

RPL Policy and Procedure

Document owner	Training Manager
Approval authority	Chief Executive Officer
Applies to	All VEG Education nationally recognised training products, students, applicants, trainers/assessors, administration staff and third parties acting on behalf of VEG Education.
Key Standards	Standards for RTOs 2025: Standards 1.3, 1.4, 1.5, 1.6, 1.7, 2.8, 3.2 and 3.3; applicable Compliance Requirements and Credential Policy.
Review cycle	At least annually, and earlier where the Standards, training products, licensing/regulatory requirements, ASQA guidance or VEG Education systems change.

1. Purpose

This policy establishes the VEG Education system for Recognition of Prior Learning (RPL) and Credit Transfer (CT). It is designed to ensure students are supported to have existing skills, knowledge and completed equivalent training recognised without compromising the integrity of nationally recognised training or assessment.

The system is specifically designed to demonstrate that RPL evidence is valid, sufficient, authentic and current; addresses every applicable requirement of the selected training product; and that evidence gaps and competency gaps are identified, documented and addressed before a competency decision is made.

2. Scope

- RPL applications for a full qualification, skill set, accredited course/module or one or more units of competency on VEG Education's scope, subject to the training product and any licensing/regulatory restrictions.
- CT applications for a current equivalent training product demonstrated through authenticated AQF certification documentation or an authenticated VET transcript.
- RPL and CT undertaken by VEG Education staff and any third party authorised to support the process.
- Pre-enrolment information, enrolment screening, assessment, gap assessment/training, result recording, certification, appeals, validation, self-assurance and records management.

3. Regulatory and reference framework

Requirement / source	How this policy responds
Standard 1.6 - RPL	Students are offered RPL, informed of the process, and decisions are made through the VEG Education assessment system using documented, fair and defensible evidence-based judgements.
Standard 1.7 - Credit Transfer	Students are offered CT and decisions are based on authenticated evidence that the completed training product is equivalent.
Standards 1.3 and 1.4 - Assessment	RPL tools are reviewed before use; RPL assessment applies the principles of assessment and rules of evidence with the same rigour as other assessment.

Requirement / source	How this policy responds
Standard 1.5 - Validation	RPL assessment practices and judgements are included in the risk-based validation system for the relevant training product.
Standards 3.2 and 3.3 / Credential Policy	Only appropriately credentialed assessors with relevant current industry competencies, skills and knowledge make RPL assessment judgements.
Standard 2.8 - Appeals	Students can appeal an RPL or CT decision through the VEG Education appeals system.
Compliance Requirements - records	RPL assessment submissions and assessment records are retained in accordance with the assessment-record retention requirements; AQF certification records are retained for the required certification-record period.

4. Definitions

Term	VEG Education definition
Recognition of Prior Learning (RPL)	An assessment process that assesses a person's existing competencies - acquired through formal, non-formal or informal learning, work or life experience - against the complete requirements of a training product.
Credit Transfer (CT)	Recognition of the successful prior completion of an equivalent training product. CT is not an assessment of competence and does not involve re-assessing a student who has already completed an equivalent training product.
Equivalent training product	The same current unit/code and title, or a superseded training product formally identified as equivalent by the training package/accredited course developer on the National Register, subject to licensing/regulatory context.
Evidence gap	The candidate may possess the competence, but the evidence currently supplied is not sufficient, valid, authentic or current. Supplementary RPL assessment is required.
Competency gap	The assessor determines that the candidate does not currently demonstrate one or more requirements of the training product. Gap training and subsequent assessment are required.
Supplementary RPL assessment	Additional evidence-gathering such as targeted questioning, practical demonstration, challenge test, work sample verification or third-party confirmation used to close an evidence gap.
Gap training	Targeted training delivered only for identified competency gaps, followed by assessment of those requirements.
Authenticated VET transcript	A VET transcript whose authenticity has been verified through the USI Transcript Service or another accepted direct authentication method.
Third-party evidence	Evidence from a workplace supervisor, employer, client or other person with direct knowledge of the candidate's performance. It is verified and assessed as part of the evidence package; it does not automatically establish competence.

5. Policy principles

- VEG Education will make RPL and CT information available before enrolment and will ask prospective students whether they wish to seek recognition.
- RPL is an assessment pathway, not a shortcut, guaranteed outcome or administrative conversion of experience into a qualification.
- RPL assessment will be conducted with the same rigour as VEG Education's other assessment and must address the complete current training product requirements.
- CT will only be granted where equivalence is established and the evidence of prior completion is authenticated.
- A higher-level qualification, job title, years of experience or employer reference does not automatically establish RPL.
- RPL and CT decisions will be fair, transparent, consistent, documented and capable of being defended during internal review, validation or regulatory scrutiny.
- Licensing, regulatory, training-product or high-risk work requirements take precedence where they limit or prevent RPL or CT.
- Students will not be required to repeat training or assessment for competencies already validly recognised.
- Where evidence is insufficient, the assessor will distinguish between an evidence gap and a competency gap before deciding the next step.
- Students will be informed of any gap training, assessment requirements and applicable fees before chargeable activity commences.
- Reasonable adjustment may be applied to the assessment process but must not alter the competency standard or remove mandatory assessment conditions.
- RPL and CT decisions may be appealed.

