Policy area	Training and Assessment
Standards	Outcome Standards for RTOs 2025, Standard 1.4 and 1.6
Responsibility	Trainers and Assessors, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to provide students with the opportunity to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment only pathway means a student will be assessed using the normal assessment methods usually involving a form of knowledge assessment and observation assessment of the student performing the tasks required by the unit of competency. Assessment only pathway implies that the student demonstrated their prior competency as part of the enrolment process and therefore was approved not to participate in training but to move directly to undertaking the assessment.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Recognition of Prior Learning (RPL) means the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a unit of competency, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment

outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that RPL is just another form of assessment and requires the same application of policy and procedures outlined in the Assessment Policy and Procedure.

3. Policy statement

3.1. RPL guidelines

The following guidelines are to be followed when an application for RPL is received:

- Any student is entitled to apply for RPL in a course or qualification in which they are currently enrolled.
- students may not apply for RPL for units of competency or qualification which are not included in SpraySMART's scope of registration.
- Whilst students may apply for RPL at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- students who are currently enrolled in a training program are eligible to apply for RPL in that program at no additional charge.
- Assessment via RPL is to apply the principles of assessment and the rules of evidence.
- RPL may only be awarded for whole units of competency.

3.2. Forms of evidence

RPL acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, we apply the following rules of evidence:

- Sufficient,
- Valid,
- Authentic, and
- Current.

Like assessment, RPL is a process whereby evidence is collected, and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by students of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a student's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward RPL may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient evidence on their own. When combined together with a number of evidence items, the student will start to provide a strong case for competence. We reserve the right to require students to undertake practical assessment activities of skills and knowledge to satisfy ourselves of a student's current competence.

3.3. Short Courses

For particularly short, low-cost courses, the process of conducting recognition of prior learning process will generally require the student to undertake more time and effort to prepare the recognition of prior learning evidence rather than simply attend a face to face assessment which only may require attendance for a few hours. For these short, low-cost courses, SpraySMART will offer an assessment only pathway for those students who can demonstrate significant prior on the job experience or previous competency during the enrolment process. Students will be invited to attend assessment only activities usually at the same time as a group course is being delivered and the student will simply join in with the group and undertake assessment with the group.

This opportunity will be communicated to students in pre-enrolment information.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
RPL process		
i.	**Inform students of RPL process.** Provide sufficient information to prospective students to inform them of opportunities for alternative pathways via RPL and the RPL process. Information on RPL is provided to the student in the student Handbook and in the Enrolment Interview. Refer to: *PP2.2 - Enrolment*.	Student Support Officer
ii.	**Student completes self-assessment.** The student should be provided an electronic version of the RPL application documents specific to the qualification or unit of competency they are enrolling in (Refer to the appropriate RPL Kit for that qualification or unit of competency). students who request RPL of their current competence are to be invited to carry out a self-assessment prior to enrolment (using the RPL Self-Assessment Guide included in the appropriate RPL Kit). The self-assessment will help to determine their suitability for a RPL application. This step is not compulsory but is strongly suggested.	Student Trainer/Assessor
iii.	**RPL Interview.** Undertake a RPL assessment planning interview between the assessor and the candidate (using the RPL Assessment Plan included in the RPL Kit). This RPL planning interview should be used to assist the candidate to make informed decisions about the valid opportunity for RPL or to consider alternative pathways. It should also assist the student to identify appropriate forms of evidence on units of competency which are considered suitable for recognition of prior learning. This is to include where possible:	Trainer/Assessor

	– Helping the candidate to identify valid units of competency which are suitable for recognition of prior learning; – identifying alternative options where RPL is not a suitable option. Alternative options may include: o recommending a learning and assessment pathway, or o recommending an assessment only pathway. – Helping the candidate to identify appropriate forms of evidence; – Guiding the candidate on the use of RPL tools; and – Informing the candidate about the assessment process Including their rights and obligations.	
iv.	**Students compile evidence and complete RPL submission.** students are to compile their RPL submission (using a RPL Evidence Report from the RPL Kit). This form allows students to record their documentary evidence against each unit of competency and to attach this evidence as required.	Students
v.	**Review RPL evidence and determine assessment outcome.** The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor may invite the student to undertake a RPL interview to answer verbal questions or a practical assessment. The Assessor is to record student responses, and their review and consideration of evidence against each unit of competency requirement in the appropriate RPL Kit. Evidence should be recorded in such detail to demonstrate the judgement of the assessor about the candidate's performance. Documentation must support fair, consistent and transparent RPL assessment.	Trainer/Assessor
vi.	**Notify student of assessment outcome.** At the end of the evidence gathering process the Assessor is to provide the student with written feedback regarding the assessment outcomes, including the procedure for the student to appeal the assessment outcome.	Trainer/Assessor
vii.	**Appeal.** If the student is not satisfied with the outcomes of a RPL application, they may appeal the outcome like any other assessment	Student

	decision. Refer the student to the appeals process which can be found in the student Handbook. Refer to: *PP2.10 - Appeals Policy.*	
viii.	**Record outcome and issue certificate.** When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the student management system. This may include issuing statements of attainment or qualifications awarded through RPL in accordance with the *PP1.13 - student Completion and Issuing Certificates*.	Trainer/Assessor
ix.	**Review RPL process.** On completion of the assessment process, the assessor must: ▪ Review the assessment process; ▪ Report on the positive and negative features of the RPL assessment to those responsible for the assessment procedures; and ▪ If necessary, suggest methods of improving the RPL assessment procedures through raising a *Continuous Improvement Report.*	Student Support Officer

