

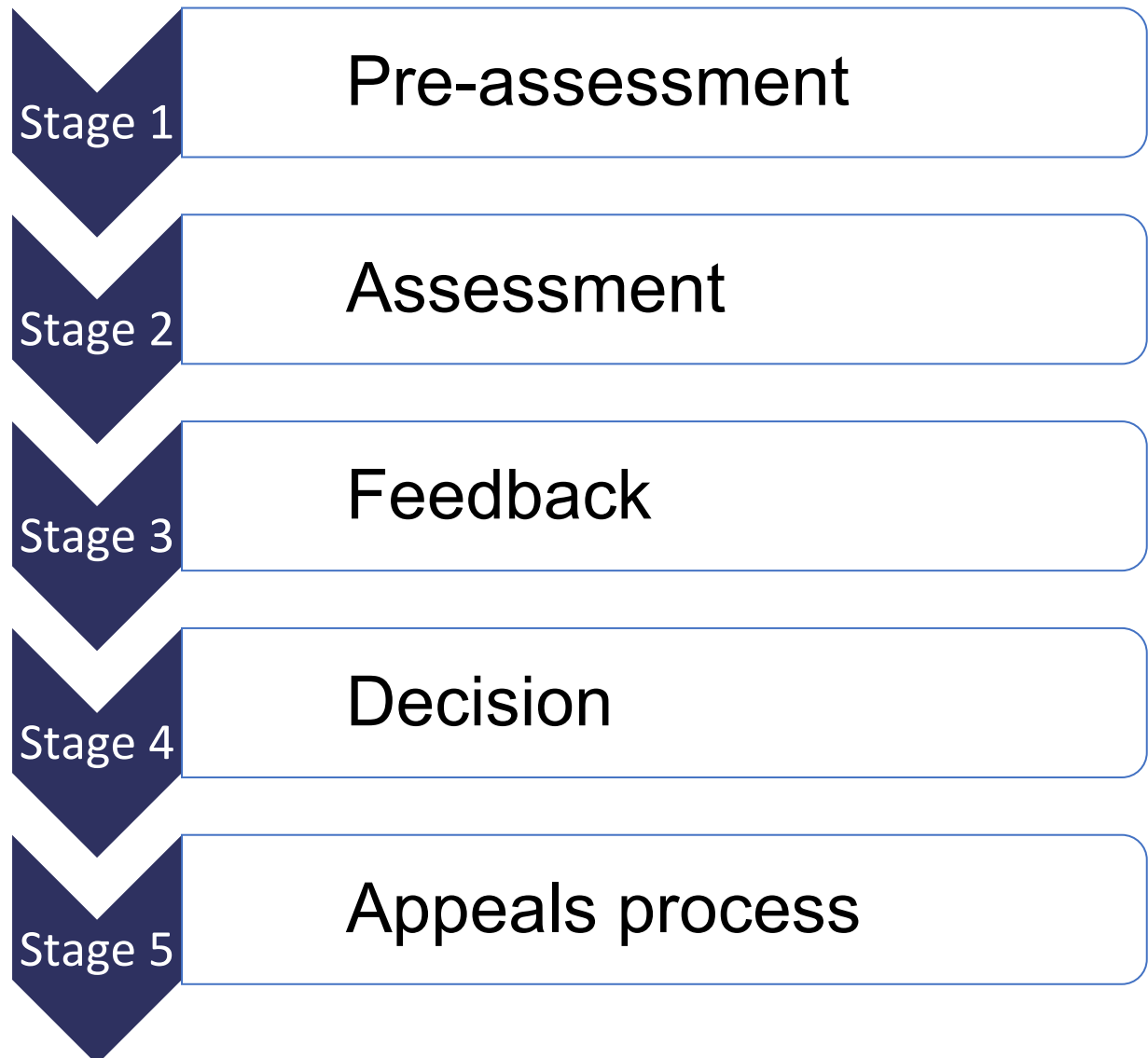


# Recognition of Prior Learning

The Home Countries are committed to providing coach education and training of the highest quality. The educational offer includes formal taught qualifications, delivered in a learner-centred, inclusive and supportive environment.

Our Recognition of Prior Learning (RPL) programme strives to respond to the wider educational needs of the coaching community. This programme offers the opportunity for applicants who have a wealth of experience in areas related to athletics coaching, to be recognised against the coaching competencies. This will allow applicants to seek to gain a Home Country accredited coaching licence at the level determined as competent by an approved assessor.

