



PLAY

# COACH ACCREDITATION FRAMEWORK

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# INTRODUCTION

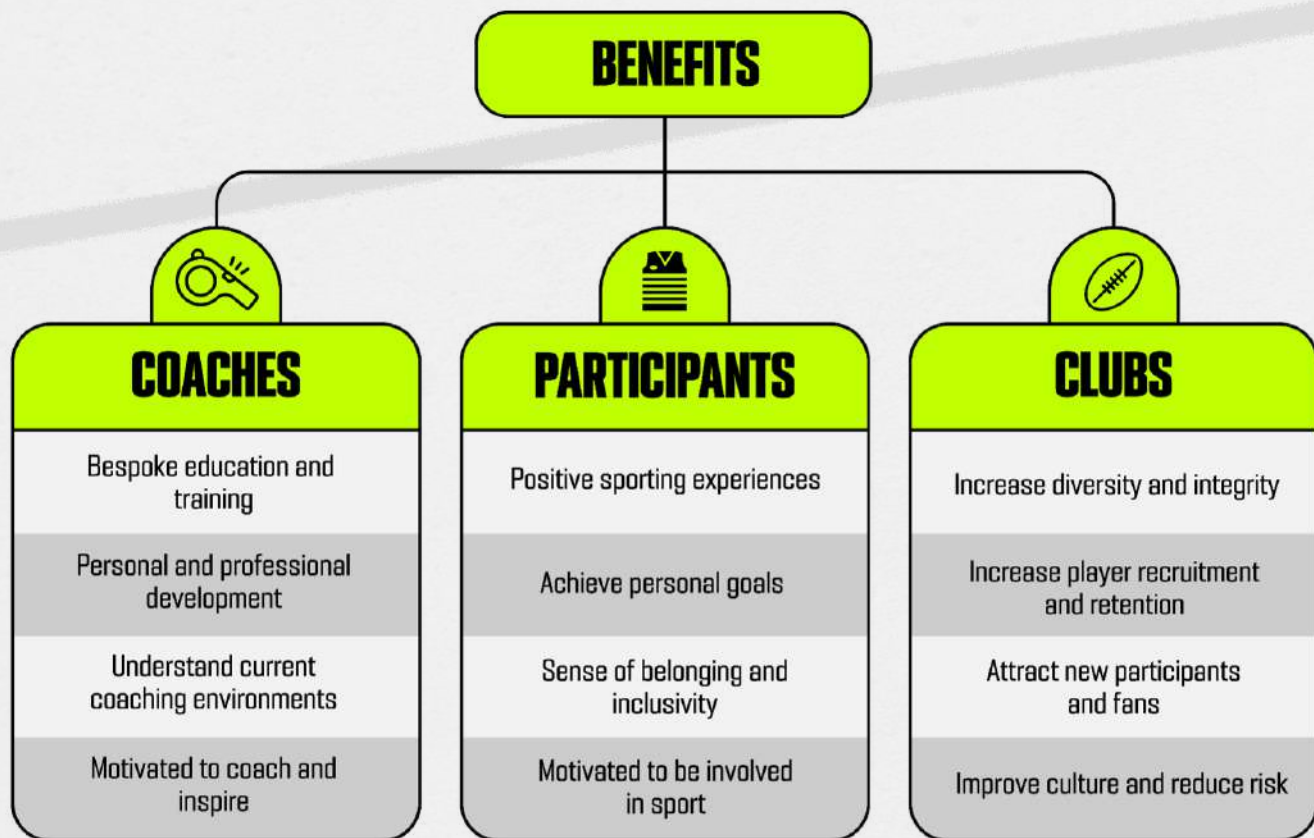
Over the past four decades, the AFL landscape has witnessed substantial changes, characterized by a surge in diverse talent, new formats, technologies, and shifting participant expectations. Despite these developments, coaching methods within the AFL have largely remained unchanged.

The AFL's Modern Approach to coaching is participant centered and focuses on creating great football experiences for all participants - supporting coaches to become great leaders and facilitators in their football club environment, irrespective of participant age, gender, skill level or competition level.

Rather than focusing only on skill development, winning and moving up through accreditation levels, the new approach involves ongoing learning and development for coaches, enabling them to continually improve their coaching skills for the benefit of participants, whether they are learning to play, playing socially or playing at a competitive level.

