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OSCAR INSTITUTE

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RTO: 21118

CRICOS 04300M

# **Recognition of Prior Learning**



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## Recognition of Prior Learning

### Purpose

This policy ensures that Oscar institute provides learners with the opportunity to have their previously acquired skills, knowledge, and experience formally recognised through a structured Recognition of Prior Learning (RPL) process. RPL allows learners to avoid unnecessary duplication of training, obtain formal qualifications based on their competencies, and progress more efficiently through their training programs.

### Scope

This policy applies to:

- All staff, learners, and clients; and
- All of our training and assessment services, and related business functions.

### Responsibilities CEO

- Ensures compliance with legislation, regulations and Standards for RTOs.
- Oversees the implementation of the RPL process.

### Administrative Staff

- Communicates RPL processes to the learner.
- Coordinates communications between the Trainer & Assessor and the learner.
- Manages administrative RPL tasks and update student records.

### Trainers & Assessors

- Processes RPL applications, verify evidences provided and determine competency outcomes.
- Maintains RPL records accurately and securely.
- Supports learners through the RPL process.



## General Principles

Oscar institute is committed to:

- Clearly informing learners of the RPL assessment process in our Student Prospectus/Course Brochures as well as in the Student Handbook.
- Providing equitable access and enabling all learners to apply for RPL in the training program they are enrolled into.
- Providing RPL assessment processes only for training products on our scope of registration.
- Encouraging learners to apply for RPL prior to the commencement of their training program to streamline their learning pathway – Oscar institute engages with the learner during the enrolment process, asking if they would like to apply for RPL in the enrolment form as well as during the enrolment interview process.
- Enabling learners to apply for recognition at any time throughout their enrolment period.
- Not charging any fees for a learner to access our RPL assessment process.
- Applying the following in our RPL assessment process:
  - o Principles of assessment:
    - Fairness – assessments consider the individual needs of VET students, providing reasonable adjustments where necessary and offering reassessment opportunities when required,
    - Flexibility – assessments are designed to suit the training context, qualification, and learner, recognizing and evaluating the skills and knowledge a VET student has gained, regardless of how or where they were acquired,
    - Validity – assessments ensure that skills and knowledge are tested in practical, real-world contexts, allowing students to demonstrate their abilities in ways that reflect actual workplace conditions, and
    - Reliability – assessment outcomes remain consistent and objective, ensuring that different assessors interpret evidence in the same way, leading to comparable results across all assessments; and
  - o Rules of evidence:



- Validity – assessment evidence confirms that the VET student possesses the skills and knowledge outlined in the training product,
- Sufficiency – the assessment evidence is of adequate quality, quantity, and relevance to support a sound judgement of competency,
- Authenticity – the evidence submitted for assessment is verified as the VET student’s own work, and
- Currency – the evidence provided reflects the VET student’s current skills and knowledge.
- Only assessing full units as RPL is only awarded for complete units of competency, not partial units.
- Providing learners with the opportunity to appeal the outcome of an RPL assessment should they be dissatisfied with the result – refer to our Appeals policy for timelines and processes to be followed.

### **Suitable RPL Evidences**

As RPL is a type of assessment, evidences are to be collected to prove that the student have the knowledge and skills previously acquired through informal training, work, volunteering, life and other relevant experiences. The evidences collected must prove that the knowledge and skills held by the student is sufficient, valid, authentic and current.

Examples of acceptable evidences include:

- Assessments of current knowledge
- Certificates of informal learning or training undertaken by the candidate in the past 5-years
- Evidence of relevant unpaid or volunteer experience
- Examples of work products
- Job descriptions and/or letter of offer detailing the candidate’s job scope
- License documents
- Observation by an assessor in the workplace
- Performance appraisals or reviews
- Photographs or videos of the candidate carrying out their work



- Practical assessments of current skills
- Professional or trade memberships
- Records of workplace training
- Reports from current and previous supervisors or managers
- Resume
- Testimonials from clients
- Verified references from current and previous supervisors or managers
- Work records and samples

Oscar institute does not consider only one form of the above list of evidences sufficient, and multiple forms of evidences will be required to support the judgement that the student is indeed competent and meets the requirements of the unit(s) of competency.

### **Compliance**

This policy aligns with:

- Standards for RTOs 2025:
  - o Standard 1.3 – The assessment system is fit-for-purpose and consistent with the training product.
  - o Standard 1.4 – The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.
  - o Standard 1.6 – VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.
  - o Standard 2.8 – Effective appeal processes are available where decision of the RTO or a third-party adversely impact a VET student.
  - o Standard 4.1 – The RTO operates with integrity and is accountable for the delivery of quality services.
  - o Standard 4.2 – Roles and responsibilities are clearly defined and understood.
  - o Standard 4.3 – Risks to VET students, staff and the RTO are identified and managed.
  - o Standard 4.4 – The RTO undertakes systematic monitoring and evaluation to support the delivery of quality services and continuous improvement.



