



Manual on Pentathlon Coaches and Sports Expert's Profiles



Co-funded by the
Erasmus+ Programme
of the European Union

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I. Introduction to EHPARP project

Enhancing Health and Physical Activity Rates through Pentathlon (EHPARP) is an Erasmus+ co-funded initiative, whose activities have been carried out by the EHPARP Consortium, composed by L'Orma SSD (Italy) acting as Coordinator, the University of Thessaly (Greece), the Youth in Science and Business Foundation (Estonia), the Finswimming Team Komet (Croatia), Mine Vaganti NGO (Italy) and Bulgarian Sports Development Association (Bulgaria), as Partners. EHPARP aims at employing Pentathlon as a tool of promoting health-enhancing physical activity among the European youth and adult populations as well as providing dual career opportunities to Athletes in the individual disciplines forming part of Pentathlon practice who will be empowered as Coaches/Trainers in their disciplines and in comprehensive programmes of Pentathlon for an adult and a youth audience.

The project is targeted at the following categories, as both direct and ultimate target groups:

- 1) Young people aged 18-30 not practicing Sport and motivated to approach physical activity and Sport practice through Pentathlon.
- 2) Adults aged 31-55 who are not taking part in Sport and wish to approach Pentathlon as an instrument of physical activity and wellbeing/active ageing.

EHPARP includes the following activities:

- Activity 1 Research and selection of existing Athlete profiles for empowerment as Coaches and Trainers in the context of Pentathlon programmes for young people and adults in all partner countries.
- Activity 2 Production of a Training Format for the empowerment of Pentathlon Coaching/Training profiles by means of a combination of good practice research, identification of needs and inputs by selected Athletes in the context of local workshops.
- Activity 3 Local Piloting of the Format with selected Athletes.

- Activity 4 Round of local workshops of Pentathlon practice with a target of young people and adults in gender-mixed and gender balanced groups. The workshops will take place in each partner country with an audience of 30 young people aged 18-30 and 30 adults aged 31-55 per country.
- Activity 5 Online platform with learning modules and simulations of online exercises for an audience of prospective Coaches and Trainers in Pentathlon, comprised of exercises and simulations. The Platform will be compounded and connected to a specific APP for the measurement of users' performance.

II. Introduction to Pentathlon

Modern Pentathlon was invented by Baron Pierre de Coubertin, founder of the modern Olympic Games, in homage to the Pentathlon competition that served as the climax to the original Olympic Games in Ancient Greece. Initially the Pentathlon used to run for 5 days and used to consist of 5 events such as: stadium foot race, wrestling, long jump, javelin and discus. Later Coubertin changed the events into the modern-day events: his version featured pistol-shooting, fencing, swimming, horse-riding and running. He designed the event to test 'a man's moral qualities as much as his physical resources and skills, producing thereby the ideal, complete athlete'.

Modern Pentathlon has been a part of every Olympic Games since its debut at the Stockholm 1912 Games and celebrated its Olympic centenary at London 2012. At Atlanta 1996, Modern Pentathlon competition began being held on a single day, and the women's event was added to the Olympic programme for Sydney 2000. At London 2012 the running and shooting phases of Modern Pentathlon were combined into the laser-run and at Rio 2016 a new fencing bonus round was introduced to allow extra points for winners. The fencing bonus round at Rio 2016 took place outdoors and spectators were able to see four of five disciplines in the same stadium. At Tokyo 2020 all five Modern Pentathlon disciplines will be held in the same arena, viewable from the same seat, for the first time at an Olympic Games.

Even though being added long back in 1912 and still been a part of Olympic Games, modern Pentathlon has its own share of ups and downs. Throughout the whole phase, many changes have been made to the sport and at the same time countries started paying interest in this sport. Presently around 28 countries are part of this sport.

Some of the countries which have shown more interest and have achieved numerous medals in the particular sport are Sweden, USA, Czech Republic, Russia, Lithuania, Hungary, Poland, Italy, Germany, Great Britain.

III. Role of Pentathlon

Modern Pentathlon, being a multidisciplinary sport, aligns nicely with long term athlete physical, mental, social and personal development. Athletes gain confidence and motivation in a challenging yet supportive environment that enables them to progress at their own rate while being supported to achieve their potential.

On a personal side, the athletes can improve some skills such as their flexibility, innovative thinking and mental agility. In addition, Pentathlon offers incredible competitive opportunities, from local events to the international stage, including the Olympic Games. Exposing athletes of all ages to these Olympic sports, means to allow them to growth and to improve daily their soft competences, to give them the opportunity to meet the others and the world, in an enriching exchange.

On a physical and mental side, Pentathlon stimulates the improvement of body on many levels. Running requires the use of different muscles than riding, for example. In order to be good at Modern Pentathlon, not only all muscles must be well developed, but even the same muscles must be prepared to be used in a variety of ways. This implies a harmonic growth of the body and of its parts. There is no better sport for overall development of physical literacy. Pentathlon provides movement in so many different contexts that advancement as

an athlete and longevity as an active person are both constantly promoted. At the same time, it is a great sport for character development as youth find success working through a variety of fun and new challenges.

Pentathlon is beneficial for people mental and physical well-being: not only can help to strengthen bones and tone muscles, but it can transmit values, knowledge and skills.

