



Enhancing Coaches' Learning, Mobility and Employability in the European Union



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Development & Implementation Tool Series

Tool #6 - Recognition of Prior Learning and Work-Based Experience in Coach Development

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Introduction

Project CoachLearn is an Erasmus+ co-funded initiative led by Leeds Beckett University seeking to enhance sport coaches' learning, mobility and employability in the European Union.

The principal output of CoachLearn is the development of a European Sport Coaching Framework (ESCF) to serve as a non-regulatory reference point for the development of coaching and coach education across Europe.

In addition to the ESCF, CoachLearn has developed a suite of applied tools which aim to support those tasked with developing coaching systems and coach education and development opportunities. This suite contains the following applications:

Tool #1 - Coaching System Mapping Tool	This tool will allow organisations involved in coaching to understand what is meant by a Coaching System. It will also support the process of mapping the system and the identification of the key stakeholders, their roles and their interdependences.
Tool #2 - European Education Landscape Factsheet and FAQ	This tool will provide an overview of the key features of the European Education landscape (i.e., EQF, ECTS, etc). It will support those embarking on the process of developing a coach education programmes ensure they are aligned with European policy.
Tool #3 - Participant & Performer Data Collection & Segmentation Tool	This tool will allow system builders to better understand the current populations taking part in their sport (a model of the sport) and compare it with the desired future picture (model for the sport). The overall purpose is to determine the kind of environments we need to create for different populations and the types of coaches (and their skill sets) that will be needed.
Tool #4 - Coaching Qualification Curriculum Builder	This tool will support coach developers to contextualise the 6 primary functions to different environments/domains. Therefore, it will allow for the identification of the skills, competencies and knowledge basis needed for a particular coach working in a particular context with a particular population of participants/athletes. The tool will also support the development of suitable curricula.
Tool #5 - Qualification Mapping & Conversion Tool	This tool will allow system builders, coach developers and coaches to compare qualifications between sports and between countries by reference to roles in ESCF/ISCF and EQF
Tool #6 - Step by Step Guide to RPL&WBE	This tool will provide guidance as to how to set up effective and efficient RPL&WBE systems

Step-by-step guide to recognition of prior learning and work based experience and coach assessment

RPL for an organization: “To be or not to be”

Introduction

Does your organization need a system for RPL? As an organization, it is important to determine if developing an RPL system is necessary and useful for your organization:

- What is the position of your organization in the country's coach education framework?
- How many coaches are in your studies?
- Does this number justify developing a total system for RPL or is it more likely to have a “lean and mean one”, only a few target groups. For example, only for former (top) athletes or for coaches who have had their first coach education at a federation.

Step by step – This document

Part A: you will find a step-by-step guide to find out the necessity and urgency of developing a RPL/WBA system for your organization.

Part B: you will find a guide, tips and tricks supported by some examples to develop an RPL-system/document, or to sharpen the existing one.

Part A: Do you need a system for RPL?

The below described steps will help you as an organization to determine the necessity of having a system for RPL/WBE:

- 1) Map the way coach-education is organized in your country, and the position of your own institute in this landscape
- 2) Put your institute in the centre and make an overview of the different kind of students entering your institute to study coach education
- 3) Determine where RPL-systems already exist and any gaps, which will be useful for your institute.
- 4) Draw a conclusion related to RPL for your institute. Decide if developing an RPL template for one or more target groups is useful, or if you have to sharpen an existing tool.

On the following pages, you will find a short description of these steps supported by an example/illustration.

Step 1: Mapping coach education in your country

Map the way coach education is organized in your country:

- a. Which institutes/organizations are involved (federations; VET-studies; Higher Educational institutes; Universities etc.)
- b. Which frameworks are used as a reference point (National Sport coaching framework; National Qualification Framework; EQF)

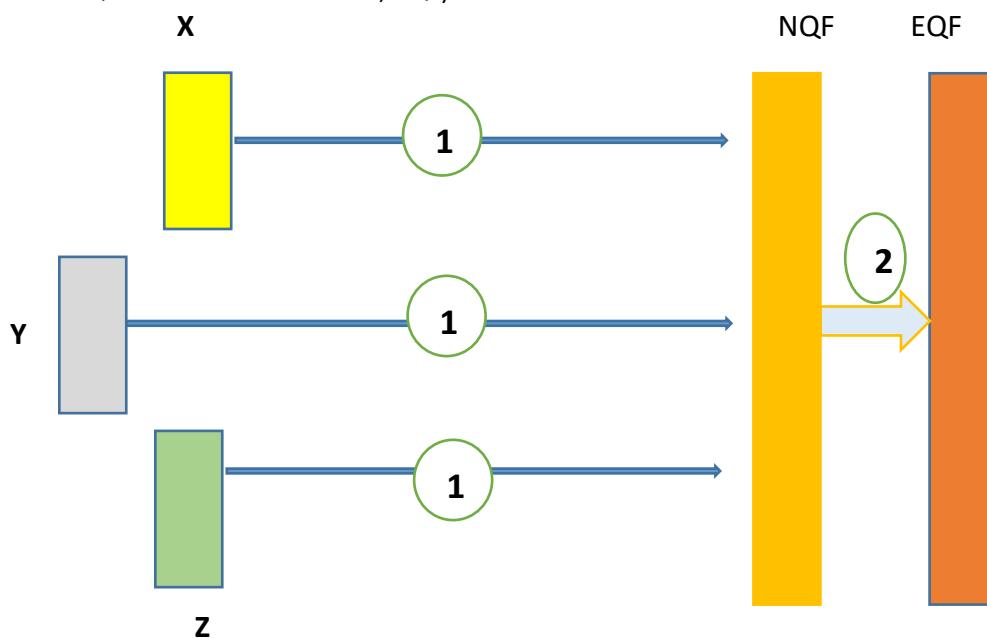


Figure 1: Example of mapping the coach education in a country.

Legend

X, Y, Z: Educational organizations using different Qualification structures/frameworks on sports Education.

NQF: National Qualification Framework

EQF: European Qualification Framework

Explanation

In Figure 1 three different kind of institutes (X, Y, Z) are involved in coach education using their own different frameworks.

In this example country, formal coach education is aligned to the National Qualification Framework (NQF). The NQF can be used as a reference for RPL.

The NQF is (in most countries) aligned with the EQF.

Addition

Some countries have a National Sport Coaching Framework (NSCF) which is the umbrella framework as the basis for coach education. In a few of these countries this framework is aligned to the NQF and therefore also with the EQF (in figure 2 symbolized with numbers 2 and 3).