## OLD VS NEW APPROACH

OLD APPROACH	NEW APPROACH
Coach centered	Participant centered
Competitive, outcome focused	Fun, safe, inclusive, flexible, social and appropriately challenging
One size fits all	Adaptable coaching to meet the needs of the participants
Skills based	Holistic approach that develops participants' physical, social, psychological and cognitive skills along with sport-specific skills
Compliance	Develop competencies to deliver an optimal experience for participants
Commanding coaching style	Open, inquisitive, collaborative coaching style
Formal learning	Bespoke, blended, ongoing learning
Decreasing coach recruitment and retention	Increased recruitment and retention of coaches who enjoy what they do
Participant numbers dropping	Participants increasingly motivated to join and stay in sport



## WHAT HAS CHANGED?

There have been some significant changes to the accreditation framework, transforming how coaches can learn, develop, and be recognized. The following table outlines some of the key differences from the old framework to the new framework:


OLD FRAMEWORK	NEW FRAMEWORK
Levels-based accreditation system	A renewed structure with four distinct accreditation types: Registered, Bronze, Silver, and Gold.
Limited and generalized Learning paths	Bespoke learning opportunities tailored to the age group you coach + the environment you're in, for a more diverse and relevant learning experience.
Rigid learning schedules and methods	Flexibility in learning. Choose how and when you want to learn. Engage in segmented workshops, micro-learning, and on-the-job training. It's choose-your-own-adventure for your coaching journey.
One-time educational events	The modern framework emphasizes ongoing development rather than a one-time educational event, ensuring continuous growth and development.
Minimal recognition for achievements	Gain recognition for all the professional development you do as a coach. Earn badges and points that celebrate your learning and achievements.

# POINTS AND RECOGNITION SYSTEM

The AFL Coach Accreditation Framework uses a points-based system to help coaches progress through five accreditations: Registered, Registered Accredited, Bronze, Silver, and Gold. The point system encourages participation in various learning opportunities, including online modules, face-to-face workshops, practical coaching, demonstrations, observations, mentoring, and self-directed learning. Coaches who engage with different learning elements can accrue badges alongside points, showcasing their continuous professional development within the framework.

## MINIMUM POINTS FOR EACH ACCREDITATION

- » Registered: <100 points
- » Registered Accredited: 40 points
- » Bronze: 100 points
- » Silver: 200 points
- » Gold: 400 points



**REGISTERED COACH**

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OBTAIN:  
<90 points

RETAIN:  
N/A




**REGISTERED ACCREDITED COACH**

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OBTAIN:  
90 points

RETAIN:  
+40 points




**BRONZE COACH**

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OBTAIN:  
100 points

RETAIN:  
+50 points



**SILVER COACH**

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OBTAIN:  
200 points

RETAIN:  
+50 points



**GOLD COACH**

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OBTAIN:  
400 points

RETAIN:  
+100 points

# ACHIEVING ACCREDITATIONS: NEW COACHES

New coaches start their coaching journey by completing the mandatory compliance modules and the relevant Essential course (previously Foundation course) for the age group they intend to coach (Junior, Youth, or Senior) to achieve Registered Accredited. If a coach has signed up but has yet to complete their compliance module and/or Essential course, they will be deemed Registered only.

**Important Note:** A Person must be Accredited to coach Australian Football at a Club or Controlling Body. A Club or Controlling Body may only appoint a Person as a Coach if that Person is Accredited.

**Advancing to Bronze:** To advance to the Bronze accreditation, new coaches require an additional 10 points, which can be earned through completing an extra learning element or module of their choosing.

# ACHIEVING ACCREDITATIONS: CONTINUING COACHES

Any coach who has been active in the AFL coaching system since 2019 will receive a Recognition of Prior Learning and Accreditation under the new Framework.

To maintain an accreditation, coaches are required to obtain at least 50 points in a calendar year. Coaches earn 40 points for completing mandatory compliance modules and must gain an additional 10 points through chosen learning activities to maintain their current accreditation.

To appear on a team sheet, continuing coaches must have completed their mandatory compliance modules.



# HOW TO OBTAIN POINTS

Coaches can earn points and new accreditations by actively participating in a variety of learning activities. These activities include but are not limited to:

- » **Online Modules:** Structured courses and micro-learning available on the AFL LMS.
- » **Face-to-Face Workshops:** Interactive, facilitator-led sessions.
- » **\*Self-Directed Learning:** Independent learning of coaching related topics.
- » **\*Facilitation and Observation -** Watching and/or facilitating coaching sessions during training and/or game day
- » **\*Practical Coaching:** Hands-on coaching practice.
- » **\*Mentoring as a coach:** Providing coaching guidance and expertise.

\*Completion of learning in-situ can be recorded through the LMS via coach self-reflections and awarded points following completion of the online self-reflection tasks.

