

Recognition of Prior Learning (RPL)

Policy and Procedure

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Recognition of Prior Learning Policy and Procedure

Purpose

The purpose of this Recognition of Prior Learning (RPL) Policy and Procedure is to ensure that individuals' prior learning gained through formal, non-formal and informal training, work and life experiences is appropriately recognised. This RPL Policy and Procedure aims to prevent VET students from duplicating learning already achieved and to clearly outline the process for applying for RPL so that existing skills, knowledge, and experience are formally recognised. This policy also ensures that RPL assessments are conducted fairly, consistently and in a manner that supports accurate competency judgement.

This policy complies with the Standards for Registered Training Organisations 2025, specifically addressing the requirements of Quality Area 1: Training and Assessment, Division 3 – Recognition of prior learning and credit transfer.

Scope

This RPL Policy and Procedure applies to all VET students enrolled in training products on Firetrain scope of registration

Definitions

AQF qualification means an Australian Qualifications Framework qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process by which an NVR registered training organisation, or a third party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.

Assessment judgement means a determination of whether competency has been achieved by a VET student consistent with the training product and the Outcome Standards.

Assessment system means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of VET student competency and meets the requirements of the Outcome Standards.

Assessor means a person who determines a VET student's competency for, or on behalf of, an NVR registered training organisation.

Cheating is defined as copying another student's work during an assessment or allowing another student access to one's work for the purpose of copying content.

Collusion is a form of misconduct where students engage in unauthorised or unethical collaboration on an assessment task that is supposed to be completed individually, to gain an unfair advantage.

Credit Transfer means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.

Plagiarism is the act of presenting the work, ideas, or words of another person or persons as one's own by failing to properly acknowledge the original source. This includes material from both published and unpublished sources.

Reasonable adjustment includes any adjustments for a VET student with disability, made by an NVR registered training organisation in a manner consistent with the *Disability Standards for Education 2005*.

Recognition of Prior Learning (RPL) means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which they meet the requirements specified in the training product.

Training Product means an AQF qualification, a skill set, a unit of competency, accredited short course or module.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training product.

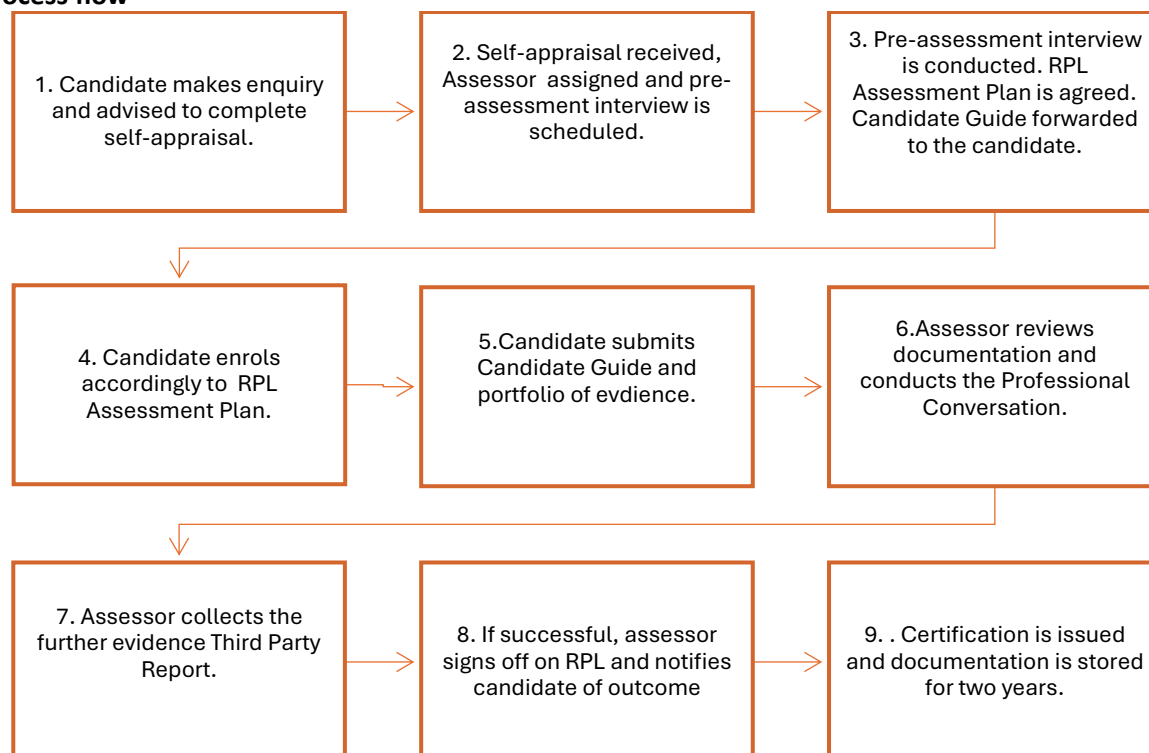
Procedure

RPL is the process whereby RTOs look at the prior knowledge, skills and experience of a VET student to award RPL against a unit of competency, skill set or full qualification.