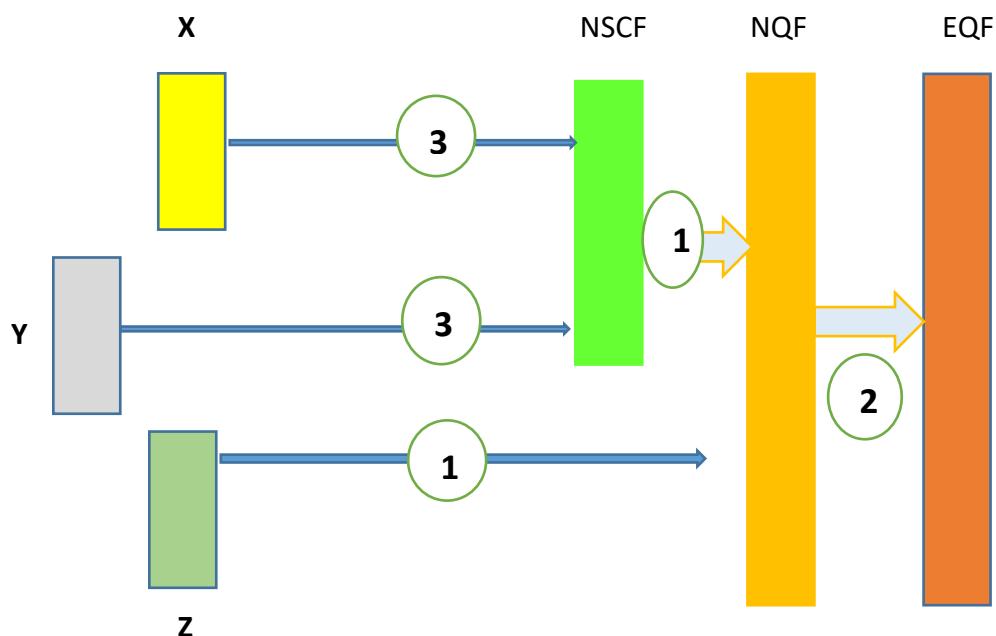


Figure 2: General map of coach education in a country with an umbrella framework for coach education

Legend

X, Y, Z: Educational organizations using different Qualification structures/frameworks on sports Education

NSCF: National Sport Coaching Framework

NQF: National Qualification Framework

EQF: European Qualification Framework

Questions

- Which framework do you use for coach education?
- Is it aligned with the National Sport Coaching framework? (number 3)
- Is it directly or indirectly aligned with the National Qualification Framework (number 1)
- Is the National Qualification framework already aligned with the European Qualification Framework (number 2)?

Step 2: Putting your institution at the centre of the action

Locate your institution in the previous map, for example as institute X

a) Try to determine which different types of students enter your Coach Education. For example, students:

- With no formal coach education. E.g. former (top) athletes
- With coach education provided by another educational institute. E.g. another University
- With coach education provided by a federation
- With no formal coach education but with “related” education. E.g. physical education, a teacher or a study didactics etc.
- With no formal coach education at all, but with work based experience and/or some non-formal courses
- A combination of the above
- Other

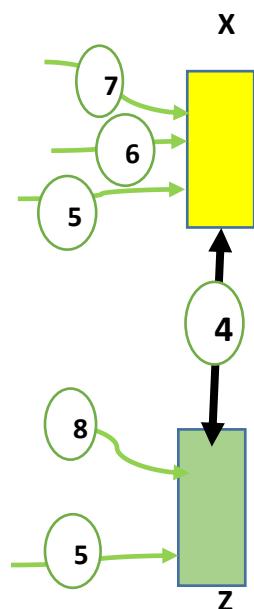


Figure 3: *Mapping the different groups of students entering a study on Coach Education*

Legend

X, Z: Educational organizations using different Qualification structures/frameworks on sports Education

5-8: different groups of students entering a study on Coach Education

Explanation

Imagine (your) institute X has 4 main groups of students entering the study on coach education (in the figure symbolized by the numbers 4, 5, 6 and 7).

Number 4 symbolizes students who have finished a study on (formal) coach education on a different institute Z.

Number 5 symbolizes a group of former top athletes in a specific sport.

Number 6 symbolizes a group of students who had their first coach education at a federation.

Number 7 symbolizes a group of students with no former coach education at all, but with work- based coach experience

In this example, the institute called Z has also the possibility for former top athletes to enter their study (5) and also the opportunity for a group of students with no coach education but a “related study” (symbolized by number 8)

Questions

- Which different groups of students enter a study on coach education in your institute? Try to identify them in:
 - Sports - generic or specific
 - Level of education
 - Number per group
 - Age
 - Other

Merging figure 1 and figure 2 gives the next overview (figure 4)

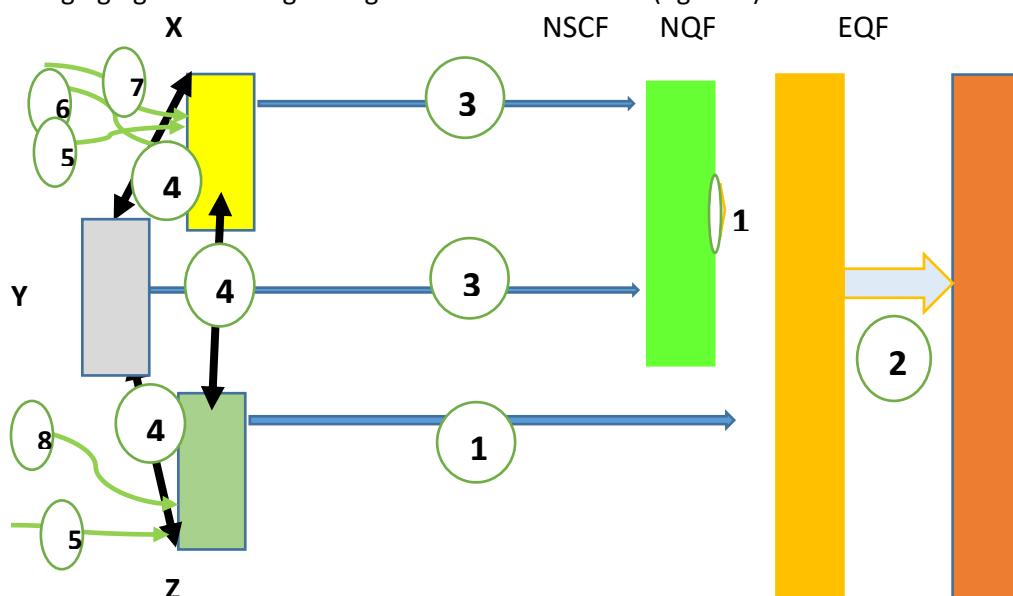


Figure 4: merging of the influx of different groups of students with the educational system for coach education

Legend

X, Y, Z: Educational organizations using different Qualification structures/frameworks on sports Education

NSCF: National Sport Coaching Framework

NQF: National Qualification Framework

EQF: European Qualification Framework

5-8: Different groups of students entering a study on Coach Education

Step 3: Current situation

In this step, you map the current situation related to the groups appointed.

Questions

Try to answer the next questions for the groups appointed in step 2:

- For which groups are RPL-systems already functioning (number; studies; levels)
- For which groups are no RPL-systems available (number; studies; levels)
- For which of these groups do you think it would be desirable and useful to develop an RPL/WBE system and why?

Step 4: Conclusions and next steps

Here you will decide if the conclusions in step 3 will have consequences and require follow-up. For example, in developing tools for an RPL system or to sharpen any of the existing system/tools.

