

Recognition of Prior Learning Policy & Procedure

1. Purpose

The purpose of this Policy and Procedure is to establish a structured, transparent, and compliant framework for the assessment and granting of Recognition of Prior Learning (RPL) at Princeton International College.

Recognition of Prior Learning is an assessment pathway that enables students to have their existing skills, knowledge, and competencies formally assessed against the requirements of a unit of competency or qualification, regardless of how, when, or where those competencies were acquired.

This policy is developed and implemented in accordance with the requirements of:

- Standards for Registered Training Organisations (RTOs) 2015, including Clauses 1.8 and 1.12
- Standards for RTOs 2025 (Outcome Standards), including Standard 1.1 and Standard 1.4
- Education Services for Overseas Students (ESOS) Act 2000
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

This policy ensures that:

- Students are provided with a fair and accessible opportunity to apply for RPL
- RPL assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, and reliability) and the Rules of Evidence (valid, sufficient, authentic, and current)
- Decisions are consistent, evidence-based, and aligned with the requirements of nationally recognised training products

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- Students are not required to undertake unnecessary training where competency can be demonstrated through assessment
- The integrity and quality of AQF certification outcomes are maintained at all times

Princeton International College recognises that individuals may have developed competencies through a range of experiences, including employment, informal learning, community participation, or prior study. The College is committed to ensuring that these competencies are appropriately assessed and recognised through a structured and compliant RPL process.

For international students enrolled under CRICOS, the College ensures that any RPL outcomes are managed in accordance with ESOS and National Code requirements, including consideration of course duration, student progression, and visa implications where applicable.

RPL is distinct from credit transfer, as it involves a formal assessment of a student's existing skills and knowledge against unit requirements, rather than recognition of previously completed AQF certification. This distinction is clearly communicated to students during pre-enrolment, enrolment, and orientation.

All RPL processes are governed within the College's academic and compliance framework, with oversight by the Chief Executive Officer (CEO), who retains ultimate responsibility for ensuring that RPL practices are fair, consistent, and aligned with regulatory and legislative requirements.

2. Scope

This Policy and Procedure applies to all Recognition of Prior Learning (RPL) activities undertaken by Princeton International College in relation to its delivery of nationally recognised vocational education and training (VET).

It applies to:

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- All nationally recognised VET qualifications and units of competency delivered within the College's approved scope of registration
- All students enrolled in VET courses, including:
 - Domestic students
 - International students enrolled under CRICOS

This Policy and Procedure applies specifically to RPL as an assessment pathway and must be read in conjunction with the College's Training and Assessment framework.

This policy does not apply to:

- **Credit Transfer**, which is managed under the Credit Transfer Policy and Procedure and relates to recognition of previously completed AQF certification
- **ELICOS programs**, which are not competency-based, do not form part of the Australian Qualifications Framework (AQF), and do not result in nationally recognised certification

3. Definitions

Term	Definition
Recognition of Prior Learning (RPL)	An assessment process that evaluates an individual's existing skills and knowledge, gained through formal, informal, or non-formal learning, against the requirements of a unit of competency
Assessment	The process of collecting evidence and making judgements about whether competency has been achieved

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Term	Definition
Principles of Assessment	Fairness, flexibility, validity, and reliability
Rules of Evidence	Valid, sufficient, authentic, and current
AQF Certification	Formal qualification or statement of attainment issued under the Australian Qualifications Framework
Training Product	AQF qualification, unit of competency, skill set, or accredited course

4. Organisational Responsibility and Governance

Princeton International College maintains a clear and structured governance framework to ensure that all Recognition of Prior Learning (RPL) activities are implemented consistently, fairly, and in compliance with regulatory requirements.

The Chief Executive Officer (CEO) holds overall accountability for the quality, integrity, and compliance of all RPL processes. While operational responsibilities may be delegated to relevant staff, the CEO retains oversight of all decisions and ensures that RPL practices align with the College's governance, academic, and compliance frameworks.

RPL is delivered through a coordinated approach involving academic, administrative, and student support functions to ensure that students are appropriately guided and that assessment decisions are valid, consistent, and evidence-based.

