European Weightlifting Federation

Coaching Framework

21st Century

Under the guidance of the International Weightlifting Federation
Contents

Coaching in the 21st Century

Preface 1
Acknowledgments 2
Coaching Framework Foundations 3
Coaching Roles 5
Coaching Competence 6
Coaching Levels of Responsibility 8
Coach Education and Development 10
European Coaching Passport 11
European Coaching Reference 12
Coaching Framework Benefits 13
Preface

International
Sport Coaching
Framework

Join us in our Mission

The publication of version 1.1 of the International Sport Coaching Framework marks a watershed in the development of coaching globally. The International Council for Coaching Excellence (ICCE) and the Association for Summer Olympic International Federations (ASOIF) have prepared the document following a process of development and consultation that commenced in April 2011. This initiative signals a new and collaborative effort to recognise and support the role of coaches at all levels of sport across the globe.

Under the joint chairs, Marisol Casado (ASOIF) and Pat Duffy (ICCE), the Working Group on the International Sport Coaching Framework (ISCF) has developed a comprehensive document that provides the basis for initial implementation and further worldwide development and consultation. We encourage you to join us in the mission of providing clear reference points for the development of coaching and the support, education and qualification of coaches.

John Bales
President, ICCE

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ACKNOWLEDGEMENTS

The European Weightlifting Federation wish to acknowledge the International Council for Coaching Excellence (ICCE) and the Association for Summer Olympic International Federations (ASOIF) for the production of the document The International Sport Coaching Framework Version 1.1 Copyright 2012.

The European Weightlifting Federation (EWF) coaching framework is proposing to align to this new exciting pathway and has adjusted and altered areas within the International Sport Coaching Framework document to reflect the weightlifting coaching environment. We would also like to thank Pat Duffy, Chair European Coaching Council for his friendship, guidance, and support during this process.

Colin Buckley
EWF Executive Board Member

The International Sport Coaching Framework is a joint endeavour led by the International Council for Coaching Excellence (ICCE) and the Association of Summer Olympic International Federations (ASOIF).

ICCE
Formerly the International Council for Coach Education, the ICCE was established in September 1997 as a not-for-profit international organisation with the aim of promoting coaching as an internationally accepted profession. ICCE members seek to enhance the quality of coaching at every level of sport. More specifically, the ICCE mission is to lead and support the global development of coaching as a profession and to enhance the quality of coaching at every level in sport, guided by the needs of members, federations, nations and key partners. The ICCE’s strategic objectives are to fortify its organisational infrastructure, develop an international sport coaching framework, build a community of coaches globally and strengthen the position of coaching as a profession. ICCE partners and markets include national representative bodies responsible for coach development, international federations, institutions that deliver coach education or represent coaches, individuals who design and deliver coach education, coaches and the international sport community at large.

www.icce.ws

ASOIF
On May 30, 1983, the 21 international federations governing the sports included on the programme of the 1984 Summer Olympic Games decided to form the Association of Summer Olympic International Federations. This alliance sought to address in the most competent, articulate and professional manner issues of common interest in the Summer Olympic Games and the Olympic Movement and on any other matter deemed necessary by the international federations. More formally, ASOIF’s mission today is to unite, promote and support the international summer Olympic federations and to preserve their autonomy while coordinating their common interests and goals. The international federations have the responsibility and duty to manage and monitor the daily functioning of the world’s various sports disciplines, including the practical organisation of events during the Games and the supervision of the development of athletes practising these sports at every level. Each international federation governs its sport throughout the world and ensures its promotion and development. ASOIF’s members now total 28.

www.asoif.com
International Weightlifting Federation

Vision

Promote Weightlifting as a core sport and support the development, health and unity for the benefit of all its stakeholders

European Coach Development

Vision

Coach development is intended to help coaches gain the confidence to physically prepare athletes in their charge in a safe and enjoyable manner for Olympic weightlifting exercises

The Framework

The purpose of the framework is to provide an European recognised reference point for the education, development and recognition of coaches

Role of Coaches

Coaches play a central role in promoting participation and enhancing performance of athletes and teams. In Europe many coaches work within volunteer and paid coaching structures. Coaching of weightlifting movements and exercises can also contribute to social aims by promoting activity and health. Weightlifting coaches work with increasingly diverse populations and face heightening demands from their athletes, athletes parents, sports and administrators. The professional area has placed a new emphasis on positive interaction and overall development rather than simply the win-loss record. Coaches are required to fulfil a variety of roles that may include educator, guide, sport psychologist and business manager. All of these factors make coaching both more exciting and taxing than ever before
European perspective and National Federations

The framework will provide a reference point that will have European applications. It will establish a seamless connection for the support and management of coaches through the use of common tools.