Some of the following considerations may play a role in your decision:

- The policy of your organisation on this topic
- The number of students for the specific groups
- The needs of the students themselves
- Is it structural or incidental?
- Can it be used as a unique selling point?
- Is it attainable considering:
 - necessary efforts
 - costs and benefits
 - will the involved stakeholders cooperate?
 - etc.
- other

When the conclusion is positive Part B of this document can support you by showing some good practices and a step-by-step guide.

Case Studies

The Netherlands

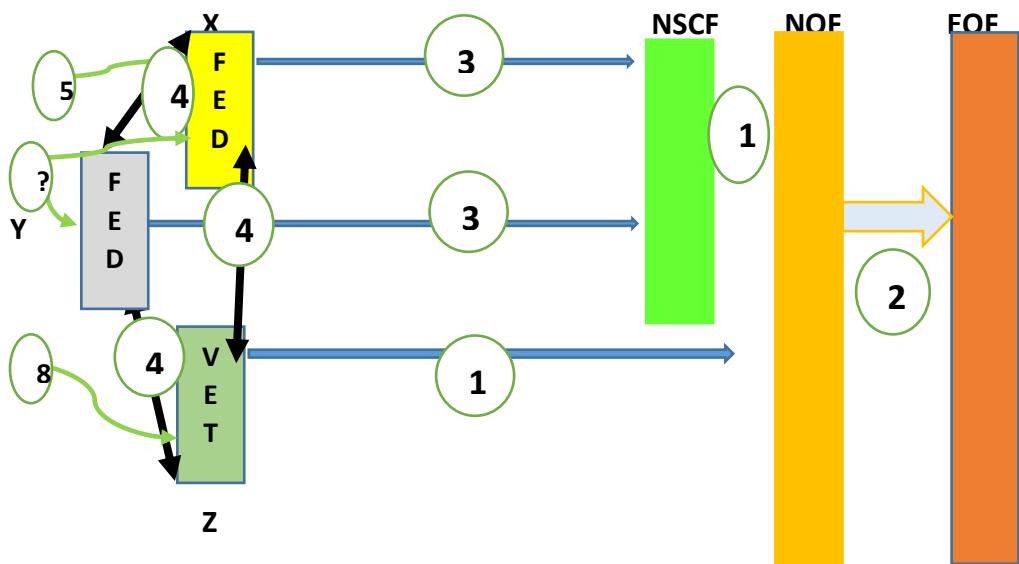


Figure 5: Overall mapping of the Dutch situation according to RPL

Legend

- NSCF: National Sport Coaching Framework
- NQF: National Qualification Framework
- EQF: European Qualification Framework

Explanation

- In the Netherlands coaches are educated by federations (X, Y) and VET-institutes (Z)
- NOC*NSF is the “owner” of the National Sport Coaching Framework (NSCF) which is aligned with the NQF (and EQF). Nearly all the federations use this NSCF as a reference point for building their Sport Coaching Educational Program. If this is done in a proper and right way it is controlled by the Auditing Organization executed by NOC*NSF.
- Most of the VET-educational Institutes have their own, managed by the Ministry of Education, National Qualification Framework. The Sport Coaching part of this framework is based on the NSCF of NOC*NSF but is not the same.
- It is possible to get a diploma from a federation when you are educated on a VET-institute (number 4 in the figure). Therefore, federations developed guidelines. But all the federations use different guidelines. For the VET-students this is often confusing.
- The number of students who like to have the diploma from the federation is rising every year
- Some federations have the kind of RPL/WBE guideline which allows for former athletes to enter a study on Coach Education on a certain level with (a lot of) exemptions (in figure 5 showed as federation X number 5).
- Most of the federations do not have any RPL guideline at all (in figure 5 showed as federation Y)
- At most of the VET-institutes you have the possibility to enter a study on Coach Education when you have finished a certain level of a different study (in figure 5 shown as number 8).

So, challenges for the Netherlands are:

1. Developing a formal procedure for mutual recognition between federations and Vocational Studies. We would like to develop guidelines on RPL/WBE which have to be used by all the federations in VET-institutes (number 4 in figure 5)
2. Developing RPL/WBE procedures for those educated in non-Sport Coaching studies; former top athletes and or coaches from abroad (shown as number 5 and ? in figure 5).

Both projects will have their start in 2017 and will end in 2019.

Belgium

- In Belgium (Flanders) most of the education of trainer coaches is provided by the Vlaamse Trainer School VTS (X). It is also possible to be educated as a coach at some federations (up to a certain level).
- VTS is using the VKS (Flemish Sport coaching Framework) as the umbrella framework for the education of sport coaching. VKS has been aligned to The Flemish Qualification framework (NQF and EQF)
- Nearly all the students with any former education or work based experience (number 5 to 7 figure 6) have the possibility to enter an RPL procedure. The procedure is extensive and very well-documented.

When you map this information you will get figure 6 as a result.

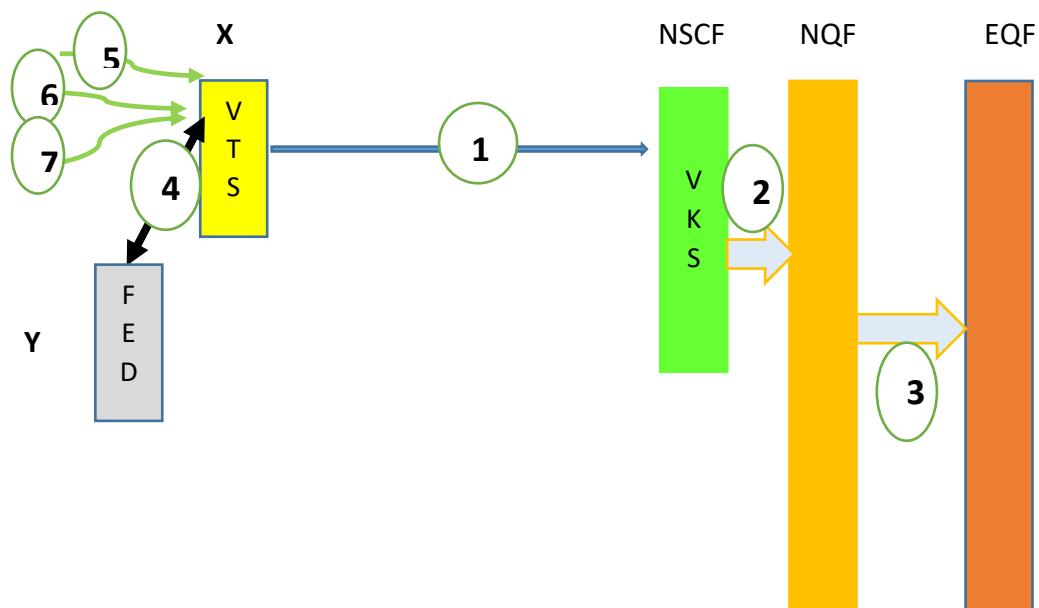


Figure. 6: Belgium (Flanders)

PART B

BUILDING A SYSTEM FOR RECOGNITION OF PRIOR LEARNING FOR THE ORGANIZATION

If the national system for Recognition of prior learning is created by an umbrella organization it is easier for a coach education organization to create the procedures needed to put the system in action. But also without the national system, a single organization can have a system for RPL. National systems often help the comparison between formal education programs. In both cases for recognition of informal and non-formal learning there is a need for individual systems.