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4.1 Roles and Responsibilities

Role	Responsibilities
CEO	Provides overall leadership and accountability for RPL processes, ensures compliance with regulatory requirements, oversees quality assurance, and reviews or escalates complex or high-risk cases where required
Training Manager	Provides academic oversight of RPL assessments, supports assessors in complex decisions, and ensures consistency, quality, and compliance of assessment outcomes
Student Support Officer	Acts as the primary point of contact for students, provides information on RPL pathways, supports students through the application process, and coordinates communication
Administration Officer	Manages documentation, verifies completeness of applications, maintains accurate records, and updates the Student Management System
Trainers and Assessors	Conduct RPL assessments, review and validate evidence, apply the Principles of Assessment and Rules of Evidence, and make competency-based judgements

All staff involved in the RPL process are responsible for ensuring that decisions are fair, transparent, and supported by sufficient evidence. While responsibilities may be shared across roles, the CEO retains ultimate responsibility for all RPL outcomes, including those delegated operationally.

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5. Policy Statement

Princeton International College is committed to implementing Recognition of Prior Learning (RPL) as a structured and compliant assessment pathway that enables students to demonstrate competency based on their existing skills and knowledge.

RPL is conducted as a formal assessment process and is applied in a manner that is fair, transparent, consistent, and aligned with regulatory and training package requirements.

The College ensures that:

- RPL is available to all eligible students at any stage of their enrolment
- Students are provided with clear information about the RPL process, evidence requirements, and expected outcomes
- RPL assessments are conducted in accordance with the **Principles of Assessment** (fairness, flexibility, validity, and reliability) and the **Rules of Evidence** (valid, sufficient, authentic, and current)
- Assessment decisions are evidence-based, consistent, and appropriately documented to support audit and review
- Students are supported throughout the RPL process to make informed decisions and prepare suitable evidence
- RPL is granted only where competency is demonstrated against all requirements of a unit of competency, including performance evidence, knowledge evidence, and assessment conditions
- RPL is awarded for whole units of competency only and not for partial completion

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Recognition of Prior Learning is distinct from credit transfer, as it involves the formal assessment of a student's existing skills and knowledge against unit requirements, rather than recognition of previously completed AQF certification. This distinction is clearly communicated to students during pre-enrolment, enrolment, and orientation.

6. RPL Principles

Princeton International College applies the following principles to ensure that Recognition of Prior Learning (RPL) is implemented in a consistent, fair, and compliant manner across all training and assessment activities.

6.1 Fairness and Access

The College ensures that all students have equitable access to RPL as an alternative assessment pathway, regardless of their background or prior experience. Students are informed of the availability of RPL during pre-enrolment, enrolment, and orientation, and are supported in determining their suitability for this pathway.

Clear and accessible information is provided regarding the RPL process, including application requirements, evidence expectations, and assessment outcomes. Students are provided with appropriate tools, including the RPL Application Form and unit-specific RPL Kits, to support them in preparing their application. Staff provide guidance where required to ensure that students are able to make informed decisions and participate in the process without disadvantage.

6.2 Integrity and Compliance

All RPL assessments are conducted in accordance with the requirements of the relevant training package or accredited course and are aligned with applicable regulatory standards. Assessment decisions are based on a systematic review of evidence and are not influenced by informal judgement.

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Assessors are required to apply the Principles of Assessment and the Rules of Evidence when evaluating RPL applications. Evidence must demonstrate that the student meets all requirements of the unit of competency, including performance evidence, knowledge evidence, and assessment conditions. Where evidence is insufficient or gaps are identified, additional assessment activities may be conducted to ensure that competency can be validly and reliably determined.

6.3 Transparency

The College ensures that the RPL process is transparent and clearly understood by all students. Information is provided regarding the stages of the process, the types of evidence required, and the methods of assessment that may be used, including interviews, questioning, and practical demonstration.

Students are informed of the outcomes of their RPL application in writing, including detailed feedback where competency has not been demonstrated. Information regarding the appeals process is also provided, ensuring that students are aware of their rights to seek a review of the assessment decision. All communication is conducted in a clear and timely manner to support student understanding and confidence in the process.

6.4 Student-Centred Approach

Princeton International College adopts a student-centred approach to RPL by recognising the diverse ways in which individuals may have developed competency. The College provides structured support through the use of RPL Kits, which clearly outline unit requirements, evidence expectations, and assessment criteria, enabling students to align their experience with the requirements of the qualification.

Flexible assessment methods are applied to accommodate different learning and work contexts, while maintaining the integrity of assessment outcomes. Throughout the process, students are supported through ongoing communication and guidance, ensuring that they are able to effectively present evidence and progress through the assessment pathway.

