



AEHESIS
Aligning a European Higher Education Structure in Sport Science

Thematic Network Project Aligning a European Higher Education Structure In Sport Science

AEHESIS

8th Meeting 13th/14th January 2005
London

AEHESIS **Online questionnaire**

Interactive online forms

Existing offer of programmes/ Questionnaire (step 1 of 3)


A. Organisation

Organisation:
 Department:
 Address:
 ZIP:
 City:
 Country:
 Internet:

Status: Public non profit
 Private for profit
 Private non profit
 Education and Training as main activity
 Education and Training as not main activity
 Sport specific
 Non sport specific [?] Click for options

Implementation of the Bologna Declaration: B01 = adopt a system of easily readable and comparable degrees
 B02 = adopt a system with two main cycles (undergraduate/graduate)
 B03 = establish a system of credits (such as ECTS)
 B04 = promote mobility by overcoming obstacles
 B05 = promote European co-operation [?] Click for information

Hold the "Control-Button" pressed and click again for more than one selection




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B. Organisation's Contact Person

First name:
 Last name:
 Title:
 Sex:
 Profession:
 E-Mail:

Hold the "Control-Button" pressed and click again for more than one selection




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C. Programme

Name of the qualification:
 Title:
 Language:
 Languages:
 Duration in years:
 Level:
 ECTS Credit Points:
 Area:
 Graduates per year:
 Awards per year:
 European dimension:
 Comments:

Hold the "Control-Button" pressed and click again for more than one selection




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D. Designated Programme Contact Person

First name:
 Last name:
 Title:
 Sex:
 Profession:
 E-Mail:

Hold the "Control-Button" pressed and click again for more than one selection



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AEHESIS **Questionnaire**

AEHESIS is a project funded by the European Commission, developed by the European Network of Sport Science, Education and Employment (ENSSEE) and co-ordinated by the German Sport University, Cologne (Deutsche Sporthochschule Köln).

The project primarily focuses on:

- integration of programmes and time-frames of educational structures;
- relationship with the labour market needs;

Four main areas are being focused on:


- Sport Management
- Physical Education
- Health and Fitness
- Sport Coaching

As a registered 'Partner' in the AEHESIS Project, your institution has agreed to provide data, which will be complemented with information from other 'Partner Institutions' to form the basis of the Project Report on Alignment of Higher Education Structures. This questionnaire refers to the Area of [NAME OF THE AREA HERE] and the academic and professional training of Specialist [area name] personnel ?. The questionnaire should be completed by the programme leader for each programme referred to. Your institution is also asked to complete the general questionnaire which may be found on the AEHESIS website (www.aehesis.com).

DEFINITIONS OF RELEVANT CONCEPTS

Here the previous conceptual information will have to be included from the 4 versions of the area questionnaire. All the information requested must refer to existing programmes (2004-2005 edition).

Note: If you are unsure of the meaning of a question, or require clarification, please send an email to (specify the contact for each area).



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Section 1. Framework of the Programme

(A program has to be understood as the full combination of learning activities leading to a qualification).

1.1 Country:

Official name of the organisation delivering the Programme

1.2. (National Language)

1.3. (English Translation)

Name/Title of Programme

1.4. National Language:

1.5. English translation:

* in „online questionnaire“

1.6 Programme Orientation

		If vocational which careers/jobs is the programme preparing students for
1. Vocational (concurrent)	Y_N	
2. Vocational (consecutive)	Y_N	
3. Pre-vocational	Y_N	
4. General	Y_N	

Programmes can be classified in four main categories :

a) **vocational**: education mainly designed to introduce participants to acquire the practical skills, know-how and understanding necessary for employment as a [name of the sub-sector] personnel. Successful completion of such programmes leads directly to the labour-market. Vocational training can be integrated within academic studies (Concurrent) or can be separate and carried out after or the completion of academic studies (Consecutive).
 b) **pre-vocational**: education mainly designed to introduce participants to the working environment of [name of the sub-sector] and to prepare them for entry in the vocational education programmes
 c) **general**: education mainly designed to develop or create (research) knowledge in [name of the sub-sector]... A vocational education has to be added for an entrance in the labour market.