TERMINOLOGY. One of the key purposes of the framework is to establish shared language and understandings in coaching. Through agreement on key terms and meanings, the possibility of enhancing collaboration for the benefit of coaches and coaching is enhanced. A common language, whilst recognising linguistic and cultural differences, will also open up greater possibilities for the recognition of coaching qualifications and the mobility of coaches.

ROLE DEFINITION. The framework seeks to provide a clear architecture in which the roles assumed by coaches are more clearly defined according to levels of competence and responsibility, target populations they serve and the coaches’ status (i.e., paid, part-time paid and volunteer). Expected codes of conduct in meeting those responsibilities are also addressed.

COACHING PERFORMANCE STANDARDS. The framework is an enabling tool for all those involved in coaching and the development of coaches. However, the process has clearly demonstrated that there is a strong desire to map the capabilities associated with various coaching roles. In this respect, the framework will provide a mechanism to assist in defining minimum standards for training, certifying and evaluating coaches, as well as enhancing the effectiveness of coaching in various contexts.

Participation and Performance Coaching

Clarification of coaching roles allows for the definition of core capabilities and competencies to fulfil these. This will, in turn assist in charting coaches development and employment pathways and provide a basis on which weightlifting coaching roles are described and compared. Likewise, such clarity will support training providers, be they federations or educational institutions in developing weightlifting qualifications with a strong focus on the acquisition of job-related competencies. Each of these coaching roles consists of core functions.
### Coaching Roles

| 1. Coach Assistant  
Club Coach Level 1 | Assist in the delivery of sessions  
Introduce basic exercises and assists in the delivery of sessions* |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2. Club Coach Level 2</td>
<td>Deliver sessions over a twelve month period, often as part of a wider programme</td>
</tr>
</tbody>
</table>
| 3. Advanced / Senior Coach | Oversees and contributes to the delivery of programmes over a quadrennial cycle and in specific contexts  
Involves in the management and development of other coaches |
| 4. Master / Head Coach | Oversees and contributes to the delivery of programmes over a series of Olympic cycles, in medium to large scale contexts, underpinned by innovation and research  
Involved in designing and overseeing management structures and development programmes for other coaches |

*Sessions include both practices and competitions

### Application of Coaching Role Descriptors

#### Main Roles

| Assistant Coach  
Club Coach - Level 1 | Club Coach - Level 2 | Senior Coach - Level 3 | Master Coach - Level 4 |
|------------------|------------------|------------------|------------------|
| **Assistant:**  
Conduct basic coaching sessions, sometimes under supervision | Plans, leads and evaluates coaching sessions and blocks of sessions | Plans, leads and evaluates coaching sessions and seasons independently | Plans, leads and evaluates sessions, seasons and multi annual programmes with input from experts and others |
| **Level 1:**  
Conducts sessions in-line with the IWF Level 1 Club Coach Manual | Leads own sessions, but will often work under supervision as part of a programmes coaching staff | Works independently and plays a leading role within the structure of the programme | Works independently and oversees the entire structure of the programme |
| Encourages the participation of pre-coaches | Supports Level 1 coaches and pre-coaches in their development | Supports the management and development of less experienced coaches | Oversees and supports the development of other coaches |

#### Competencies

| Assistant Coach / Coach  
Level 1 | Club Coach  
Level 2 | Senior Coach  
Level 3 | Master Coach  
Level 4 |
|-----------------------|------------|------------|------------|
| **Basic Knowledge**  
Cognitive and practical and practical competencies to perform basic coaching functions, with guidance | Cognitive and practical competencies to perform basic coaching functions independently within an open yet structured environment | Specialised practical competencies to perform advanced coaching functions independently within a changing environment | Wide spectrum of competencies to perform coaching functions to an advanced level within a changing environment |
| Ability to carry out a basic evaluation of the results leading to low level correlations | Ability to carry out a basic evaluation of the results leading to basic changes in practice | Ability to carry out advanced evaluation of results, consider alternative courses of action leading to comprehensive and at times, innovative changes and solutions | Ability to carry out an all encompassing evaluation of results considering research, varying criteria, circumstances and leading to comprehensive and innovative solutions |

<table>
<thead>
<tr>
<th>Club Coach</th>
<th>Senior Coach</th>
<th>Master Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Knowledge</strong></td>
<td><strong>Extended and integrated knowledge</strong></td>
<td><strong>Extremely broad, current and integrated knowledge</strong></td>
</tr>
</tbody>
</table>

**5.**
Coaching Competency and Responsibility

To deliver an effective and sustained programme that meet the athletes’ needs, coaches are responsible for developing their capabilities in a range of areas. Coaches should seek additional experience, extend their repertoire to new facets of the job and engage in formal and informal educational offerings.