IV. Analysis of the results of the training for athletes

Before and after the training foreseen in EHPARP, the Consortium of the project gave some self-assessment questionnaires to participants in order to evaluate their initial knowledge and skills and their final increase. We considered the following categories and subthemes:

- *Dual career*

- Understanding of the arrangements needed to combine sport and coach/trainer careers
- Awareness of the challenges that may be faced in dual career
- Understanding of the transition phases that athletes go through
- Ability to perform successfully in the transition to dual career
- Understanding of how to develop skills and competences for dual career
- Understanding of guidelines for policy action

- *Leadership and group management*

- Knowledge of coaching and mentoring in sport and development of inclusive sport sessions
- Understanding of the 3 phases of process of becoming a leader
- Understanding of the difference between boss and leader
- Knowledge of different communication styles and their link to leadership

- Understanding of the principles of a team
 - Understanding of the components of strategic plan
- *Sport coaching*
- Understanding of tactical goals of coaching process
 - Knowledge of the definitions of efficacy and efficiency
 - Understanding of the neurological system and its components
 - Understanding of the different coaching techniques and profiles
 - Knowledge of the benefits of sport coaching in daily life
- *Effective communication with the athlete*
- Knowledge of communication essential elements and levels
 - Ability to deliver effective communications
 - Understanding of the different levels of listening and their implication in effective communication
 - understanding of the meaning of feedback, as well as of subjective reality and its implication in delivering valid feedback
- *Sport coaching time*
- Understanding of the challenges involved in time management and tools to overcome them
 - Ability to prepare and follow an effective schedule
 - Ability to set and define goals (short and long term) through a well-planned action plan
 - Understanding of the concept of "periodization" of training
 - Knowledge of different methods of athletic training and how to deliver them
- *Sport event organization*

- Understanding of the official UIPM competitions, how to apply and to organize them (order of events, invitations, formal requirements, etc)
 - Understanding of sport event budgeting rules, costs and controls
 - Understanding of UIPM marketing rules and recommendations for sport events
 - Ability to deliver successful PR activities
 - Understanding of competition formats, championships and
 - authorities/officials involved as well as participation requirements
- *Fencing*
- Knowledge of theoretical elements of fencing in Pentathlon
 - Understanding of main techniques of fencing
 - Ability to prepare, explain and complete basic fencing exercises
- *Freestyle swimming*
- Knowledge of theoretical elements of freestyle swimming in Pentathlon
 - Understanding of main techniques of freestyle swimming
 - Ability to prepare, explain and complete basic freestyle swimming exercises
- *Cross country running*
- Knowledge of theoretical elements of cross country running in Pentathlon
 - Understanding of main techniques of cross country running
 - Ability to prepare, explain and complete basic cross country running exercises
- *Equestrian show jumping*
- Knowledge of theoretical elements of equestrian show jumping in Pentathlon
 - Understanding of main techniques of equestrian show jumping
 - Ability to prepare, explain and complete basic equestrian show jumping exercises

- *Pistol shooting*
 - Knowledge of theoretical elements of pistol shooting in Pentathlon
 - Understanding of main techniques of pistol shooting
 - Ability to prepare, explain and complete basic pistol shooting

For each subtheme, we asked trainees to assign a value from 1 to 5 where: 1 = low; 3 = medium; 5 = high.

From the questionnaires' observance, an improvement has been effectively reached in each category and in each partner country. In general, there is a substantial progress in knowledge of theoretical elements, in understanding of techniques and in ability to prepare exercises in every Pentathlon discipline (fencing, freestyle swimming, cross country running, equestrian show jumping and shooting pistol). In particular, trainees in Bulgaria and Croatia enhanced their knowledge and skills in cross country running and equestrian show jumping (Tab. 1 and 4); in Italy in pistol shooting and fencing (Tab. 2); in Greece in freestyle swimming and pistol shooting (Tab. 3); in Estonia, in pistol shooting.

In addition, participants declare an improvement in other categories such as: effective communication with the athletes, leadership and group management, sport coaching time and dual career. In Greece, trainees have an improvement especially in sport coaching and dual career; in Italy in effective communication with the athletes, leadership and group management; similarly, in Bulgaria, participant affirm to have better knowledge and skills in effective communication with the athletes and sport coaching. Also, Croatia and Estonia recorded an increase of awareness in these fields. In particular, Croatia in effective communication, sport coaching and leadership and group management. The same in Estonia, where also the dual career sector had an improvement in participants.

In the questionnaires, we also left space to write open comments.

Many trainees assert to *“feel more confident in their capacity to develop training materials”* or to have, after the training, the ability to *“observe a situation with more experienced thinking”* and *“more information about Pentathlon disciplines and rules”*. Someone affirms that now will be able to *“improve the professional approach to the pupils, to attract better*

their attention”, to *“encourage others to get involved in such sports”* or to *“enforce the rules during the sport activities implementation”*. Others say they will base their activities more on theory or they will structure them starting from theoretical aspects. Anyway, the greatest part of participants wrote that they will use what they learnt in their daily initiatives. In conclusion, as a trainer wrote, a Pentathlon training could be useful to *“setting new goals, use different methods prepare more effective schedule”*, improving the professional expertise.