# POINTS ALLOCATION

Different learning elements within the framework have varying points based on their complexity, duration, and significance. Here's how points are typically allocated:

- » **Compliance Modules:** 40 points
- » **Essential Courses:** 50 points
- » **Online Modules:** 10 or 20 points depending on the complexity of the module
- » **Face-to-Face Workshops:** Minimum of 50 points per workshop
- » **All other learning types/elements:** TBC

At their discretion, the AFL Coaching Team may adjust points for certain courses and offerings within a given year.

# EXCLUSIVE WORKSHOPS

As coaches progress through the accreditations, they unlock access to exclusive workshops and offers tailored to their coaching accreditation and participant cohort. These workshops provide advanced learning opportunities and help coaches further enhance their coaching skills and knowledge.



## RETAINING YOUR ACCREDITATION

Continuous learning is imperative for maintaining an accreditation position. Whilst some coaches will begin as a Registered coach, they might quickly progress and maintain their accreditation. Alternatively, their accreditation may fluctuate based on their learning priorities, coaching role and the extent of their personal development in a given calendar year. Coaches can advance from a Registered coach to the Gold coach accreditation within a calendar year by accumulating enough points.

Points will reset to the minimum required for the current accreditation on November 1 each year. This ensures that coaches remain engaged and active throughout the year to maintain or improve their coaching accreditation.

For a Bronze and Silver coach to maintain their current accreditation, they will need to obtain at least 50 points each calendar year. This includes 40 points from compliance modules and at least 10 points from an additional learning element. For a Gold coach, they will need to obtain at least 100 points each calendar year to maintain their current accreditation.

- » **Bronze:** 50 points in a calendar year
- » **Silver:** 50 points in a calendar year
- » **Gold:** 100 points in a calendar year

If a coach does not achieve enough points in a calendar year, they will revert to one accreditation, see examples on page 8.

## EXAMPLES



Beth is a Silver Junior Boys coach who starts the season at 200 points. On top of completing her renewal (40 points), Beth completes 3 x Shape the Environment Online modules each worth 10 points each. Beth finished the season with a total of 270 points and maintained her Silver accreditation for the following season.

Matthew is a Bronze Junior Girls coach who starts the season at 100 points. Matthew completes his renewal (40 points) and signs up for a new coach induction workshop hosted at his local club (50 points). He also received 10 points for completing the 'Game Day Communication' online module. At the end of the season Matthew has accumulated 200 points and will be recognised as a Silver Coach for the following season.



Steve is a Silver Senior Men's coach who starts the season with 200 points. Steve completes his compliance modules (40 points) as part of his annual renewal but doesn't engage in any additional learning throughout the season. Steve finishes the season on 240 points and consequently drops back to 100 points on November 1. Steve will now be recognized as a Bronze Coach for the following season.

Charlotte is a Gold Youth Girls coach who starts the season with 400 points. Charlotte completes her renewal (40 points) and attends a Coaching Masterclass for Gold coaches (50 points) during the season. Charlotte finishes the season on 490 points, and as a result, drops back to a Silver accreditation for the following season.



# BADGES AND RECOGNITION

In the new framework, badges represent achievement and ongoing professional development. To earn badges, coaches need to complete and engage in various learning opportunities provided within the framework. These badges will be prominently displayed on a coach's profile and can be downloaded, giving a comprehensive view of the coach's accomplishments, skills, and recent learning.

Upon achieving an accreditation, coaches will receive a badge in the color of their specific accreditation. This will be displayed on their coach profile:



Coaches can earn badges in various ways, including completing a specific amount of learning under a coaching competency or through previous experience, such as historical course attainments or participation in AFL-led coaching programs or workshops. A full list of available badges can be found at [play.afl/coach](http://play.afl/coach).



# RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is a way to acknowledge the skills and knowledge you have gained through previous coaching experience, training, or education. This ensures that your past efforts are recognized, and you receive the appropriate accreditation in the new framework.

## POINTS AND ACCREDITATIONS IN 2025+

Recap of the minimum points for accreditation:

- » Registered: < 90 points
- » Registered Accredited: 90 points
- » Bronze: 100 points
- » Silver: 200 points
- » Gold: 400 points
- » Platinum: To Be Confirmed

## KEY ELEMENTS ON THE RPL PROCESS

If you have been an 'active' coach since the 2019 season, you will be recognized under the new accreditation framework and awarded an accreditation. Active is defined by having either registered as a coach or engaging with coach learning resources on the AFL's LMS since the start of 2019.

### Who is eligible?

Coaches with an active coaching profile since 2019.

### How will you be recognized?

Your previous accreditation level will be transferred to the new framework, ensuring your past efforts and achievements are recognized:

- » Current Level 3 and Level 4 coaches will be recognized as Gold Coaches for 2025.
- » Current Level 2 coaches will be recognized as Silver Coaches for 2025.
- » Current Foundation Coaches will be recognized as Bronze Coaches for 2025.

