

AEHESIS Project

Year 2 Progress Report: Physical Education Area

PE Area Group Members

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Activities

1. Formulation of 6-Step Approach Model

In line with the AEHESIS Project Year Two aims (essentially to seek resonance between professional competences expected in the job market and the programmes curricula in higher education or teaching institutions), the PE team under the guidance of Gilles Klein developed a model comprising a 6-step approach to securing information on occupations within the job market and learning outcomes of Higher Education Institutions (HEI) Programmes within the designated four areas of Sport Science (Coaching, Health and Fitness, Physical Education and Sports Management). Specifically, the 6-step approach instrument focused on establishing 'standard' occupations, perceived necessary job-related competences and learning outcomes of professionally related higher education study programmes across the four designated Sport Science areas. In essence, the model's 6-step approach consisted of data collection on:

1. Professional Area (PA)
2. Standard Occupation (SO)
3. Activities (3)
4. Competences (C)
5. Learning Outcomes (General, GLO; Specific, SLO)

Step 6 would use the data as a basis for the generation of a Curriculum Model designed to integrate study programme content, learning outcomes and required job competences inter-relatedly.

The model, aligned with the 'Tuning Programme', was presented at the joint PMG and Research Teams' meeting in London 13-14 January 2005 as a proposed collective approach. The four Area Research Teams accepted the proposal and agreed to implement the model in two stages: stage 1 comprising steps 1-5 in Year 2 (data collection and analysis); stage 2 formulation of curriculum models (Year 3).

2. Exploratory Survey

The PE Team adopted the agreed initial 5-step approach, formulated a Physical Education Area specific questionnaire and undertook an exploratory survey of institutions offering study programmes in physical education and representing five geo-political and cultural areas: central and eastern Europe (Czech Republic), northern Europe (Sweden), southern Europe (Portugal) and western Europe (England and France). The Questionnaire, entitled *PE Standard Occupations/PE Student Learning Outcomes*, was distributed to study programmes' teaching staff within each of the five representative institutions (Charles University, Prague; Paul Sabatier University, Toulouse; Stockholm University; Technical University, Lisbon; and University College, Worcester). Within the framework of the survey instrument, for each of the 5 items (steps), illustrative exemplars were provided as guidance to respondents. (Refer Appendix 1 for details of the questionnaire instrument).

The PE Area Research team collated the generated data for each institution for purposes of analysis.

Time-scale for this process was as follows:

- 24th, January – 1st, February 2005: PE questionnaire design and content
- 1st, February - 18th, March 2005: exploratory survey data collection and collation
- 18th, March – April 2005: data analysis and preparation of report on findings

3. Main Findings of Exploratory Questionnaire Survey on PE Standard Occupations/PE Student Learning Outcomes

- a) Standard Occupation - *Primary and/or secondary (and variations) school PE Teacher* was the main job destination with significant numbers of jobs nationally available
- b) The pervasive enterprise was defined as *teaching physical education (activities)* with emphasis on a *broad and balanced curriculum fostering knowledge, skills and understanding* and variations including *extra-curricular sport, health and lifestyle* representing cultural pre-dispositions
- c) Main Activities listed were many and varied; pervasive were *monitoring, assessment and evaluation* and, more implicit than explicit, *teaching physical education (activities)*
- d) Core main activities were teaching/coaching/managing activities (including preparation and organisation)

- e) Competences listed mirrored the range and variety of the Activities variables but the only pervasive competence defined was that which relates to *pedagogical and didactical interventions*
- f) Overall General Learning Outcomes (GLO's) across the 5 institutions varied and differed to the extent that there was no pervasive outcome listed
- g) Differences and variations were also a feature of Specific Learning Outcomes. The most common Specific Learning Outcome was *subject knowledge and understanding*.

For full details of the main findings of the *Exploratory Questionnaire Survey* see Appendix 2 of this Report.

Analysis of the methodology (questionnaire design and content) and findings highlighted several limitations. The two main problems identified were *language* (terminological differences etc.) and *mind-set concepts* (cultural interpretations). Other 'problems' related to the questionnaire lay-out format, which caused some confusion, and to repetition and/or duplication of responses. Several actions were proposed for discussion by the PE area Research Team with a view to revising the instrument at its scheduled meeting in Toulouse in 2-3 June 2005. Refer Appendix 3 for details of *Limitations* and *Proposed Actions*.

