

Recognition of Prior Learning

What constitutes appropriate Prior Learning?

Prior Learning is learning which occurred before a coaching/adjudicator course is undertaken and which results in a coach/adjudicator's acquisition of appropriate competencies for a particular standard (eg Level 0, 1, 2, and 3).

The *principal* reason for inclusion of Recognition of Prior Learning (RPL) in the DSA Accreditation Program is to provide a pathway towards compliance with DSA rules for appropriately qualified / accredited coaches and / or Adjudicators relocating on a permanent basis to Australia from overseas.

Australian residents who are registered with DSA may also apply for RPL where they have developed skills or training relevant to DanceSport Coaching or Adjudicating within Australia. The same measures of relevance and process of assessment will apply whether the RPL components were obtained overseas or within Australia.

Prior learning may be formal (e.g. courses, structured coaching/adjudicator experiences) or informal (e.g. demonstrated experience and practice), and ideally should be obtained within the previous 10 years.

How might Prior Learning occur?

As an example, Coaches and Adjudicators may have recently (*within four years*) been an active participant in their sport and consequently been coached /trained by an appropriately accredited person.

Coaches/Adjudicators may have recently Coached/Adjudicated on a regular basis and learned from experience on the job

Coaches/Adjudicators may have recently worked as an assistant to an appropriately accredited coach/adjudicator.

Coaches/Adjudicators may have recently completed a recognised relevant training program (in Australia or overseas).

Recognised Prior Learning Principles

The process of RPL must be quality controlled and delivered by personnel with experience in the sport and in relevant Coach/Adjudicator education. These personnel are responsible for ensuring that:

- **Procedures** are fair and equitable; and
- **Measuring** techniques are valid and reliable



Policy and Procedures

Maintaining excellence and continuous improvement in the development of DanceSport policies and procedures that facilitate and encourage best practice

Those who manage the program must ensure that Coaches/Adjudicators seeking accreditation are aware of and can readily access the RPL process. Competencies should be identified, be available for public scrutiny and used consistently when assessing prior learning.

Assessment should consistently (reliability) and accurately (validity) reveal a coach/adjudicator's competency so that repeated assessments would report the same level of ability.

It is desirable that DSA staffs who are engaged for the purposes of managing the RPL process for our DanceSport environment are experienced in the areas of:

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

It is also a requirement that they are accredited at a higher level than the RPL applicant is.

DanceSport Australia Environment

The world of Education and Training has seen many significant changes over the past years, all with the ultimate objective of ensuring the provision of quality education and training and the pursuit of excellence for all.

As part of this new Education and Training framework, DanceSport Australia (DSA) is committed to ensuring equity and fairness in the application of training, education and assessment principles.

This Accreditation Policy Procedure has been developed to provide a tool for the Recognition of Prior Learning (RPL) ensuring that Dancesport Australia employs a structured process to determine RPL outcomes, and that applicants use a structured process to apply for recognition of their Prior Learning

Through this DSA RPL Policy, all applicants will have equal access to the Accreditation process. Accreditation procedures are aimed at being just and verifiable, and without unnecessary barriers and delay to applicants. This Policy for the Recognition of Prior Learning, describes a step-by-step process for people applying for the recognition of competencies in relation to Dancesport Australia's: -

- National Accreditation Coaching Courses;
- National Accreditation Adjudicating Courses; and
- National Course Presenters Training & Accreditation Scheme

DanceSport Australia is committed to the provision of quality education and training for all of its members and supports the initiatives that have been seen as part of DSA's National Training Reform Agenda, which includes as one of its important elements, the Recognition of Prior Learning.

For further information or assistance concerning this Policy Procedure please contact the Convener, Accreditation Commission, DanceSport Australia.

Definitions

Throughout this policy: -

Recognition of Prior Learning (RPL)

Is the process, which will enable applicants to be granted recognition of previously acquired relevant competencies obtained through formal and/or informal training, work experience, and/or life experience. These competencies will be assessed against current and relevant learning outcomes/competency standards through the approved DSA RPL process.

Accreditation

Is the formal National recognition and acceptance of the educational standards of a course of study by an accrediting agency (i.e. Australian Coaching Council)

Assessment Criteria

These are the elements or measures that should be used to judge the worth of accumulated knowledge, skill and application.

Certified Copies

Certified copies are copies of original documents that are certified by a Justice of The Peace, Solicitor or Member of Police Force as a true and correct copy of the original document. The signature of the actuary must be original.

Competency

Focuses on what is required of adjudicator/coach in the working environment, rather than on the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. The National Training Board defines Competency 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."

Competency Standards

Are statements, in outcome terms, which specify knowledge and skill and the application of that knowledge and skill to the standard of performance required for the function to be performed?

Content Assessors

Are personnel, who are qualified and competent in their areas of expertise? Usually the Accreditation Commission, having the responsibility as the National Course Provider and/or Assessor for Coach/Adjudicator assessments within Dancesport Australia, will accredit these content assessors.