# The RPL Assessment Process



# Guidelines to the RPL Assessment Process

RPL is a process aimed at recognising, assessing and confirming the competencies a learner has obtained from other sources. RPL assessment enables learners, where appropriate, to forgo training (or elements of it) and move directly to having their competencies assessed. Although RPL is not necessarily a quick process, it aims to provide applicants (learners) with a flexible approach to having their skills and knowledge assessed against the learning outcomes and assessment criteria stipulated within the Coaching Qualifications (Appendix 1).

**RPL is open but not limited to:** PE teachers or lecturers of relevant discipline areas, holders of a relevant degree such as Sports Coaching, coaches that hold lapsed UK athletics coaching licences who are returning to the sport, athletics coaches from abroad with a national governing body coaching qualification including IAAF qualifications, coaches from other sports within the UK with a nationally recognised coaching qualification.

Coaches from abroad who are relocating to the UK and wish to coach on a voluntary basis, may need to provide evidence of a Work visa or apply for a [Temporary Worker – Charity Worker visa \(T5\)](#). We will also require proof of an overseas equivalent to the [DBS](#), and completion of the UKA Mandatory Safeguarding & First aid course.

The cost of applying for RPL is £210

The possible outcomes of RPL process are as follows:

- Award of Athletics Coach or Coaching in Running Fitness
- Award of Coaching Assistant or Leadership in Running Fitness
- Requirement to pass assessment components for the coach level qualifications for award of Athletics Coach or Coaching in Running and Fitness. These are an Observed Practical Assessment, Knowledge Test and/or a planning task.
- Requirement to attend taught delivery and pass assessment components for coach level qualifications for the award of Athletics Coach or Coaching in Running and Fitness (at additional cost)
- Requirement to attend taught delivery of Coaching Assistant or Leadership in Running Fitness (at additional cost).

**It is therefore important that applicants familiarise themselves with the competencies and learning outcomes for these awards prior to commencing an RPL application.**

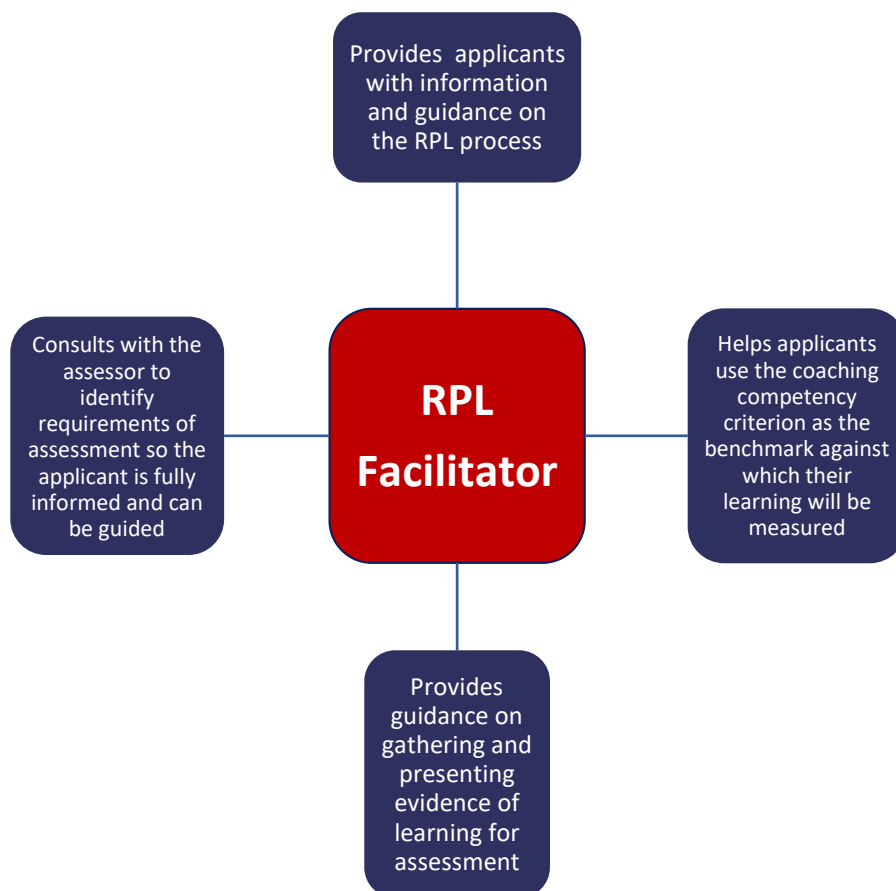
To support applicants through this process, England Athletics have an RPL Facilitator (see Stage 1) with further supporting documents being available in the first section of the online RPL module.