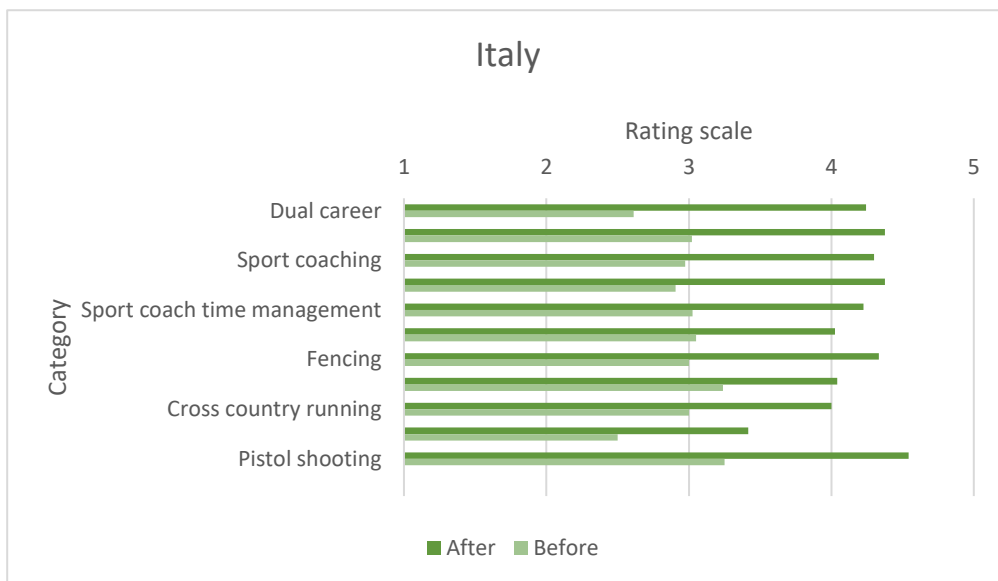


Table 1 - Italy category results

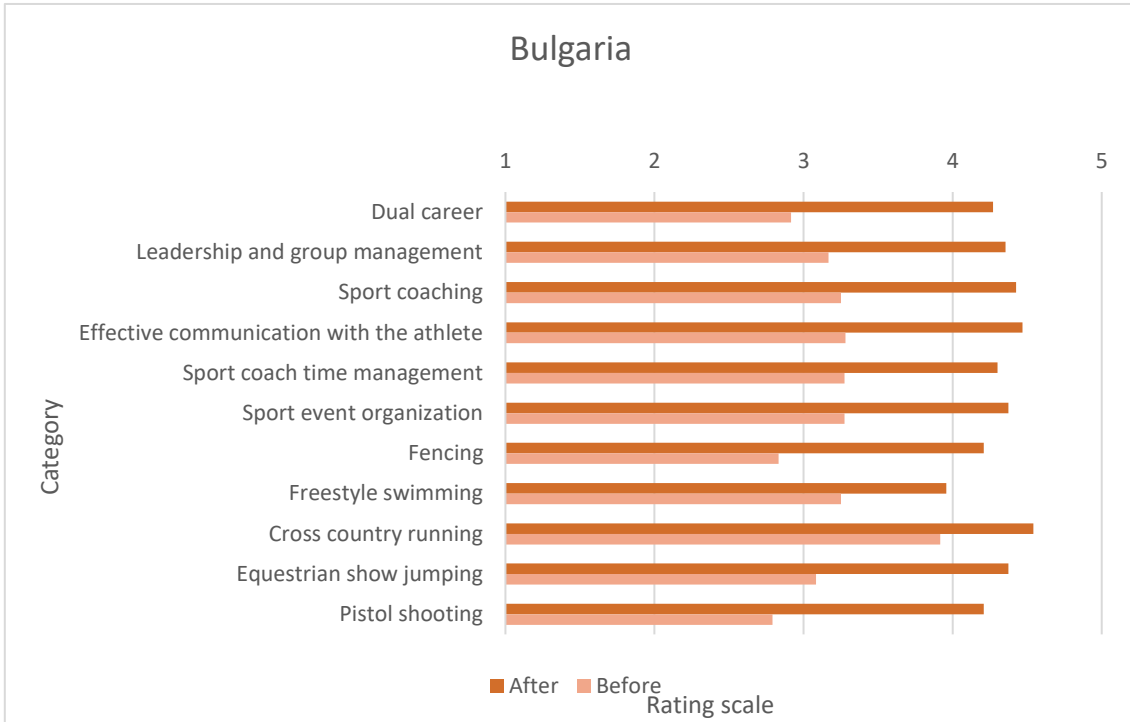


Table 2 - Bulgaria category results

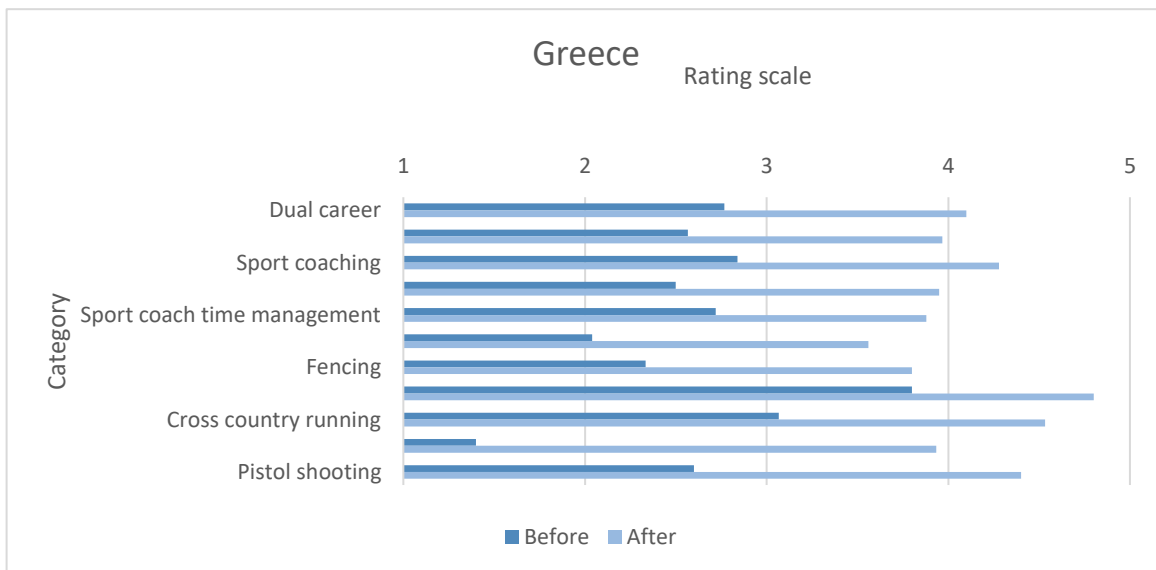


Table 3 – Greece category results

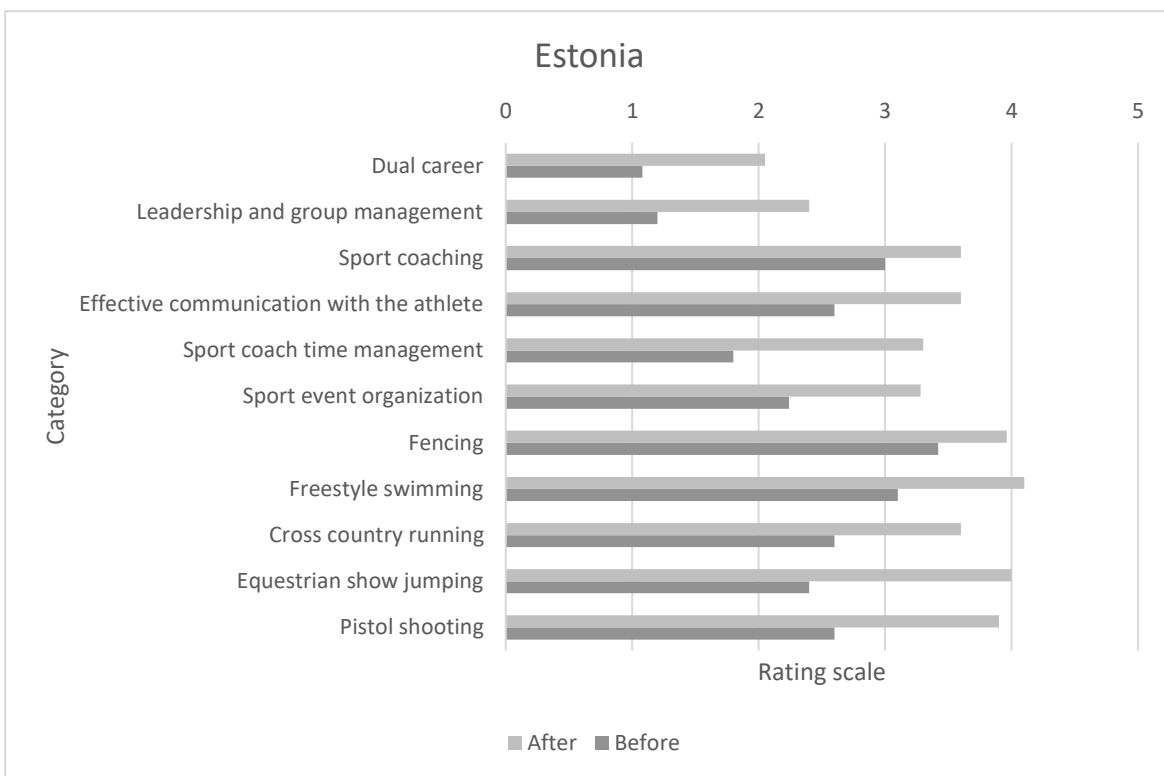


Table 4 – Estonia category results

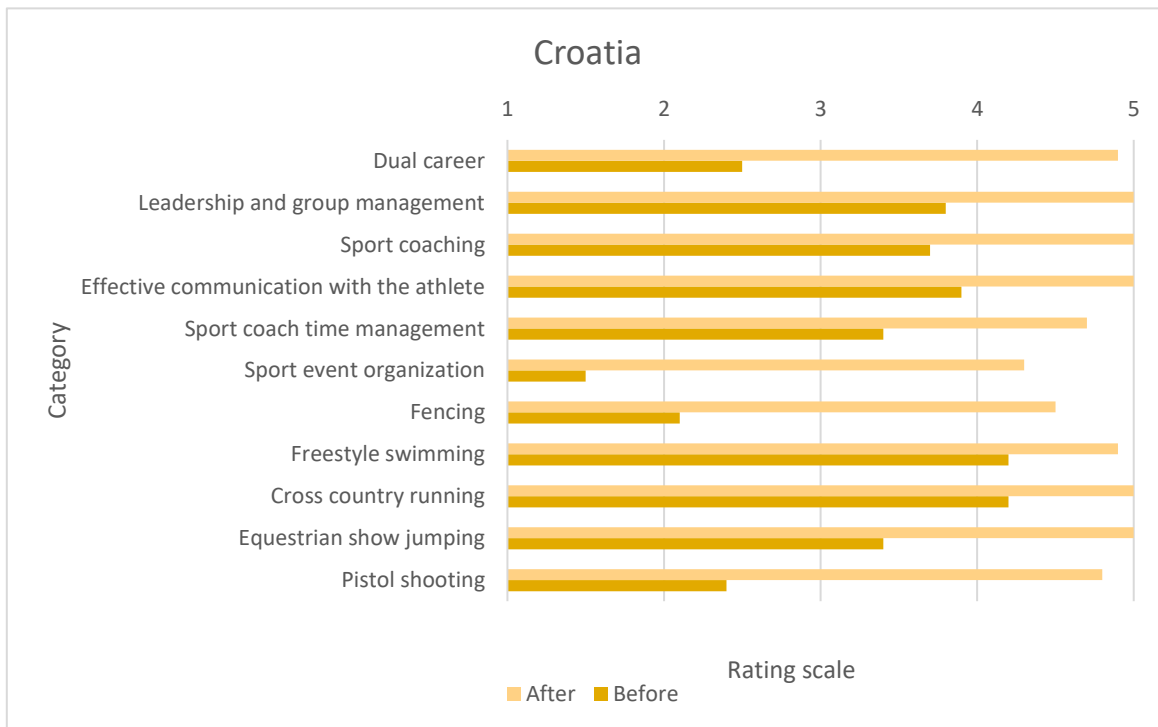


Table 5 – Croatia category results

V. Analysis of the results of the local workshops with adults and young people

Italy

Adults questionnaires

Number of respondents: 15

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?
4. How would you rate this event in the areas listed below?

- Organisation
- Communication
- Trainers
- Number of sessions
- Duration of sessions
- Content
- Venue

Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

In Italy, adults expressed a full satisfaction for the event in general, but in particular for the organisation, the communication and the trainers (5 points each). Many of them affirmed that will recommend the event to other people and really appreciated the venue.

In the free comments section, to the question “What did you like about this event?”, many of them left enthusiastic answers such as “*involving event*” or described it just through words like “*the vibe*” or “*friendship*”. Someone wrote “*dynamism, positive energy of the group in general and of the staff*”.