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7. Eligibility and Application

Students may apply for Recognition of Prior Learning (RPL) if they are able to demonstrate existing competency against the requirements of a unit of competency within the College's scope of registration.

Eligibility for RPL requires that students:

- Are enrolled in a qualification within the College's approved scope of registration
- Can provide sufficient evidence to demonstrate competency
- Possess relevant skills and knowledge gained through work experience, informal learning, or other non-formal pathways

Timing of Application

Students may apply for RPL:

- Prior to enrolment
- During enrolment
- At any stage of their course

While early application is encouraged to support efficient course planning and avoid unnecessary training, no application will be refused based on timing.

Applications submitted after course commencement:

- Will be assessed without disadvantage to the student
- May result in adjustments to the student's training plan and course progression

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- Will be clearly documented and communicated to the student

Processing Timeframes

The College ensures that RPL applications are processed in a timely and efficient manner.

Activity	Timeframe
Initial review of application	Within 5 working days
Request for additional evidence (if required)	Within 5 working days
Final assessment outcome	Within 10 working days of receiving complete evidence

Delays may occur where additional verification or assessment is required. In such cases, students will be informed and provided with an updated timeframe.

8. Evidence Requirements

Recognition of Prior Learning (RPL) at Princeton International College is based on the collection and assessment of evidence that demonstrates a student's competency against the requirements of a unit of competency.

Students are required to provide sufficient and relevant evidence to support their RPL application. The evidence must clearly demonstrate that the student meets all aspects of the unit, including performance evidence, knowledge evidence, and assessment conditions, as specified within the training package.

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Evidence is submitted through the College's RPL Application Form and unit-specific RPL Kits, which guide students in aligning their experience and documentation with unit requirements.

8.1 Types of Evidence

Evidence submitted for RPL may take a variety of forms, depending on the nature of the competency being assessed. The following table provides examples of commonly accepted evidence types:

Evidence Type	Examples
Workplace Evidence	Work records, job descriptions, duty statements
Third-Party Reports	Verification from supervisors, managers, or industry professionals
Work Samples	Reports, projects, completed tasks, portfolios
Direct Observation	Observation of tasks performed in the workplace or simulated environment
Knowledge Evidence	Written responses, verbal questioning, professional discussions

The College recognises that individual pieces of evidence may not be sufficient on their own. A combination of evidence sources is typically required to demonstrate competency across all unit requirements.

Assessors may request additional evidence, conduct interviews, or arrange practical assessment activities where gaps are identified.

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8.2 Rules of Evidence

All evidence submitted for RPL is assessed in accordance with the Rules of Evidence to ensure the validity and integrity of assessment outcomes.

Evidence must be:

- **Valid** – directly related to the requirements of the unit of competency
- **Sufficient** – adequate in quantity and quality to support a competency decision
- **Authentic** – confirmed as the student's own work
- **Current** – demonstrates the student's present ability to perform the required tasks

Assessors are responsible for reviewing all evidence against these requirements and must ensure that competency decisions are based on a comprehensive and defensible evaluation of the evidence provided.

9. Assessment Process

Recognition of Prior Learning (RPL) is conducted as a structured and evidence-based assessment process to determine whether a student has achieved competency against the requirements of a unit of competency.

9.1 RPL Assessment Process

Step	Process	Description	Responsibility	Records/Evidence
1	Review of Application	The assessor reviews the RPL application and supporting	Trainer/Assessor	RPL Application Form, initial review notes

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Step	Process	Description	Responsibility	Records/Evidence
		documentation submitted by the student to determine completeness and suitability for assessment		
2	Evidence Evaluation	Submitted evidence is assessed against unit requirements, including performance evidence, knowledge evidence, and assessment conditions	Trainer/Assessor	RPL Kit, evidence mapping, assessor notes
3	Additional Assessment (if required)	Where gaps are identified, the assessor may conduct interviews, ask verbal or written questions, or arrange practical demonstrations to confirm competency	Trainer/Assessor	Interview records, question responses, observation checklists
4	Verification of Evidence	The assessor ensures that all evidence meets	Trainer/Assessor	Verification notes, third-party reports

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Step	Process	Description	Responsibility	Records/Evidence
		the Rules of Evidence (valid, sufficient, authentic, and current) before making a judgement		
5	Competency Decision	A final decision is made based on the evidence collected, ensuring that all requirements of the unit of competency have been met	Trainer/Assessor	Final assessment outcome recorded in RPL Kit
6	Feedback and Outcome	The student is provided with written feedback outlining the outcome, including any gaps or further requirements where competency is not achieved	Trainer/Assessor	Outcome notification, feedback records
7	Recording of Outcome	Final outcomes are recorded in the Student Management System and retained in the student file	Administration Officer	SMS records, student file documentation

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No RPL outcome will be granted unless sufficient evidence has been provided to demonstrate competency across all unit requirements.