# Stage 1 Pre-assessment

This stage comprises the following steps:

- Applicant maps their own qualifications or experiences against award specific coaching competency criteria (Appendix 4) and make an informed decision as to learning route or RPL.
- If the applicant chooses RPL, on receipt of a completed application and payment, the applicant is given access to the RPL guidance information which gives examples of types and methods of submitting evidence to support their application.
- This will be reviewed by an RPL Facilitator initially with preliminary feedback on whether the evidence is sufficient or if further evidence is required (Appendix 5). This will normally take 10 working days.
- Once the application is complete and signed off by the Facilitator, it will be accessed by an Assessor who will make an RPL decision against the coaching competency criteria (Appendix 4).

There is a dedicated RPL Facilitator who will support you in the following ways:

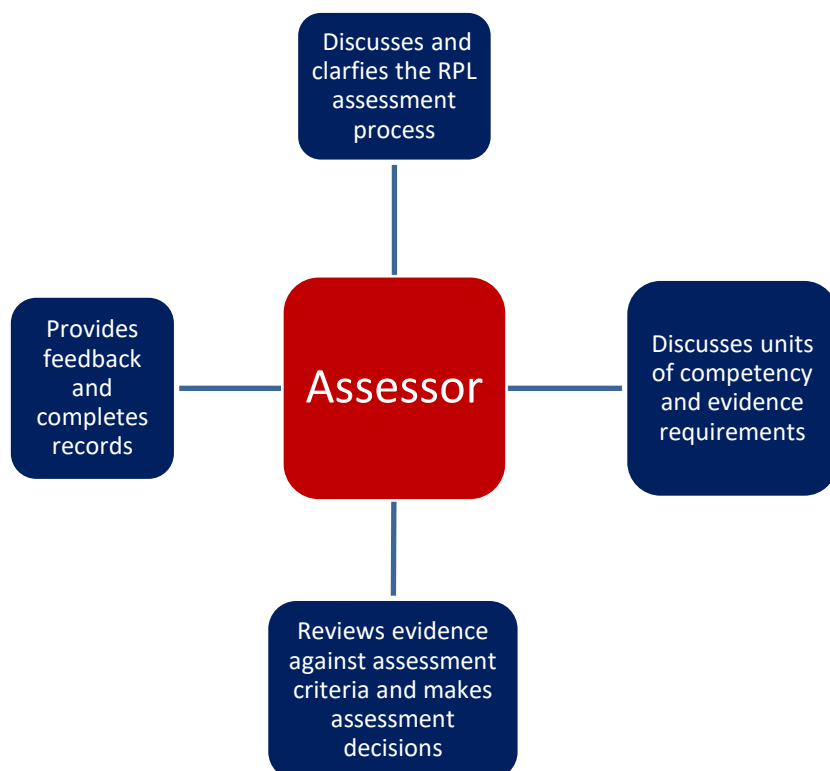


# Stage 2 Assessment

This stage comprises the following steps:

- The assessors review evidence submitted against set coaching competency criteria (Appendix 4)
  - Initial feedback will be given to the applicant indicating where they have met the competency required and where further evidence is needed / or the decision made.
  - Further evidence could take the form of an Observed Practical Assessment, Knowledge Test and/or a planning task
  - Decision made could be to signpost to the Coach Qualification Pathway at one of the following stages;
    - Coaching Assistant or Leadership in Running Fitness
    - Athletics Coach or Coach in Running Fitness
    - Assessment stages for Athletics Coach or Coach in Running Fitness
- or
- Award of an appropriate Coach Qualification

The Home Countries have appointed assessors who are responsible for implementing the process of assessment and ensuring principles of assessment and rules of evidence are adhered to. The process of RPL assessment is similar to that for any other assessment (see chart below)



## Stage 3 Feedback

After assessment, the assessor will provide feedback to the applicant. This will normally take a further 10 working days. If further evidence is required, an action plan will be created and the type of feedback will be determined by the form in which the evidence is required (Appendix 6). The timescales for completion of the action plan will be dependent upon the nature of the evidence that is required, although it is normally expected to be completed within 8 weeks. If an applicant is unsuccessful at the RPL stage, alternative options will be explored, such as enrolment in qualification pathways.

