

# Recognition of Prior Learning (RPL)

## Procedure – PRO-RPL01



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<b>Document Number</b>	PRO-RPL01
<b>Version</b>	1.0
<b>Date</b>	08/10/2025
<b>Parent Policy</b>	CPL036 Recognition of Prior Learning (RPL) Policy v2.0
<b>Replaces</b>	POL018 Recognition of Prior Learning (RPL) Policy v2.0 (March 2024)
<b>Owner</b>	Academic Manager
<b>Review Cycle</b>	Annual or upon regulatory change
<b>Next Review</b>	30/06/2026

### 1. Purpose

This procedure operationalises the RPL Policy (CPL036 v2.0) by defining the step-by-step actions, responsible persons, timelines, and quality controls for processing RPL applications at Shafston International College. It must be read in conjunction with the RPL Policy.

### 2. Scope

This procedure applies to all RPL applications across all Shafston campuses (Brisbane, Gold Coast, Sydney) and all qualifications on Shafston's scope of registration, for both international (CRICOS) and domestic students. The following stakeholders are bound by this procedure:

- Academic Manager (or delegate)
- VET Coordinator
- Trainers and Assessors
- Compliance Officer
- Admissions and Student Support staff
- Education Agents (as applicable)
- Students

### 3. Legislative and Regulatory Context

- 2025 Standards for Registered Training Organisations (Outcome Standards, Compliance Requirements, Credential Policy)
- Standard 1.4 — Assessment system (Principles of Assessment, Rules of Evidence)
- Standard 1.5 — Validation and pre-use review of assessment tools
- Standard 1.6 — Recognition of Prior Learning and Credit Transfer
- Standards 3.2 / 3.3 — Trainer and Assessor credentials and industry currency
- Credential Policy — Sections 1A, 1B, 1D
- Australian Qualifications Framework (AQF)

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- ASQA Practice Guide — Recognition of Prior Learning and Credit Transfer (July 2025)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

### 4. RPL Procedure – Actions

The following actions define the end-to-end RPL process. All steps must be completed in sequence unless otherwise noted.

Step	Action	Responsible	Steps / Detail	Timeline	Forms / Ref
1	<b>Pre-enrolment RPL Information</b>	Admissions Student Support Agents	<p>1.1 Inform prospective students of their right to apply for RPL during pre-enrolment and enrolment.</p> <p>1.2 Provide the RPL Student Information Sheet (INF-RPL01).</p> <p>1.3 Accurately communicate RPL process, timelines, evidence requirements, fees, and that RPL outcome is not guaranteed.</p> <p>1.4 Education agents must NOT conduct RPL pre-assessments, make eligibility determinations, or guarantee RPL outcomes.</p>	At enrolment or enquiry	INF-RPL01
2	<b>Initial Enquiry and Consultation</b>	Trainer/ Assessor	<p>2.1 Meet with student to discuss RPL. Explain assessment methods (document review, competency conversation, practical tasks), expected timeline, fees, and possible outcomes (full RPL, partial + gap training, not granted).</p> <p>2.2 Ensure student has realistic expectations. RPL is not a shortcut.</p> <p>2.3 Confirm assessor holds valid credential (TAE40122/40116/40110 or relevant skill set) and vocational competency for the unit(s). Record in assessor file.</p>	Within 5 business days of enquiry	INF-RPL01
3	<b>RPL Application and Guided Evidence Collection</b>	Student Trainer/ Assessor	<p>3.1 Student completes RPL Request Form (FRM-RPL01) and submits with any available evidence.</p> <p>3.2 Assessor reviews application. Explains unit requirements (elements, PCs, assessment conditions) in plain language.</p> <p>3.3 Assessor guides student on mapping prior experience to performance criteria; provides examples of suitable evidence.</p> <p>3.4 Assessor identifies gaps in initial evidence and advises on what additional evidence could address them.</p> <p>3.5 Collect RPL assessment fee. Record payment. Advise fee is non-refundable.</p>	Application: Student Guidance: within 5 BD of receipt	FRM-RPL01

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4	<b>RPL Kit Distribution</b>	Trainer/ Assessor Academic Mgr	<p>4.1 Select or develop contextualised RPL assessment tools for the relevant unit(s) and student’s industry context.</p> <p>4.2 Confirm RPL tools have undergone pre-use review (see Step 9). Generic tick-box checklists are NOT acceptable.</p> <p>4.3 Issue RPL kit to student with clear instructions on evidence requirements and submission deadline.</p>	Within 3 BD of Step 3	RPL Kit (unit-specific)
5	<b>Evidence Submission</b>	Student	<p>5.1 Student completes RPL kit and compiles all supporting documentation.</p> <p>5.2 Student submits completed RPL kit and evidence to trainer/assessor.</p> <p>5.3 For overseas qualifications: student provides certified copies or official translations. Complete Section D of FRM-RPL01.</p>	Per agreed deadline (typically 10–20 BD)	FRM-RPL01 Section D
6	<b>Authenticity Verification</b>	Trainer/ Assessor	<p>6.1 Verify student identity through appropriate documentation.</p> <p>6.2 Contact referees, current/former supervisors, or third parties who provided reports/references to confirm authenticity.</p> <p>6.3 Cross-reference evidence items (e.g. employment dates across documents) for consistency.</p> <p>6.4 Assess whether written evidence, portfolios, or project outputs may have been independently generated by AI. Flag for probing in competency conversation.</p> <p>6.5 For overseas qualifications: use recognised frameworks to evaluate equivalence. Do not assume equivalence from title alone. Document mapping rationale.</p> <p>6.6 Record all verification activities and outcomes in student’s RPL assessment file.</p>	Within 5 BD of evidence receipt	Assessment file
7	<b>Competency Conversation and Practical Assessment</b>	Trainer/ Assessor	<p>7.1 Conduct Competency Conversation. Probe depth of knowledge, confirm candidate’s identity as person who performed the work, assess ability to apply skills in different contexts.</p> <p>7.2 Where AI-assisted evidence was flagged in Step 6, verify candidate’s genuine understanding and personal contribution.</p> <p>7.3 Where relevant, conduct Practical Tasks Assessment.</p> <p>7.4 For units leading to high-risk work licences or regulated outcomes: confirm RPL evidence and methods meet additional regulatory thresholds.</p>	Within 5 BD of Step 6	Assessment file

