

# RTO Recognition of Prior Learning [RPL] Policy & Procedure

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## **1 Policy Statement**

ATI-Mirage ensures that learners can have their existing skills, knowledge, and experience formally recognised through a structured and evidence-based RPL process. This enables learners to avoid duplication of learning, accelerate their training pathway, and achieve nationally recognised outcomes where competency is demonstrated.

This policy aligns with the requirements of the 2025 Outcome Standards, which emphasise quality training outcomes, valid assessment practices, and transparent learner information.

## **2 Scope**

This policy applies to all learners enrolled in nationally recognised qualifications, skill sets, or units of competency delivered by ATI-Mirage.

## **3 Policy Principles**

### **3.1 Fair, Valid, and Consistent Recognition**

RPL applications must be assessed using the Rules of Evidence (validity, sufficiency, authenticity, currency) and assessment must meet the Principles of Assessment (fairness, flexibility, validity, reliability).

### **3.2 Transparent and Accessible Information**

ATI-Mirage provides clear guidance to learners about:

- What RPL is
- How to apply
- Expected timelines and evidence requirements

This aligns with the Outcome Standards' requirement for transparent learner information.

### **3.3 Competency-Based and Industry-Aligned**

RPL outcomes must reflect workplace requirements, aligning with the 2025 Standards emphasis on industry-relevant competencies and outcomes-based assessment.

### **3.4 Assessor Requirements**

RPL must be assessed by qualified assessors who meet the Credential Policy under the 2025 Standards.

### **3.5 Learner-Centred Approach**

Learners are supported in preparing evidence, understanding expectations, and accessing gap training where required.

This reflects the 2025 Standards' focus on learner support and quality outcomes.

### **3.6 No Cap on RPL**

- Learners may be granted RPL for individual units or an entire qualification, provided evidence demonstrates full competency.

- Application for a full qualification **MUST** be co-assessed by two suitably qualified Trainers and Assessors meeting the requirements of the Credential Policy in the Standards.

## **4 Procedure**

### **4.1 Learner Enquiry and Initial Discussion**

#### **Responsible: Learner and nominated Assessor**

- Learner expresses interest during pre-enrolment or before course commencement.
- Assessor explains:
  - RPL process and timelines
  - Evidence requirements
  - Assessment stages
  - Possible outcomes (full RPL, partial RPL, gap training)

**Standards Link:** Transparent learner information (Outcome Standards).

### **4.2 RPL Interview and Questioning**

#### **Responsible: Assessor**

Conducts structured professional discussion to verify:

- Knowledge
- Decision-making
- Depth of workplace experience
- Formats include face-to-face, phone, or virtual platforms.
- Assessor documents responses as evidence.

**Standards Link:** Assessment must be valid, reliable, and evidence-based (Compliance Requirements).

### **4.3 Application and Evidence Submission**

#### **Responsible: Learner**

The learner submits:

- Completed RPL Application Form
- Self-evaluation toolkit
- Evidence aligned to units of competency (e.g., résumés, work samples, certificates, multimedia evidence)
- Assessor conducts preliminary evidence check, requesting further evidence if required.

**Standards Link:** Outcome Standards - valid assessment & learner support.

#### **Practical Demonstration (If Required)**

#### **Responsible: Assessor**

- Candidate completes practical tasks aligned to the performance criteria.
- Conducted in workplace or realistic simulation.
- Assessed using:
  - Observation checklists

- Skills matrices
- Video evidence (if applicable)

**Standards Link:** Outcome Standards - training & assessment must reflect real-world practice.

#### **4.4 Third-Party Reports (If Required)**

**Responsible: Supervisor, Manager, or Workplace Representative**

- Provided by individuals who have observed candidate performance.
- Must relate directly to unit requirements.
- Assessor validates authenticity through follow-up contact.

**Standards Link:** Compliance Requirements - ensuring evidence authenticity and sufficiency.

#### **4.5 Final Assessment & Decision**

**Responsible: Assessor\*\***

- Assessor reviews all evidence against each unit of competency.
- Ensures evidence meets the Rules of Evidence (validity, sufficiency, authenticity, currency).
- Determines whether:
  - Full competency granted
  - Partial competency granted (gap training required)
  - Not yet competent

**Standards Link:** Outcome Standards - quality assessment and industry-aligned outcomes.

#### **Outcome Notification**

**Responsible: Assessor / RTO Administration\*\***

- Learner receives written notification of outcome.
- Feedback is provided, outlining:
  - Units granted
  - Gaps identified
  - Recommended training pathways
- Successful candidates receive:
  - Qualification, or
  - Statement of Attainment