Prior to enrolment or commencement of training, Firetrain will:

- i. advise that it recognises that Recognition of Prior Learning (RPL) is available to all VET students. This is communicated on the Firetrain website, Student Handbooks and prior to commencement of training.
- ii. advise VET students to complete the RPL Self Appraisal Form.

RPL Process flow



1. Complete self-appraisal

All RPL applications require to complete a self-appraisal.

2. & 3. Pre-assessment interview

Upon receipt of the self-appraisal the RPL Assessor will contact the RPL candidate to discuss and identify RPL options and answer any questions the RPL candidate may have. The RPL assessor will provide the RPL Candidate Guide, that will identify the unit(s) of competency for RPL.

4. Enrolment and Payment

5. Submit Candidate Guide and portfolio of evidence to RTO

This Candidate Guide provides specific information about the RPL assessment process for this qualification, including suggested/required **portfolio of evidence**. The candidate guide provides guidance around the type of evidence that the RPL candidate could submit to demonstrate performance of the various tasks. The document register allows the RPL candidate to list and attach any evidence to support the RPL application. These documents submitted will be verified by the RPL candidate completing the Authenticity Statement.

6. Evidence review and professional conversation

Once the RPL candidate has submitted the Candidate Guide and portfolio of evidence, the assessor will commence the review of evidence. The evidence gathering will include questioning, that may take place face-to-face in the workplace, or at the RTO, or via a virtual platform (e.g. TEAMS, Zoom). The assessor will discuss these options with the RPL candidate. This **professional conversation** provides the RPL candidate with an opportunity to discuss their portfolio of evidence and to verbally answer the knowledge questions. The RPL candidate may make preliminary notes for each of the questions to assist them to prepare for the conversation.

7. Assessor collects further evidence

Third Party Report is a document for the RPL candidate supervisor, current or past (up to 18 months), to verify that they can perform, or have performed the various tasks as described in the report. The Assessor will be contacting the nominated supervisor for verification.

Direct Observations may occur where the assessor requires evidence of the RPL candidate practical skills to support their RPL application. In these instances, the assessor will inform the RPL candidate that they need to observe them doing some tasks/activities at their place of work or in a simulated environment. The assessor will give the RPL candidate prior notice to enable them to speak to their employer / supervisor.

8. Notification of outcome

The assessor will notify the RPL candidate of the outcome of the RPL assessment, including any gaps in knowledge and skills. The RPL candidate may be awarded the full qualification, or partial RPL for unit(s) of competency and invited to undertake any required gap training.

9. Issuance of Qualification or Statement of Attainment

The RPL candidate will be awarded either the full qualification or a Statement of Attainment for the unit(s) of competency achieved. RPL assessment records will be retained for a period of 2 years after the student has completed the RPL assessment.

Key principles of the RPL assessment policy

This policy aims to ensure that the Firetrain RPL assessment system is fit-for-purpose and consistent with the training product. The RPL assessment system facilitates assessment which must be conducted in accordance with the following principles (as articulated in the Standards for RTOs 2025, Standard 1.4a):

Principles of Assessment	
Fairness	Assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary.
Flexibility	Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge.
Validity	Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting.
Reliability	Assessment evidence is interpreted consistently by assessors, and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

Assessors make individual assessment judgements that are justified based on the following rules of evidence (as articulated in the Standards for RTOs 2025, Standard 1.4b):

Rules of Evidence	
Validity	Assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product.
Sufficiency	The quality, quantity and relevance of the assessment evidence enable the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product.
Authenticity	The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student
Currency	The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

Appeals

An RPL candidate has the right to appeal against the assessment decision in accordance with the Firetrain Complaints and Appeals policy and procedure.

The Role of the RPL Assessor

The primary role of the assessor is to objectively assess and judge a candidate's evidence of competence against the training product. An assessor must:

- Interpret and understand the criteria of the training product.
- Confirm the evidence collected for judgement meets the requirements of the training product.
- Ensure that the evidence collected is valid, authentic, current and sufficient.
- Make fair and objective judgements.
- Provide timely feedback to the VET student.
- Facilitates reasonable adjustment when required.

Further information regarding reasonable adjustment is available from the Firetrain's Reasonable Adjustment Guideline.

Assessment Credentials to be Held by Assessors

Firetrain will ensure that Assessors meet the specified requirements established by the Credential Policy. The standards state as follows:

1B. Assessment only credentials

To conduct assessment only, including making assessment judgements, the person must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment, or
- TAE40110 Certificate IV in Training and Assessment, or
- TAESS00019 Assessor Skill Set or its successor, or
- TAESS00011 Assessor Skill Set, or
- TAESS00001 Assessor Skill Set, or
- A diploma or higher-level qualification in adult education or vocational education and training, or
- A secondary teaching qualification and one of the following credentials:
 - TAESS00011 Assessor Skill Set, or
 - TAESS00019 Assessor Skill Set or its successor, or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor.

If a staff member is actively working towards a training and assessment credential, they may deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor. Working towards these qualifications does not qualify the person to make assessment judgements.