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			7.5 Record competency conversation and practical assessment outcomes.		
8	<b>Assessment Decision and Feedback</b>	Trainer/ Assessor Academic Mgr	<p>8.1 Assessor determines outcome: (a) RPL Granted (Full) — issue AQF certification documentation; (b) Partial Recognition — identify gaps, develop gap training plan; (c) RPL Not Granted — advise student to enrol in training pathway.</p> <p>8.2 Conduct post-assessment interview. Provide written rationale if RPL not granted (full or partial).</p> <p>8.3 If partial: develop targeted gap training plan in consultation with student. Deliver gap training. Assess only gap areas upon completion.</p> <p>8.4 Update student’s academic record in aXcelerate. Record RPL and gap training outcomes together.</p> <p>8.5 Report RPL outcome accurately in AVETMISS/TVA data. Do not under-report.</p> <p>8.6 Advise student of right to appeal per Appeals Policy.</p>	Decision: within 5 BD of Step 7 Gap training: as scheduled	aXcelerate AVETMISS Appeals Policy
9	<b>Quality Assurance</b>	Academic Mgr Compliance Officer	<p>9.1 Pre-use Review: All RPL tools must be reviewed before issue to confirm they reflect current training product requirements, are contextualised, apply principles of assessment and rules of evidence, and are not generic.</p> <p>9.2 Validation: Include RPL assessment decisions in Shafston’s systematic validation schedule. Validate sample of RPL outcomes at frequency proportional to volume and risk.</p> <p>9.3 Evidence Retention: Retain all RPL assessment evidence for minimum 2 years from assessment decision date.</p> <p>9.4 Continuous Improvement: Use validation findings to update RPL tools, processes, and staff training.</p>	Pre-use: before each issue Validation: per schedule Retention: ongoing	POL013 FRM009 FRM010

### 5. RACI Responsibility Matrix

R = Responsible (does the work) | A = Accountable (approves/owns) | C = Consulted | I = Informed

Activity	Academic Manager	Trainer/ Assessor	Compliance Officer	VET Coordinator	Admissions/ Support	Student	Agent
<b>1. Pre-enrolment RPL Info</b>	A	I	I	C	R	I	R
<b>2. Initial Consultation</b>	A	R	I	C	I	I	—

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3. Application & Evidence Guidance	I	R	I	I	I	R	—
4. RPL Kit Distribution	A	R	C	I	—	I	—
5. Evidence Submission	I	I	—	—	—	R	—
6. Authenticity Verification	I	R	C	—	—	I	—
7. Competency Conversation	I	R	—	—	—	R	—
8. Decision & Feedback	A	R	I	I	—	I	—
9. Quality Assurance	A	C	R	C	—	—	—
Assessor Credential Verification	A	—	R	—	—	—	—
AVETMISS/TVA Reporting	A	I	R	C	—	—	—
Appeals Handling	R	C	I	—	—	R	—

### 6. Supporting Documents and Forms

Document ID	Document Name	Type
CPL036 v2.0	Recognition of Prior Learning (RPL) Policy	Policy
PRO-RPL01 v1.0	Recognition of Prior Learning (RPL) Procedure	Procedure
FRM-RPL01 v2.0	RPL Request Form	Form
INF-RPL01 v2.0	RPL Student Information Sheet	Information
POL013	Validation and Moderation Policy (VET)	Policy
POL012	Complaints and Appeals Policy	Policy
FRM009	Validation Form	Form
FRM010	Validation Mapping Document	Form
—	Credit Transfer Policy	Policy
—	Credential Policy (2025 Standards)	External
—	Academic and General Misconduct Policy	Policy

### 7. Implementation

The Academic Manager (or delegate) and Compliance Officer are jointly responsible for the implementation of this procedure through:

- Publication on the Shafston Work Platform (SharePoint) and both websites (shafston.edu and business.shafston.edu);
- Training of all trainers, assessors, admissions staff, and education agents on the updated RPL process;

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- Ensuring all RPL assessment tools are updated and pre-use reviewed before issue;
- Monitoring compliance with this procedure through internal audit sampling.

### 8. Version History

Date	Summary of Modifications	Version	Author
17/02/2023	Version 1 finalised as POL018.	1.0	—
19/03/2024	POL018 v2.0: structure and wording changes.	2.0	—
08/10/2025	Complete rewrite as PRO-RPL01 v1.0. Separated from policy (CPL036) into standalone procedure. Aligned to 2025 Standards for RTOs. Added 9-step Actions table with responsible persons, timelines, and form references. Added RACI responsibility matrix. Added quality assurance actions (pre-use review, validation, evidence retention, AVETMISS reporting). Added authenticity verification with AI safeguards. Added overseas qualification mapping. Added gap training workflow. Added high-risk work regulatory thresholds. Added agent pre-assessment prohibition. Added fee non-refundable confirmation. Updated all terminology and regulatory references.	1.0	PEO

Next Review Date	Review Type	Responsible
30/06/2026	Annual review or earlier if regulatory change	Academic Manager