**Standards Link:** Transparency and learner support obligations in the Outcome Standards.

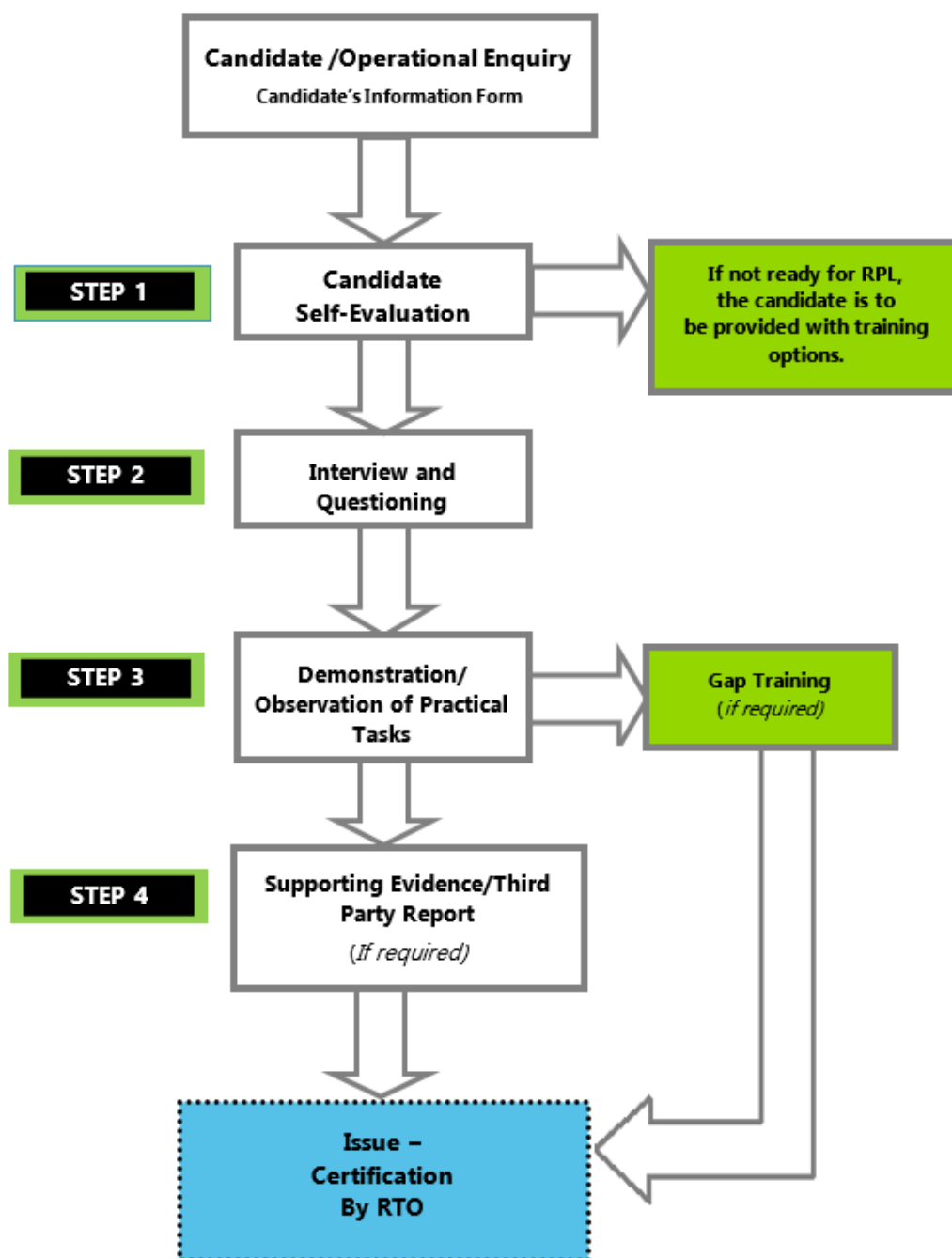
### **5 Recordkeeping & Continuous Improvement**

**Responsible: RTO Administration, Compliance Manager\*\***

- RPL applications, evidence, interviews, and decisions stored securely.
- RTO reviews RPL practices regularly to ensure alignment with the 2025 Standards and industry expectations.

**Standards Link:** Governance & continuous improvement under the Compliance Standards.

## 6 Workflow Diagram



## 7 Review and Continuous Improvement

This policy will be reviewed every 12 months or sooner as required to ensure it remains effective, up to date with legal requirements, and reflective of best practices.