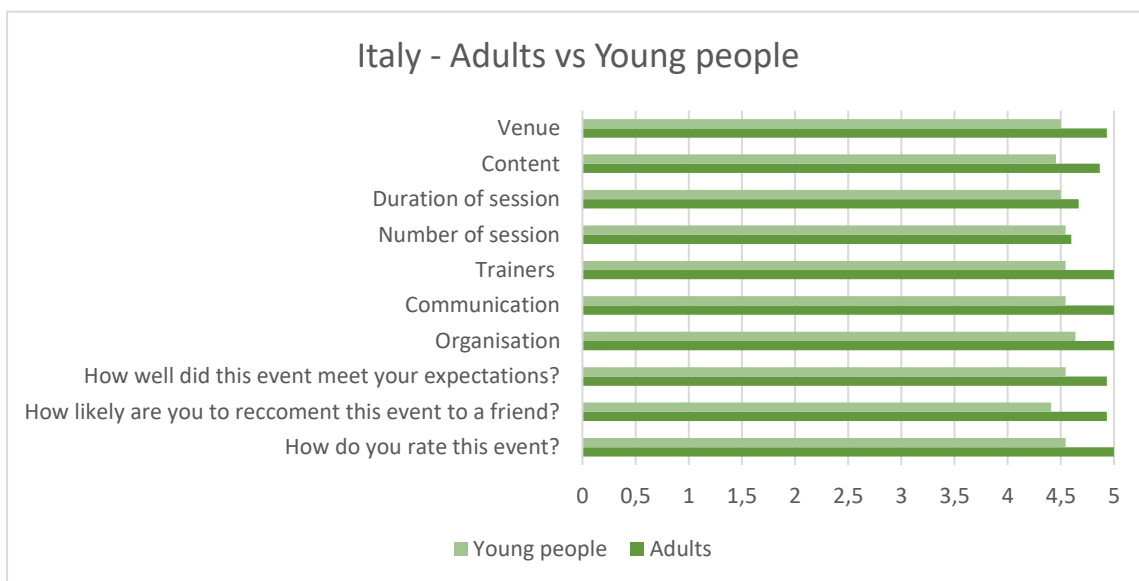
Young people questionnaires

Through the analysis of the data, a general satisfaction of youngsters is clear: the average of satisfaction towards the event in general is at 4.5 points. In particular, they liked the organisation (4.6 points). They assigned high rates to other fields too.

In the free comments section, many of them wrote that appreciated the fact that they have been guided by passionate trainers and that joining the event helped them to know new sports. Others liked the duration and the fact that the meetings were every week.

Comparison

Both adults and young people liked the event and, especially, they appreciated the professionalism and the trainers' capacities. Anyway, as you can see in the tab. 3, adults seem more satisfied than young people in all categories.



Tab. 1

Bulgaria

Adults questionnaires

Number of respondents: 30

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?
4. How would you rate this event in the areas listed below?
 - Organisation
 - Communication
 - Trainers
 - Number of sessions
 - Duration of sessions
 - Content
 - Venue

Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

Data indicate a general satisfaction in participants towards the local workshop. They liked the event in general (5 points each) and all of them declare that they would recommend it to other people since it fully met their expectations. In particular, they appreciated the organization, the communication, the trainers and the venue. A little bit less appreciated: contents (4.9 points), number and duration of the session (4.7 points each).

Young people questionnaires

Number of respondents: 30

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?
4. How would you rate this event in the areas listed below?
 - Organisation
 - Communication

- Trainers
- Number of sessions
- Duration of sessions
- Content
- Venue

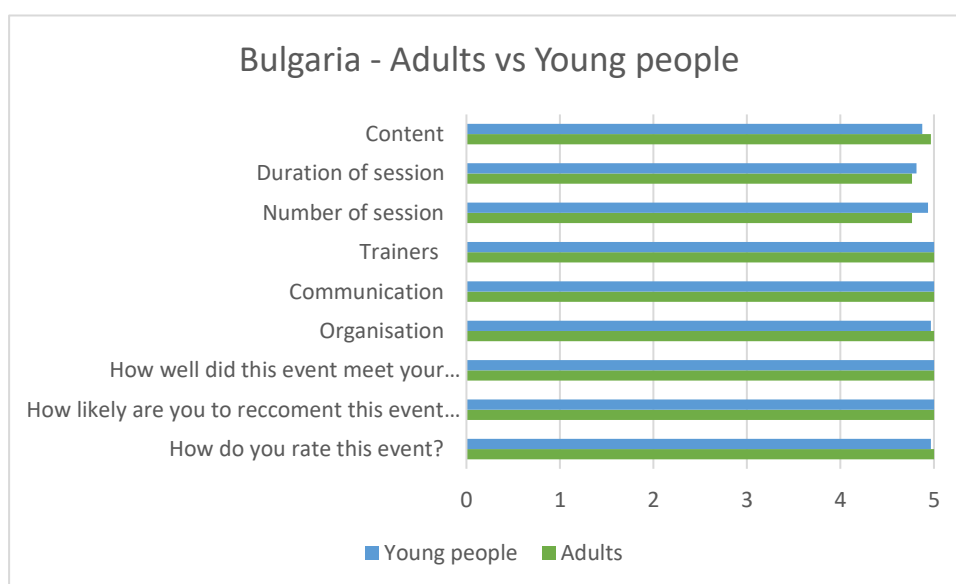
Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

Young participants liked in general the workshop (4.9 points); in particular, they expressed satisfaction for the communication and the trainers (5 points each). As seen in adults' data, also for young people contents are the aspect less appreciated: it gained 4.8 points. Better the venue, the duration and the number of session and the organization (4.9 points each).

Comparison

Both adults and young people extremely liked the communication and the trainers involved in the meeting: they assigned 5 points (tab. 2). Similarly, they affirm that they would recommend the event and it satisfied the expectations: in both cases, the points are 5 for each category.

Looking at the differences, young people appreciated more the number and the number of session, while the adults result more satisfied by the contents than the other target group.