Further evidence may comprise any or all of:

- Knowledge test – online feedback
- Planning tasks and Session plan – online or telephone feedback
- Practical assessment – online, telephone or face to face feedback

## Stage 4 Decision

The HCAF award qualifications where applicants meet the RPL competency criteria (Appendix 3). The possible outcomes of RPL are being signposted to suitable point on the Coach Qualification Pathway;

- Coaching Assistant or Leadership in Running Fitness
  - Athletics Coach or Coaching in Running Fitness
  - Assessment stages for Athletics Coach or Coaching in Running Fitness
- or
- Award the full Athletics Coach or Coaching in Running Fitness Qualification

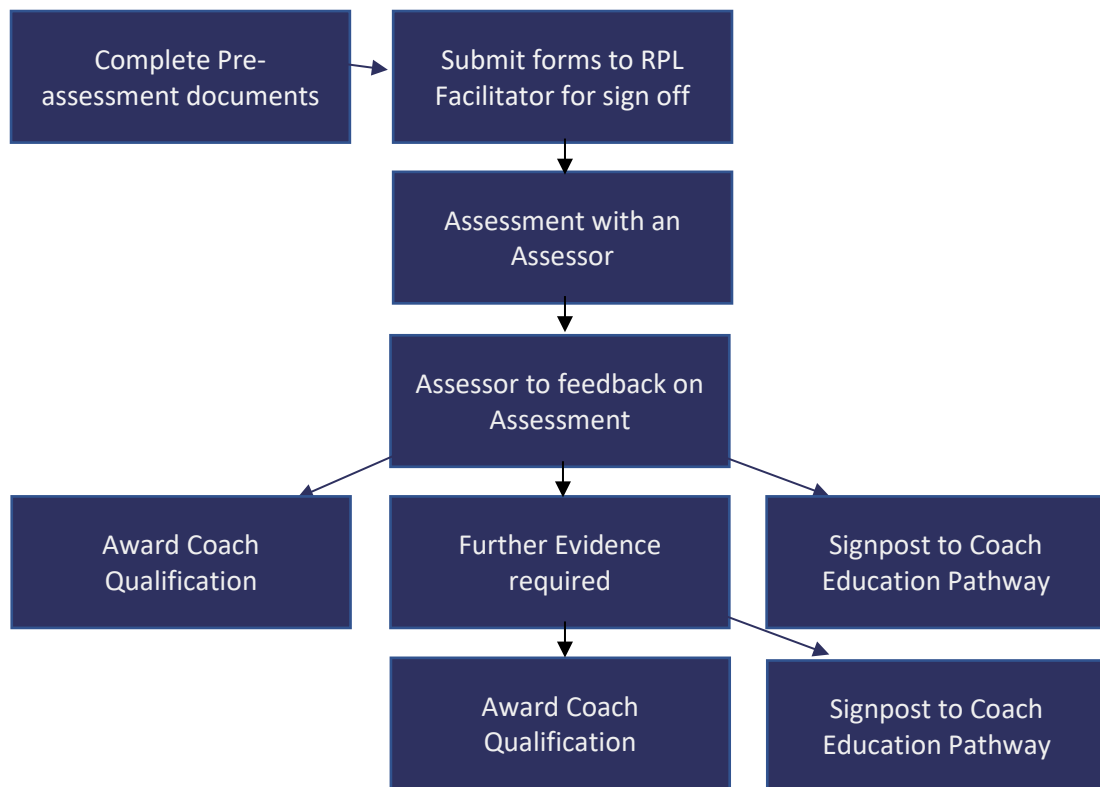
The final steps to receive the coaching licence is to complete the UKA Mandatory Safeguarding & First Aid training online course, with the cost of this included in the RPL process fee. A disclosure check is also required.

