



Recognition of Prior Learning (RPL) Policy

NNZMC Pty Ltd — Trading as Industry Skills Solutions

Registered Training Organisation #45974

VERSION 3.6 · JULY 2025 · RTO_POL_5.3

Document control

Version	Date	Author	Summary of change
2.0	02/03/2023	HM	Post-registration review
3.0	07/2025	HM	Full review and update to align with the Standards for RTOs 2025: references updated from the 2015 Standards to Quality Area 1 and the 2025 Compliance Standards; the principles of assessment and rules of evidence and whole-unit recognition reaffirmed; RPL made free for enrolled learners.
3.1	07/2025	HM	Compliance review update: added an availability statement; added how to apply and the RPL process; added a written-outcome commitment; and confirmed RPL evidence is retained as assessment evidence (2 years after completion).
3.2	07/2025	HM	Stated the four principles of assessment and the four rules of evidence; confirmed RPL is conducted by a credentialled assessor with industry currency (3.2); confirmed reasonable adjustment and LLN support during RPL (2.4); added a written-outcome timeframe and a “not yet competent” pathway; and added a Privacy Policy cross-reference.
3.3	07/2025	HM	Distinguished retention of the RPL evidence portfolio (2 years) from the record that RPL was granted (30 years); added a brief credit-transfer explanation cross-referenced to the National Recognition (Credit Transfer) Policy; specified the assessor credential, vocational competency, industry currency and conflict-of-interest management; stated RPL evidence is assessed against the full unit requirements using a mapping tool, with authenticity verification; and specified the pre-enrolment RPL information channels.
3.4	07/2025	HM	Added a “Quality assurance of RPL” section covering validation of the RPL assessment and mapping tools (1.5), assessor engagement, supervision and industry-currency monitoring (3.1, 3.3), and review of RPL outcomes for continuous improvement (4.4); clarified that RPL information is available before enrolment but a formal application is assessed only once enrolment is confirmed; detailed the conflict-of-interest process; and added learner rights during RPL and secure record storage.
3.5	07/2025	HM	Compliance-manager review update: corrected the trainer/assessor credential to those accepted by the Credential Policy — TAE40122 (or its successor), TAE40116, or TAE40110 Certificate IV in Training and Assessment, noting that a TAE40110 holder is not required to also hold the two additional units in adult language, literacy and numeracy and in designing and developing assessment tools; removed the reference to an enrolment interview (RPL is explained in the Student Handbook, on our website and in our pre-enrolment information); and tidied the version-control notes.
3.6	07/2025	HM	Administrative update: standardised terminology to “Compliance Standards” to match the registered instrument title (the

Version	Date	Author	Summary of change
			Compliance Standards Instrument 2025).

Operational owner	Compliance Manager (day-to-day administration of this policy)
Authorised by	Harrison McMahon, Chief Executive Officer
Next review	July 2027, or earlier if regulatory requirements change
Approved and released. Version 3.6 is the approved, current version of this Recognition of Prior Learning (RPL) Policy, released July 2025 and authorised by Harrison McMahon, Chief Executive Officer. No further changes are to be made except by issuing a new version.	

Purpose and scope

We provide learners the opportunity to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled, consistent with the assessment requirements of the Standards for RTOs 2025. RPL is an assessment process that assesses the competency of an individual that may have been acquired through formal, non-formal and informal learning. Credit transfer is a separate pathway that recognises AQF-certified units already completed at another RTO, on the basis of authenticated certification and without further assessment; it is set out in full in our National Recognition (Credit Transfer) Policy. This policy is published on our website and is available to learners on request. We explain both pathways to prospective learners before enrolment — in the Student Handbook, on our website, and in our pre-enrolment information — so they can make an informed decision. The information we give before enrolment covers the availability of RPL, how to apply, that RPL is free for enrolled learners, the kinds of evidence accepted, and the right to appeal. Information about RPL is available to anyone before they enrol; however, a formal RPL application is assessed only once the learner's enrolment is confirmed.

Categories of learning

- **Formal learning** — structured instruction linked to the attainment of an AQF qualification or statement of attainment (for example a certificate, diploma or university degree).
- **Non-formal learning** — structured instruction that does not lead to an AQF qualification (for example an in-house professional development program).
- **Informal learning** — competencies developed through work-related, social, family, hobby or leisure activities.

Recognition guidelines

- Any enrolled learner may apply for recognition, but only for units within our registered scope;
- Early application (before program commencement) is encouraged;
- Recognition may only be awarded for whole units of competency;
- Recognition applies the principles of assessment and the rules of evidence.

Principles of assessment and rules of evidence

RPL assessment applies the four principles of assessment — fairness, flexibility, validity and reliability — and the four rules of evidence: evidence must be valid, sufficient, authentic and current. Evidence is assessed against the full requirements of each unit of competency — its elements, performance criteria, performance evidence, knowledge evidence and assessment conditions — using an RPL assessment tool that maps the candidate's evidence to those requirements, so that a decision is grounded in the complete competency standard. Assessors evaluate evidence of the skills and knowledge the candidate

has previously learnt through work, study, life and other experiences and is currently using, including evidence of the ability to adapt that learning to the workplace. We verify the authenticity of evidence through means such as requiring certified copies of documents, a competency conversation and questioning, and workplace observation or contact with a supervisor. Reasonable adjustment and language, literacy and numeracy support are available during the RPL process, consistent with our Learner Enrolment and Completion Policy, without altering the competency requirements of the unit.