6. Responsibilities

Role	Responsibility
Chief Executive Officer	Ultimate governance and approval of the policy; ensures adequate resources and organisational oversight.
Training Manager	System owner; approves RPL tools and pre-use reviews; ensures current training-product mapping, assessor allocation, validation and continuous improvement; reviews complex/high-risk cases where required.
Partnership Manager	Provides pre-enrolment information; records RPL/CT interest; supplies forms; receives evidence; maintains registers and records; coordinates authentication and communicates outcomes without making assessment judgements.
RPL Assessor	Plans and conducts RPL assessment; maps evidence to all training-product requirements; verifies authenticity/currency; conducts supplementary assessment; identifies gaps; makes and documents the individual assessment judgement.
Trainer / Gap Trainer	Provides identified gap training where required. Where the trainer is also the assessor, assessment judgement must still be evidence-based and consistent with the approved tool.
Third party / workplace representative	May provide verified evidence or participate in an authorised assessment process. A third party may only make assessment judgements if authorised by VEG Education and meeting all applicable assessor requirements.

7. Student information and enrolment controls

- Website, course information and the Student Handbook state that RPL and CT are available and explain the difference between them.
- The enrolment process asks whether the student is seeking RPL, CT, is unsure, or is not seeking recognition.
- Students are encouraged to lodge a request before training in the relevant unit starts, but may seek recognition after enrolment while the unit remains current and an assessment/result has not already made the request impractical.
- Students are given access to this policy or a student-friendly summary and are told about evidence, authentication, assessor interaction, gap training and appeal rights.
- Where a third party will be involved, the student is informed of that role before evidence is collected.

8. RPL procedure

Stage	Required control
1. Enquiry and screening	Administration records the request and distinguishes a likely CT request from RPL. The student receives the RPL Candidate Guide and current unit/qualification information.
2. Candidate application	The candidate completes the RPL Application and Self-Assessment, identifies units sought, employment/experience, formal/non-formal learning and possible evidence, and signs the authenticity/verification consent.
3. Training-product check	The Training Manager/assessor confirms the current unit/version, prerequisites, licensing/regulatory requirements, assessment conditions and any restrictions on RPL.
4. Assessor allocation	An assessor is appointed who meets the Credential Policy and Standards 3.2 and 3.3 for the training product. Any conflict of interest or third-party role is recorded.
5. Assessment plan	The assessor develops an RPL Assessment Plan identifying all Elements/Performance Criteria, Performance Evidence, Knowledge Evidence, Foundation Skills and Assessment Conditions, plus the planned evidence methods.
6. Evidence collection	Evidence may include work products, job records, logs, licences, training records, videos/photos, workplace systems records, CV, supervisor reports, interview, questioning and practical challenge assessment. Documentary evidence alone is not required where other valid evidence can establish competence.
7. Evidence mapping and verification	Every item is referenced in the Evidence Register and mapped to the training-product requirements. The assessor explicitly considers validity, sufficiency, authenticity and currency.
8. Authenticity checks	The assessor verifies identity and evidence using methods proportionate to risk, such as original/certified documents, USI transcript, issuer/employer/referee contact, workplace-system verification, metadata/context checks, targeted questioning and direct observation.
9. Supplementary assessment	If an evidence gap exists, the assessor gathers targeted additional evidence. Supplementary assessment must be limited to what is needed to make a valid judgement and must meet the applicable assessment conditions.

Stage	Required control
10. Gap determination	The assessor records whether remaining gaps are evidence gaps or actual competency gaps. RPL is not granted while any mandatory requirement remains unsupported.
11. Gap training and assessment	Where competency gaps exist, a Gap Training and Assessment Plan specifies the exact requirements, amount/method of training, resources, assessment method, timing and any disclosed costs. Training is then delivered and the outstanding requirements are assessed.
12. Decision	The assessor makes an individual unit-level decision. Competency is only awarded when the complete unit is met. Partial evidence may reduce further assessment/training but is not a partial unit result.
13. Outcome and appeal	The student receives the outcome, reasons for any Not Yet Competent decision, remaining options and appeal information.
14. Recording and certification	Results and method of recognition are recorded in the SMS in accordance with AVETMISS/funding requirements. Certification is issued only after normal qualification/statement-of-attainment checks.