## Stage 5 Appeals Process

If an applicant wishes to make an appeal against a decision made at the conclusion of their RPL assessment, please contact the RPL Facilitator who will support you through the Appeals process. The documentation from the applicant will be sent to an independent verifier who will review solely on the evidence provided and make a final decision. Feedback of the final decision of the independent verifier will be shared within 28 days.

# Appendix One:

## Flow Chart of the RPL Process



# Appendix Two: Self-assessment Form

## Instructions

- 1) Each of the headings in the left-hand column refer to competency criteria. Read each of the competency criteria (appendix four) and place a tick if you believe you fulfil the criteria.
- 2) Complete the column on the right-hand side, listing any evidence you have to support this
- 3) In the far right column, identify if:
  - A) You have learnt this through a qualification and have evidence to support this
  - B) Know and apply this, but have no evidence to support this
  - C) Are willing to complete a task or be observed doing this
  - D) Need to undertake the learning associated with the task

Can I?	Y / N	How could I prove this? Video, sample plans, referee?	A,B,C,D
<b>Knowledge (What-2)</b>			
Technical Knowledge			
Goal Setting			
Improving Performance			
Training Principles & Methods			
Role & Responsibility of the Coach			
Profiling the Athlete			
Preparation & Planning			
Physical Preparation			
<b>Skills (How-2)</b>			
Safety			
Organisation			
Instruction & Explanation			
Demonstration			
Observation & Analysis			
Feedback			
Questioning			
<b>Qualities</b>			
Self-review			
Professionalism			
Building & Maintaining Relationships			
Athlete Centred Coaching			

Applicant signature: \_\_\_\_\_

Date: \_\_\_\_\_

Received: \_\_\_\_\_

Date: \_\_\_\_\_





# Appendix Three: Application Form

Please complete the below form and return to [kylieferguson@englandathletics.org](mailto:kylieferguson@englandathletics.org)

Which qualification pathway do you wish to be assessed for through RPL (please circle one):

*Off-Track (LiRF or CiRF) or On-Track (CA or AC)*

Which competency criteria do you wish to apply for recognition of (please tick all that apply). See *Coaching Competency Criteria* document for more detailed information about each of the criteria.

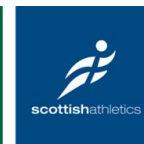
Competency criteria	Tick	Competency criteria	Tick
<b>Knowledge (What-2)</b>			
Technical Knowledge		Role & Responsibility of the Coach	
Goal Setting		Profiling the Athlete	
Improving Performance		Preparation & Planning	
Training Principles & Methods		Physical Preparation	
<b>Skills (How-2)</b>			
Safety		Observation & Analysis	
Organisation		Feedback	
Instruction & Explanation		Questioning	
Demonstration			
<b>Qualities</b>			
Self-Review		Building & Maintaining Relationships	
Professionalism		Athlete Centred Coaching	

Which relevant qualification do you already have e.g., Coaching, leadership, teaching?

Qualification name	Awarding Body	Date awarded	Is it still valid?

What relevant experience do you already have e.g., coaching, leading, teaching? Please state type and date(s).

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**Please return your application and self assessment form to the Recognition of Prior Learning Facilitator by email [kylieferguson@englandathletics.org](mailto:kylieferguson@englandathletics.org)**



## Appendix Four: Coaching Competency Criteria

KNOWLEDGE (What-2)	Coaching Assistant	Athletics Coaching	LIRF	CiRF
Technical Knowledge	ABCs and running, jumping and throwing to matrix 365 green.	Physical preparation and running, jumping and throwing to matrix 365 black across 7 events. Throws requires additional knowledge in Hammer and Discus. Jumps require additional knowledge in Pole Vault and Triple Jump. Endurance requires additional knowledge in Steeplechase and race walking. Speed requires additional knowledge in Block starts, bend running and relays.	ABCs and basic running technique.	Physical preparation and running, including running up and downhill, running over obstacles.
Goal Setting	Describe the goals set by a more qualified coach.  Assist a more qualified coach plan, deliver and then review goals.	Set Session and Development Period Goals for the development of both the Athlete and the Coach.	Describe the goals set by a more qualified coach.  Assist more qualified coach plan, deliver and then review goals.	Set Session and Development Period Goals for the development of both the Athlete and the Coach.
Improving Performance	Describe the Factors that Influence Performance.	Plan training to improve physical competence, technical and tactical skills in athletes.	Describe the Factors that Influence Performance.	Plan training to improve physical competence, technical and tactical skills in athletes.
Training Principles & Methods	Describe the training and FITT principles. Apply these principles	Apply training and FITT principles in the planning and	Describe the training and FITT principles. Apply these	Apply training and FITT principles in the planning and