Tab. 2

Greece

Adults questionnaires

Number of respondents: 12

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?
4. How would you rate this event in the areas listed below?
 - Organisation
 - Communication
 - Trainers
 - Number of sessions
 - Duration of sessions
 - Content

Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

The questionnaires show a medium/high-medium level of satisfaction. Adults appreciated the event in general (4.5 points), it satisfied the expectations (4.3 points), and, in particular, the duration of the sessions. What they didn't like too much was the content of the section.

Young people questionnaires

Number of respondents: 17

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?

4. How would you rate this event in the areas listed below?

- Organisation
- Communication
- Trainers
- Number of sessions
- Duration of sessions
- Content

Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

Young participants are in general satisfied: the event has been rated with an average of 4.1 points. Anyway, they assigned medium/medium low rates to content, number of sections and to organisation. This explains why the expectations haven't been fully satisfied (3.7 points).

Comparison

Differently to other countries, in Greece, participants result less satisfied, especially for the content of the event. Getting a look to adults and young people preferences, it can be notice that adults appreciated a little bit more the event, in particular the trainers and the duration of the sections (tab. 3).



Tab. 3

Estonia

Number of respondents: 31

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?
4. How would you rate this event in the areas listed below?
 - Organisation
 - Communication
 - Trainers
 - Number of sessions
 - Duration of sessions
 - Content
 - Venue

Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

In Estonia (tab. 4), participants really appreciated the number of sections; this is the category that received the highest rates, for a general of average of 4.6 points. Also the duration and the organization have been liked: 4.5 points each. In the free comments section, they declared that these are the best things of the event:

- Event included interesting theory. Knowledgeable and interesting content.
- Very stimulating lectures and brilliantly taught. The real-life focus of the teaching.

A useful suggestion has been: *“It would be practical to have more experiences in practical topics.”*



Tab. 4

Croatia

Adults questionnaires

Number of respondents: 30

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?
4. How would you rate this event in the areas listed below?
 - Organisation
 - Communication
 - Trainers
 - Number of sessions
 - Duration of sessions
 - Content

- Venue

Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

Through the investigation of answers, a high level of satisfaction is clear, on many levels. Participants are especially satisfied with the number and the duration of sessions and with their contents. Moreover, they assigned high rates to the event in general and to the satisfaction of expectations.

In the free comments section, they expressed satisfaction for swimming, laser run, running and horse riding.

Young people questionnaires

Number of respondents: 30

Questions analysed:

1. How would you rate this event?
2. Considering your overall experience, how likely are you to recommend this event to a friend?
3. How well did this event meet your expectations?
4. How would you rate this event in the areas listed below?
 - Organisation
 - Communication
 - Trainers
 - Number of sessions
 - Duration of sessions
 - Content
 - Venue

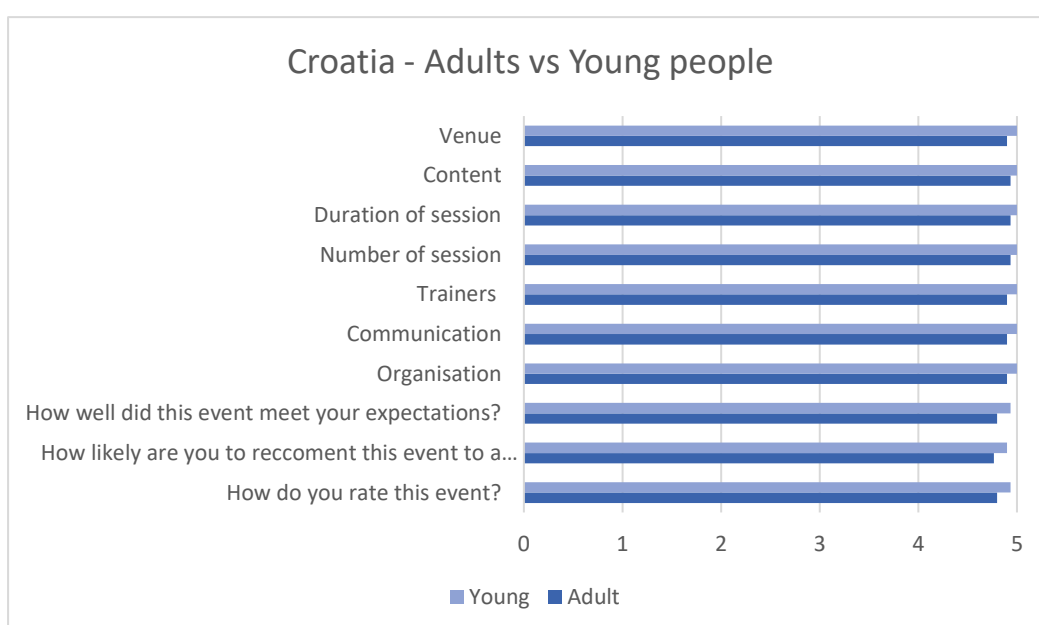
Value scale: 1 = Very Dissatisfied; 2; 3; 4; 5 = Very satisfied

The data reveal a full satisfaction in the following fields (5 points each): organisation, communication, trainers, number of sessions, duration of sessions, content, venue. Moreover, young participants assigned high rates to the event in general and to the satisfaction of expectations.

In the free comments section, they expressed satisfaction for fencing and laser run.

Comparison

In general, both targets demonstrate high levels of satisfaction toward the event and its contents and structure (tab. 2). The youngest participants, however, look to prefer fencing and laser run than swimming, running and horse riding.