# FACE TO FACE OFFERINGS

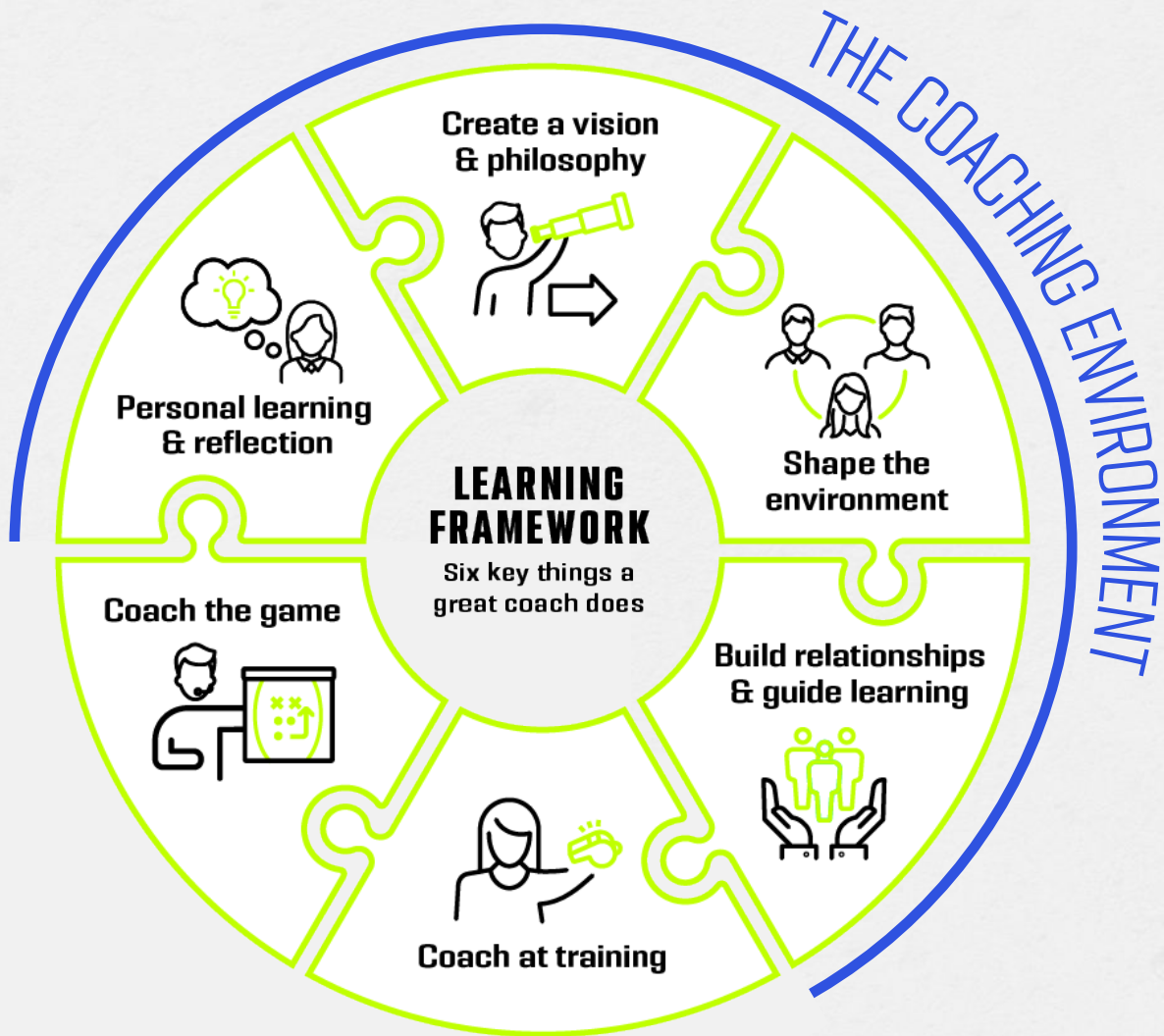
This guide will introduce our new face-to-face offerings as part of the accreditation framework. These offerings provide an invaluable opportunity for hands-on learning, real-time feedback, and networking. Designed to complement our flexible online learning resources, these face-to-face workshops ensure a comprehensive and engaging learning experience tailored to your coaching needs and environments.