Learning Outcomes

Are statements that identify the skills, knowledge and applications within training courses, and reflect the required competencies. In RPL terms, the Learning Outcomes are the benchmarks against which a person's prior learning and competencies are measured.

Life Experience

The experience a person accumulates through interacting within the prevailing social environment. It implies the development of skills such as, occupational communication, and problem solving, decision-making and social interaction. In RPL terms, it is the application of skills, areas of knowledge, and attitudes, which can be translated into a direct relationship with vocational training.

Mentor

The duly qualified person responsible for providing quality support; advice; counselling; and monitoring of standards for trainee coaches/adjudicators.

National Competency Standards

The standards which have been developed by the Sport and Recreation Industry Training Advisory Body, and endorsed by the Australian National Training Authority.

RPL Assessors

Are the personnel who hold either National Presenters or Assessors Accreditation with DSA, and/or are appointed to manage the DSA's RPL process?

RPL Assessment Panels

RPL assessment panels shall comprise 3 experienced members who *collectively* possess the following expertise:

- Competency to conduct an RPL process
- Content competency to assess the relevance of RPL to training content and Learning Outcomes/competency standards
- Competency in Dancesport Australia's Coaching, Officiating, Administration and the related education
- Experienced in the areas of Adult education, negotiation skills, standards enforcement and assessment methods

The RPL Assessment Panel will be drawn from any two of three members nominated by the State Board, and one member of the Accreditation Commission. The Accreditation Commission must approve the State Board nominated members before they are eligible to participate in any RPL Assessment Panel.

Review

Means, a review of the original decision, which may include presentation of evidence of further training/assessment.

Work Experience

Relates to work competencies gained in a workplace where the acquisition of skills, knowledge, application and attitudes is related to tasks, processes and the work environment. It may also include informal self-initiated industry training courses.

What constitutes appropriate Prior Learning in our DanceSport Environment?

Prior learning is learning which occurs before a Coaching/Adjudicating course is undertaken and which results in a Coach/Adjudicator acquiring the appropriate competencies for a particular standard or level (eg: DSA Level 1,2,3).

A major reason for including the Recognition of Prior Learning within DSA's Education and Training program is to avoid the problem of participants having to unnecessarily repeat learning experiences.

Prior learning may be formal (eg: courses) or informal (eg: a range of life experiences) and can occur in any of the following ways: -

- As a person who has been coached by an appropriately accredited Coach
- As an assistant to an appropriately accredited Coach/Adjudicator
- Completion of a recognised training program (in Australia or overseas)
- Through learning from relevant experience on the job
- Through formal and informal self-education by reading relevant material, observing other Coaches/Officials, discussing methods with other educators.

Recognition of Prior Learning Principles

Dancesport Australia's RPL Policy is based on the following principles:

Commitment

DSA is committed to RPL as being fundamental to equity and fairness in the application of training, education and assessment principles. This commitment will be ensured through the application of best practice throughout the RPL process.

Access

Through this RPL Policy all applicants will have equal access to the process.

Fairness

The RPL process will be credible, just and verifiable. All applicants will have confidence that the process and its outcomes are fair, equitable and objective.

Openness

All RPL decisions will be governed by openness. Applicants will have the right to request a review of an unfavourable decision. This review will be negotiated to a resolution.

Support

Appropriate support will be available to the following personnel as required:

- RPL Applicants
- RPL Assessors
- Content Assessors

Confidentiality

All personal information disclosed by the applicants as a result of their RPL application and all parties involved in the assessment process will treat subsequent assessment interviews with total confidentiality.

Recognition of Prior Learning Process

The following sequential process has been established by DSA as the procedure to be followed by an applicant who wishes to obtain credit of prior learning/competencies through RPL.

1. Request

Applicants who consider applying for RPL will firstly contact the relevant State Board Executive Officer who will forward the application form and RPL requirements to the applicant and who will be available for further advice and/or assistance if required.

The application form is to be completed and returned to the State Board for verification.

The State Board Executive Officer will then forward the completed application form with supporting documentation, and any relevant fees, to the Convener of Accreditation Commission.

On receipt of an application, the Accreditation Commission will review the application to determine the completeness and relevance of the documentation. The Accreditation Commission will advise the applicant: of any deficiencies that must be rectified or addressed before the application can proceed

The Accreditation Commission will select and coordinate the application through a RPL Assessment panel.

2. ASSESSMENT

The RPL Assessment Panel will assess the completed application; this may require additional interview, examination and/or practical demonstration.

The RPL Assessment Panel after making a full assessment of the application will either:

- Grant recognition
- Require further supporting documentation/evidence
- Require further training/assessment; or

- If unsatisfied with the evidence available deny recognition

The RPL Assessment Panel will report their findings in writing to the Convener, Accreditation Commission, who will notify the applicant of the Assessment decision and any recommendations made by the panel. At this time the relevant State Board will also be advised of the outcome.