The first phase of creating a system for RPL is to raise the awareness of the benefits and needs to recognise prior learning. This has much to do with the ideas of learning concept – how do we think learning happens? Sometimes the attitude towards RPL is not very positive. There might be concerns about the resources or some prejudice for RPL to diminish the value of formal education. The positive atmosphere for the empowering outcomes of RPL needs to be created.

In order to create an RPL system the curriculum of the education program has to be documented (Figure X). The curriculum can be based on different learning concepts. It can be science, content or discipline-based, when it contains topics like biomechanics, psychology etc. The curriculum can be written in a competence based form, when the learning outcomes and goals are described. One way is to write it “reality”-based, when it describes the job the coach is doing. It is probably easier to recognise informal and non-formal learning if the curriculum is based on competences or describes the actual job. The challenge in these is often to determine the level or depth of learning that is required.

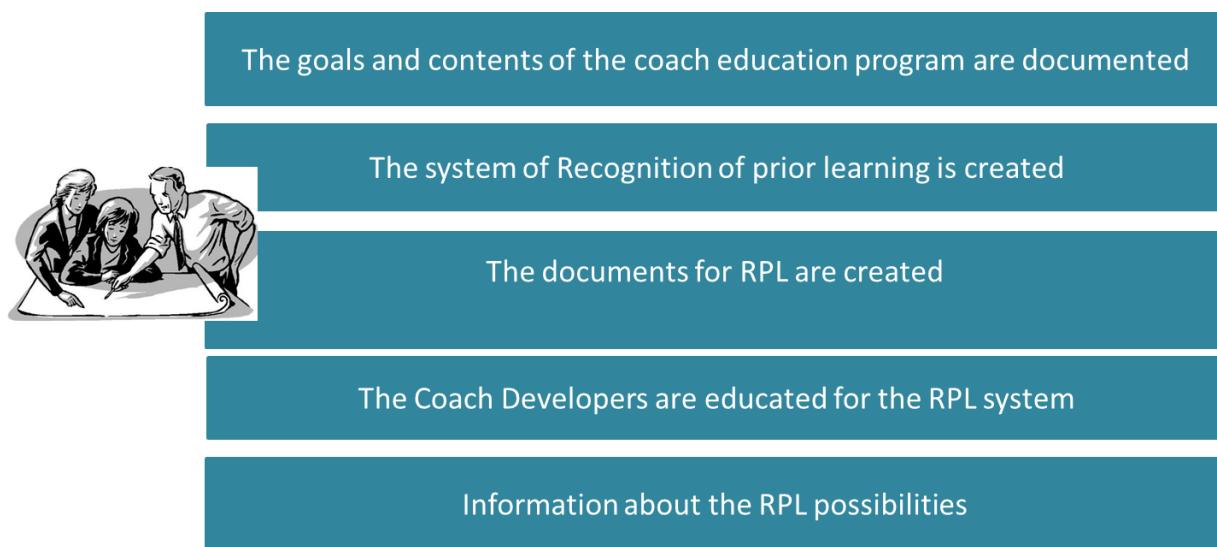


Figure 7. Phases of RPL system building for the coach education organization

Next there is a need to have a process for the RPL. Figures 1 and 2 give examples of the process for the organization, and in Figure 3 there is the same process from the coaches' point of view. For the Coach Developer there are many requirements for implementing the RPL system. The key competences for the Coach Developer are general knowledge about education systems, planning skills and assessment skills. The skills (and resources) for study guidance are also very important.

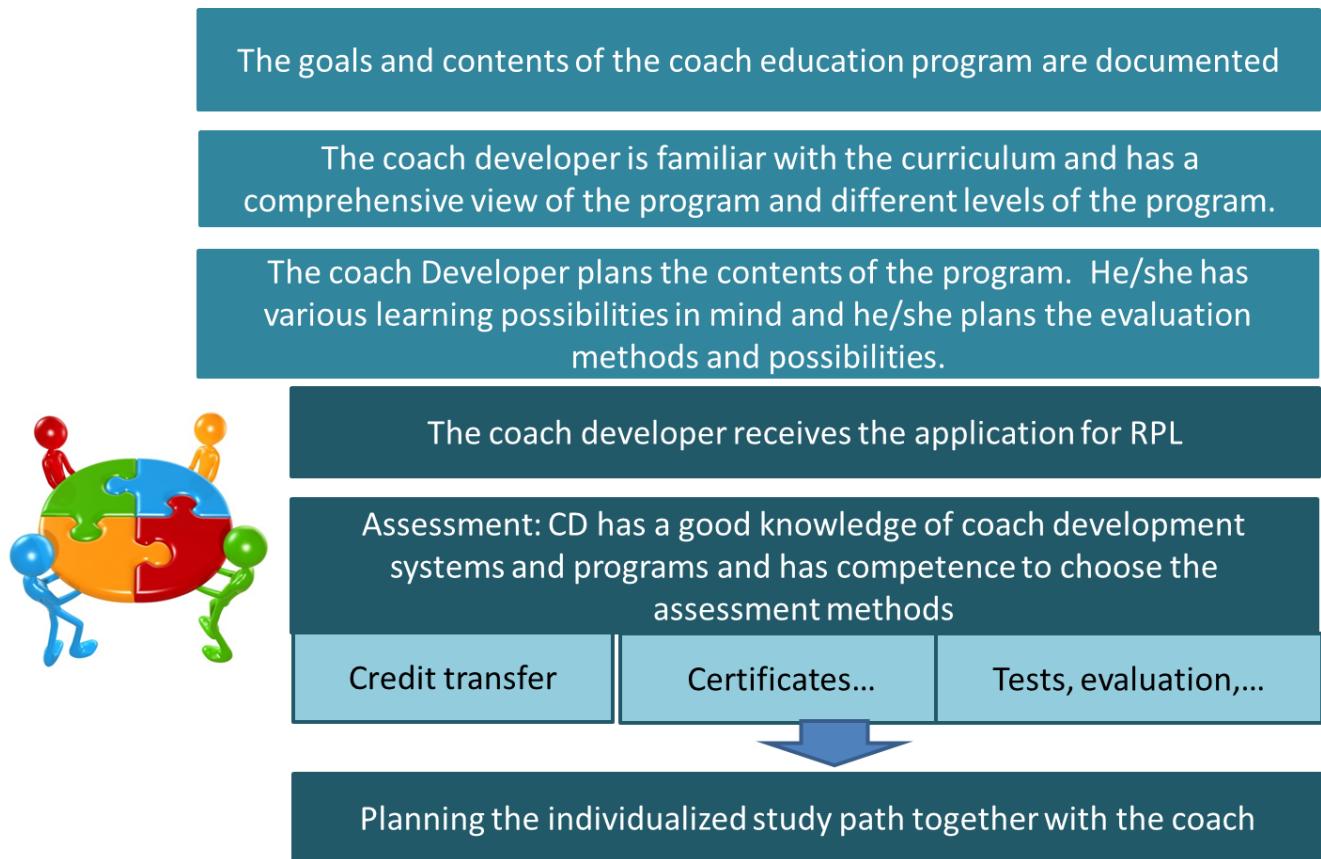


Figure 8. The phases of RPL for Coach Developers

In general, the student is responsible for beginning the RPL process. First of all, she/he needs all of the information on RPL is and how it works. Also, students may need study guidance through the process.