## COACHING COMPETENCIES

All Face-to-Face workshops are designed to align with one or multiple of our six key coaching competencies. The six coaching competencies are as follows:

- » **Create a Vision and Philosophy:** Develop a clear coaching vision and philosophy that guides your approach and aligns with your values and goals.
- » **Shape the Environment:** Create a positive and supportive environment that fosters participant growth and development.
- » **Build Relationships and Guide Learning:** Establish strong relationships with participants, communicate effectively, and guide their learning process to ensure they feel supported and motivated.
- » **Coaching at Training:** Plan and execute engaging, purposeful training sessions tailored to participant needs, developing specific skills and techniques.
- » **Coaching the Game:** Manage and make strategic decisions during games, including tactical planning, in-game adjustments, and performance feedback.
- » **Personal Learning and Reflection:** Engage in ongoing personal development and reflective practice to continuously improve your coaching methods based on experience and feedback.





## 2024/25 FACE TO FACE WORKSHOPS

The Face-to-Face workshop offerings are categorized into three types: The Role of the Coach - The Coaching Environment, Coaching at Training, and Coaching the Game. Select workshops will also be tailored to specific age groups, Junior, Youth, Senior and General offerings.

- » **THE COACHING ENVIRONMENT:** These workshops integrate competencies 1, 2, 3, and 6, providing an interactive experience that enhances understanding of the multifaceted role of a coach, with a specific focus on improving the coaching environment.
- » **COACHING AT TRAINING:** Focused on competency 4, these workshops provide practical techniques for planning and conducting effective and safe training sessions. Coaches will gain insights into structuring training sessions that maximize skill development and ensure the transfer of training to game performance.
- » **COACHING THE GAME:** Aligned with competency 5, these workshops explore the strategic and tactical aspects of coaching during games. Participants will gain insights into making real-time decisions, analyzing performance, and delivering constructive feedback to participants.

COACHING THEMES & TOPICS	ROLE OF THE COACH COACHING ENVIROMENT	COACHING AT TRAINING	COACHING THE GAME
New Coach Inductions Junior/Youth 3HR Max	Creating a Quality Coaching Environment Coach Expectations	Coaching at Training Fundamental Skills of the game Connecting training to the game	Coaching on Game Day Fundamentals of 'Game Day' coaching practice
Coach Induction (Returning Coach) Junior/Youth/Senior 3HR Max	Creating a Quality Coaching Environment Coach Expectations/Behaviour	Connecting training and game day 'Using the game to teach the game at training'. Development coaching (individual & team development) Fundamentals of the game	Role of the Coach on Game Day Game Day Planning, Game Strategy, tactics & the phases of the game, Coaching at the breaks, Development & positional play coaching
Women's Coaching Programs (Coach Your Way: Rookie) Player to Coach 3HR Max	Creating a Quality Coaching Environment Coach Expectations	Coaching at Training Fundamental Skills of the game Connecting training to the game Connecting training and game day 'Using the game to teach the game at training'	Coaching on Game Day Fundamentals of 'Game Day' coaching practice Developing your 'Game Day' coaching practice Development coaching (individual & team development)
Diversity Coach Programs 'Diversity Player to Coach' 'Diversity Community Coach' 3HR Max	Creating a Quality Coaching Environment Coach Expectations	Coaching at Training Fundamental Skills of the game Connecting training to the game Connecting training and game day 'Using the game to teach the game at training'	Coaching on Game Day Fundamentals of 'Game Day' coaching practice Developing your 'Game Day' coaching practice Development coaching (individual & team development)
Masterclasses (Facilitated by AFL/AFLW, State Leagues, VFL/ VFLW & Talent League Coaches) Generic 60-90min Max	Creating a Quality Coaching Environment at the elite level (making connections to current context)	Coaching at Training Fundamentals of the game & at elite level (making connections to current context) Phases of the game (Contest, Attack & Defence)	Coaching on Game Day at elite level (making connections to current context)
Coach Coordinators & Directors 2-3 HRS Max	Supporting Club Coaches The three stages of the coach coordinator role Coach meetings & support networks Coach Developer Program and connections	Supporting Club Coaches at training	Supporting Club Coaches on Game Day
Coach Developer 1:1/Small group Mentoring & Observation 6 HRS	CD and Coach Relationship CD & coach establish IDP and identify areas of focus (needs of coach)	Coaching at Training Observation & Feedback x1 Coach's specified areas of focus	Coaching the Game observation & Feedback x1 Coach's specified areas of focus Next steps
Elevate your Coaching Practices- Role of the Coach: Coaching Environment Youth/Senior 2 HRS	Coaching Environment and Relationships. On-going Learning Gaps & Reflection		
Elevate your Coaching Practices- Coaching at Training Youth/Senior 2 HRS		-Connecting training and game day 'Using the game to teach the game and its fundamentals at training' -Development coaching (individual & team development)	
Elevate your Coaching Practices- Coaching the Game Youth/Senior 2 HRS			Role of the Coach on Game Day Game Day Planning, Strategy, tactics & the phases of the game Coaching at the breaks Development & positional play coaching
Elevate your Coaching Practices BUNDLE Purchase x3 EYC programs			
Masterclasses (Facilitated by AFL/AFLW) Exclusive to Elevate Coaches	Creating a Quality Coaching Environment at the elite level (making connections to current context)	Fundamentals of the game & at elite level (making connections to current context) Phases of the game (Contest, Attack & Defence)	Coaching on Game Day at elite level (making connections to current context)
Advanced Coaching Practices Pre-requisite: completion of 3 Elevate workshops? 30 HRS Max 30 Participant cap.	Coaching Environment and Relationships. On-going Learning Gaps & Reflection Online Coach Learning Groups (CLG)	Connecting training and game day 'Using the game to teach the game and its fundamentals at training' Development coaching (individual & team development) Online CLG	Role of the Coach on Game Day Game Day Planning, Strategy, tactics & the phases of the game Coaching at the breaks Development & positional play coaching Online CLG
Junior Coaching Curriculum (JCC) 90min Max	Creating a Quality Coaching Environment Junior Curriculum (session planning & activity library)	Using the JCC at training Fundamentals of the game Phases of the game (contest, attack & defence)	Using games to teach the game
Youth Coaching Curriculum (YCC) 90min Max	Creating a Quality Coaching Environment Youth Curriculum (session planning & activity library)	Connecting training and game day 'Using the game to teach the game at training'. Development coaching (individual & team development)	Connecting training and game day 'Using the game to teach the game'. Development coaching (individual & team development)