4. PE Area Research Team Meeting, 2-3 June, 2005

The main items of the meeting's discussion revolved around immediate and longer terms actions encompassing preparation for the joint PMG and Research Teams' meeting in Paris (18-19 June, 2005), preparation for the Limerick Forum (1-4 September, 2005) and Year Three tasks.

It was agreed to revise the survey instrument and implement the proposed actions (incorporation of terminological definitions, revision of questionnaire and items' box frameworks) recommended in the Exploratory Survey Report. Discussion of the revised instrument to take place in the scheduled AEHESIS Paris meeting 18-19 June (See Appendix 4 for the first draft of the Revised Questionnaire Instrument).

In the light of the findings of the *Occupations... 'Exploratory Survey'* and of the first year's Questionnaire Survey (PE Area), it was agreed for future research and audit activity to delimit the area Standard Occupations to the job of teaching physical education in schools in their various forms (primary/secondary/basic etc.). This decision was informed by the considerable numerical evidence for the occupation of PE teaching in schools as the overwhelming main enterprise of the job market. Such delimitation, however, will continue to recognise other job outlet opportunities.

In order to meet with the longer term (final year) objective of matching occupation competences' data with initial PE Teacher Training (Education) Provision in terms of Study Programme Content and Learning Outcomes, it was agreed to seek collaboration with EUPEA as a significant agency representing PE professionals on determining the composition of those competences.

It was agreed to formulate a framework model for generating data on competences for PE teaching. The model will encompass general and specific competences, will draw from data generated by the first year PE Area questionnaire survey (see Appendix 5 and the second year exploratory survey (see Appendix 4) and will likely take a matrix format of micro, meso and macro competences juxtaposed with professional, academic and transferable competences. This model will be discussed at the 18-19 June meeting in Paris. (For full details of the Toulouse Meeting refer to Appendix 6).

5. AEHESIS On-line Data Base and On-line Questionnaire (PE), version 2.4

The PE Area Research Team has assisted in revising the On-line Questionnaire (Area of PE), Version 2.4, in which the PE area is the only one of the Four Areas to retain an item on *Programme Curriculum Content*. Questionnaire 2.4 will generate data, which will be used to prepare a template for a European-wide model of Programme Content/Learning Outcomes and Occupational Competences. Members of the PE area Research Team have actively sought and are continuing to seek to expand the bank of relevant participating institutions through network contacts within their designated geographical regions.

6. Study Programmes Contents and Learning Outcomes

The PE Area Research Team will, under the guidance of Ken Hardman, formulate a bullet pointed working document on Study Programmes' Core Contents as a basis for generating associated Learning Outcomes for use in the PE Area Workshop in the Limerick Forum 2-4 September 2005.

7. ENSSEE Forum, Limerick 2-4 September

The PE Area Research Team has reviewed the Limerick Forum PE Area Workshop schedule(s) and content. Preparations are underway (i) for a Report on Year Two activities and progress; (ii) for formulation of the Working Document on *Study Programme Content and Learning Outcomes*; for formulation of the *Competences Framework Model* instrument; (iv) for the session on *Harmonisation of Physical Education within Europe*, when Ken Hardman and Gilles Klein will complementarily address issues surrounding present European school PE curricula and characteristics of "Quality Physical Education", the profile of a physically educated young person and professional competences of PE teachers.

Appendix 1.

QUESTIONNAIRE Area Physical Education

1. Professional Area (PA)

According to the social needs in the PE area list up to 5 most frequent standard occupations in the formal education area and estimate the number of jobs in your country.

Example: PE teacher in secondary school, PE primary Coordinator, PE inspector, etc.

Professional Area – Standard occupation	Number of jobs
1.	
2.	
3.	
4.	
5.	

2. Standard Occupation (SO)

For the three first standard occupations maximum in the PE area, define, in one sentence maximum beginning with a verb, an occupation as a whole of activities with some specific skills relating to a work situation.

Example of a PE teacher in France: to teach several physical activities in a public (state) school in the framework of policy and a curriculum defined by a public authority (national, regional or local).

Standard occupation – SO	Definition
1.	
2.	
3.	

3. Activities (A)

For each of the three occupations cited above (item 2), define (one line per activity beginning with a noun) the main activities (12/15 reduced as soon as possible to 4/5) as collection of finalised tasks.