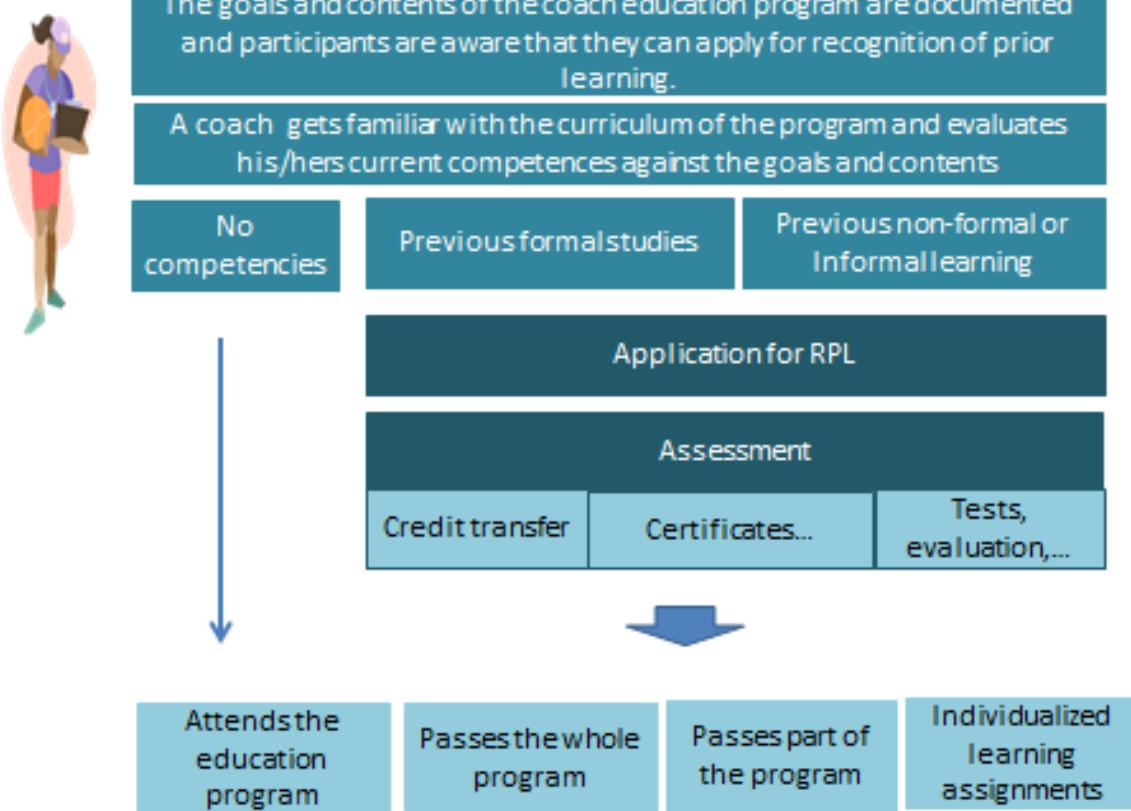


Figure 9. RPL process for the coach

The next step (Figure 1) is to create documents that are needed for the process. This means that there should be an application form and some communication material for the coaches. (Appendix 1; Appendix 2)

Coach Developers, teachers and all who are responsible for the assessment at the RPL process need to be informed and educated (Figure 1). Maybe the best way is to involve them to the planning of the whole process in the very beginning. The key for a successful system is that coach developers have a coach-centered approach and a positive attitude towards the assessment process. The other key thing is the coach developer's competence for assessment.

The last step for the RPL system building is to inform users about the possibilities for the RPL. This means a guide for coaches how to proceed (Appendix 1). Naturally the RPL system must have guidelines on how to complain about the assessment, and how these complaints are handled.

GUIDELINES AND EXAMPLES FOR COMPETENCE ASSESSMENT

The methods used for validation of non-formal and informal learning are essentially the same as tools used in assessing formal learning. When used for validation, tools have to be adopted, combined and applied in a way which reflects the individual specificity and non-standardized character of non-formal and informal learning. Tools for assessment of learning need to be fit-for-purpose.

Breadth of competences to be assessed are:

- The depth of learning required
- how current or recent are the knowledge, skills and competence
- sufficiency of information for an assessor to make a judgement
- authenticity of the evidence being the candidate's own learning outcomes

Having determined the basis of learning, it is possible to examine the fitness for purpose of different assessment tools. The following criteria need to be considered for each potentially useful assessment tool:

- validity: the tool must measure what it is intended to measure;
- reliability: the extent to which identical results would be achieved every time a candidate is assessed under the same conditions;
- fairness: the extent to which an assessment decision is free from bias (context dependency, culture and assessor bias);
- cognitive range: does the tool enable assessors to judge the breadth and depth of the candidate's learning;
- fitness for purpose of the assessment: ensuring the purpose of the assessment tool matches the use for which it is intended.
- safety, security and confidentiality: is the candidate protected from abuse during the process?
- standards/referential: are the benchmarks of content and level of learning well defined?
- sustainability: will the process operate over time within resources of the money and time required?
- visibility/transparency: is the process of validation generally understood and does it lead to wider recognition of the candidate's learning?

- cost-efficiency: can the process be modified so that the benefits (personal and financial) are in proportion to the cost? (European guidelines for validating non-formal and informal learning 2009)

Assessment Methods:

- debate: offers the candidate an opportunity to demonstrate depth of knowledge as well as communicative skills;
- declarative methods: based on individuals' own identification and recording of their competences, normally signed by a third party, to verify the self-assessment;
- interviews can be used to clarify issues raised in documentary evidence presented and/or to review scope and depth of learning;
- observation: extracting evidence of competence from an individual while they are performing everyday tasks at work;
- portfolio method: using a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples showing an individual's skills and competences in different ways.

It is now possible to extend the classification to encompass some assessment methods that are common but are not easy to classify using the five categories above:

- presentation: can be formal or informal and can be used to check ability to present information in a way appropriate to subject and audience;
- simulation and evidence extracted from work: where individuals are placed in a situation that fulfils all the criteria of the real-life scenario to have their competences assessed;
- tests and examinations: identifying and validating informal and non-formal learning through or with the help of examinations in the formal system.

Example of assessment Appendix 3.

RPL AS A TOOL FOR BUILDING INDIVIDUAL LEARNING PATHS

The next phase in the RPL process is to build an individualized curriculum for the student (Figure 4). It depends on the form of curriculum (learning concept) and the RPL instructions on how complicated this

might be. As the idea is to shorten the time spent on formal education, the individualized studies should make it possible.