# ELEVATE YOUR COACHING PRACTICES WORKSHOPS

This guide will introduce our new Elevate courses as part of the new accreditation framework. The Elevate courses replace the Level 2 Course and are structured into three distinct topics, each focusing on a key aspect: The Coaching Environment, Coaching at Training, and Coaching the Game.

Each workshop is two hours long and can be offered as a Junior/Youth, Senior or General course. Coaches have the flexibility to attend one, multiple, or all sessions based on their needs or areas of interest for further development.

## THE COACHING ENVIRONMENT

This course is designed to help coaches explore and define the core elements that shape their coaching philosophy and approach. It encourages coaches to reflect on the fabric of who they are as a coach including their purpose, values, and the influences that have shaped their coaching style. Participants will develop a set of guiding principles and action statements that direct their everyday coaching decisions and actions. These principles are flexible and can be adjusted each season to align with the needs and profile of their current team and players.

Throughout the course, coaches will focus on building relationships, guiding learning, and applying new ideas across different phases of the season—off-season, pre-season, and in-season. The course includes reflective activities that prompt coaches to assess their objectives, evaluate what worked and what didn't, and consider how to improve their coaching practices.

**Coaching Points Awarded: 50**



# COACH AT TRAINING

Focused on the single Coach at Training competency, this Elevate course provides practical techniques for planning and conducting effective training sessions. It begins with a session on skill acquisition examining key principles like repetition, variability, relevance, and the challenge point that must be considered when planning training activities. Participants will explore constraints-based coaching and how to design training sessions that effectively integrate these principles.

The course also includes the designing of energizers, fundamental skill activities, decision-making and team tasks. Throughout the course, coaches will focus on identifying specific learning outcomes for their players, determining what they want the players to learn, and clarifying the focus of each activity. This approach ensures that training sessions are purposeful, relevant, and challenging, fostering meaningful skill development in players. Weather permitting, this course incorporates an outdoor practical session.

**Coaching Points Awarded: 50**



# COACH THE GAME

Focused on the Coach the Game competency, this Elevate course explores the strategic and tactical aspects of coaching during games. Coaches will explore how to define their unique brand of football, including strategies for ball movement, defensive setups, contest-winning tactics and structures at stoppages.

The course emphasizes the importance of effectively introducing the game plan to players through clear communication, active player engagement, and continuous feedback. Coaches will learn how to structure training sessions to reinforce the game plan and will work through various game day scenarios to prepare for real-time decision-making. In a Junior/Youth context, this Elevate course will focus on scenarios that aren't driven by results or outcomes, but rather principles of play that align to your coaching philosophy.