6. Other documents to consider with this policy

Policies

- PP1.13 - student Completion and Issuing Certificates
- PP2.10 - Appeals Handling
- PP4.7 - Continuous Improvement

Forms

- Recognition of Prior Learning Package
- Continuous Improvement Report
- Request for an Appeal of a Decision Form

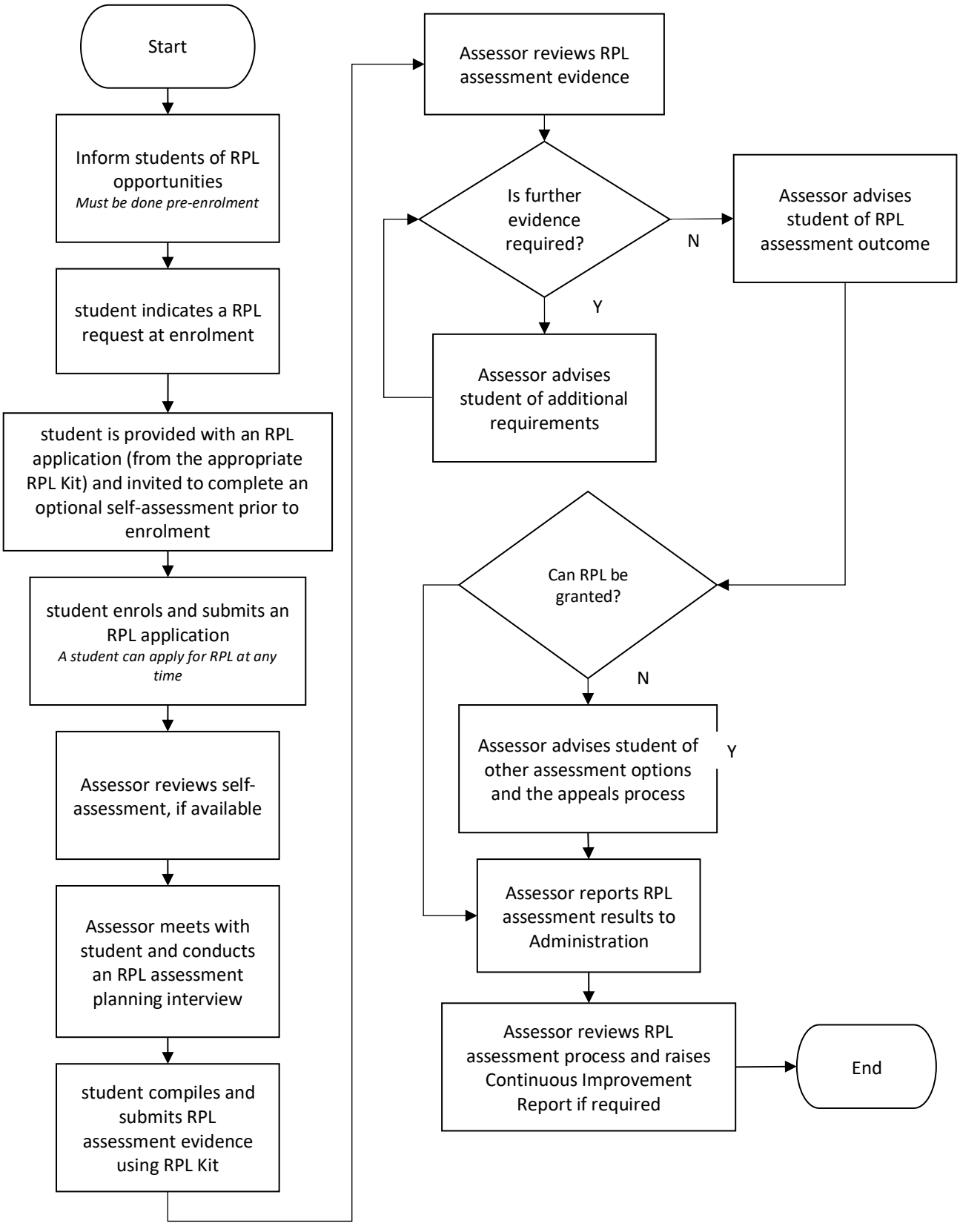
- Complaints and Appeals Register
- Appeals Response Letter

Handbooks, manuals or other documents

- student Handbook

7. Flow chart

Recognition of Prior Learning Process



8. Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.6: VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.