9. RPL evidence standard

Rule / requirement	Assessor must be satisfied that...	System evidence
Validity	The evidence relates directly to the competency requirements and demonstrates the relevant skills and knowledge.	Unit RPL Mapping Matrix; practical/question records; assessor notes.
Sufficiency	The quality, quantity and relevance of evidence are enough to make an informed competency judgement, including required frequency/range/conditions.	Evidence Register; mapping to PE/KE; direct observations; supplementary assessment.
Authenticity	The evidence is the candidate's own work and the person assessed is the person receiving the result.	Candidate declaration; identity check; referee/issuer verification; questioning; observation; authentication log.
Currency	The evidence demonstrates current competence appropriate to the unit and current industry/legal context.	Dates of evidence; recent work examples; current practical demonstration; current legislation/procedure questions.
All requirements	Evidence addresses Elements, Performance Criteria, Performance Evidence, Knowledge Evidence, Foundation Skills, Assessment Conditions, prerequisites and any licensing/regulatory context.	Current training.gov.au print/reference; complete RPL mapping matrix; pre-use review.

10. Currency and overseas evidence

- VEG Education does not apply one arbitrary currency period to all RPL evidence. The assessor determines currency with reference to the training product, technology, industry practice, legislation, safety risk and the candidate's recent practice.
- Older evidence may contribute where it is corroborated by current evidence or a current demonstration/questioning process.
- Where an overseas qualification, licence, certificate or work record is used as RPL evidence, the assessor must specifically establish competence in current Australian legislative, regulatory, safety, industry and workplace requirements.
- An overseas or higher AQF-level qualification is not automatically accepted as RPL.

11. Third-party evidence

- Third-party reports identify the referee, role, organisation, relationship to the candidate, period of observation and contact details.
- The third party must have direct knowledge of the candidate's work and be able to comment on the specific tasks/standards mapped.
- VEG Education verifies a sample or all third-party evidence according to risk. Verification is recorded.
- Generic testimonials, unsigned references, statements drafted entirely by the candidate, or evidence from a person without direct knowledge are not sufficient on their own.
- Third-party evidence normally supplements, rather than replaces, assessor questioning or direct practical evidence where the training product requires practical demonstration.

12. Gap assessment and gap training protocol

Decision	Meaning	Action
No gap	All mandatory requirements are supported by valid, sufficient, authentic and current evidence.	Assessor may make Competent decision.
Evidence gap	Candidate may be competent but current evidence is incomplete/unclear/not verified.	Conduct targeted supplementary RPL assessment: interview, questions, direct observation, challenge task, additional work sample or verification.
Competency gap	Candidate does not yet demonstrate a required skill/knowledge/performance condition.	Agree and document targeted gap training, then assess the outstanding requirement(s).
Training-product / regulatory barrier	The RPL pathway cannot validly satisfy a mandatory training, licensing or regulatory requirement.	Explain the restriction and provide an alternative compliant pathway.

13. Credit Transfer procedure

Stage	Required control
1. Request	Student selects the unit(s) and submits AQF certification documentation, statement of attainment, qualification transcript or provides consent/details for an authenticated USI VET transcript.
2. Authenticate	VEG Education authenticates the evidence by accessing the USI Transcript Service with appropriate authority or by contacting the issuing RTO/organisation. A copy of the verification is retained.
3. Establish equivalence	Check the National Register. CT may be granted for the same current training product or a superseded training product formally identified as equivalent. Do not infer equivalence from similar titles or higher AQF level.
4. Multiple supersessions / risk check	Where a unit has been superseded-equivalent more than once, VEG Education may conduct a mapping/risk review. If competence is no longer sufficiently relevant, CT may be refused and RPL offered.
5. Licensing / regulatory check	Confirm the training product or licensing/regulatory requirements do not prevent CT or require additional current evidence.
6. Decision and record	Record the equivalency source, authentication method, decision, reason and officer. Approved CT is entered in the SMS using the correct outcome code.
7. If CT cannot be granted	Explain the reason and offer RPL, gap training/assessment or normal training as appropriate.
8. Qualification completion review	Where CT would result in completion of a full qualification/skill set, conduct an additional certification-integrity review before issuing AQF certification, including the source and nature of all credited results.

14. RPL versus Credit Transfer decision rules

Situation	Pathway
Student has authenticated evidence of the same current unit code/title	Credit Transfer.
Student has authenticated evidence of a superseded unit formally identified as equivalent on the National Register	Credit Transfer, subject to regulatory/context review.
Student has a similar but non-equivalent unit	RPL assessment against the current unit; no automatic CT.
Student has a higher AQF qualification but no equivalent unit	RPL may be considered; no automatic CT/RPL.
Student has substantial work experience but no formal equivalent unit	RPL.
Student has formal learning from an overseas provider or non-RTO organisation	May contribute to RPL after authenticity, content, currency and Australian-context checks; normally not CT.
Evidence is insufficient to establish RPL	Supplementary RPL assessment, then gap training if a competency gap is confirmed.