10. CRICOS Compliance Requirements

For international students enrolled under CRICOS, Princeton International College ensures that all Recognition of Prior Learning (RPL) outcomes are managed in accordance with the requirements of the Education Services for Overseas Students (ESOS) Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Where RPL is granted, the College assesses the impact of the outcome on the student's overall course duration. Where applicable, the course duration will be reduced to reflect the units of competency for which RPL has been approved, ensuring that the student is not required to undertake unnecessary training.

Any approved changes to course duration are formally implemented through the College's administrative systems. This includes updating the student's Confirmation of Enrolment (CoE) in PRISMS to accurately reflect the revised course end date. The student's Written Agreement is also reviewed and updated, where required, to ensure that all course details, including duration and tuition fees (if applicable), remain accurate and consistent.

The College ensures that students are clearly informed, in writing, of any changes resulting from RPL outcomes. This includes advising students of the potential impact on their course progression, expected completion date, and student visa conditions, including requirements relating to full-time study.

All changes are subject to appropriate internal review and approval processes. No updates to the student's CoE will be made unless supported by valid assessment evidence, documented RPL outcomes, and formal approval in accordance with the College's governance and compliance framework.

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All records relating to RPL decisions and CRICOS adjustments are maintained in the student file and Student Management System to ensure traceability, transparency, and audit readiness.

11. Student Rights and Appeals

Princeton International College ensures that all students are treated fairly and are provided with access to transparent, equitable, and consistent Recognition of Prior Learning (RPL) assessment processes.

Students have the right to:

- Apply for RPL at any stage of their enrolment
- Receive a fair, valid, and evidence-based assessment conducted in accordance with the Principles of Assessment and Rules of Evidence
- Be informed in writing of the outcome of their RPL application, including feedback where competency has not been demonstrated

Students who are not satisfied with the outcome of an RPL assessment may lodge an appeal in accordance with the College's Complaints and Appeals Policy and Procedure.

The appeals process:

- Is accessible and clearly communicated to all students
- Is conducted in a fair, transparent, and timely manner
- Is provided at no cost to the student
- Ensures that the student is not disadvantaged during the appeals process

Nothing in this policy and procedure limits the rights of a student to take action under Australia's consumer protection laws.

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12. Fees and Charges

Princeton International College charges fees for Recognition of Prior Learning (RPL) in accordance with the Fees and Refunds information outlined in the Student Handbook, Course Brochure, and Written Agreement.

All applicable RPL fees are clearly communicated to students prior to enrolment and prior to commencement of the RPL assessment process. Students are required to review and agree to these fees before proceeding with an RPL application.

RPL fees may include:

- An application fee
- A unit assessment fee, calculated based on the number of units applied for

Where Recognition of Prior Learning is granted:

- The student's training plan will be adjusted to reflect the units for which competency has been achieved
- The overall course duration may be reduced, where applicable
- Tuition fees will be adjusted accordingly, based on the revised course duration and remaining units to be delivered

All adjustments to course duration and fees are documented and communicated to the student in writing, including updates to the Written Agreement where required.

This ensures that students are not required to undertake or pay for training that they have already demonstrated competency in through the RPL process.

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13. Record Management

Princeton International College maintains comprehensive and accurate records for all Recognition of Prior Learning (RPL) activities to ensure transparency, traceability, and compliance with regulatory requirements.

Records retained for each RPL application include, but are not limited to:

- Completed RPL application forms
- All evidence submitted by the student
- RPL assessment tools and unit-specific RPL Kits
- Assessor notes, evidence mapping, and verification records
- Records of any additional assessment activities conducted (e.g. interviews, questioning, observations)
- Final assessment outcomes and feedback provided to the student
- Communication records relating to the application and outcome

All RPL records are:

- Stored securely within the College's Student Management System and/or controlled electronic document management systems
- Maintained in a manner that protects the integrity, confidentiality, and accessibility of information
- Accessible only to authorised personnel, including trainers, assessors, administration staff, and management, as required for operational and compliance purposes

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The College ensures that all records are retained and managed in accordance with its Records Management Policy and Procedure, as well as applicable legislative and regulatory requirements, including those relating to privacy and data protection.

