



**RECOGNITION
OF
PRIOR
LEARNING**

**ASSESSMENT
PACKAGE**

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RECOGNITION OF PRIOR LEARNING

Introduction

Recognition of Prior Learning (RPL) recognises learning from previous life experience, courses, work or training for courses provided by Sports Medicine Australia. The applicant's experience will be compared to the competency requirements of the course for which the applicant is requesting RPL.

All applicants must satisfy the competencies of each particular level of accreditation in the course for which they are applying.

All applicants for RPL must submit their applications through the coordinator of the course they are attending. These will then be passed on to the State Education officer for consideration. RPL assessment will be conducted using the Sports Medicine Australia RPL Form. *See Appendix 1.*

To be considered for RPL, all applicants must hold a current Senior First Aid or Sports First Aid Certificate. At this point, SMA will not offer RPL for Sports First Aid Accreditation or Re-Accreditation.

Applicants requesting RPL for the Level 1 Sports Trainer Course will be assessed using SMA's Recognition of Prior Learning Assessment Form.

All participants applying for RPL will be required to undertake the theory and practical assessments of the course for which RPL is being sought.

What constitutes appropriate learning?

Prior learning is learning which occurs before a Sports First Aider, Level 1 or Level 2 Sports Trainer course is undertaken and which results in a participant's acquisition of appropriate competencies for a particular standard.

A major reason for including RPL in a Sports Medicine program is to avoid the problem of participants having to unnecessarily repeat learning experiences. It is also a cost-effective way for a candidate to upgrade their qualifications, improve their job prospects, or simply learn of how their existing job skills may translate to the qualifications.

Prior learning may be formal (eg. courses, workshops) or informal (eg. a range of life experiences).

How might prior learning occur?

- Sports Trainers may have recently worked as an assistant to an appropriately accredited Sports Trainer.
- Sports Trainers may have completed a recognised training program (in Australia or overseas).
- Sports Trainers may have recently worked and learned from “on the job experience.”
- Sports Trainers may have recently acquired knowledge through formal or informal self-education by reading relevant material, observing other trainers, discussing methods with other sports medicine educators, witnessing education videos and talking with athletes.

RPL Principles

The process of RPL will be quality controlled and delivered by personnel with experience in the sport industry and in sports medicine education. These personnel will be responsible for ensuring that:

- Procedures are fair and equitable
- Measures are valid and reliable

Those who manage the program will ensure that candidates seeking accreditation are aware of and can readily access the RPL process.

Competencies will be identified and made available for public scrutiny and used consistently when assessing prior learning.

Assessment will consistently and accurately reveal a candidates' competency so that repeated assessments would report the same level of ability.

Staff managing the RPL process will be experienced in the areas of:

- Adult education
- Negotiation skills
- Standards enforcement
- Assessment methods

What are the benefits of RPL?

- Recognises that an applicant is entering a course with existing skills and that their experience is valid.
- Speeds up the certification process.
- Conforms to the requirements for equity in adult education programs.
- Encourages the development of various assessment procedures.
- Allows the applicant to be further challenged by new modules, rather than spending valued time attending areas they are already competent in.
- Can be used to assess competency.

Competency is defined by the National Training Board as “the knowledge and skill and the application of that knowledge and skill across industries or within an industry, to the standard of performance required in employment.”

What steps are involved in the RPL process?

1 Review the candidate's application.

The candidate is to submit a portfolio of evidence, consisting of a collection of items they have gathered to validate their competency.

Evidence may include:

- Certificates/qualifications from other relevant courses (“credit transfer”)

Credit transfer is only possible when the existing learning outcomes are comparable with those from the previous course completed. It is recommended that “Credit Transfer” should only apply to units of work that are current (ie. Work completed more than 4 years previously should not be eligible for “Credit Transfer”).

- Resume

This may include reports from events, reports from sports professionals, or reports of athletes the applicant has treated. Confirmation from personnel specified may be required.

- Evidence of home/self-directed study

This may include reference lists of recent readings completed or professional journals subscribed to, synopsis of seminars attended, report of own research/analysis undertaken.

- Practical tasks

These may be used to gain additional evidence of the applicant's competencies.

2 Form a panel to assess the applicant for RPL.

See information on RPL Principles. The panel must include the SMA Education Officer from the State in which the candidate is applying for RPL.

3 Provide the applicant with information on the competencies required at the Level of accreditation they are seeking.

This information can be obtained from the RPL Assessment Form for each course criteria.