Set the vision and strategy

*Appreciate the big picture* – Be aware and fully understand the context and the implications for coaching programmes

*Grasp the position’s alignment and governance* - (i.e., chain of command). Gain a good working knowledge of the formal structures in which the programme operates and align the programme’s rules, standards and operating procedures accordingly.

*Conduct a needs analysis* - Develop a clear picture of what the coaching programme needs to look like, based on the needs of the athletes and the social and organisational context.

*Establish a vision* - Develop and effectively communicate values and goals, the direction to be taken and the way of working with and for those whom they coach.

*Devise a strategy* - Develop a sound strategy to realise the vision. This includes the short-term, mid-term and long-term planning of sessions, seasons and programmes.

Shape the environment

*Develop an action plan* - Create sound operational plans for implementing the strategy.

*Identify and recruit personnel* - Bring into the programme athletes and staff who are willing and able to help achieve the vision.

*Organise the setting and personnel* - Prepare an efficient, safe and effective environment for maximising learning and improvement.

*Safeguard and protect athletes* - Employ all reasonable measures to keep athletes from harm.

*Develop progress markers* - Specify desired individual and team standards throughout the season.

Build relationships

*Lead and influence* - Shape wider organisational priorities and promote the support of personnel to share those objectives.

*Manage personnel positively* - Foster a well-functioning team composed of enthusiastic athletes, coaches, support staff and other people related to the programme.

*Nurture individual relationships* - Build and maintain healthy connections with athletes, other coaches, the support team and others in the organisational context.

*Be an educator* - Teach others (athletes, coaches, parents and administrators) in and around the programme what is essential for achieving the specific outcomes sought by the programme.
Coaching Competency and Responsibility

Conduct practices and structure competitions

*Guide practice* - Promote improvement through appropriate practice and learning opportunities.

*Structure competitive experiences* - Identify and manage suitable competition opportunities to contribute to athletes’ ongoing development.

Read and react to the field

*Observe, analyse and provide feedback* - Closely watch the performance of the athletes and team in practice and competition and offer feedback and instruction.

*Record and evaluate* - Gather and examine data to gauge progress.

*Make decisions and adjustments* - Make good decisions on next steps and adjust practice and competition experiences accordingly.

*Respond with sensitivity to wider events*. Read and respond to the wider social and environmental context in which coaching occurs.

Learn and reflect

*Develop professionally* - Seek out relevant formal and informal opportunities to grow as a coach and educator.

*Innovate* - Be creative, find new solutions and improvise to add beneficial features to the programme.

*Evaluate the programme* - Consider all aspects of the programme and identify strengths to build on and weaknesses to address.

*Self-reflect* - Systematically reflect on all aspects of coaching—from philosophy to practice schedules—to identify ways to accelerate and maximise learning.
<table>
<thead>
<tr>
<th>Functional Areas</th>
<th>Competency Area</th>
<th>Coaching Level 1</th>
<th>Club Coach</th>
<th>Senior Coach</th>
<th>Master Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set the vision and strategy</strong></td>
<td>Understand the big picture</td>
<td>*</td>
<td>**</td>
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</tr>
<tr>
<td></td>
<td>Align and govern</td>
<td>*</td>
<td>**</td>
<td>***</td>
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<tr>
<td></td>
<td>Analyse needs</td>
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</tr>
<tr>
<td></td>
<td>Set the vision</td>
<td>*</td>
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<td>***</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Develop strategy</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td><strong>Shape the environment</strong></td>
<td>Create an action plan</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Organise setting and personnel</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Identify and recruit athletes, staff and resources</td>
<td>*</td>
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<tr>
<td></td>
<td>Safeguard participants</td>
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<td></td>
<td>Develop progress markets</td>
<td>*</td>
<td>**</td>
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</tr>
<tr>
<td><strong>Build Relationships</strong></td>
<td>Lead and influence</td>
<td>*</td>
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<tr>
<td></td>
<td>Manage</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Manage relationships</td>
<td>*</td>
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<td>****</td>
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<tr>
<td></td>
<td>Be an educator</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td><strong>Conduct Practices and structure competitions</strong></td>
<td>Guide practice</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Structure competition</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td><strong>Read and react to the field</strong></td>
<td>Observe</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Make decisions and adjust</td>
<td>*</td>
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<tr>
<td></td>
<td>Record and evaluate</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td><strong>Learn and reflect</strong></td>
<td>Evaluate session and program</td>
<td>*</td>
<td>**</td>
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<td>****</td>
</tr>
<tr>
<td></td>
<td>Self-reflect and self-monitor</td>
<td>*</td>
<td>**</td>
<td>***</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Engage in professional development</td>
<td>*</td>
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<td>***</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Innovate</td>
<td>*</td>
<td>**</td>
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</tr>
</tbody>
</table>
Knowledge Areas