Records are maintained in a format that allows them to be readily retrieved for audit, validation, and quality assurance purposes.

14. Procedure

Recognition of Prior Learning (RPL) at Princeton International College is implemented through a structured and documented process to ensure that all applications are assessed consistently, fairly, and in accordance with regulatory requirements.

The process involves coordinated responsibilities across student support, training, and administration functions, ensuring that students are appropriately guided and that assessment decisions are valid, evidence-based, and fully documented.

Step	Process	Description	Responsibility	Records/Evidence
1	Information Provision	Students are informed about the availability of RPL during pre-enrolment, enrolment, and orientation. Information includes process, evidence requirements, timeframes, and fees.	Student Support Officer	Student Handbook, Course Information, communication records

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Step	Process	Description	Responsibility	Records/Evidence
2	Application and Self-Assessment	The student completes the RPL Application Form and reviews the relevant RPL Kits to determine suitability and identify units for application.	Student	RPL Application Form, self-assessment checklist
3	Initial Review and Consultation	The Trainer/Assessor reviews the application and may conduct an initial discussion with the student to clarify evidence requirements and confirm the assessment approach.	Trainer/Assessor	Application review notes, consultation records
4	Evidence Submission	The student submits supporting evidence in accordance with the requirements outlined in the RPL Kits. Evidence must align with unit requirements.	Student	Evidence portfolio, supporting documents

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Step	Process	Description	Responsibility	Records/Evidence
5	Assessment and Verification	The Trainer/Assessor evaluates the evidence against unit requirements, applying the Principles of Assessment and Rules of Evidence. Additional assessment activities (e.g. interview, questioning, observation) may be conducted where required.	Trainer/Assessor	RPL Kit, mapping tools, assessor notes, verification records
6	Competency Decision and Feedback	A decision is made based on the evidence provided. The student is informed in writing of the outcome, including detailed feedback where competency has not been achieved.	Trainer/Assessor	Outcome records, feedback documentation

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Step	Process	Description	Responsibility	Records/Evidence
7	Administrative Processing and Record Management	Outcomes are recorded in the Student Management System. Where applicable, training plans and course details are updated, and all documentation is securely stored in the student file.	Administration Officer	SMS records, updated training plan, student file

15. Continuous Improvement

Princeton International College manages and monitors Recognition of Prior Learning (RPL) practices as part of its broader Continuous Improvement and Quality Assurance Framework.

All RPL activities are subject to the College's structured improvement cycle of:

PLAN → MONITOR → ANALYSE → ACT → VERIFY → CONTROL,
as defined in the Continuous Improvement and Quality Assurance Policy and Procedure.

RPL processes are regularly reviewed to ensure they remain effective, consistent, and compliant with regulatory requirements. Monitoring activities may include:

- Review of RPL applications and assessment outcomes
- Identification of trends in approvals, rejections, and processing timeframes
- Student feedback, complaints, and appeals related to RPL

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- Internal audits and student file reviews
- Feedback from trainers, assessors, and administrative staff

Any issues, risks, or opportunities for improvement identified in relation to RPL are:

- Recorded in the Continuous Improvement Register or raised through a Continuous Improvement Action Request
- Analysed to determine root cause and potential impact on compliance and learner outcomes
- Assigned appropriate corrective, preventive, or improvement actions
- Allocated to responsible personnel with defined timeframes

All actions are monitored for implementation and effectiveness, with supporting evidence maintained, including updated documents, communication records, and training or review outcomes.

No improvement action is closed until it has been implemented, verified, and confirmed as effective in addressing the identified issue.

The Chief Executive Officer (CEO) retains overall responsibility for ensuring that RPL processes are effectively monitored, continuously improved, and aligned with the College's governance, risk management, and compliance framework.

16. References

This Policy and Procedure is developed and implemented in accordance with the following legislation, standards, and regulatory frameworks:

- Standards for Registered Training Organisations (RTOs) 2025 (Outcome Standards)
- Education Services for Overseas Students (ESOS) Act 2000

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- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Australian Qualifications Framework (AQF) Qualifications Issuance Policy
- Student Identifiers Act 2014
- National Training Register (training.gov.au)