4 The panel can compare the evidence with the competencies required. A judgement must be made about whether the applicant wholly or partially meets the competencies required.

Records of the RPL process must be kept.

Credit Transfer will only be given for entire sections of the course.

The panel should check that the evidence submitted conforms to the following RPL principles:

- Validity (is the evidence relevant)
- Sufficiency (is there enough evidence)
- Authenticity (is the evidence a true reflection of the candidate)
- Currency (is the evidence recent)

Assessing competencies will be done through the use of the RPL Assessment Forms.

Applicants must demonstrate mastery of both the underpinning knowledge of the topic area, and the ability to apply this knowledge to a relevant practical situation. Therefore, a transcript of academic course completion is insufficient. Evidence of the application of knowledge is required.

- 5 In the event of partial completion of the course competencies, the panel should outline which competencies still need to be achieved, and preferably how.**

Options include:

- Register in the course for which they are seeking RPL
- If they meet all competencies, and sit the relevant assessment
- If they do not meet all competencies, sit the modules in which they are not yet competent, and undertake the relevant assessment

- 6 In the case of unconditional equivalency recognition the candidate is processed as a normal candidate for accreditation.**

- The participant will still required to pass the theory and practical assessment as set by the curriculum.

Level 1 Sports Trainer

Recognition of Prior Learning Assessment

Name: _____ Date: _____

Level of Accreditation Sought: _____

Assessment Panel: 1. _____ 2. _____ 3. _____

When assessing RPL the candidate must satisfy all competencies in a particular section to obtain credit transfer, ie. Credit transfer will only be given for entire sections. Each section of the course is enclosed in a separate box on this form.

1. *The Level 1 Sports Trainer in Action*

<i>Competencies</i>	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Communicate the roles and responsibilities of the Level 1 Sports Trainer.						
Develop methods of accurately recording details of an injured athlete.						
Demonstrate effective communication with athletes, coaches, parents, and health care professionals.						

Comments: _____

2. *Functional Musculo-Skeletal Anatomy*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Describe the major anatomical terms.						
Explain the major types of muscle contraction.						
Identify the major skeletal bones and muscles of the body.						
Explain the function of different joints and their respective actions.						

Comments: _____

3. *Preventing Sports Injuries*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Explain the role of a warm-up and cool down.						
Demonstrate a range of warm-up and cool down activities appropriate for a variety of sports.						
Demonstrate safe stretching activities for a warm-up and cool down.						
Recognise the role of protective equipment in sport.						

Comments: _____

4. *Sports Nutrition*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Ability to recognise the different food groups.						
Knowledge of the recommended daily intake.						
Ability to interpret nutritional information on food labels.						
Understand the general guidelines of food and nutrition and be able to assist athletes.						

Comments: _____

5. *Drugs in Sport*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Identify specific areas in which athletes use drugs.						
Identify substances banned by sporting organisations.						
Recognise how performance can be enhanced without the use of banned substances.						
Demonstrate non-judgemental approaches to drug use.						

Comments: _____

6. *Principles of Injury Management*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Define and apply the DRABCD principle.						
Define and apply the STOP principle.						
Define and apply the TOTAPS principle.						
Recognise the Sports Trainer's role in effectively managing an emergency situation and an injured athlete.						

Comments: _____

7. *Common Sporting Illnesses and Injuries*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Define and apply RICER and NO HARM principles.						
Demonstrate the ability to care for and manage a range of sporting injuries.						
Demonstrate the ability to care for and manage a range of sporting illnesses.						
Recognise and manage the signs and symptoms of shock.						

Comments: _____

8. *Common Medical Conditions Affecting Athletes*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Recognise the process of managing existing medical conditions and contraindications.						
Identify the signs and symptoms of a range of viral medial conditions.						
Identify the signs and symptoms of a range of chronic medical conditions.						

Comments: _____

9. *Moving Injured Athletes*

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Identify the safety procedure when transporting an athlete.						
Describe the precautions to be taken when transporting an injured athlete.						
Demonstrate a range of injured athlete transportation techniques.						
Recognise the procedure and management of spinal injuries.						

Comments: _____

10. Sports Taping

Competencies	Evidence	Valid	Suffic.	Authentic	Current	Accept/Reject
Identify contra-indications and precautions for taping						
Demonstrate effective prevention taping of an ankle, thumb and finger.						

Comments: _____

Summary

Competencies not met	Action required (eg. Further evidence, course of study, must attend specific section of Level 1 Sports Trainer course)

Signed: _____ **Date:** _____

Position: _____