As well as displaying functional competence, coaches need to have underpinning knowledge and insights to guide their decisions and actions.

Professional Knowledge

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sport</strong></td>
<td>Governance rules and regulations. Facilities and equipment. Techniques and tactics</td>
</tr>
<tr>
<td><strong>Athletes</strong></td>
<td>Athletes capabilities and stages of development. Athletes motivation development</td>
</tr>
<tr>
<td><strong>Sport Science</strong></td>
<td>Growth and development. Medicine, nutrition, first aid and injury prevention, Psychology and sociology, Biomechanics, Physiology, Lifestyle.</td>
</tr>
<tr>
<td><strong>Anti-Doping</strong></td>
<td>WADA guidelines - To include Real Winner on-line Quiz and CoachTrue</td>
</tr>
<tr>
<td><strong>Sport Management</strong></td>
<td>The business of sport</td>
</tr>
<tr>
<td><strong>Foundational Skills</strong></td>
<td>Language (oral, written and reading) Basic math, science and technology</td>
</tr>
</tbody>
</table>

Interpersonal Knowledge

**Social Context**

<table>
<thead>
<tr>
<th>Social Context</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macro and Micro Coaching Structures</td>
<td>Ethics and participants’ welfare</td>
</tr>
<tr>
<td>Parents and entourage</td>
<td>Fellow Coaches</td>
</tr>
<tr>
<td>Officials, Referees, Clubs, Schools,</td>
<td>Federations</td>
</tr>
<tr>
<td>Macro-institutions (i.e. Government)</td>
<td>Media</td>
</tr>
</tbody>
</table>

**Relationships**

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Empathy and Sympathy</td>
</tr>
<tr>
<td>Active listening and questioning</td>
<td>Appropriate personal conduct</td>
</tr>
<tr>
<td>Athlete and group management</td>
<td>Athlete and group education</td>
</tr>
</tbody>
</table>

**Coaching Methodology**

<table>
<thead>
<tr>
<th>Coaching Methodology</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning theory and methodology</td>
<td>Planning, organisation and delivery.</td>
</tr>
<tr>
<td>Creating a positive learning climate</td>
<td>Observation, evaluation and feedback.</td>
</tr>
<tr>
<td>Demonstration and explanation</td>
<td>Instructing and facilitating.</td>
</tr>
</tbody>
</table>

Intrapersonal Knowledge

**Coaching Philosophy**

<table>
<thead>
<tr>
<th>Coaching Philosophy</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>Values</td>
</tr>
<tr>
<td>Beliefs</td>
<td>Attitudes</td>
</tr>
</tbody>
</table>

**Leadership styles**

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifelong Learning</td>
<td>Learning Competency</td>
</tr>
<tr>
<td>Autonomy and Responsibility</td>
<td>Mind-Set</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Critical Thinking and Synthesis</td>
</tr>
<tr>
<td>Innovation</td>
<td>Generation of Knowledge</td>
</tr>
</tbody>
</table>
Coach Education and Development

A coach’s primary mission is to help athletes develop and improve, and to fulfil that aim coaches require a set of functional competences. So it stands to reason that coach education and development must entail the establishment of effective behaviours, skills and attitudes, and not merely the accumulation of knowledge.

Becoming a fully educated and developed coach, therefore, requires sufficient time, motivation, application and practice. Like athletes, coaches grow through exposure to learning situations and opportunities. The most common of these is on-the-job experience, often preceded by participation as an athlete.

Unmediated learning - refers to when coaches initiate their learning, choose what they want to learn and decide how they wish to learn it. Much of this learning is done on the job. Examples of unmediated learning are reading a book, watching a DVD and reflecting on prior experiences.