Example 1 a PE teacher in Portugal: teaching PE, teaching and coaching school sport, participation in extra-curricular activities, school management, relationship school/community, PE teacher education: educational community and life-long learning.

Example 2, a PE teacher in the UK: knowledge and understanding, planning and setting expectations, teaching and managing pupils, assessment and evaluation, pupil achievement, relations with parents and wider community, managing own performance and development, managing and developing staff and other adults, managing resources, strategic leadership.

Activities – A (12/15)	Activities – A (4/5)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

6.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

4. Competences (C)

For each activity define one competence (one task beginning with a verb) in order to qualify the occupation and to characterise the professional expected profile in the job market.

Example, a PE teacher in France: to implement the curriculum, to use and to verify pedagogical materials, to conceive, to implement and to evaluate pedagogical interventions, to perceive the evolution of educational systems and the physical activities, to know some elements of human motricity, to know legal aspects of responsibility, to control the management, to support the decision process, to drive a school project.

Competences – C
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

5. Learning Outcomes (LO)

For the benchmark of professional competences obtained specify the learning outcomes expected of the students at the end of the programmes taught in the initial or continuing teaching institutions.

In this perspective define:

5.1. General Learning Outcomes (GLOs)

Example, a PE student in Portugal: professional area as a fundamental means of intervention, responsibilities/ethics, reflection on practice, technologies, citizenship.

General Learning Outcomes – GLOs
1.
2.

- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

5.2. SLO - Specific Outcomes

Example, a PE student in Portugal: to have scientific knowledge/what-how to teach/learn, to present teaching skills, to use new technologies, to develop team work, to participate in school management, to analyse teaching, to follow an ethical code.

Specific Learning Outcomes – SLOs

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

Appendix 2.

PE Standard Occupations/PE Student Learning Outcomes Questionnaire Main Findings

1. Professional Area (PA)

Standard Occupation

Unsurprisingly all five 'pilot' institutions listed *primary and/or secondary (and variations) school PE Teacher* as the main 'standard occupation' destination. Listed by two institutions, *PE Teacher/Lecturer in further or higher education* ranked alongside *PE Advisor* and *PE Inspector*. Other occupations listed included *Sports Club Coaching* and *PE Training Mentor*.

Number of Jobs

Only one institution (Toulouse) indicated job numbers: the job market for PE teachers in France is substantial at around 35,000, a feature perhaps reflected in other countries, in which "large" numbers were indicated (Sweden and the UK).

2. Standard Occupation (SO)

Occupational Activities and Specific Skills

Unsurprisingly, the pervasive enterprise was defined as *teaching physical education (activities)* with emphasis on a *broad and balanced curriculum fostering knowledge, skills and understanding* and variations including *extra-curricular sport* (Prague), *health and lifestyle* (Stockholm) representing cultural pre-dispositions.

3. Activities (A)

Main Activities (12/15)

Across the 5 institutions, activities listed were many and varied. The only pervasive activities listed were *monitoring, assessment and evaluation* and, more implicit than explicit, *teaching physical education (activities)*.

Activities listed by at least 3 of the 5 institutions comprised:

management
extra-curricular activity engagement
teaching skills
*in-school & school-community relations**

* This activity variously included **parents** and **pastoral work**

Activities listed by 2 institutions embraced:

teaching/coaching sport
driving school projects
planning/organising activities
feedback

Other activities listed consisted of:

promotion of exercise programmes
organisation of sports competitions
educational (moral) activity
health & lifestyle perspectives

advisory guidance and instruction
implementation of PE regulations
establishment of positive learning situations
democratic teaching
promotion of knowledge & understanding
PE research engagement
subject knowledge
gender perspectives
social competence
knowledge of student development
safety awareness
PE as a process
professional development
aesthetic dimension
cultural dimension

Close inspection of the above activities, however, indicates an element of overlap in the nature and/or scope of some of those listed.

Main Activities (4/5)

Only 3 institutions addressed this item: the responses mirrored the variations evident in the 'long' list of "Activities" and there was little consensus between the 3, though the activities listed do show some overlap in their nature and scope. The only "Activity" itemised by each of the 3 institutions was *teaching/coaching/managing activities* (including *preparation and organisation*).