1.7 Basic Information on the Programme

1.7.1 Level of the programme

- (1) Level 3 (Professional qualification (e.g.. NVQ))
- (2) Level 4 (Bachelor or Equivalent, e.g. Licentiate) (for P.E: only add Level 4 Professional (teaching qualification)??)
- (3) Level 5 (Master or equivalent)
- (4) Level 5+ (Doctoral)

Various terms are used across Europe to indicate the levels of the programmes. According to the Bologna Declaration Scheme, Level 3 is equivalent of one to two years higher/advanced education (foundation degree/courses), Level 4 is usually defined as Bachelor, but sometimes in some countries other terms are used like Licentiate or Diploma. At level 5, usually it is used the term Master, but in some cases different terms are also used (e.g. Laurea specialistica in Italy)



1.7.2	Number of entrants in the programme (last edition)	
1.7.3	Of which females	
1.7.4	Duration of the programme (in years) (you must refer to the programme and not count previous years of training, even if compulsory required for the entry in the programme)	
1.7.5	Total number of credits (based on ECTS system, where 25 hours workload=1 credit)	
1.7.6	Modes of training provision (definition of part and full time still to be agreed) (1) Full time (2) Part Time	
1.7.7	Is apprenticeship an essential feature of the programme? (Also: is work experience an essential feature of the programme?)	(1)yes (2) no
1.7.8	Is the programme a single subject/discipline programme	(1)yes (2) no
1.7.9	If not, list the subjects: a. b. c.	



For coaching only (if needed):

Note: In cases where a programme includes a number of sports, please list the sports here:

1.7.10a	
1.7.11b	
1.7.11c	
1.7.11d	
1.7.11e	
1.7.11f	
1.7.11g	
1.7.11h	



1.8 Student profile and entry requirements

1.8.1	To enter the programme an academic qualification is required? (e.g. Baccalaureate, GSCE, Abitur, etc.)	(1) yes (2) no
1.8.2	(If yes), please specify:	
1.8.3	To enter the programme a specific level of practical ability (e.g. sport performance; physical fitness) is required	(1)yes (2) no
1.8.4	List the additional entry requirements (if any)	
1.8.5	Average age of students at the beginning of the programme	
1.8.6	Percentage of students successfully completing the programme (referring to its last completed edition)	%



1.9 **Teaching Staff** (Academic and professional Staff involved in the Programme)

1.9.1	Total number of staff involved in the programme		
	Academic Education of the Staff (indicate the number for each category)	Female	Male
1.9.2	Bachelor:		
1.9.4	Master:		
1.9.6	Doctorate:		
1.9.8	Other		
	Professional (Teaching) Qualification of the Staff		
1.9.10	Number of Staff with previous professional experience in (name of the sub sector)		
1.9.12	Is previous experience in (name of the sub sector) required for the staff? (1) yes (2) no (3) Other		

**Section 2. The health and fitness-related curriculum
Generic Competences (tuning)**

This part will be removed and analysed with different tools in the second year of the project

Section 2, Organisation and evaluation

Assessment of Programme and Teaching Units

For each of the following main forms of assessment, please tick the left box to indicate if they are used or not and provide the weighting percentage in the final assessment.

	Nature / form of assessment	Weighting percentage
(2.1.1)	Continuous assessment	2.1.2.
(2.1.3)	Final examination	2.1.4.
(2.1.5.)	Dissertation (or Equivalent) (specify word limits)	2.1.6
(2.1.7.)	Teaching Practice	2.1.8.
(2.1.9.)	Other (specify)	2.1.10
Type of Assessment significantly used (Tick the corresponding box with the code)		
(1)Written essay (2)Class test (3)Oral examination (4)On line test (5)Practical activity (6)Other		

2.2 Teaching Methods

Which of the following teaching methods are significantly employed in the programme. Tick the corresponding box with the code.