15. Assessment fairness, reasonable adjustment and appeals

- Candidates receive clear assessment instructions, expected evidence, context/conditions and opportunity to ask questions before RPL assessment.
- Reasonable adjustment may alter how evidence is collected but not what competence means.
- Reassessment is available where appropriate. If the issue is a competency gap, the assessor considers whether further training is required before reassessment.
- RPL and CT decisions that adversely affect a student may be appealed through the VEG Education Complaints and Appeals process. An appeal is reviewed objectively and may involve an independent reviewer in accordance with the appeals system.

16. Third-party delivery

- VEG Education retains responsibility for RPL and CT conducted on its behalf.
- Students are told what role a third party will play.
- Any person making an RPL assessment judgement must meet the required assessor credentials and relevant industry competence/currency.
- Third-party RPL practices, assessment evidence and judgements are monitored and included in VEG Education's validation and self-assurance processes with the same rigour as internal delivery.

17. Pre-use review, validation and self-assurance

- Every unit-specific RPL tool/mapping is reviewed before use against the current training product, principles of assessment, rules of evidence, assessment conditions and any licensing requirements.
- RPL assessment practices and judgements are included in the risk-based validation of the training product under Standard 1.5. Every training product is validated at least once every five years and more frequently where risk, changes or feedback require it.

- RPL/CT trends, appeals, rejected applications, evidence-authentication issues and validation findings are reviewed through continuous improvement.
- The Training Manager periodically samples RPL and CT files to confirm consistent decisions, complete mapping, authentication and correct result entry.

18. Records and privacy

- RPL applications, evidence submitted by the candidate/third parties, assessment plans, mapping, verification records, questioning/observation records, gap plans, decisions and feedback are stored securely in the student/assessment record system.
- VEG Education retains assessments submitted by a VET student to VEG Education or a third party for at least two years after the student completes the training product, unless a longer requirement applies.
- Records of AQF certification documentation issued are retained for thirty years in accordance with the applicable Compliance Requirements/AQF policy.
- CT applications and authentication/equivalency records are retained with the student record so the credit decision can be reconstructed and defended.
- Confidential workplace evidence must be redacted where necessary. Candidate/referee personal information is only used for assessment/verification and managed under VEG Education privacy requirements.

19. Required controlled records and forms

Record / form	Purpose
RPL Candidate Guide, Application and Self-Assessment	Pre-enrolment/application information; candidate profile; units sought; self-assessment; evidence planning and declarations.
RPL Assessment Plan and Unit Mapping Matrix	Maps every training-product requirement to planned/actual evidence and assessor judgement.
RPL Evidence Register and Authenticity Verification Log	Tracks evidence source/date, validity/sufficiency/authenticity/currency and verification.
RPL Third-Party Report	Structured verified workplace evidence.
RPL Interview / Questioning Record	Records targeted knowledge/authenticity/currency questions and responses.
RPL Practical Challenge / Observation Record	Records direct performance evidence under required conditions.
RPL Gap Assessment and Gap Training Plan	Distinguishes evidence gaps from competency gaps and records training/assessment actions.
RPL Final Decision Record / Outcome Notice	Records unit outcome, rationale, remaining gaps and appeal rights.
Credit Transfer Application and Verification Form	Captures evidence, authenticity, equivalence, regulatory check, decision and result entry.
RPL/CT Register	Tracks applications, units, status, assessor/decision maker, dates, outcome and file location.
RPL/CT Pre-use Review and Self-Assurance Checklist	Confirms system/tool compliance and audit readiness.

20. References

- ASQA - Practice Guide: Recognition of Prior Learning and Credit Transfer (Standards 1.6 and 1.7), published 17 June 2025.

- ASQA - Assessment Practice Guide (Standards 1.3, 1.4 and 1.5).
- ASQA - Trainer and Assessor Competencies Practice Guide (Standards 3.2 and 3.3).
- ASQA - Feedback, Complaints and Appeals Practice Guide (Standard 2.8).
- ASQA - Compliance Standards / Integrity of Nationally Recognised Training Practice Guide.
- Standards for Registered Training Organisations (RTOs) 2025, Compliance Requirements and Credential Policy.
- National Register of VET - training.gov.au.

21. Document approval

Version	Effective date	Change summary	Approved by
1.0	30 May 2022	New policy	CEO
2.0	1 July 2025	New integrated RPL and Credit Transfer system aligned to the Standards for RTOs 2025 and current ASQA practice guidance.	CEO