Failure to comply with this policy can have serious consequences, including but not limited to:

- For the RTO – breaches of legislation or regulatory requirements may result in financial penalties, loss of registration, reputation damage, or regulatory enforcement actions.
- For Staff Members – staff found to have knowingly or negligently failed to comply with this policy and any associated legislative or regulatory requirements may face disciplinary actions, up to and including termination of employment.
- For Learners and Clients – non-compliance could lead to disruptions in training and assessment services, invalid qualifications or compromised learning outcomes, potentially affecting future employment opportunities.

#### Continuous Improvement

- An internal audit is to be conducted at least once per year to assess our compliance with this policy and the relevant legislative and regulatory requirements. The audit schedule is

outlined in our Continuous Improvement Schedule and areas for improvements are documented in our Continuous Improvement Register.

- Feedback from staff, learners, clients and industry stakeholders will be used to inform improvements to compliance processes and the effectiveness of our operations.

#### Related Documents

- CoE Training Plan templates
- Continuous Improvement Register
- Continuous Improvement Schedule
- RPL Application Form
- RPL Assessment Mapping template
- RPL Package template



## **RPL Assessment Procedure**

### **1. Application for RPL received**

i. When the application is received by the learner, the Administrative & Support Staff is to check that the RPL Application Form submitted is completed in its entirety, correctly and it is signed.

### **2. RPL process**

i. Advise the learner of the RPL process and inform them that the Assessor will review their application and will contact them within 15 business days to discuss an assessment plan.

ii. The Administrative & Support Staff is to then forward the learner's RPL Application Form to the relevant Trainer & Assessor.

### **3. Complete an RPL Assessment Plan**

i. Once the Assessor has reviewed the learner's RPL Application Form, they are to prepare an RPL Assessment Plan for the learner – this can be found in the RPL Package document.

ii. The Assessor may be required to contact the learner for further information to assist them in preparing the assessment plan.

iii. Once the Assessor has completed the learner's RPL Assessment Plan, they are to send out the RPL Assessment Plan together with the RPL Evidence Form to the learner – this can also be found in the RPL Package document.

iv. The learner is then to be contacted so that the Assessor can go through the plan with them, explaining the assessment process, the units of competency included in the RPL assessment, and the types of evidences that would be acceptable. This must be done within 15 business days of receipt of the student's application for RPL.

### **4. Compile evidences and complete the RPL Evidence Form**

i. The learner is to compile the evidences as outlined in the RPL Assessment Plan and populate the relevant fields in the RPL Evidence Form.

ii. The RPL Evidence Form enables learners to provide a clear record of the evidences they are able to provide against each unit of competency.

iii. Learners are then to submit the form together with the evidences to the Assessor by the due date. The due date should be a reasonable period, depending on



the number of evidences the learner is to gather. The due date should be set in cooperation with the student.

## **5. Review assessment evidences**

- i. The Assessor is then to review the evidences, verify the authenticity of the evidences with the employer(s), colleague(s) and/or client(s), map the evidences to the relevant sections of the unit of competency(ies) using the RPL Assessment Mapping template and decide on the need for additional evidence where there are gaps.
- ii. The Assessor may require the learner to answer knowledge questions verbally, or in writing, or undertake practical assessment tasks.

## **6. Provide feedback**

- i. Feedback is to be provided at various stages of the evidence collection and RPL assessment process on the evidences provided and the knowledge and skills assessments undertaken.
- ii. Once all of the evidences have been collected, including any knowledge and skills assessments, the Assessor is to provide the learner with written feedback regarding the assessment outcome by completing the RPL Assessment Summary – this can be found in the RPL Package document.
- iii. Where the outcome of the RPL assessment is 'Not Yet Satisfactory', the Assessor should also advise the learner of Oscar institute's Appeals policy should the student wish to appeal their 'Not Yet Satisfactory' assessment outcome. The Assessor should direct the learner to the Student Handbook for more information should it be required.

## **7. Assessment outcomes**

- i. When all assessment and appeal processes have concluded, the assessment outcome is to be recorded on the learner's file and a new CoE Training Plan is to be issued to the learner.
- ii. Where required, the learner is to be issued with their AQF certification documents in line with our Issuing AQF Certificates and Outcomes policy.

## **8. Record management**

- i. Ensure that all evidences and assessment tools, as well as communications on all matters related to the RPL are saved to the student's file.



## RPL Assessment Process Flow-Chart