Other activities listed included:

planning/organising/managing competition
didactics & development
moral activities
monitoring own skills and fitness
subject knowledge
health & lifestyle perspectives
facilitation of positive learning situations
physical education as a process
role of physical education in schools
implementation of official procedures
project participation
activity & group co-ordination

4. Competences (C)

Competences listed mirrored the range and variety of the **Activities'** variables indicated above. Here again, closer scrutiny of responses points to overlap in the nature and/or scope of competences defined in the questionnaire.

The only pervasive competence defined is that which relates to *pedagogical and didactical interventions*. Competences listed by 3 institutions comprised: *curriculum implementation (teaching activities)*; *knowledge of legal aspects*; *knowledge of human movement & sport science*; *extra-curricular activity participation*; and *management of staff, students and resources*.

Competences listed by 2 institutions covered:
use pedagogical materials

project participation
parent, school-community relations
organisational qualities
research (knowledge and application)
knowledge, skills & understanding
progress observation, assessment, evaluation & recording
knowledge of education systems and physical activities

Other competences listed included:

promotion of exercise programmes
student teacher mentoring
strategic leadership development
professional knowledge
curriculum development
social perception
mental and creative
reflective practice
sport competition management
mediate gender issues
body concepts knowledge & appreciation
apply official regulations
education for sustainable development partner exchanges
subject knowledge
collaborative work and planning
promotion of positive values, attitudes & behaviours

5. Learning Outcomes (LO)

General Learning Outcomes

Overall General Learning Outcomes (GLO's) across the 5 institutions varied and differed to the extent that there was no pervasive outcome listed, though there were some indications of overlap. Only *knowledge and understanding of PE & health* and *professionalism as a means of fundamental intervention* were listed by a majority (3 out of 5) institutions.

GLO's listed by 2 institutions included:

responsibilities/ethics
reflective practice
technology skills
citizenship
monitoring, assessment & evaluation
professional development

The following GLO's were also listed:

management skills
leadership skills
humanitarian qualities
tolerance
multi-culturism
social sensitivity
co-operation with parents
democratic values
sustainable development education

sensitivity to gender issues
research involvement
teaching/class management
independent/team teaching organisational skills

Specific Learning Outcomes

As with GLO's, there were differences and variations in Specific Learning Outcomes (SLO's) listed across the five institutions. The only common (4 institutions) SLO itemised was *subject knowledge and understanding* and a majority (3) of institutions identified *professional values and practice and reflective practice*, which arguably overlap, as outcomes.

SLOs indicated by 2 institutions embraced:

teaching & class management
extra-curricular participation
school management
leadership & team work

Other SLO's listed comprised:

practical knowledge
teaching/planning realisation
monitoring & assessment
use of technology
writing skills
participation in school organisation
project development
subject (history) knowledge
the body & the learning process knowledge
aesthetic dimensions
ethical codes
outdoor pursuits & cultural dimension

Appendix 3.

PE Standard Occupations/PE Student Learning Outcomes Questionnaire Limitations

The two main problems are language (terminological differences etc.) and mind-set concepts (cultural interpretations) and these despite illustrative indicators for item responses at the beginning of each item. The language/terminological problems lie with: (i) the terms "Competences" and "Learning Outcomes", for which at least two respondents could make no distinction between them; and (ii) the item 3 "Activities" term, which has a different contextual meaning according to one institution, where the term "Functions" would be a more appropriate descriptor.

Proposed Action: Incorporate definitions of terms as appropriate to precede and complement the illustrative exemplars.

The open-ended layout format of the questionnaire item "4. Competences" did not elicit information requested specifically for each "Activity". Respondents provided the information as one whole 'block' of competences not specifically related to any "Activity".

Proposed Action: Redesign the box framework to encourage responses on "Competences" to match each specified (number and name) "Activity".

Responses to items concerned with "Activities" and "Competences" as well as "Competences" and "Learning Outcomes" suggested elements of repetition and/or duplication of data, which perhaps again reflects either some terminological confusion or questionnaire framework design inadequacy.

Proposed Action: Restructure the questionnaire items' framework to avoid repetition/duplication.

Based on the exploratory questionnaire survey findings and consequent proposed Action Revisions, **the overall Concluding Action is to modify the questionnaire along structured lines with a view to on-line data collection.**

Appendix 4.

PE Standard Occupations/PE Student Learning Outcomes Proposed Revised Questionnaire Model: First Draft

AEHESIS - PE Area Group

In the framework of the AEHESIS project concerning the implementation of the Bologna agreement in the sport science area, this survey seeks to collect data about the relationship between social needs, the job market, occupations, professional competences, and learning outcomes of PE-related programmes. The intention is to align physical education programme content and learning outcomes with necessary occupational competencies of teaching physical education in schools with a view to informing a proposal for a model curriculum within Physical Education Higher Education studies.