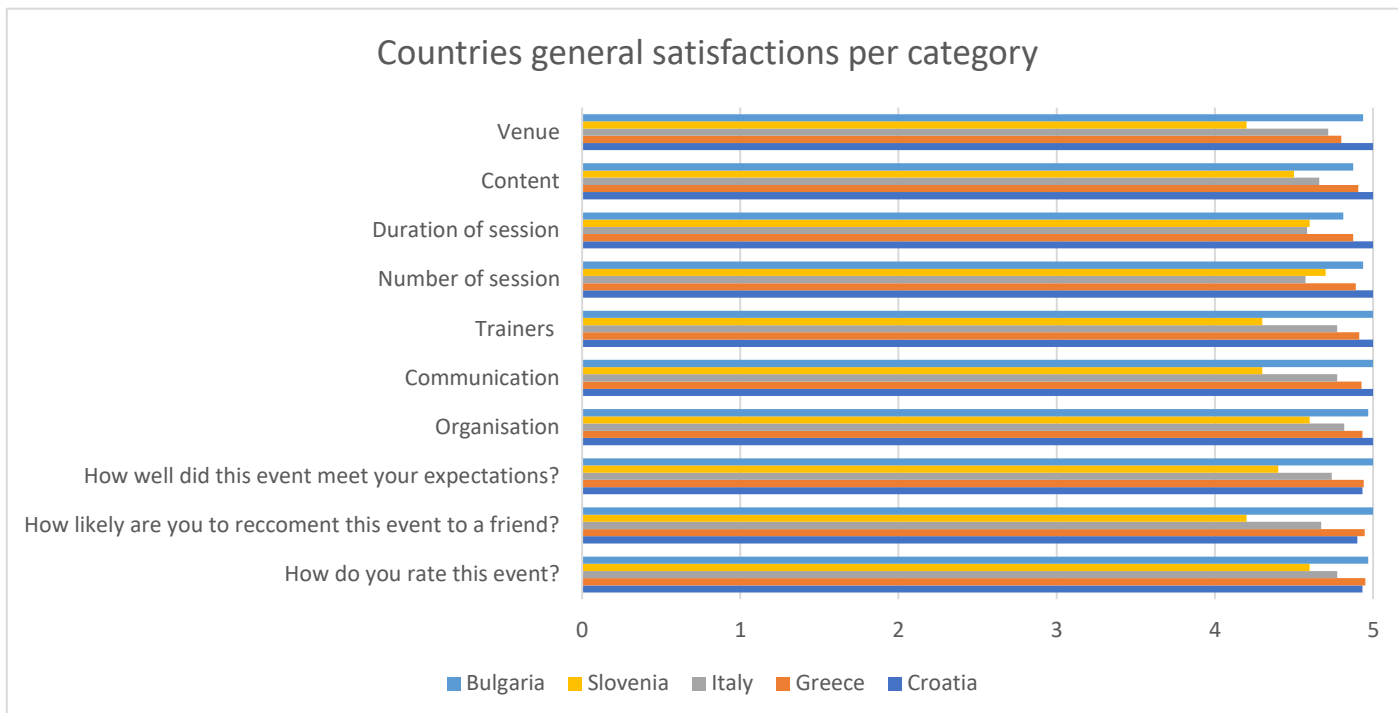


Tab. 5

Final Considerations

Considering all countries and all categories of questions and answers and taking an overall average, it is clear that in all countries the event was widely appreciated (4.8 points). More specifically, the average stands at 4.8 points for these categories: satisfaction of expectations, organization and number of sessions. The rest of the categories gained approximately 4.7 points each.

Following a visual comparison of all categories per country (Tab. 6):



Tab. 6

In the free comments sections too, participants of all countries expressed a huge satisfaction. In particular, they wrote many times how passionate and competent the trainers were. In some cases, they considered the duration of the session adequate, in other too short. In any case, the workshop was dynamic, involving and its content worthy.

VI. Pentathlon coach and sport expert profile

The EHPARP Partnership conducted another research to define a coach and trainer profile. A Pentathlon coach or trainer has an obligation to study and update continuously otherwise it would be impossible to properly educate the new generations. In particular, the mentioned research explored the following ideal knowledge and skills:

- *Knowledge*, namely: technical knowledge, tactical knowledge, physical training, mental training, mentoring.
- *Group dynamics*, namely: leadership, team building and management, cooperation, communication, empathy, emotional intelligence.
- *Managerial skills*, namely: time management, decision-making ability, setting goals, self-control, ability to solve problems, conflict resolution.

The research respondents affirm that a coach or trainer have to improve, firstly, his/her knowledge, followed by team dynamics and management skills.

Knowledge was the first priority in Greece, Bulgaria, Croatia, and Italy, and third priority in Estonia. Team dynamics was the first priority in Estonia, second priority in Bulgaria and Croatia, and third priority in Greece, and Italy. Finally, management skills were the second priority in Greece, Estonia, and Italy, and third priority in Bulgaria and Croatia.

Mental training is another fundamental aspect for coaches and trainers, composed of psychological techniques aimed at the management of one's inner states and the control of external behaviors. The internal skills, conscious and unconscious, to be acquired and/or reinforced day by day. In particular, mental training was identified as the first priority in Greece, Estonia, Bulgaria, and as a second priority in Italy; mentoring was identified as a second priority in Greece, Estonia, Bulgaria, and Croatia.

Among the needs for *team dynamics*, the most prioritized ones were those for team building, followed by leadership, emotional intelligence, communication. In particular, team building was identified as the first priority in Bulgaria and Croatia and as a second priority in Greece; leadership was identified as the first priority in Greece and Estonia; communication was identified as a second priority in Italy and Estonia; finally, emotional intelligence was identified as a first priority in Italy and second priority in Croatia.

Among the needs for *management skills*, the most prioritized ones were those for goal setting, self-regulation, and conflict resolution.

In particular, goal-setting was identified as the first priority in Greece and Italy, and as a second priority in Bulgaria; self-regulation was identified as the first priority in Croatia and second in Estonia and Italy; conflict resolution was identified as a second priority in Croatia.

Lastly, respondents declare that Pentathlon coaches or trainers should always stay in an open mindset in order to enrich their personality and competences: they should interact each other, facilitating the exchange of experiences and ideas, discuss how to deal with athletes, expose new models of preparation, new technical notions, formulate criteria for evaluation of athletes and analyze communication modes.