**Coaching Points Awarded: 50**

# APPENDICES

# APPENDICES 1.1

# RPL FRAMEWORK

Category	Types of Evidence	Accepted Examples	Assessment Criteria
1. Previous coach employment records	Detailed documentation of coaching experience, including dates, teams coached, specific roles undertaken, and any achievements or awards received	<ol style="list-style-type: none"> <li>1. Coach employment contract or agreement with a Football club.</li> <li>2. Written references or testimonials from Club board/committee or supervisor.</li> <li>3. Performance reviews or evaluations from previous coaching roles.</li> <li>4. Certificates or awards recognizing coaching achievements or contributions.</li> <li>5. Official team records listing the coach's name and role.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Validity:</b> From recognized Football club or organization.</li> <li>• <b>Relevance:</b> Directly related to coaching.</li> <li>• <b>Duration:</b> Shows substantial coaching experience.</li> <li>• <b>Impact:</b> Demonstrates significant contributions to teams and/or clubs.</li> <li>• <b>Verification:</b> Supported by credible documentation.</li> </ul>
2. Resume/CV	Detailed resume/CV outlining any employment history and/or experience, that is applicable to coaching.	<p>An up-to-date resume that includes:</p> <ol style="list-style-type: none"> <li>1. A comprehensive list of coaching positions held, including dates, responsibilities, and achievements.</li> <li>2. Detailed description of educational background, including degrees and certifications relevant to coaching.</li> <li>3. Professional development courses or workshops attended.</li> <li>4. Relevant skills and competencies related to coaching.</li> <li>5. Summary of volunteer experience in coaching or related fields.</li> <li>6. Contact information for professional references.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Completeness:</b> Includes all relevant history and experiences.</li> <li>• <b>Relevance:</b> Directly related to coaching (within Australian Rules Football or other Recognised Sport governing body)</li> <li>• <b>Accuracy:</b> Information is accurate and verifiable.</li> <li>• <b>Impact:</b> Demonstrates significant coaching achievements.</li> </ul>
3. Academic qualifications	Statements of Attainment, certificates, diplomas, or degrees related to coaching.	<ol style="list-style-type: none"> <li>1. Diplomas or degrees in sports science, physical education, high performance, performance psychology or related fields.</li> <li>2. Copies of coaching certifications or badges from recognized National or State sport bodies.</li> <li>3. Verification of VIT registration or equivalent teaching certifications.</li> <li>4. Membership documentation for professional coaching associations (ICF, ICCE, AIPC etc.)</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Validity:</b> From recognized institutions.</li> <li>• <b>Relevance:</b> Directly related to coaching.</li> <li>• <b>Applicability:</b> Aligns with required coaching competencies.</li> <li>• <b>Verification:</b> Supported by official transcripts and certificates.</li> </ul>
4. Academic results	Results of assessments demonstrating competency in coaching-related subjects.	<ol style="list-style-type: none"> <li>1. Transcripts from tertiary institutions showing completed courses and grades.</li> <li>2. Certificates of completion for coaching-related academic programs.</li> <li>3. Letters from tertiary institutions verifying the completion of relevant qualifications.</li> <li>4. Documentation of awards or honors received in academic settings.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Validity:</b> From recognized institutions.</li> <li>• <b>Relevance:</b> Directly related to coaching.</li> <li>• <b>Applicability:</b> Aligns with required coaching competencies.</li> <li>• <b>Verification:</b> Supported by official transcripts and certificates.</li> </ul>

# RPL FRAMEWORK CONTINUED

Category	Types of Evidence	Accepted Examples	Assessment Criteria
5. Volunteer experience	Evidence of relevant unpaid or volunteer coaching experience within community clubs, schools, or grassroots organizations, including involvement in junior development programs or coaching clinics.	<ol style="list-style-type: none"> <li>1. Letters of reference from clubs or organizations where volunteer work was performed.</li> <li>2. Volunteer agreements or contracts specifying roles and duties.</li> <li>3. Log or journal detailing volunteer activities, roles, and responsibilities.</li> <li>4. Written testimonials from beneficiaries or supervisors of the volunteer work.</li> <li>5. Photos or media articles highlighting the volunteer's contributions and impact.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Contribution:</b> Meaningful impact on the organization/community.</li> <li>• <b>Relevance:</b> Directly related to coaching.</li> <li>• <b>Duration:</b> Shows commitment over a substantial period.</li> <li>• <b>Skills:</b> Demonstrates relevant coaching skills.</li> <li>• <b>Verification:</b> Supported by credible references.</li> </ul>
6. Professional development	Records of any AFL-specific coach training or workshops attended	<ol style="list-style-type: none"> <li>1. Certificates of completion for coaching workshops, webinars, conferences, or clinics.</li> <li>2. Attendance records for relevant conferences or seminars.</li> <li>3. Detailed log or journal of professional development activities.</li> <li>4. Reports or reflective pieces on learning outcomes from professional development.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Validity:</b> From credible providers and genuine.</li> <li>• <b>Relevance:</b> Pertinent to coaching.</li> <li>• <b>Frequency:</b> Shows ongoing commitment to development.</li> <li>• <b>Impact:</b> Demonstrates application of learned skills.</li> <li>• <b>Verification:</b> Supported by certificates and attendance records.</li> </ul>
7. Third party reports	Additional evidence provided by club officials, mentors, players, or colleagues attesting to the coach's capabilities.	<ol style="list-style-type: none"> <li>1. Written reports or assessments from supervisors, mentors, or peers.</li> <li>2. Performance evaluations from previous coaching roles.</li> <li>3. Letters of recommendation from respected figures in the coaching community.</li> <li>4. Testimonials from athletes, parents, or other stakeholders directly impacted by the coach's work</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Objectivity:</b> Unbiased and from credible sources.</li> <li>• <b>Relevance:</b> Directly related to coaching capabilities.</li> <li>• <b>Detail:</b> Includes specific examples and assessments.</li> <li>• <b>Consistency:</b> Supported by multiple sources.</li> <li>• <b>Impact:</b> Highlights significant positive outcomes.</li> </ul>

