

RTO Recognition of Prior Learning (RPL) Policy and Procedure

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Purpose

This policy ensures existing and potential students of the Centre of Professional Learning and Education (Cple | RTO 88148) can access recognition assessment pathways through Recognition of Prior Learning (RPL) arrangements, with previously unrecognised skills and knowledge that a student has achieved outside the formal education and training system. For this policy, recognition of prior learning (RPL) will be referred to simply as RPL.

Introduction

Cple is committed to providing all existing and potential students with a fair and accessible process for an RPL assessment pathway. RPL involves the assessment of previously unrecognised skills and knowledge that candidates hold. The RPL process assesses this unrecognised learning against the requirements of a qualification or a unit of competency standards.

This policy supports Outcome Standards 1.3-1.6, and 2.1-2.2 of the Standards for Registered Training Organisations 2025 and provides a compliance point of reference for the reader.

Authorisation

This policy shall be issued and endorsed under the RTO Manager.

Policy

RPL is another form of assessment and requires the same application as outlined against the Training and Assessment policy and procedures. RPL involves 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 a candidate to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.



Recognition Guidelines

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

- All existing and potential students (candidates) are entitled to apply for RPL in a unit or qualification in which they are currently enrolled.
- Candidates may not apply for RPL for units of competency or qualification which are not included in Cple's scope of registration.
- Whilst candidates may apply for RPL at any time, they are encouraged to apply before commencing a unit or qualification. This will reduce unnecessary training and guide the student down a more efficient path to achieving qualification competence.
- Candidates who are currently enrolled in a unit or qualification are eligible to apply for RPL, but additional fees and charges may apply (this applies if they are not enrolled under government funding and the fees are outlined prior to and during enrolment within the fees section of the Course Guide).
- Assessment via RPL is to apply the Principles of Assessment:
 - **Fairness:** The individual learner's needs will be considered in the assessment process. Where appropriate, reasonable adjustments are applied by Cple to consider the individual learner's needs. Cple will inform the learner about the assessment process and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
 - **Flexibility:** Assessment will be flexible to the individual learner by reflecting the learner's needs; assessing competencies held by the learner no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
 - **Validity:** Any assessment decision of Cple will be justified based on the evidence of performance of the individual learner. Assessment will be against the unit/s of competency and the associated assessment requirements covering the broad range of skills and knowledge that are essential to competent performance. Assessment of knowledge and skills will be integrated with practical application. Assessment will be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and judgement of competence will be based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
 - **Reliability:** Evidence presented for assessment will consistently be interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
- RPL may only be awarded for whole units of competency.



- Assessors involved in RPL processes must meet all requirements outlined within the **RTO Competency, Currency and Professional Development Policy and Procedure** and [Credential Policy \(Standards for Registered Training Organisations 2025\)](#);

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, Cple applies the following rules of evidence:

- **Validity:** Assessors need to be assured that the candidate has the skills, knowledge, and attributes as described in the module or unit of competency and associated assessment requirements. If there are doubts based on the evidence presented by the candidate, a second trainer/assessor may be involved in the RPL process to ensure fairness as well as rigour in the assessment process.
- **Sufficiency:** Assessor must be assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a candidate's competency. Candidates will be given guidance on the types and quantity of evidence required to meet this assessment criteria within relevant RPL assessment tools.
- **Authenticity:** Assessor must be assured that the evidence presented for assessment is the candidates own work. This may be verified with both the candidate at the time of evidence submission as well as via third party evidence collection from third parties.
- **Currency:** Assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. For Cple, currency is considered evidence that has been developed within 24 months from date of RPL application. This timeframe accounts for situations where a student has been on extended medical or parental leave, without disadvantaging them. It also accounts for changes to legislation and industry practices by not being to extensive.

Like assessment, RPL is a process whereby evidence is collected, and a judgement is made by our trainers and assessors. The judgement is made on evidence provided by candidates 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 candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry. Forms of evidence toward recognition may include:

- Work records.
- Records of workplace training.
- Records of previous qualifications.
- Assessments of current skills and knowledge.
- Record of competency conversation.



- 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.
- Duty statements and resumes.

Many of these forms of evidence would not be sufficient evidence on their own. Where a candidate provides evidence against a superseded unit of competency, this does not mean the unit is not valid for recognition through RPL assessment pathways. Cple trainer and assessors must ensure there is sufficient evidence of the candidate's competence at the time they make the assessment decision. When combined with several evidence items, the candidate will start to provide a strong case for competence against the National Register of VET requirements of the unit of competency.

Cple reserves the right to require candidates to undertake a practical assessment of activities to assess their skills and knowledge to determine the candidate's current competence.