Enhancing all these aspects would make the technicians well prepared, more supportive, believable, trustworthy and a great inspiration for their pupils.

In conclusion, following a short summary of a Pentathlon coach ideal skills:

HARD SKILLS

SOFT SKILLS

<ul style="list-style-type: none"> • knowledge and application of technical elements • knowledge and application of tactical elements • physical training, knowledge and application of psychological techniques • mental training • mentoring 	<ul style="list-style-type: none"> • leadership • team building and management of team dynamics • cooperation and open mind • communication and relationship skills • empathy • emotional intelligence • time management • decision-making ability • setting goals, self-control • ability to solve problems • conflict resolution
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VII. Model validation programme

Considering the results of self-assessment questionnaires and the profile traced, EHPARP wants to propose three Pentathlon coach competences model validation for sport institutions, educational institutions and VET providers.

A model validation is a useful tool to provide feedbacks and to evaluate the achievement of learning goals and, consequently, if the training designed meets the needs for which it was designed. Since each country and organization works differently, the Consortium provides some guidelines to allow to Pentathlon professional pathways to acquire importance and to be internationally recognized.

VII.I Preliminary considerations

Each model validation should take into account of these aspects:

- European recognition system

At European level, there are two tools for cross-matching qualifications and competences acquired by people at the end of any learning pathway (formal - confirmed by a diploma or an official certificate; non-formal - courses and training initiatives that do not award diplomas; informal - learning from experience, possibly subject to validation under recognition procedures where they exist): the European Qualification Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). They see their *raison d'être* in the need to re-establish workers' flexibility on common, standardized and transparent bases, with the aim of supporting workers in the continuous usability of their skills and abilities. Moreover, they were designed to support the paradigms of lifelong and life-wide learning with the aim of raising the level of skills and competences of the EU workers (and consequently their competitiveness) in order to place them more efficiently in the labour market.

More specifically, the EQF is divided into 8 levels. The assignment of a qualification to a certain level depends on the complexity of the knowledge/skills required of the operator, the autonomy with which the task must be carried out and the responsibility that it entails (towards the product and other collaborators).

The EQF aims to facilitate easier comparison between different national qualification systems in Europe and aims to achieve greater transparency of qualifications in order to facilitate the professional and geographical mobility of people.

The ECVET model can be considered as a complementary device to EQF and has been planned as an interface between the different national credit systems which, however, it never claimed to replace. ECVET moves from the observation that the National Qualifications Frameworks (NQF) are characterized by structural differences in the design and delivery of qualifications and in the opportunity of recognizing or not informal and non-formal learnings. Rather than converting each national system, ECVET sets the goal of making them compatible with one another, becoming an

interface between the national provisions on accumulation, recognition and transfer of credits.

- Fundamental elements to be validated in Pentathlon

Each body that we are going to consider, in its recognition and validation process, should look at these elements to assess the development and the acquisition of competences in the trainee:

- basic knowledge in sport in general, in Pentathlon field, health system and body functioning;
- professional skills in management, sport events organization, activities planning and implementation;
- soft skills in leadership, team building and management, cooperation, communication, empathy, emotional intelligence.

VII.II Model validation proposals

Sport institutions

Pentathlon coaches or trainers, after the end of the training course, can take written and practical examinations to evaluate their acquired skills. For example, in the written part, the examiner can deepen the knowledge of the disciplines, the human body and some pedagogical aspects. In the practical part, he/she can submit the trainee to a test of freestyle swimming or invite him to design a Pentathlon event by explaining how to structure the whole event, the succession of disciplines, timing, staff and athletes to be involved and how it would manage the teams, the award system, the dissemination of the event and so on. In this way, you will be able to collect data both qualitative and quantitative.

After passing the tests, the trainees will be able to acquire a pass that recognizes them the possibility to carry out sports activities in a professional or voluntary capacity within the sport club or federation.

The pass can take the form of a certification based on a recognition system controlled and validated by the Sport Federations and, if necessary, by the competent national authority. In this way, the Pentathlon coach or trainer will achieve a formal recognition. However, it is

advisable that he or she continues to take refresher and training courses to maintain the qualification to coach. The national Federations can establish the procedures, timing and methods for conducting the refresher training required to maintain certification.

Educational institutions

At educational level, a Pentathlon teachers or coaches might have their skills recognized in two different ways.

1. the educational institution could enter into agreements with the National Sports Federation or a similar body which will provide the training course and issue the skill pass after that the participant has followed the steps explained above.
2. the school could invite the coaches of its staff to take private or ministerial courses and then proceed with tests and certification of the skills developed according to of these tools: written test, practical exam with the creation of sports projects, issue of a certificate and creation of a school dossier of the teacher/coach.

Regarding sports projects, the trainee could devise learning units for students specific to Pentathlon. Or he/she could plan Pentathlon sports activities in collaboration with teachers of other subjects. For example, the coach could organize a day of cross country running and equestrian show jumping in contact with nature, involving the teachers of biology and/or civics to explain to the students the importance of a sustainable life from an environmental, health and social point of view. The examiner can evaluate the quality of this project through the application of specific indicators such as surveys for the students, direct observation of the activity and more.

Regarding the dossier, the school can include the certificate that it will release in a sort of educational portfolio of the teacher/coach: this tool will collect his/her CV, his/her employment contract and other elements that testify the individual's competences in the Pentathlon sector.

VET providers

As seen before, in Europe exist the EQF and the ECVET tools, so a VET provider can assess skills and knowledge of the trainee basing on their standards. It can use several tools to consider the progress reached by the trainee. For example, the institution can take into account the traineeship report provided by the tutor of the body where the coach did a work experience. In the report, the tutor can write and evaluate the activities carried out, their quality and the skills that the trainee demonstrates to have learned and developed. Other assessment methods can be tests, individual tasks, demonstration, interview and more. After the assessment of skills and knowledge, the VET provider can do a final qualification exam: individuals who successfully pass it can be awarded a qualification certificate or a diploma, showing the respective EQF level reached.

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