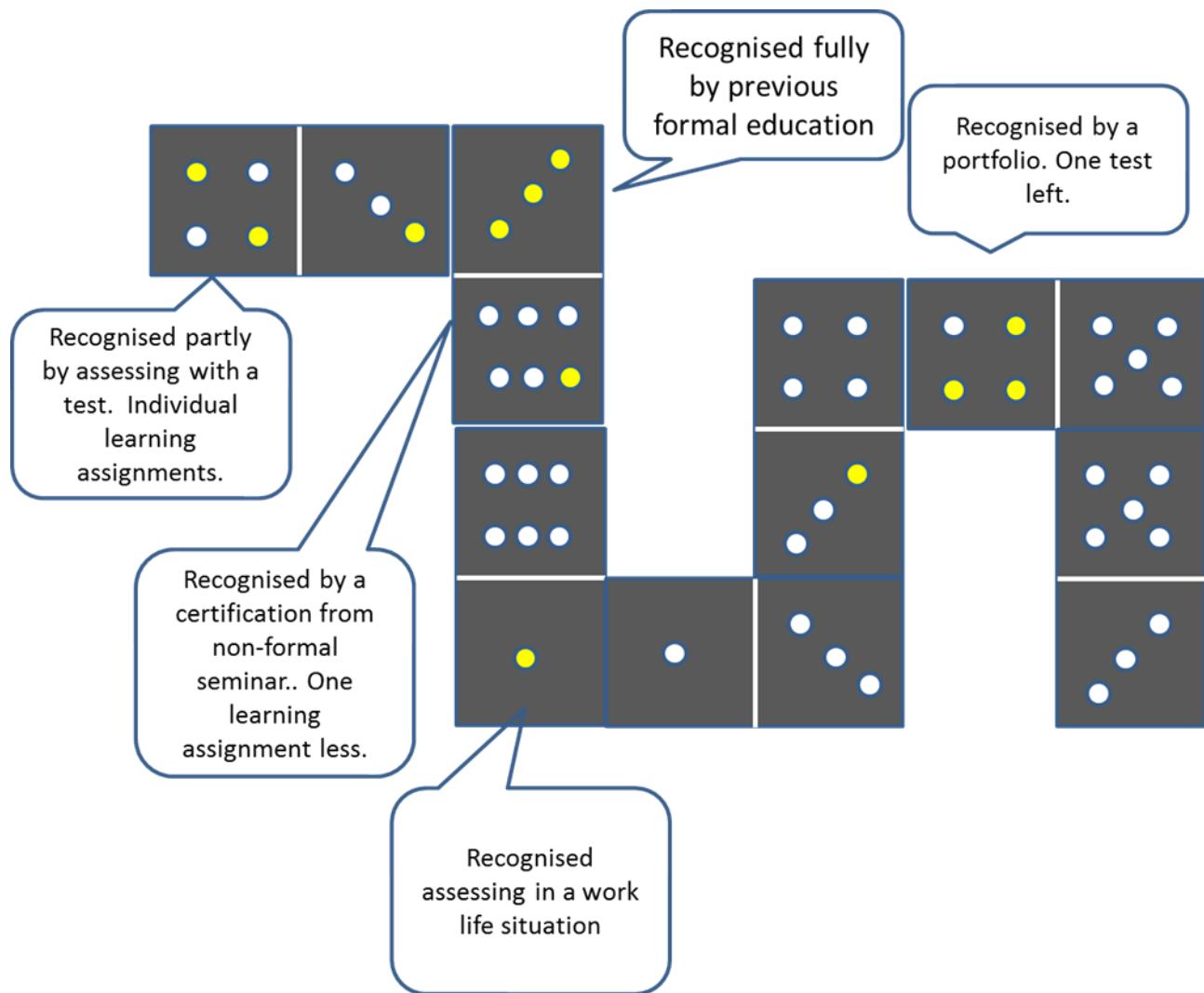


Figure 9. Building an individual learning path when the curriculum contains courses and modules.

Each type of curriculums have their challenges in RPL. If the curriculum is project-based, it may be easy to recognize learning through work experience. It might be more difficult to assess learning that is gained in formal education or seminars. Building individual projects might be challenging.

References:

European guidelines for validating non-formal and informal learning, 2009.

<http://www.google.fi/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwiQtdvksqTLAhXpNJ>

oKHQpgCNcQFgghMAE&url=http%3A%2F%2Fwww.cedefop.europa.eu%2Ffiles%2F4054_en.pdf&usg=AFQjCNGKS8apoXcGG1KAOOnswAEw1fYtFQ&bvm=bv.115339255,d.bGs

Appendix 1

CASE: EXAMPLE OF STUDENT INSTRUCTIONS AND FORMS FOR RPL, HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES

The RPL instructions for students are called “Recognition of Learning” and there are three ways to be recognized: Credit transfer, Demonstration and Educationalisation.

Credit transfer

The credits completed at other higher education institutions can be transferred to part of your degree at Haaga-Helia, if they fulfil the requirements set by the degree programme. The studies can be completed either before or during the studies at Haaga-Helia.

To be able to transfer credits from other institutions, you need a certificate or a degree of those studies. The credits can either replace your compulsory/elective studies or they can be included in your free-choice studies.

When planning the transfer of credits, it is good to notice that Kela, the Social Insurance Institution of Finland, does not take into account the credits completed via direct transfer in their annual monitoring of study progress.

When you want to transfer credits completed at other institutions, the RPL process should consider the following:

- Read the course description. Do you already have the required knowledge/skills?
- Contact your Academic Advisor and tell which studies you would like to transfer.
- Academic Advisor identifies the transfer(s) and negotiates (if necessary) with the teacher(s) of the course in question.
- Academic Advisor records the transfer(s) to your study register. For transfer of credit, the grade, time and place where you have completed the studies is also recorded.

Note that after credit transfer has been completed, the grades cannot be removed from the student registry nor can you participate in the course normally to raise the grade. In credit transfer, the previously completed course grades are transferred to your Haaga-Helia record using the grading system 1 (lowest grade) to 5 (highest grade). Exchange Studies would be an exception to this rule.

You can ask more about the RPL process from your Academic Advisor.

Demonstration

You can complete either whole or parts of courses by demonstrating your knowledge/skills learned in your work/own company/free time. You can negotiate with the teacher responsible for the course about the best way to demonstrate your learning.

The way(s) to demonstrate your skills can be for example:

- portfolio

- reflecting essay about your competence
- learning diary
- certificate/recommendation from your employee
- interview
- exam
- demonstration of skills
- project work
- verbal assessment
- lecturing
- written summary about your learning and experience
- combination of the previous ways

Note that after demonstration has been assessed and approved according to Haaga-Helia course assessment criteria and grading system, the grade cannot be removed from the student registry nor can you participate in the course normally to raise the grade. If you do not pass the demonstration, you need to complete the course in the normal manner.

Educationalisation

This option would be for if you are working, or are participating in other activities that develop competencies required in your personal study plan. In this situation you may be interested in completing a course or a project module outside of the classroom: you learn by doing and linking it to the theoretical frameworks, learning objectives and competences of the course to be educationalised, document the process, and possibly demonstrate your competences to receive the credits and a grade.