Mediated learning - refers to learning that is aided directly by another person or through the use of a medium that simplifies the material of teaching. Mediated learning is achieved through two modes of education: formal and non-formal:

Formal education - takes place in an institutionalized, chronologically graded, and hierarchically structured educational system. Content, format and timing are imposed on the learner.

Non-formal education - is any systematic educational activity conducted outside the framework of the formal system to provide select types of learning to particular subgroups in the population. In coaching, the context might include clinics, seminars and mentoring.

Research suggests that coaches learn best when:

- Their prior experiences and abilities are recognised and they are helped to reflect on and build on them;
- They are motivated to learn and find the relevant learning materials;
- They are encouraged to take responsibility for their learning;
- The climate is positive and supportive to minimise anxiety, encourages experimentation and challenges them appropriately;
- The way they like to learn is taken into account;
- They have plenty of opportunities to practise and apply the information to their own context;
- They are involved and engaged in their own learning; and they experience some success and gain feedback that builds their self confidence.

Coaches’ educational and developmental experiences should mirror the complex and changing environment in which they operate. Effective coach development should therefore offer a blended learning package composed of mediated and unmediated learning situations and significant job-related components.

Together these will promote learning and behavioural change and encourage coaches to seek additional self-directed learning opportunities.
Experiential Learning Options

Traditionally, coach education has provided mediated, predominantly formal learning situations. The engagement of coaches in unmediated learning situations has been largely left to chance. Very often, coach education, both formal and non-formal, is classroom-based, assessment-focused and qualification-driven. However, research suggests that coaches learn better from practical experience and interaction with other coaches, pointing to the need to balance formal coach education in the classroom with an equal or greater number of learning experiences on the field.

Experiential learning, however, is very different to learning from experience. It is intentional and can be mediated or unmediated. It involves coaches’ experiencing real situations, solving problems and reflecting on the strategies used to do so. Through exposure to a broader range of situations, experiential learning provides coaches with a chance to discover what knowledge and skills they already have and to enhance their decision-making capabilities across a broader spectrum of coaching circumstances.

Experiential learning requires a great degree of self-awareness and self reflection on the part of the coach. Awareness and reflection are teachable skills and as such should be a central part of a balanced coach development system.

Standards and Awards

“European Coaching Passport”

<table>
<thead>
<tr>
<th>Achievement Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Roles to include “Weightlifting for Sports program”</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Master Coach</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Senior Coach</td>
</tr>
<tr>
<td>Club Coach</td>
</tr>
<tr>
<td>Club Coach Assistant</td>
</tr>
</tbody>
</table>

* EQF - European Qualifications Framework

Coaching Pathway

<table>
<thead>
<tr>
<th>Athlete Training Age</th>
<th>Weightlifting Skill Classification</th>
<th>Coach Development Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Physical Literacy</td>
<td>Level 1 Coach / Level 1 Club Coach</td>
</tr>
<tr>
<td>1-2</td>
<td>Novice</td>
<td>Level 1 Club Coach / Level 2 Club Coach</td>
</tr>
<tr>
<td>3-5</td>
<td>Provincial / National</td>
<td>Level 2 Club Coach / Level 3 Performance Coach</td>
</tr>
<tr>
<td>5-8</td>
<td>National / International</td>
<td>Level 3 High Performance Coach</td>
</tr>
<tr>
<td>8-12</td>
<td>International / World</td>
<td>Level 3 / Level 4 High Performance Coach</td>
</tr>
<tr>
<td>12+</td>
<td>Masters</td>
<td>Level 1 Club Coach+</td>
</tr>
</tbody>
</table>
# Coaching Standards

## Level 1 Assistant to Club Coach

| Level 1 Assistant Coach | Provide basic coaching skills relevant to fundamental/early train to train stage Demonstrate coaching competencies relevant to a Level 1 coach | • Planning, organising, coaching and reviewing sessions  
• Technical, tactical, mental, physical, personal, lifestyle capacities (fundamental/early train to train stage)  
• Code of Ethics and Fair Play | 60 + hours, 8-15 hours logged experience followed by a minimum of 6 months active coaching experience |
| Level 1 Club Coach | Provide basic coaching skills in line with the IWF Level 1 Club Coaching Manual | • WADA Anti Doping  
• Rear Winner On-Line Quiz  
• IWF Rules and Regulations  
• Current 1st Aid /CPR Certificate | 8 hours contact time. IWF Club Manual procedures and coaching exam |

