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RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

RPL recognises learning achieved outside the formal education system and reduces unnecessary duplication of training. It supports students to progress efficiently through training products, while maintaining the integrity of the qualification.

This policy ensures that VET students with relevant prior skills, knowledge, and competencies are supported to seek Recognition of Prior Learning (RPL) in accordance with Standard 1.6 of the Outcome Standards for RTOs 2025.

POLICY STATEMENT

Sydney College of Professional Education (SCPE) offers RPL to all students and provides clear, timely, and accessible information about the process. All RPL decisions are based on valid, sufficient, current, and authentic evidence, and align with SCPE's assessment system and the Principles of Assessment and Rules of Evidence.

All students are informed of recognition of prior learning opportunities at pre-enrolment, during orientation, and via the Student Handbook. Students may apply for recognition of prior learning at any time, however, they are requested in pre-enrolment information to apply before commencing training.

SCPE only offers recognition of prior learning for units of competency or qualification(s) which are included on its scope of registration.

Recognition of prior learning may only be awarded for whole units of competency.

SCOPE

This policy applies to all prospective and enrolled students seeking to have their prior learning recognised toward a training product within SCPE's scope of registration.

DEFINITIONS

- **Assessment:** the process by which an NVR registered training organisation, or a third-party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.
- **Recognition of prior learning**: an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product.
- **Training product**: AQF qualification, skill set, unit of competency, accredited short course and module.

PROCEDURE

All students are informed about the availability of Recognition of Prior Learning (RPL) at the pre-enrolment stage via the Student Handbook, website, and verbal communication during their enrolment interview. Students who wish to pursue RPL are encouraged to complete an optional self-assessment to identify their readiness and gather preliminary evidence of their prior learning.

To begin the formal process, students complete and submit the RPL Application Form along with any supporting documents such as portfolios, work samples, or references. An SCPE Assessor then conducts an RPL planning interview with the student to identify the units for which RPL may be applicable and discuss the types of evidence required.

An evidence plan is developed collaboratively and may include:

- A competency conversation with a qualified assessor
- A practical demonstration of skills
- Third-party reports or employer verification of the student's skills and experience.

Students are given sufficient time and guidance to compile their evidence, which may include documentation, third-party reports, competency conversations, or practical demonstrations. The assessor evaluates the evidence against unit requirements in accordance with SCPE's assessment system, applying the Principles of Assessment and Rules of Evidence.

If the evidence is sufficient, the assessor grants RPL. If gaps are identified, the assessor may recommend additional assessment or gap training. All decisions are documented, and students are advised in writing of the outcome, including their right to appeal.

Administrative staff update the student management system and store all documentation in the student's file. For international students, if RPL results in a shortened course duration, a new Confirmation of Enrolment (CoE) is issued and PRISMS updated accordingly. Students are notified of any implication to their visa due to a reduced course duration.

The RPL process is structured to ensure students are fairly assessed on their existing skills, knowledge, and experience, in alignment with national competency standards. The procedure includes ten clearly defined steps involving the student, assessor, and administrative staff.

PROCEDURE SUMMARY TABLE

Step	Action	Responsible	Timeframe
1. Pre-enrolment Information	Provide pre-enrolment RPL information in the Student Handbook and enrolment interview. Inform prospective students about the availability of RPL, what it involves, and how it may affect their study duration and fees.	Student Administration Officer	Ongoing; prior to or at enrolment
2. Self-Assessment	Student completes optional self-assessment to determine readiness for RPL. The self-assessment helps the student reflect on their skills and experience and decide whether they are likely to meet the RPL requirements	Student / Assessor	Prior to submitting RPL application
3. RPL Application Submission	Student submits RPL Application Form and supporting documents or portfolio. The application form allows the student to formally request RPL and provide any initial supporting documents or a draft portfolio for review.	Student	Within 5 business days of enrolment interview
4. Planning Interview and Evidence Plan Development	Conduct RPL planning interview, identify relevant units, and develop an evidence plan in collaboration with the student. During this meeting, the assessor and student review the student's background and select relevant units. An evidence plan is developed to guide the RPL process.	Assessor	Within 5 business days of application submission
5. Evidence Collection and Submission	Student gathers and submits evidence (e.g. work records, third-party reports, samples, references). The student collects and submits the agreed-upon forms of evidence in line with the evidence plan. This may include work	Student	Up to 20 business days (flexible)

	documents, references, or third-party reports.		
6. Assessment of Evidence	Assessor reviews evidence and conducts competency conversation or arranges to assess a skills demonstration if required. The assessor reviews all submitted evidence and conducts any required discussions or demonstrations to validate the student's competence	Assessor	Within 10 business days of evidence submission
7. Competency Decision and Gap Identification	Assess evidence against unit requirements. Identify gaps and offer gap training where needed. The assessor compares the evidence against the unit's performance criteria and determines whether additional training is required to fill gaps.	Assessor	Within 5 business days of final evidence review
8. Outcome Notification and Right to Appeal	Document outcome and notify student in writing. Provide appeal information. All RPL outcomes are formally recorded, and students are informed of the result. Appeal rights and feedback opportunities are provided	Assessor / Student Administration Officer	Within 5 business days of assessment decision
9. Record-keeping and Administration	Record outcome in SMS. Store evidence and decisions securely. Outcomes are entered into the Student Management System (SMS), and all records are retained securely for audit and validation purposes.	Student Administration Officer	Within 5 business days of outcome notification

POLICY IMPLEMENTATION

The RPL Policy is published on the RTO website, included in the Student Handbook, and provided during enrolment. All trainers and assessors are trained to support students through the RPL process.

MONITORING AND EVALUATION

This Policy and Procedure will undergo an annual review, or sooner if required, to ensure it remains relevant and effective in guiding the operations and strategies or as needed to reflect any changes in the regulatory environment or operational practices.

RPL outcomes are reviewed for consistency and integrity through moderation, internal audits, and student feedback. SCPE maintains records for analysis and continuous improvement

Feedback will be collated and analysed and discussed at the monthly management meetings, for noting or action with any necessary changes documented in a Continuous Improvement Form and in the Continuous Improvement Register.