Forms of evidence

Acceptable evidence includes work records, records of workplace training, assessments of current skills and knowledge, third-party reports from supervisors or managers, evidence of unpaid or volunteer experience, work products, workplace observation by an assessor, performance appraisals and duty statements. Many forms are not sufficient on their own but, combined, build a strong case for competence. We reserve the right to require candidates to undertake practical assessment activities, and further evidence may be negotiated (for example a further interview, written assignment, workplace assessment, or collection of other material).

Fees and responsibilities

There is no additional charge for enrolled learners who apply for RPL within their training program; RPL is conducted as part of your enrolment. Providing complete and accurate documentation is your responsibility, and the RPL assessor discusses and advises on the evidence required. A learner dissatisfied with an RPL outcome may appeal it like any other assessment decision, under our Complaints and Appeals Handling Policy.

How to apply, and the RPL process

To apply, complete the RPL Application Form and discuss the evidence required with your RPL assessor. The process is: application and self-assessment against the units; gathering and submitting evidence; assessment by a qualified assessor (which may include a competency conversation or a practical demonstration); and a decision, which is advised to you in writing, normally within 20 working days of our receiving your complete evidence. RPL is conducted by an assessor who holds the training and assessment credential required by the Credential Policy under Quality Area 3 (VET Workforce) — TAE40122 Certificate IV in Training and Assessment (or its successor), TAE40116, or TAE40110 Certificate IV in Training and Assessment (a person who holds TAE40110 is not required to also hold the two additional units in adult language, literacy and numeracy skills and in designing and developing assessment tools) — together with the vocational competency and current industry skills relevant to the units being assessed, and who declares any conflict of interest. Where a conflict of interest is identified, we assign a different assessor, or document and manage the conflict with the Compliance Manager's oversight. If you are assessed as not yet competent for a unit, we advise you in writing within the same timeframe, explain the reasons, and discuss your options — providing further evidence, or undertaking gap training or assessment. Where you are assessed as competent, the units are recorded on your enrolment and included in your certification. Throughout the RPL process you have the right to receive feedback on your evidence, to appeal the outcome, and to access your own records. Your personal information and evidence are handled in accordance with our Privacy Policy, and RPL records are stored securely in our student management system (aXcelerate) and are available to you on request. The record that RPL was granted forms part of your learner records and record of results, which we retain for 30 years; the underlying RPL evidence is retained as assessment evidence for 2 years after you complete the training product (the qualification or statement of attainment).

Quality assurance of RPL

Our RPL assessment tools and mapping tools are subject to our assessment validation processes, consistent with the Standards for RTOs 2025 (Outcome Standard 1.5). RPL assessors are engaged and supervised in accordance with our workforce-management practices (Outcome Standard 3.1), and we

keep records of their credentials and currency; we monitor and support their ongoing vocational competency and industry currency through annual currency declarations, professional development and industry engagement (Outcome Standard 3.3). We review RPL outcomes — including appeal and “not yet competent” rates and validation findings — as part of our continuous improvement and self-assurance activities (Outcome Standard 4.4), and use what we learn to improve the RPL process.

Mapping to the Standards for RTOs 2025

The Standards for RTOs 2025 comprise two instruments on the Federal Register: the Outcome Standards Instrument 2025 (F2025L00354), which contains the Outcome Standards (Standards 1.1–4.4, grouped into four Quality Areas); and the Compliance Standards Instrument 2025 (F2025L00355), which contains the Compliance Standards (numbered sections s.7–s.20). This policy is cross-referenced to both — only the standards and requirements it addresses are listed, with the section of this document that addresses each.

Standard or requirement	What it requires	Addressed in this policy
Outcome Standard 1.6 — Recognition of prior learning	RPL is offered with fair, transparent, documented and evidence-based decisions.	Purpose and scope; Recognition guidelines; How to apply, and the RPL process
Outcome Standard 1.5 — Assessment validation	RPL assessment and mapping tools are validated.	Quality assurance of RPL
Outcome Standard 1.3 — Assessment system design	Assessment aligns with the training product and the rules of evidence.	Principles of assessment and rules of evidence
Outcome Standard 1.4 — Assessment conduct	Assessment is fair, flexible, valid and reliable; evidence is valid, sufficient, authentic and current.	Principles of assessment and rules of evidence; Forms of evidence
Outcome Standard 1.7 — Credit transfer	Credit transfer is distinguished from RPL.	Purpose and scope
Outcome Standard 2.1 — Access to information about the organisation	RPL is explained to learners and outcomes advised in writing.	Purpose and scope; How to apply, and the RPL process
Outcome Standard 2.4 — Reasonable adjustments	Reasonable adjustment and LLN support are available during RPL.	Principles of assessment and rules of evidence
Outcome Standard 2.8 — Effective appeals	RPL outcomes can be appealed.	Fees and responsibilities
Outcome Standard 3.2 — Trainer and assessor credentials	RPL is conducted by an assessor with the required credentials and industry currency.	How to apply, and the RPL process
Outcome Standard 3.1 — Workforce management	RPL assessors are engaged, supervised and recorded.	Quality assurance of RPL
Outcome Standard 3.3 — Industry currency	Assessors' ongoing vocational competency and industry currency are monitored.	Quality assurance of RPL
Outcome Standard 4.4 — Continuous improvement	RPL outcomes and validation findings inform continuous improvement.	Quality assurance of RPL

Related documents and legislation

This policy should be read together with: the Student Handbook, the National Recognition (Credit Transfer) Policy, the Learner Enrolment and Completion Policy, the Privacy Policy, the RPL Application Form, and the Complaints and Appeals Handling Policy; the Standards for RTOs 2025 and the AQF.

Authorisation

This policy is authorised by the Chief Executive Officer of NNZMC Pty Ltd T/a Industry Skills Solutions.

Name	Harrison McMahon
Position	Chief Executive Officer
Signature	
Date	01/07/2025