	under the indirect supervision of a more qualified coach.	delivery of a series of Session Plans.	principles under the indirect supervision of a more qualified coach.	delivery of a series of Session Plans.
Role & Responsibilities of the Coach	Describe the roles & responsibilities of a Coach and Coaching Assistant. State who Coaching Assistant is responsible to.	As Coaching Assistant plus deliver a session independently.	Describe the roles & responsibilities of a Coach and Leader in Running and Fitness. State who Leader in Running and Fitness is responsible to.	As Leader in Running and Fitness plus deliver a session independently.
Profiling the Athlete	Describe the stages of the Athlete Development Model.  Describe a profile completed by a more qualified coach.	Conduct a holistic profile of athletes, identifying the stage of development, areas of strength and areas for development and factors that might influence development.	Describe the stages of the Athlete Development Model.  Describe a profile completed by a more qualified coach.	Conduct a holistic profile of athletes, identifying the stage of development, areas of strength and areas for development and factors that might influence development.
Preparation & Planning	Deliver a pre-developed plan created by a more qualified coach, under the indirect supervision of a more qualified coach.	Plan a series of integrated sessions including progressive Units, Sessions and Development Periods.	Deliver a pre-developed plan created by a more qualified coach, under the indirect supervision of a more qualified coach.	Plan a series of integrated sessions including progressive Units, Sessions and Development Periods.
Physical Preparation	Deliver a pre-developed series of basic Physical Preparation exercises under the indirect supervision of a more qualified coach.	Develop and implement Physical Preparation interventions to help and athlete improve.	Deliver a pre-developed series of basic Physical Preparation exercises under the indirect supervision of a more qualified coach.	Develop and implement Physical Preparation interventions to help and athlete improve.

SKILLS (How -2)				
Safety	Name the On-Track Safety points.	Deliver sessions using all of the On-Track Safety points.	Name the On-Track Safety points.	Deliver sessions using all of the On-Track Safety points.



Organise	Name the On-Track Organisation points.	Deliver sessions using all of the On-Track Organisation points.	Name the On-Track Organisation points.	Deliver sessions using all of the On-Track Organisation points.
Instruction & Explanation	Name the On-Track Instruction and Explanation points.	Deliver sessions using all of the On-Track Instruction and Explanation points.	Name the On-Track Instruction and Explanation points.	Deliver sessions using all of the On-Track Instruction and Explanation points.
Demonstration	Name the On-Track Demonstration points.	Deliver sessions using all of the On-Track Demonstration points.	Name the On-Track Demonstration points.	Deliver sessions using all of the On-Track Demonstration points.
Observe & Analyse	Name the On-Track Observe & Analysis points.	Deliver sessions using all of the On-Track Observation and Analysis points.	Not applicable.	Deliver sessions using all of the On-Track Observation and Analysis points.
Feedback	Name the On-Track Feedback points.	Deliver sessions using all of the On-Track Feedback points.	Not applicable.	Deliver sessions using all of the On-Track Feedback points.
Questioning	Name the key types of questions and where they would be used.	Use a combination of open and closed questions within sessions.	Name the key types of questions and where they would be used.	Use a combination of open and closed questions within sessions.

QUALITIES				
<b>Self-Review</b>	To be able to state what went well, not so well and what would do differently post-delivery.	As Coaching Assistant but also leading review process in others	To be able to state what went well, not so well and what would do differently post-delivery.	As Leader in Running and Fitness, but also leading review process in others.
<b>Professionalism</b>	Behave in a professional manner.	As Coaching Assistant but also use a range of strategies to ensure good behaviour and a range of strategies to eliminate inappropriate behaviour in others.	Behave in a professional manner.	As Leader in Running and Fitness but also use a range of strategies to ensure good behaviour and a range of strategies to eliminate



				inappropriate behaviour in others.
<b>Building &amp; Maintaining Relationships</b>	Establish positive relationships with athletes and others.	As Coaching Assistant.	Establish positive relationships with athletes and others.	As Leader in Running and Fitness.
<b>Athlete Centred Coaching</b>	Deliver parts of a session in indirect supervision, using differentiation strategies to cater for the needs of all athletes.	Plan and deliver a series of sessions using differentiation strategies to cater for the needs of all athletes.	Deliver parts of a session independently, using differentiation strategies to cater for the needs of all athletes including mixed ability groups.	Plan and deliver a series of sessions using differentiation strategies to cater for the needs of all athletes.