RPL Process

1. Cple to develop appropriate RPL kits for each unit of competency contained within the qualification delivery (according to the Training & Assessment Strategies). These kits may vary in structure depending on the qualification due to the variance in student cohorts and industry requirements. For example, some kits will be clustered within multiple units of competency, whereas others will include stand-alone units. Please refer to the RTO Enrolment & Induction Policy Procedure
2. Prior to enrolment, during enrolment, and accessible at all times, provide sufficient information to candidates to inform them of opportunities for alternative pathways via recognition and the recognition process.
3. Candidates who request RPL of their current competence will be requested to complete the relevant section of the RPL Kit for the unit/s the candidate is applying RPL for and return it to Cple as per kit instructions.
4. Cple staff will review the application and supporting evidence/individual evaluations to determine if the candidate is suitable to continue with the RPL assessment process for the unit/s that they have selected. Detailed instructions for this review and any relevant paperwork is outlined within the relevant RPL kit.
5. The candidate will then be provided with a quote for training and assessment services to be delivered by Cple based on the RPL application outcome and if the student is accessing government funding. The student is then to make an informed choice regarding enrolment. In



the event the candidate decides to proceed with the RPL process, arrangements for payment will be made. NOTE: Student's accessing User Choice or Skilled Capital funding are only able to engage in RPL for 50% of the units of competency. This is stipulated by the ACT Standards for the relevant funding models.

6. The candidate will be contacted by their assigned Cple trainer and assessor to make a time for a face-to-face, phone or online meeting. During this meeting, the assessor will:
 - Get to know the candidate, their background and experience
 - Discuss their completed self-assessment checklists and ask clarifying questions
 - Discuss evidence brainstorming to determine which pieces of evidence are suitable for submission
 - Discuss third-party representative(s) and their suitability
 - Ensure that the candidate understands the evidence requirements in the relevant sections of the RPL toolkit for each unit being applied for
 - Plan for the next meeting, by which time the candidate will have gathered evidence and completed the relevant sections of the RPL kit.

7. NOTE: At this stage, please refer to the RPL kits as this process varies slightly depending on the unit of competency and related RPL kit. This is to ensure the RPL process is suitable for each qualification and does not disadvantage students.
Candidates will then need to start collecting evidence as outlined in the RPL kit for each unit. This will become their Evidence Portfolio. (Note: If Evidence Tasks require Cple trainer and assessors to observe practical skills, they will plan to visit the candidate's workplace to observe them putting their skills and knowledge into practice. Observations may not be relevant to all units in a qualification – Cple trainer and assessors will discuss this with candidates. Candidates are also required to arrange for their nominated third parties to complete Third-Party Reports, as applicable.

8. Once candidates have collected the evidence required, it is forwarded to their Cple trainer and assessor for review. Once reviewed, a meeting will take place between the candidate and their Cple trainer and assessor to:
 - Review the Evidence Portfolio and answer questions about each piece of evidence that they have provided. This is to ensure that the documentation and other specific evidence are in fact authentic, and support involvement in specific processes and activities related to each unit of competency.
 - Answer sets of verbal questions for each unit to confirm knowledge and practical application of the unit.
 - Review the reports that third parties have provided and answer any additional questions based on the third parties' feedback. For example, Cple trainer and assessor may want to talk about specific situations, work performance issues or activities that the third



