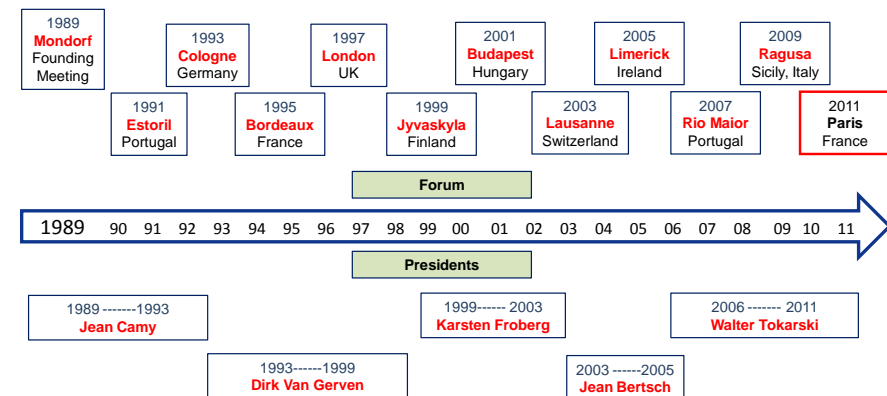


## Objectives of ENSSEE

- Encourage greater European co-operation in relation to research, education and employment in sport and to increase the mobility and the exchange of students, teaching staff and professionals
- Support the work towards the convergence of education and training systems for sport related professions in the European Union



## History of ENSSEE





## The AEHESIS project



## Aligning a European Higher Education Structure in Sport Science

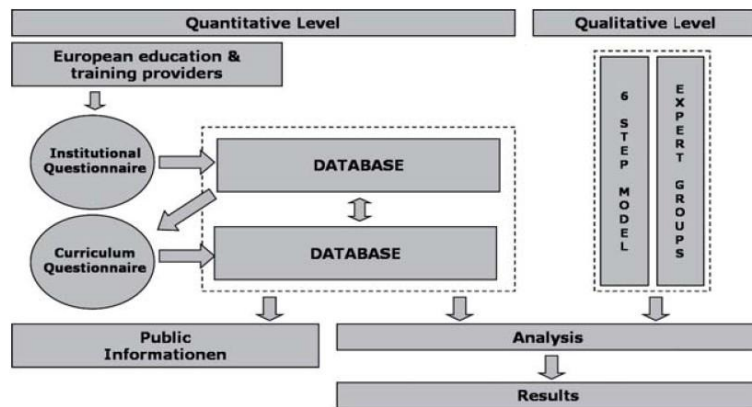


## Aligning a European Higher Education Structure in Sport Science



- 86 partners from 29 countries
- Main activities of the project:
  - Mapping sport education programmes
  - Evaluate the impact of the Bologna Declaration on Higher Education in the sport sector
  - Development of contents and frameworks of sport-related study programmes
  - Interactivity between education and training providers and employers within curricula design
  - Development and implementation of an online-based communication and information platform for European Sport Education (SOPHELIA)
- In 2008 AEHESIS was nominated an „ERASMUS Success Story“

## AEHESIS Project Structure

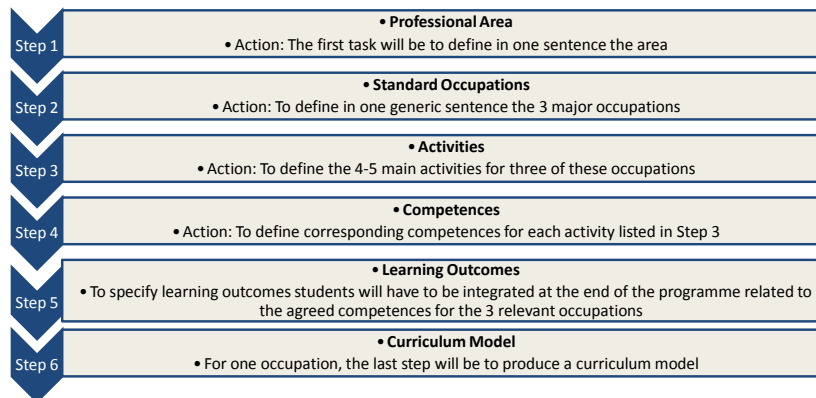


## The Six-Step Model

- A matrix that helps to generate data:
  - for better understanding the processes in curriculum development
  - to better match supply and demand in the sport sector (education – employment)



## The Six-Step Model




**EUROPEAN SPORT EDUCATION  
INFORMATION PLATFORM**

[sophelia.eu](http://sophelia.eu)

## Content of SOPHELIA

- Details about
  - programmes of study in Europe,
  - the Bologna Process,
  - the development of curricula,
  - quality assurance
- Sample curricula for Bachelor and Master programmes
- Extensive database

**EUROPEAN SPORT EDUCATION INFORMATION PLATFORM**

Supported by the European Commission

Welcome to ESEP

ENSSEE Network

Bologna process

**ESEP DATABASE**

The database was developed during the AHEADS Thematic Network Project and is a key tool to gain information about the various programmes and academic/professional and training providers. The data system has been developed by computer control the educational work in the Sport Sect Button Online Form, which consists of a dynamic online Area enables to update the programmes.