I. QUESTIONNAIRE FRAMEWORK

The Questionnaire is divided into five main sections:

- Professional Area (PA)
- Standard Occupation (S))
- Activities (A)
- Competencies (C)
- General Learning Outcomes (GLO) and Specific Learning Outcome (SLO)

In order to help understanding of the questionnaire items for responses, illustrative examples are provided under each item section heading.

II. QUESTIONNAIRE ITEMS

From your national or institutional point of view, please answer the following questions concerning the area of Physical Education (PE).

1. Professional Area (PA)

Professional Area (PA) is defined as a range of activities corresponding to the production of specific services or goods. It is characterized by a set of tasks and functions, which produces the identification of “functional maps”.

Please list up to 5 of the most frequent standard occupations in the formal education area and estimate the total number of jobs in your country for each occupation listed.

Example: PE teacher in a primary or secondary school or other type of school; PE inspector etc.

Professional Area (PA) Standard Occupation	Total Number of Jobs
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. SO - Standard Occupation

From the *International Standard Classification of Occupations* (ISCO, 1988) the concept of *Standard Occupation* is based on the *kind of work performed* or *job*. *Job* is defined as *a set of tasks and duties executed, or meant to be executed, by one person*. A set of jobs of which main tasks and duties are characterised by a high degree of similarity constitutes an *occupation* (ISCO-88). In their most developed form, they could be called “professions”.

For the School PE teacher standard occupation only, please define, in one sentence maximum and beginning with a verb, an occupation as a set of essential tasks/duties with specific skills related to the work situation.

Example: to teach a range of physical activities in school in the framework of policy and a nationally/regionally/locally prescribed curriculum.

Standard Occupation (SO)	Definition

3. Activities (A)

Activities (A) embrace *the set of tasks and duties* (i.e. *functions*) itself, corresponding to a specific occupation.

In order to preserve the principle of comprehensiveness but at the same time to focus on a fundamental and essential core or key set of tasks and duties, two lists for the Standard Occupation cited in item 2 are required. In the first column, please list (one line per activity beginning with a noun) main activities (up to 15). In the second column present a reduced list (up to 5 main activities) of essential core or key tasks/duties.

Example 1: teaching and managing pupils; fostering student knowledge and understanding; engagement in assessment and evaluation; monitoring student achievement; teaching and coaching school sport; participation in extra-curricular activities; promotion of life-long learning; management of own performance and development; management of staff, financial and material resources; involvement in strategic leadership/school management; engagement in teacher/parent and/or wider school/community activities; involvement in PE teacher education etc.

Example 2: fostering learning through a variety of pedagogical/didactical interventions; management of resources for PE; managerial organisation of classes; organisation of extra-curricular sport and inter-school competition; involvement in wider school/community relations etc.

Activities (up to 15)	Activities (up to 5)
Standard Occupation	Standard Occupation
1.	1.
2.	2.
3.	3.
4.	4.

5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	5.
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4. Competences (C)

Cedefop (2002) defines *Competence* as the *ability to apply knowledge, know-how and skills in a habitual and/or changing work situation*. *Knowledge* and *know-how* relate to *practical knowledge* or *expertise* and *skills* relate to *the relevant knowledge and experience needed to perform a specific task or job* (Cedefop, 2003). The language of *competences* and *skills* refers to capacities demonstrated in action, which relates to working situations and the associated tasks and duties.

For each of the main Activities cited in the second column of item 3, please list **one** competence (one task beginning with a verb) in order to qualify the occupation and to characterise the expected professional profile in the relevant job.

Example: to implement the PE curriculum; to use appropriate pedagogical materials; to conceive, to implement and to evaluate didactical/pedagogical interventions; to know relevant fundamentals of human movement; to know legal aspects of responsibility; to manage PE classes/departments; to drive a school project etc.

Activities	Competences
SO1.1 1.2 1.3 1.4 1.5	

5. LO - Learning Outcomes

Learning Outcomes are defined as *the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process*. (Cedefop, 2003). *Learning outcomes* are *the competences seen from a 'training' programme point of view*.