## Level 2 Club Coach

| Level 2 (Development) Weightlifting for Sport – Fitness Professionals | Provide coaching skills relevant to train to compete stage Demonstrate coaching competencies relevant to a Level 2 coach | • Planning, organising, coaching and reviewing sessions up to a season / 12 months  
• Technical, tactical, mental, physical, personal, lifestyle capacities (train to train/early train to compete stage)  
• Ethics | 100 + hours, 30-40 hours logged experience including a minimum of 1 year coaching experience |
| Role: Plan, implement, review sessions for Novice to Intermediate Lifters | | | |
| (Olympic Weightlifting - the Sport) | Provide coaching skills relevant to train to compete / train to win stage for IWF Competition Olympic Weightlifting. Level 2 IWF Club Manual | • Planning, organising, coaching and reviewing sessions up to 12 months  
• Competition preparation and strategies. ADAMS procedures, National Referee course,  
• Ethics | 120 + hours (minimum 75 hours logged coaching) including 1 year coaching and competition experience |
| Role: Prepare participants for competition at club/national level | | | |

## Level 3 Senior Coach

| Level 3 (Performance) | Provide coaching skills relevant to train to compete / train to win stage.  
• Level 3 Senior Club Manual | • Planning, organising, coaching and reviewing quadrennial cycles  
• Technical, tactical, mental, physical, personal, lifestyle capacities (train to compete/ train to win)  
• Ethics | 200-240 hours over minimum of 1 year (minimum contact 75 hours) followed by minimum 2 years coaching experience |
| Role: Prepare participants for competition at the highest club/national level | | | |
| Level 3 (Development) | Provide knowledge and skills to underpin coaching programmes for young people and intermediate lifters in clubs, NFs | • In-depth treatment of Long Term Lifter Development and of technical, tactical, physical, mental, personal, lifestyle issues for children in the 6-18 age range and intermediate lifters  
• Facilitation/tutoring skills  
• Systems design and management  
• Ethics | 200-240 hours over minimum of 1 year (minimum contact 75 hours) followed by minimum 2 years coaching experience |
| Role: Lead programmes in clubs/NFs for young people and intermediate lifters in sport | | | |

## Level 4 Master Coach

| Level 4 (High Performance) | Provide coaches with skills relevant to train to compete stage and to design, implement and monitor national or professional club High Performance systems  
• Level 4 Master Coach Manual | • Technical, tactical, physical, mental, personal, lifestyle capacities relevant to train to win (and retirement or retraining) stage  
• Systems design and management skills  
• Ethics | 1 year course full-time or 2 year part-time |
| Role: Oversee high performance programmes at international/professional/club representative level | | | |
| Level 4 (Development) | Provide coaches with skills to design, implement and monitor national and International development programmes | • Long Term Athlete Development  
• Talent development  
• Systems design and management skills  
• Ethics | 1 year course full-time or 2 year part-time |
| Role: Oversee development programmes up to international level | | | |
Coaching Framework Benefits

The EWF Coaching Development Pathway provides organisations, those institutions who train coaches in the art of weightlifting and those who employ and deploy them with a clear and transparent benchmarking tool. This tool can be used in a number of circumstances: Sports organisations and those employing and deploying coaches can more effectively assess the competences of coaches coming from different European countries and National Federations and in specific roles. This will assist in the recognition of coaching qualifications and prior learning as well as in the identification of gaps in competency. Nations or federations looking to develop new systems or qualifications can use this framework to help determine standards of coach qualification for each level and the necessary content to fulfil the associated requirements. Those who train and employ coaches can use the competences defined in the EWF framework as an assessment and development tool for their coaches, leading to the identification of training needs.

Political and Legal Grounding

The EWF Coaching Pathway offers a starting point for the development of coaching strategies and policies. A set of cogent coaching strategies and policies will enhance the impact of coaching on participation, performance and other wider objectives. The framework may also provide the basis for the passing of regulations and laws to underpin the quality, sustainability and blended professional nature of Olympic weightlifting coaching in Europe.

European Borderless Cooperation and Exchange

For the first time in Olympic weightlifting coaching, the EWF provides a Continental recognised reference point to which all National Federations of the weightlifting coaching family can relate. The establishment of a common language will facilitate the exchange of information and knowledge between partners, and even competitors, within and across countries in Europe. This will in turn enhance understanding between National Federations at all levels and open new avenues for cooperation.

Colin Buckley EWF July 2013