Note that after the Educationalisation process has been completed, according to Haaga-Helia course assessment criteria and grading system, the grade received cannot be removed from the student registry nor can you participate in the course normally to raise the grade. If you do not pass the demonstration, you need to complete the course in the normal manner.

To start the Educationalisation process, discuss with the teacher assigned for the subject.



HAAGA-HELIA

University of Applied Sciences

APPLICATION

REPLACEMENT OF STUDIES WITH STUDIES COMPLETED ELSEWHERE

Please complete this form carefully. Type or use block letters. Inadequately completed applications not including requested documents will not be processed.

Applicant

Student number			
Name	Last Name	First Name	
Degree Programme			

Study Unit in the Degree Programme

Code		Credit units	
Name			
Level	<input type="checkbox"/> Basic studies	<input type="checkbox"/> Professional studies	<input type="checkbox"/> Majoring studies

Earlier studies with which the applicant would like to replace the above mentioned study unit

Name of the course			
Credit units/hours		Completed date	
School			
Grade received			
Literature required for the course (names and authors) + other detailed info			

Applicant's signature

Date		Signature	
------	--	-----------	--

Teacher's decision

	<input type="checkbox"/> Accepted	<input type="checkbox"/> Denied	
Date		Signature	

Student counsellor's decision

	<input type="checkbox"/> Accepted	<input type="checkbox"/> Denied	
Date		Signature	

Enclosures Copies of the certificates

Details of the studies or degree in question (ex. study plan of the course)

1. Name of the Student	
2. Group Code	
3. Course Title	
4. Course Code	
5. Responsible Teacher	
6. Explanation on how and where the prior learning has been acquired (knowledge, skills and competences); Attach possible work and other certificates.	
7. Signature and date of enrolment to the RPL process.	
FOR ADMINISTRATIVE USE ONLY	Responsible teacher's comments and decision:

Appendix 2.

CASE: EXAMPLE OF GUIDELINES AND FORMS OF RPL, SPORTS COACH UK

Full document (Guidelines for Federations):

<http://www.sportscoachuk.org/sites/default/files/Recognition%20of%20Prior%20Learning.pdf>

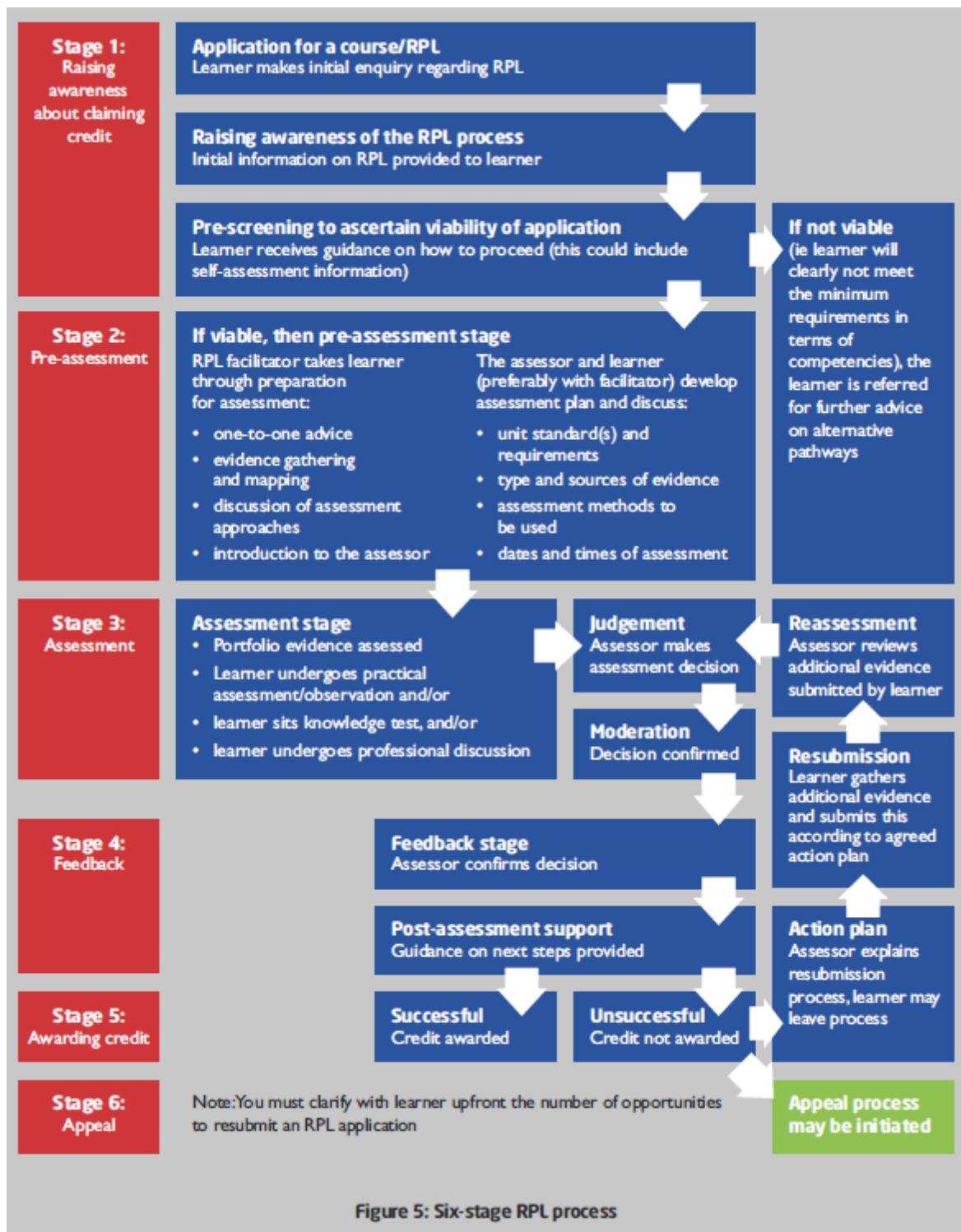


Figure 5: Six-stage RPL process

APPENDIX 2: SAMPLE APPLICATION FORM

RPL Application Form

Learner name: _____

Address: _____

Contact phone number: _____

Email: _____

Date of birth: _____

Which qualification do you wish to be assessed for through RPL? _____

Qualification: _____

I wish to apply for recognition for the following units:

Unit name:	_____

Which relevant qualification do you already hold (eg coaching, officiating and leading)?

Qualification name:	_____

What relevant experience do you already have (eg coaching, officiating and leading)?

Signature: _____ Date: _____

This completed form is to be lodged with the training manager, who will contact you within 10 working days to discuss your application, the process for gathering evidence and assessment.

Office use only:

Acted upon by whom: _____ Date: _____

APPENDIX 3: SAMPLE LEARNER SELF-ASSESSMENT FORM

Learner name: _____

Unit/qualification name:			
Instructions			
1 Read each of the questions in the left hand column of the form. (These will be based on the assessment requirements of the unit/qualification.)			
2 Place a tick in the central column if you believe you can perform the tasks described.			
3 Complete the column on the right hand side, listing any evidence you have to show that you perform these tasks.			
4 In the far right column, identify if:			
A you have learnt this through former study or work experience (and have evidence to prove this)			
B know and can do the task but have no paper evidence			
C are willing to complete a task or be observed doing this			
D need to undertake the learning associated with the task.			
Can I	✓ / X	How could I prove this?	A, B, C, D
<i>Example: Design coaching sessions independently of others</i>	✓	<i>Example: Sample sessions and witness testimony</i>	A

Learner signature: _____ Date: _____

Appendix 3.