For the benchmark of professional competences obtained, please specify the Learning Outcomes (General and Specific) expected of the students at the end of the programmes taught in the initial or continuing teaching institutions.

5.1. GLO - General Learning Outcomes

Example: knowledge and understanding of professionally-related interventions; awareness of moral/legal responsibilities/ethics; ability to reflect on practice, familiarity with

communication technologies; ability in inter-personal communication/social skills; knowledge of co-operation/collaboration skills etc.

General Learning Outcomes – GLO
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

5.2. SLO - Specific Outcomes

Example: understanding of role of PE in schools; acquisition of scientific knowledge of what/how to teach physical activity skills; ability to plan and organise activities/lessons; ability to apply teaching/learning interventions in PE; ability to use new technologies in PE; awareness of safety issues in PE; ability to engage in action research in PE; knowledge of specific dimensions/perspectives of PE (e.g. aesthetics, healthy lifestyles, culture, moral education); ability to give practical demonstrations etc.

Specific Learning Outcomes – SLO
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

III. PROCEDURES

Questionnaire model to be reproduced as an on-line instrument

IV. DEAD-LINES

Appropriate deadlines to be established relevant to action plan of tasks.

Appendix 5.**List of Skills/Competencies**

Co-operation/collaboration skills
 Communication skills (oral and written)
 Curriculum planning and development
 Decision-making skills
 Didactical skills/interventions
 Educational (moral) activity (positive behaviours/attitudes)
 Ethical issues (including professional behaviours, responsibilities and values)
 Extra-curricular activity engagement
 Health and lifestyle perspectives
 ICT Skills
 Innovatory practice
 In-school & school-community relations (staff, parents and pastoral work)
 International knowledge of education systems and physical activities
 Interpersonal skills
 Knowledge of aesthetic dimension
 Knowledge of cultural dimension
 Knowledge and application of law and official procedures
 Knowledge of social trends
 Leadership (policies/strategies)
 Management skills (people, finance and resources)
 Mentoring teacher trainees
 Monitoring, assessment, evaluation and reporting/recording (including feedback)
 Officiating activities
 Pedagogical skills/interventions
 Planning and organising activities (general and specific: e.g. sports competitions)
 Practical skills (demonstrations)
 Problem solving
 Professional development
 Reflective practice (critical and self-critical skills)
 Research (including involvement/driving school projects)
 Role of PE in schools
 Safety awareness
 Social competence
 Subject knowledge
 Teaching physical education (activities)

Appendix 6.

AEHESIS PE AREA MINUTES OF MEETING TOULOUSE 2-3 June 2005

Present:

Ken Hardman, Gilles Klein, Göran Patriksson, Antonin Rychtecky.

1. Apologies for Absence:

Francisco Carreiro da Costa.

2. AEHESIS Action Plan:

The overall aim and specific objectives of the AEHESIS project as well as the revised Management Group Action Plan agreed in Brussels were consulted to inform the Physical Education Area Group's immediate and longer terms actions encompassing preparation for the next meeting in Paris (18-19 June, 2005), preparation of an interim Report) the Limerick Forum (1-4 September, 2005) and year three tasks.

3. PE Occupations/Programme Learning Outcomes: Six-Step Approach

a) Exploratory Survey Findings

Ken Hardman provided an overview of the findings and recommendations of the questionnaire survey undertaken to elicit data from a representative sample of institutions in different geo-political entity and cultural settings (see appended report for details of the main Findings and Recommendations).

b) Next Step(s)

- (i) Data on numbers of jobs for identified *Standard Occupations* to be sought and reported at the next meeting of the PE Area group within the scheduled AEHESIS Paris meeting in June. **Action: all members of the PE group.**
- (ii) It was agreed to revise the survey instrument and implement the proposed actions (incorporation of terminological definitions, revision of questionnaire and items' box frameworks) recommended in the Exploratory Survey Report. **Action: Ken Hardman & Göran Patriksson.** Discussion of the revised instrument to take place in the scheduled AEHESIS Paris meeting in June.
- (iii) In the light of the findings of the Exploratory Survey and of the first year's Questionnaire Survey (PE Area), it was unanimously agreed for future research and audit activity to **delimit the area Standard Occupations to the job of teaching physical education in schools in their various forms (primary/secondary/basic etc.).** This decision was informed by the considerable numerical evidence for the occupation of PE teaching in schools as the overwhelming main enterprise of the job market. Such delimitation, however, will continue to recognise other job outlet opportunities.