All advice on the outcome of the decision will be the responsibility of the Convener, Accreditation Commission.

3. REVIEW

DSA will initiate a review of the Assessment Panel decision where the applicant has decided to appeal the decision of the Assessment Panel, or where the Assessment Panel requires the applicant to complete further training/assessment.

The Review Panel will consist of the following personnel:

- One of the original RPL Panel Assessors
- A new RPL Assessor
- A new Content Assessor

The Panel will review all previous assessment methods undertaken by the Assessment Panel
The Review Panel will make a decision with one of two (2) possible outcomes:

- Grant recognition
- Deny recognition

The decision of the Panel conducting the review will be final.

In the event of conflict in an RPL assessment, DSA or the Applicant may call upon the Australia Coaching Council. DSA will not be responsible for any costs associated with a further appeal instigated by the Applicant.

The applicant will be notified of the review decision, and any recommendations of the review panel.

Recognition of Prior Learning Process - General Information

RPL will be granted when all the stated Learning Outcomes of the relevant Course (Module/unit) have been met.

DanceSport Australia will be responsible for the management of the total RPL process.

A national register of accredited RPL Assessors will be established and maintained by the Accreditation Commission of DanceSport Australia.

Assessors may be located anywhere throughout the nation to facilitate the RPL process. Assessors Accreditation can be achieved through successful completion of the training and accreditation process detailed within the DSA ÷Course Presenters Training & Accreditation Programö.

Roles and Responsibilities – Summary

4. Dancesport Australia

- a) Receiving, coordinating and processing applications.
- b) Selecting a RPL Assessor, for each application, who will act as the Chair of the RPL Assessment Panel and be the liaison between the Accreditation Commission and Assessment panel.
- c) Coordinating the formation of assessment panels
- d) Providing guidelines for content assessors
- e) Keeping the relevant State Board up-to-date with regards to applications received from their State, and the associated outcomes
- f) Recording the results of all RPL applications
- g) Advising applicants regarding the RPL process, providing reports on the outcomes of the submission.
- h) Best Practice management of the RPL process in respect of the following principles:
 - Commitment
 - Access
 - Fairness
 - Openness
 - Support
 - Confidentiality

5. RPL Assessor

- a) Chair the RPL Assessment Panel
- b) Coordinate Assessing of RPL applications against training content, learning outcomes/competency standards
- c) Report all decisions of the RPL Assessment Panel to the Accreditation Commission who in-turn are responsible for advising all relevant parties (ie: Applicant, State Board)
- d) Monitoring the quality and consistency of the RPL application processes
- e) Best Practice management of the RPL process in respect of the following principles:
 - Commitment
 - Access
 - Fairness
 - Openness
 - Support
 - Confidentiality

6. Content Assessors and Assessment Panels

- a) Assessing RPL applications against training content, learning outcomes/competency standards.
- b) Best Practice management of the RPL process in respect of the following principles:
 - Commitment
 - Access
 - Fairness
 - Openness
 - Support
 - Confidentiality

7. Applicants

- a) Conducting self-assessment to determine the relevancy and correctness of their application.
- b) Gathering all relevant supporting documentation to validate the information provided in their application.
- c) Completing an RPL application with honest, clear, complete and concise information
- d) Forwarding Application to the State Board Executive Officer and payment of any fees set for administration of the RPL process.
- e) Responding positively to assessment feedback from RPL Assessors and/or the DSA Accreditation Commission.

Application Form

Refer to Appendix 1 for Application for Prior Learning

APPENDIX 1

Date of Application:

PERSONAL DETAILS

Surname: (Mr/Mrs/Miss/Ms)

Given Names:

Date of Birth: _____ **Male** **Female**

Place of Birth: _____

Postal Address: _____

State: _____ **Postcode:** _____

Phone: (Home) _____ (Work) _____

Fax: _____

Email: _____

INTERNATIONAL DETAILS

If seeking RPL for qualifications gained overseas please complete the following.

Country of Origin:

Title of Accreditation/Qualification held:

Body Accreditation/Qualification is recognised by:

Date Attained

ACCREDITATION BEING SOUGHT

Details of Accreditation Sought

Discipline	Level of Accreditation	Course and/or Modules
<i>Example: Adjudicator - Standard</i>	<i>0 / 1 / 2.</i>	<i>All Course Components</i>

APPENDIX 2

Please copy & complete a new page for each Qualification you wish to seek RPL for.

A. RECOGNITION OF PRIOR LEARNING – EVIDENCE

Module/Unit Title:

Experience / Qualifications Gained

In the following space provided on the next page please provide full details of Qualifications and Experience gained, and state what you believe to be the relevance and importance of each towards gaining Recognition of your Prior Learning for your DanceSport Australia Accreditation purposes

Recognition of Prior Learning

DETAILS	RELEVANCE
Formal Qualifications (Include Copies)	
Work related experiences (Include references)	
Life experiences (Include references)	
Office Use Only: (Assessor's comments)	