The database includes an interactive query. After select "Country", "Area", "Language" and "Level" the results.

At present the database encompasses approximately 4 countries (July 2007).

**ESEP-Database**

Database of European Sport Education programmes

Country:

Area:

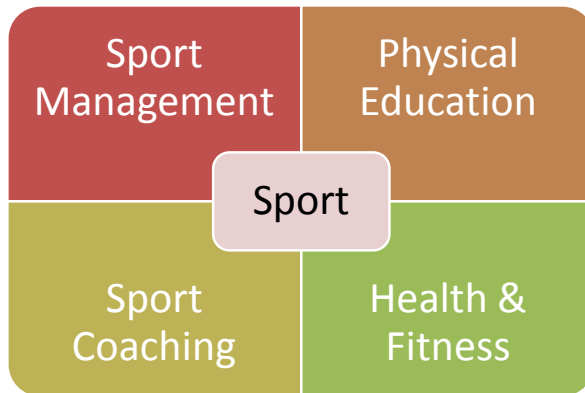
Language:

Level:

Fritzg Internet 100%



## The four areas of AEHESIS



## PE Curriculum Development Pathway Routes to PE Teacher Qualification

Pathway	First Cycle	Second Cycle
<b>Model 1: Single Subject</b>	PE + QTS (240 ECTS): 4 Yrs Concurrent or 3 + 1 Yrs Consecutive (240 ECTS)	Master in PE (60 ECTS): 1 Yr
<b>Model 2: Major/Minor Subject Status</b>	PE as Major (120 ECTS) + Minor (60 ECTS) + QTS (60 ECTS): 4 Yrs Concurrent or 3 + 1 Yrs Consecutive (240 ECTS); or 3yrs without QTS	Master in PE (60 ECTS): 1 Yr Master in PE + QTS (120 ECTS): 2 Yrs
<b>Model 3: Common Core Foundation + PE Specialisation</b>	Common Core Foundations (60-120 ECTS) + PE Modules (120-60 ECTS): 3 Yrs inc. or + 1 Yr QTS (60 ECTS); Concurrent or Consecutive (240 ECTS)	Master in PE (60 ECTS): 1 Yr Master in PE + QTS (120 ECTS): 2 Yrs
<b>Model 4: Generalist: Multiple Subjects inc. PE</b>	4 Yrs Concurrent or 3+1 Years Consecutive (240 ECTS)	Master with possibility of specialization in a PE-related area (60 ECTS): 1 Yr
<b>Model 5: Master's Pathway</b>	Combinations of Models 1-3 to include QTS (300 ECTS): 5 yrs	

1) QTS means Qualified Teacher Status



From a specified list of 12 learning outcomes expected for trainee teachers who successfully complete a PETE programme, the following examples are presented:

- knowledge and skills to support pupil's learning, progression and development within the school curriculum in an informed and imaginative manner;
- an active commitment to the provision of equal opportunities for all pupils in PE;
- ability to demonstrate competence in curriculum planning and review and appreciate the need for curriculum development.



Programmes of Study, ECTS and Total % Weighting	Single Subject Specialist: Min. 240 ECT (100%)	2/3 Subjects: Min. 80-120 ECTS (33-50%)	Generalist: Min. 24 ECTS (10%)
<i>Fields of Study</i>	<i>Weighting: ECTS &amp; %</i>	<i>Weighting: ECTS &amp; %</i>	<i>Weighting: ECTS &amp; %</i>
<b>Practical Activities (Theory and Practice)</b>	36-48 ECTS 15-20%	12-48 ECTS 10-20%	6 ECTS 25%
Dance, Games, Gymnastics, Outdoor Adventure Activities, Swimming, Track & Field Athletics, Other ('new' and national/local culturally traditional activities)	Full range	Extended range	Sustainable range
<b>Educational &amp; Teaching Sciences (Pedagogy/Didactics)</b>	24-48 ECTS 10-20%	24-48 ECTS 10-20%	6 ECTS 25%
<b>Natural and Biological Sciences (General and Applied)</b>	36-48 ECTS 15-20%	12-48 ECTS 5-20%	1-3 ECTS up to 12.5%
<b>Social Sciences/Humanities (General and Applied)</b>	36-48 ECTS 15-20%	12-48 ECTS 5-20%	1-3 ECTS Up to 12.5%
<b>Scientific Work (PE-related research study: dissertation or project)</b>	12-24 ECTS 5-10%	12-24 ECTS 5-10%	1-3 ECTS Up to 12.5%
<b>Teaching Practica (including school-based practice, theory, practice and professional preparation time)</b>	24-48 ECTS 10-20%	24-48 ECTS 10-20%	6 ECTS 25%



## Conclusion

- PE Curriculum models are deemed to have universal applicability
- Provide a template for „good practice(s)“
- Influence the evolution of educational systems and curricula design in the field of sport
- Stress the importance of Higher Education in Sport
- To develop a coherent structure and to maximise cooperation