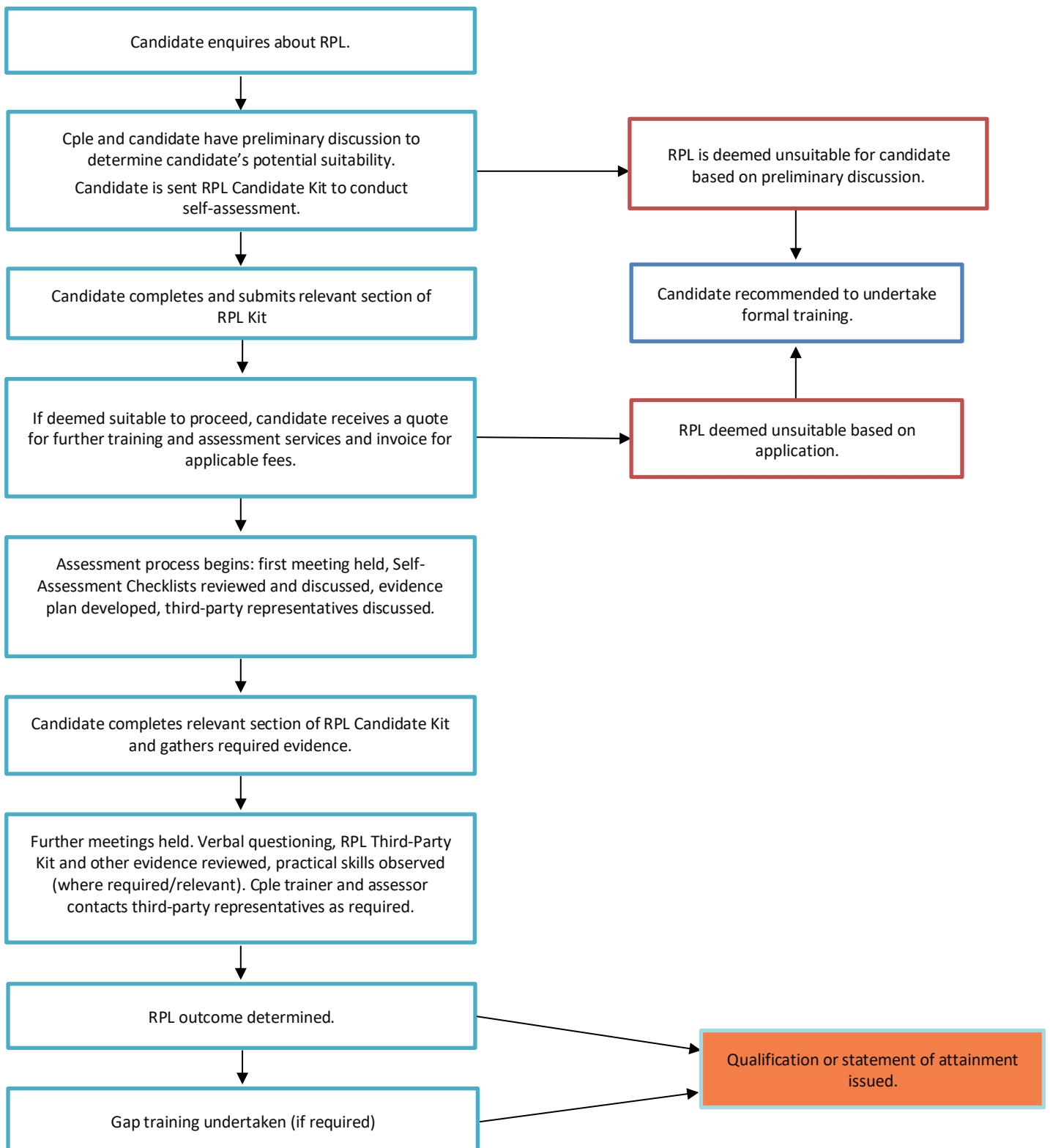
parties have commented on.

9. An assessment decision will be made once all required discussions have taken place, Cple have all the required evidence, and the assigned trainer and assessor has reviewed the evidence. To help with this, Cple trainer and assessors may contact referees and third party/parties to discuss the candidates' skills, knowledge, and abilities to complete the requirements of each unit in a range of contexts. Third party/parties may also be contacted to discuss comments and ratings on completed reports if Cple trainer and assessors require further clarification. Candidates may also be asked to gather more evidence if Cple trainer and assessors deems evidence and third-party feedback not sufficient. Candidates will be advised of the assessment outcome once Cple trainer and assessors have made their final decision.

Cple cannot guarantee that, by participating in this RPL process, candidates will receive a Competent outcome for any of the units that are assessed. Candidates have three attempts to provide satisfactory evidence, and if unable to provide satisfactory evidence in the three attempts, they will be required to move into a training and assessment pathway instead. If a candidate is not satisfied with the outcomes of their RPL application, they may appeal the outcome like other assessment decisions. Further information on the Cple appeals process is outlined in the **RTO Appeals Policy and Procedure** available on our website.

An example of the general RPL process is provided below. As mentioned above, please refer to the RPL kits as this process varies slightly depending on the unit of competency and related RPL kit. This is to ensure the RPL process is suitable for each qualification and does not disadvantage students.





Responsibilities

RTO Manager

- To uphold the rights of candidates in relation to the requirements of this policy.

Cple Administration:

- To process enrolments, invoices and completions applicable to training and assessment services provided to candidates under this policy and procedure.

Cple Trainers and Assessors:

- To collate evidence of documentation submitted by candidates
- To assess the evidence of the documentation to informed decisions about RPL eligibility
- To engage candidates in RPL assessment processes
- To process eligible RPL outcomes and inform students

Related Documents:

1. ORG-QMS-POL-001 Purpose, Mission and Values
2. RTO-PRG-POL-002 - Training and Assessment Policy and Procedure
3. RTO-PRG-POL-019 – RTO Enrolment & Induction Policy Procedure
4. RTO-PRG-POL-001 – RTO Appeals Policy and Procedure
5. RTO-PRG-POL-003 - RTO Validation Policy & Procedure
6. RTO-PRG-POL-013 - RTO Competency, Currency & Professional Development Policy & Procedure
7. RTO-PRG-POL-014 - RTO Academic Misconduct Policy & Procedure
8. RTO-PRG-POL-017 - RTO Access and Equity Policy

References

1. ISO 9001:2015 Quality Management System
2. ISO 3100: 2018 Risk Management
3. ISO 45001: 2018 Occupational Health and Safety
4. AS ISO/IEC 27004:2018 Information Security Management
5. Standards for Registered Training Organisations 2025



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Review Specifications

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