- (iv) In order to meet with the longer term (final year) objective of matching occupation competences' data with initial PE Teacher Training (Education) Provision in terms of Study Programme Content and Learning Outcomes, it was unanimously agreed to seek collaboration with EUPEA as a significant agency representing PE professionals on determining the composition of those competences. **Action: Ken Hardman to contact EUPEA President re. possibility of collaboration.**
- (v) It was agreed to formulate a framework model for generating data on competences for PE teaching. The model will encompass general and specific competences, will draw from data generated by the first year PE Area questionnaire survey and the second year exploratory survey and will likely take a matrix format of micro, meso and macro competences juxtaposed with professional, academic and transferable competences. **Action: Gilles Klein, Antonin Rychtecky & Francisco Carreiro da Costa.**

4. AEHESIS On-line Data Base

Ken Hardman reported on the revised on-line data-base now available for updating of information previously provided or for 'new' information about other institutions. **Action: Group members will try to expand the bank of relevant participating institutions through network contacts within their designated regions.**

5. AEHESIS On-line Questionnaire (PE): version 2.4

Ken Hardman reported on the on-line revised Areas' Questionnaire (2.4). The Group noted that the PE Area is the only Area to retain an item on Programme Curriculum Content and expressed regret that a related item to generate associated Learning Outcomes had not been included. In order to rectify this situation, it was agreed to formulate a bullet pointed working document on Study Programmes' Core Contents as a basis for generating associated Learning Outcomes for use in the PE Area Workshop in Limerick. Antonin Rychtecky reminded the Group that on-going educational reforms are continuing to introduce significant structural and Programme Content changes and that vigilance will be needed in updating of data bases. The Group noted that Questionnaire 2.4 will generate data, which will be used to prepare a template for a European-wide model of Programme Content/Learning Outcomes and Occupational Competences in **Actions: Ken Hardman to formulate the Working Document; Group members will try to expand the bank of relevant participating institutions through network contacts within their designated regions; Ken Hardman to draw attention of AEHESIS Management Group to potential implications continuing educational reforms and need for vigilance in eliciting updated data.**

6. AEHESIS Meeting, Paris, 18-19 June 2005

All members present indicated they would be attending the next scheduled AEHESIS Areas' experts and Management team meeting in Paris. The Paris meeting main agenda items were noted and preparation undertaken as indicated

in the various Actions agreed and reported in the relevant Toulouse meeting minutes.

Clarification on specific travel routes from international airports to the Paris meeting venue was requested. **Action: Ken Hardman to seek clarification via e-mail contact with Karen Petry.**

7. ENSSEE Forum, Limerick 2-5 September

The Group reviewed the Limerick Forum PE Area Workshop schedule(s) and content: report on year two activities and progress including surveys' findings; introduce and discuss the working document on Study Programme Content and Learning Outcomes; introduce and discuss the Competences Framework Model instrument. For the session on *Harmonisation of Physical Education within Europe*, Ken Hardman and Gilles Klein would complementarily address issues surrounding present European school PE curricula and characteristics of "Quality Physical Education", the profile of a physically educated young person and professional competences of PE teachers.

8. Toulouse Meeting Expenses

Ken Hardman reviewed the meeting's expenses, which would be within budget. Meeting expenses included a two-day car rental for return airport transfers and hotel-meeting venues transfers; it was noted that this was a cheaper option to taxi hire charges. Regrettably Francisco Carreiro da Costa was unable to travel to Toulouse for the meeting because of unavoidable high flight costs. His absence highlighted the degree of under-funding for attendance at key meetings.

9. Distribution of Staff Costs Monies

Group members agreed that distribution of monies for staff costs would be proportionately distributed according to a notional figure of time spent on AEHESIS PE Area business. As with meetings' attendance expenses, it was agreed that budget allocation for staff costs is inadequate; even with notional match funding, reimbursement is grossly disproportionate to the substantial time and work load commitments of all individuals in the Group.

10 A.O.B.

a) EUPEA Collaboration

In the event of collaboration with EUPEA on the Professional-related Competences of PE teachers, it was agreed that Gilles Klein would continue to liaison between AEHESIS PE Area Team and EUPEA.

b) Organisation of the Toulouse Meeting

Appreciation was extended to Gilles Klein for all organisational arrangements made in connection with the meeting.

Ken Hardman, 7 June 2005.