CASE: EXAMPLE OF COMPETENCE ASSESSMENT: FINNISH VOCATIONAL (COACH) EDUCATION IS BASED ON COMPETENCE ASSESSMENT

In Finland there are three levels of competence based qualifications:

- Vocational qualifications indicate competence to enter employment in the field
- Further vocational qualifications indicate the vocational skills required of skilled workers in the field (for coach qualification, this would be the competences for the work of a professional coach at the sport club)
- Specialist vocational qualifications indicate a command of the most demanding tasks in the field (for coach qualification, the competences are for national team coaches, academy coaches and high performance directors)

Vocational skills requirements determine the level of competence. In order to complete a competence-based qualification, candidates must demonstrate certain skills and competences required in the profession. These skills are outlined in the Requirements of Competence-based Qualifications defined by the Finnish National Board of Education. Vocational modules are defined in collaboration with representatives of business life and are directly based on real-life work tasks.

Competence-based qualifications are open to all, regardless of their age, work experience or educational background. Those with broad and all-round professional competencies can demonstrate their vocational skills in competence tests without taking part in preparatory training. Nevertheless, competence tests are mainly completed in connection with preparatory training. There is also an online tool available that can be used in assessing one's competencies. An individualisation plan is prepared for each student taking a competence-based qualification. The plan indicates the competence tests the candidate will take as part of the qualification or its modules. It also defines where, when and how they will be taken. The plan also indicates if and how existing vocational skills need to be supplemented in order for the competence based qualification to be completed successfully. Means of supplementing existing skills may include for example on-the-job learning or participation in preparatory training. Competence tests are based on authentic work assignments. Competence-based qualifications are completed by taking part in competence tests where required skills are demonstrated in authentic work assignments. Competence test are assessed by training experts and representatives of working life.

Candidates also assess their own skills.

http://www.oph.fi/download/131406_competence_based_qualifications_brochure.pdf

Appendix 4.

CASE: EXAMPLE OF COMPETENCE DEMONSTRATION: FEDERATIONS COACH EDUCATION LEVEL 1, FINLAND

Assessment of the coach at a practical training situation. This includes the training program but can be used as demonstration of prior learning.

Assessment discussion before the practical training session:

The coach knows the athletes:

The coach is able to talk about the athletes, their personalities, qualities and levels. The coach can tell how he/she takes these into consideration.

Coaches resources:

The coach is able to talk about him/herself as a coach and his/her motives. He/she can assess his/her timetable, resources and how the coaching fits into his/her life. He/she can assess how the athletes see the coach and how he/she works with stakeholders.

Knowledge of sport:

The coach shows the plan of the training session, its objectives and reasons. He/she estimates how the training session fits for the athletes. He has planned the organisation at the training session and how he/she is going to engage the athletes. He/she tells how he/she is going to facilitate learning and how the safety issues are taken into account.

Observing during the training session:

Athletes:

- Do the athletes seem to be eager/happy to train?
- Content of the training session: Is there activity, is the activity/recovery ok, does the content match the objectives?
- Are the athletes asking questions/are they answering questions?
- What kind of atmosphere is there?
- Do the athletes have a say in the training and its contents?
- Are the individuals noticed?
- Do the athletes succeed?
- Do they learn?
- Is the training challenging enough?
- Do the athletes get feedback?
- Is it safe?

The coach:

- Is the coach eager/happy to coach?
- Is there interaction, and what does it look like?
- How does the coach affect the atmosphere?
- What kinds of questions are asked?
- Does the coach listen?
- Is the coach challenging him/herself?
- What kind of feedback is the coach giving?
- How does the coach organize?

Assessment discussion after the practical training session:

- The coach talks about what has happened and why.
- The coach assess what is learned and how/why
- The coach assess what went well
- The coach talks about anything that has happened unexpectedly, how he/she reacted and how he/she would react in the future
- The coach talks about what he/she learned
- The coach assesses the safety issues
- The coach assesses how the goals were reached
- The athletes assess the atmosphere and their own actions at the training session

Appendix 5.

CASE: RPL INSTRUCTIONS OF A SPORT FEDERATION: AUSTRALIAN ROWING

Full Document: <https://s3-ap-southeast-2.amazonaws.com/piano.revolutionise.com.au/site/bj7uovzxyfrzv6cc.pdf>

Recognition of Prior Learning Policy and Procedure



What constitutes appropriate prior learning?

Prior learning is learning which occurs before a coaching course is undertaken and which results in a coach's acquisition of appropriate competencies for a particular accreditation level. A major reason for including the RPL in a coach education program is to avoid the problem of participants having to unnecessarily repeat learning experiences.

Prior learning may be formal (eg course, structured coaching experiences) or informal (eg range of life experiences).

How might prior learning occur?

- coaches may have recently (within 4 years) been an athlete and consequently been coached by an appropriately accredited person
- coaches may have recently worked as an assistant to an appropriately accredited coach
- coaches may have recently completed a recognised training program (within Australia or overseas)
- coaches may have recently coached and learned from "experience on the job"
- coaches may have recently acquired knowledge through formal and informal self-education by reading relevant material, observing other coaches, discussing methods with other coach educators, watching coach education video programs and talking with athletes

Rowing Australia recognises the skills and knowledge that coaches obtain through formal training as well as those gained through life experiences. RPL focuses on what has been learned, not how, when and where it has been learned. There will be no honorary accreditation - all coaches must satisfy the competencies of each particular accreditation level in order to obtain accreditation

Credits for prior study or learning

Candidates may apply for exemption from all or modules of the course. Such coaches will be required to document their prior learning and submit it in writing. The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

ALL APPLICANTS MUST FOLLOW THE RPL PROCEDURES OUTLINED ON THE NEXT PAGE:

Form 14. Recognition of Prior Learning Policy and Procedure

Recognition of Prior Learning Policy and Procedure



If you think you might be eligible for RPL for any of the Rowing Australia coaching accreditation levels.....

1. Obtain a copy of the appropriate Course Syllabus and Application Form from your state rowing association.
2. Discuss the process with your state rowing association development officer.
3. Compare the Course Competencies and Learning Outcomes with your current competencies, skills and prior learning experiences.
4. If you decide to apply for RPL, complete the RPL Application Form and return it to the Rowing Australia with the RPL fee of \$22 for each module (gst included).
5. Rowing Australia will appoint an RPL Assessment Panel to consider the application, the information provided, and if necessary, other information obtained through an interview or demonstration.
6. Applicants will be notified of the decision in writing by Rowing Australia.

Appeals against this decision must be lodged in writing with Rowing Australia within 14 days of receiving the result.

Where could you go for additional resources?

Please visit www.coachlearn.eu/tools and download additional reports and resources.

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