# Appendix Five:

## Types of Suitable Evidence

The term evidence in this case, applies to anything the applicant produces to verify their knowledge, skills and experience and must be matched to the competence criteria of the area in question i.e. Goal Setting.

There are four types of evidence which can be submitted, and the applicant should choose which approach best meets the competency criteria. Where possible, supplying more than one type will ensure a more successful RPL application.

A single piece of evidence may be relevant to more than one unit. In this case, the applicant should link this to the relevant areas.

### 1) Direct evidence

Direct evidence is anything the applicant has either produced themselves or for which they have been primarily responsible. This evidence could include:

- Session plans
- Medium term training plans
- Training log
- Video footage
- Session review
- Planning review
- Assessment tools used and results
- Athlete profile
- Risk assessments

### 2) Indirect evidence

Indirect evidence tends to be in the form of a commentary about the applicant by others or by certificates of achievement related to the work undertaken. It can come from real coaching activities, or simulated coaching activities and could include:

- Letters of thanks by athletes
- References from coaches
- Witness testimony
- Performance review
- Letters of validation from relevant professionals
- Videos verified by a 3<sup>rd</sup> party
- Certificates of training completed
- Witness testimony (these must be related to the competence criteria and from witnesses with a relevant professional background)



### **3) Personal statement evidence**

Reflective statements highlight relevant knowledge and understanding. A personal statement should be included with every application, but it will only be considered as supporting and not primary evidence. A personal statement will be used to help the applicant prove competence by:

- It gives the applicant the opportunity to explain the evidence in a way that can help the assessor map it against competence criteria
- It gives the applicant the opportunity to emphasise the knowledge required to be a Coach

The personal statement should be a concise description of the applicants coaching activities and functions carried out and should be related to the competence criteria.

### **4) Supplementary evidence**

Supplementary evidence refers to answers to oral or written questions that the applicant may be posed as part of a professional discussion with the assessor or task provided by the assessor in order to clarify knowledge and understanding of some of the competence criteria.



# Appendix Six: Outcome Mapping Document

Applicant name:

Criteria	Evidence	C / NYC (State Qual)	Additional evidence requested
<b>Knowledge (What - 2)</b>			
Technical Knowledge			
Goal setting			
Improving Performance			
Training Principles & Methods			
Role & Responsibility of the Coach			
Profiling the Athlete			
Preparation & Planning			
Physical Preparation			
<b>Skills (How - 2)</b>			
Safety			
Organisation			
Instruction & Explanation			
Demonstration			
Observation & Analysis			
Feedback			
Questioning			
<b>Qualities</b>			
Self-Review			
Professionalism			
Building & Maintaining Relationships			
Athlete Centred Coaching			



Other evidence gathered (e.g. Professional Conversation)

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Tick recommendation based on the evidence gathered above.

<i>Award Qualification</i>	<i>Award</i>
Leader in Running and Fitness	
Coach in Running and Fitness	
Coaching Assistant	
Athletics Coach - Speed	
Athletics Coach - Endurance	
Athletics Coach - Jumps	
Athletics Coach - Throws	
Attend Course (Please specify).....	

Assessor Name: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix Seven: Glossary

Term	Definition
AC	Athletics Coach award
Appeal	The process through which the HCAF may be challenged on the outcome of any decisions made throughout the RPL process
Assessment	The process of making judgements about the extent to which the applicants evidence meets the assessment criteria
Assessment criteria	Descriptions of the requirements an applicant is expected to meet to demonstrate that a competency requirement has been achieved
CA	Coaching Assistant award
CiRF	Coaching in Running and Fitness
Competency requirement	Minimum standards required for award of a particular coach licence
Evidence	Facts and information believed to be a proof of competence
LiRF	Leadership in Running and Fitness
Recognition of Prior Learning (RPL)	A method of assessment that considers whether the applicant can meet the assessment requirements for a Coach Qualification through knowledge, understanding or skills they already possess