(2.2.1) Lectures
(2.2.2) Tutored Seminars
(2.2.3) Small Group Work
(2.2.4) Field Work
(2.2.5) Supervised Practice
(2.2.6) Distance (or E-) Learning

2.3 Evaluation of the programme

Evaluation constitutes an important mechanism in course programme development. We focus here on the evaluation of a) **module or course unit content** and b) **evaluation of the programme delivery** and on the extent at which the different subjects (students, staff, supervisors) are involved in the process.

Methods used by the staff to evaluate the programme (contents and delivery) – Tick where it applies

(2.3.1.) No evaluation
(2.3.2.) Forms/questionnaires
(2.3.3) Regular discussion/ staff meetings /faculty evaluation
(2.3.4.) Analysis of students remarks
(2.3.5.) Analysis of students results
(2.3.6) Peer evaluation of teaching
(2.3.6.7) Other (specify)

Methods used by the students to evaluate the programme (contents and delivery)- Tick where it applies

(2.3.8) No involvement in the evaluation	
(2.3.9) Forms/questionnaires	
(2.3.10) Dedicated discussions/meetings with the staff	
(2.3.11) Written essays	
(2.3.12) Students meetings	
(2.3.13) Other (specify)	
Methods used by the mentors/supervisors to evaluate the programme (contents and delivery) - Tick where it applies	
(2.3.14) No involvement in the evaluation	
(2.3.15) Forms/questionnaires	
(2.3.16) Dedicated discussions/meetings with the staff	
(2.3.17) Observation of teaching	
(2.3.18) Students meetings	
(2.3.19) Other (specify)	

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2.4. Quality Assurance
 In which of the following areas do quality assurance procedures exist and are activated?
 How is quality assurance carried out for each of the listed area?

	Internal quality assurance	External quality assurance (State or other Legal Requirements)	External quality assurance: Professional Bodies
Overall Programme	2.4.1. (0) No (1) Yes; specify which internal bodies (e.g. Faculty; Dept., etc.) _____	2.4.2. (1)No (2)Yes; Agencies involved: _____	2.4.3. (1)No (2)Yes; Agencies involved: _____
Staff Evaluation (e.g. Peer Assessment, Student Evaluation)	2.4.4. (0) No (1)Yes; specify which internal bodies (e.g. Faculty; Dept., etc.) _____	2.4.5. (0) No (1) Yes; Agencies involved: _____	2.4.6. (0) No (1) Yes; Agencies involved: _____

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2.5. Validation and Accreditation

Who is responsible for Validation and/or Accreditation of the Programme?
(Tick the relevant option, more than one choice possible)

2.5.1 () Higher education Organization
 2.5.2 () State (or equivalent)
 2.5.3 () Other (specify) _____

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2.6 Networking

Does your organisation formally consult/liase with any or all of the following?
(tick where it applies)

	For the planning of the programme	In the employment/ Deployment of the candidates	If yes, please provide details (indication of which organizations if useful?)
Other areas and departments in your Institutions	(2.6.1)	(2.6.2)	2.6.3
Government Level	(2.6.4)	(2.6.5)	2.6.6
Employers Networks	(2.6.7)	(2.6.8)	2.6.9
Employees Networks	(2.6.10)	(2.6.11)	2.6.12
Professional Bodies/associations	(2.6.13)	(2.6.14)	(2.6.15)
Sports organizations	(2.6.16)	(2.6.17)	(2.6.18)
Other training agencies	(2.6.19)	(2.6.20)	(2.6.21)

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2.7. Employment and Job Destinations
 Please indicate the main job destinations of the graduates.
 List from 1 to 3 the order of priority (1 indicating the most usual and so on)

	Rank	Job or profession
2.7.1	1	
2.7.2	2	
2.7.3	3	

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2.8. Tracking of Graduates
 Please indicate if there any of the following forms of tracking of graduates is applied:

(0) No tracking of graduates	
(1) Annual tracking of graduates with 10 or more years follow up	
(2) Annual tracking of graduates with 5 – 10 years follow up	
(3) Annual tracking of graduates with 1 – 5 years follow up	
(4) Carried out irregularly	

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Thank you for your assistance.
Please return an electronic version of this questionnaire to:
 ...

Former Section 4. Key Subject/(Module) Information
 Left to the areas

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