# RECOGNITION OF PRIOR LEARNING POLICY

- 1.0 Preamble
- 2.0 Purpose
- 3.0 Scope
- 4.0 Policy
- 5.0 Supporting Documents

## 1.0 PREAMBLE

This policy is effective from October 1st, 2024.

## 2.0 PURPOSE

This policy governs recognition that can be granted on the basis of prior learning towards an accreditation within the AFL's Coach Accreditation framework.

## 3.0 SCOPE

This policy applies to individuals recognized by the AFL as Coaches. Qualification as a coach under this policy, requires registration on AFL's Learning Management System (LMS), and completion of the necessary registration and accreditation requires as outlined in the National Community Football Policy Handbook. All registered Coaches, from Community (including Auskick, Superkick and Nines) to the elite AFL and AFLW, are deemed Coaches within this policy's scope.

As of 1 November 2024, the AFL is moving to a new accreditation framework. As part of this the AFL will ensure that all coaches accredited since 2018 under the prior framework are provided Recognition of Prior Learning (RPL) and recognised in the new framework with an equivalent accreditation for 2025 year. This will be based upon learning completed through the AFL or State bodies where records are complete and centrally held at the AFL.

This policy outlines a process for Coaches who have completed learning outside of the AFL/State Body recorded learning and wish to seek RPL for this learning.

# RPL POLICY CONT.

## 4.0 POLICY

- i. Coaches can request RPL within the AFL's Coach Accreditation framework.
- ii. The RPL process for Coaches is managed by the National AFL Coaching team.
- iii. Applications for RPL must be submitted digitally using the designated form on the AFL's Learning Management System (LMS). Applications must be supported by verifiable evidence demonstrating equivalent learning related to the specific accreditation Coaches wish to apply for.
- iv. Coaches are responsible for providing sufficient evidence to support their applications, with clear guidelines set out in the RPL Framework provided by the National AFL Coaching team.  
This evidence may comprise:
  - a. Verified academic transcripts/excerpts from official tertiary institutions, providing necessary details for assessment.
  - b. Documentation of learning from work or life experiences, which could include:
    - i. Employment history, including relevant coaching experience.
    - ii. Testimonials from third parties, such as employers, outlining responsibilities and accomplishments.
- v. Where evidence submitted aligns to the RPL Framework, the AFL National Coaching team will review each application and provide a decision to the coach. Reviews will be held on a monthly basis with coaches informed of the decision no later than 60 days from submission of the form and required documentation.
- vi. Where evidence submitted does not align to the RPL Framework further review may be required, and a decision may extend beyond 60 days.
- vii. The AFL will maintain current and accurate records of all RPL decisions on the AFL's LMS.
- viii. Decisions regarding RPL for applicants will:
  - a. Be consistently and fairly made, ensuring timely processing.
  - b. Refer to the RPL Framework set out by the National AFL coaching team.
  - c. Be documented, providing clear reasons for granting or denying RPL.
  - d. Uphold the integrity of each coaching accreditation and its learning outcomes.
  - e. Include the number of points awarded, expiration of these points and the accreditation granted based on the applicant's submission
  - ix. Notification will be provided by email to the coaches recorded email on the AFL's LMS.
  - x. The outcome of the RPL decision is final, and no review process is available for coaches.

## 5.0 SUPPORTING DOCUMENTS

Refer to the RPL Framework Appendices 1.1 (Page 20)



**FOR MORE INFORMATION ON  
THE COACH ACCREDITATION  
FRAMEWORK VISIT  
[PLAY.AFL/COACH](https://play.afl/coach)**