

Purpose

The purpose of this policy is to ensure that Heed Health Education provides fair, consistent, and evidence-based Recognition of Prior Learning (RPL) processes that allow students to have their existing skills, knowledge, and experience formally recognised. This policy upholds principles of equity, access, and transparency, while ensuring assessment meets the required standards of validity, reliability, flexibility, and fairness.

Policy Statement

Heed Health Education recognises that students may acquire relevant competencies through formal, non-formal, and informal learning. RPL provides a pathway for students to demonstrate competence without unnecessary repetition of learning already achieved.

All RPL assessments:

- Are conducted against the current unit(s) of competency and their performance criteria, knowledge, and skill evidence requirements.
- Are guided by the Assessment Principles and Rules of Evidence.
- Are undertaken by qualified assessors holding vocational competencies and assessor credentials as per the Standards for RTOs 2025.
- Require students to provide authentic, current, sufficient, and valid evidence.
- Ensure that decisions are consistent and documented, with outcomes recorded in the student management system.

RPL decisions do not reduce the integrity or quality of the qualification outcome. Heed Health Education applies this process with the same rigour as all other assessment methods.

Scope

This policy applies to:

- All prospective and current students applying for RPL in full qualifications or individual units of competency offered by Heed Health Education.
- Trainers and assessors involved in assessing and verifying evidence for RPL.
- Administrative staff responsible for enrolment, compliance, and reporting functions.

Definitions

Australian Qualifications Framework (AQF)	This is the national framework that regulates Australian education and training qualifications. It is comprised of various qualification levels. The AQF also oversees higher education, vocational education and training and school education. It provides a basis for consistent national recognition for prior learning.
Recognition of Prior Learning (RPL)	An assessment process that involves evidence collection and judgment to determine whether an individual's prior learning—formal, informal, or non-formal—meets the requirements of a unit of competency.
Credit Transfer	Recognition of equivalent units completed with another RTO; not the same as RPL.
Evidence Portfolio	Collection of documents, work samples, statements, and/or third-party reports submitted for assessment of competence.
Formal Learning	The learning that occurs within the construct of a structured program of study that results in accredited qualification.
Informal Learning	The learning that is unstructured and can be gained through alternative means such as through work or leisure activities.
Non-Formal Learning	The learning that occurs within the construct of a structured program of learning but does not result in an accredited qualification.

Compliance Statement

This policy meets the requirements of:

- **Standards for RTOs 2025**—Clauses relating to valid assessment, learner support, and evidence of competency.
- **VET Student Loans (VSL) legislation**, where RPL outcomes must be correctly recorded for load reduction and reporting; and
- **ASQA guidelines** ensuring RPL decisions are transparent, consistent, and auditable.

All RPL outcomes are subject to internal moderation and continuous improvement as part of Heed Health Education's quality assurance system.

Assessment Principles

All RPL assessments at Heed Health Education are conducted in accordance with the four *Principles of Assessment*:

Fairness	The RPL process considers each student's individual needs and ensures that assessment decisions are equitable and transparent. Students are provided with clear information about the process, evidence requirements, and their right to appeal decisions.
Flexibility	RPL assessments recognise different learning pathways and allow for various forms of evidence. Assessors use methods and tools appropriate to the context, the unit of competency, and the student's background.
Validity	Assessors ensure that the evidence provided directly relates to the skills and knowledge required by the unit of competency and that it supports sound, justifiable decisions about a student's competence.
Reliability	RPL decisions are made consistently across different assessors and contexts. Heed Health Education ensures reliability through moderation, validation, and assessor professional development.

All RPL evidence submitted must meet the Rules of Evidence, ensuring that assessment decisions are based on quality and credible information:

Validity	Evidence must relate directly to the competency being assessed and demonstrate the learner's ability to perform the required tasks to the standard expected in the workplace.
Sufficiency	There must be enough evidence to ensure that the student has consistently demonstrated competence across all aspects of the unit.
Authenticity	Evidence must clearly demonstrate that it is the student's own work. Assessors may verify authenticity through interviews, references, or observation.
Currency	Evidence must demonstrate that the student's skills and knowledge are current and reflect contemporary industry practice. Generally, evidence should be less than five years old unless verified as still relevant by the assessor.

RPL Procedure

Step 1 – Information and Application

- Students are informed of RPL opportunities via course brochures, orientation, and the Student Handbook.
- Applicants complete the RPL Application Form, identifying the units they believe they already hold competence in.
- Heed Health Education staff provide guidance on the process, timelines, evidence requirements, and possible outcomes.

Step 2 – Pre-Assessment Consultation

- A qualified assessor conducts an initial consultation to review the application and determine the suitability of RPL.
- The assessor explains evidence requirements, provides the RPL Evidence Kit, and develops an Evidence Collection Plan with the student.

Step 3 – Evidence Collection

Students submit evidence that may include:

- Certificates, statements of attainment, or transcripts.
- Workplace documents, case reports, or portfolios.
- Employer/third-party verification.
- Video or photographic evidence of performance.
- Resume, job descriptions, or professional references.

All evidence is assessed for authenticity, validity, currency, and sufficiency.

Step 4 – Competency Conversation and Assessment

- The assessor may conduct interviews, demonstrations, or workplace assessments to confirm competence.
- Assessment decisions are recorded in the RPL Assessment Report, signed by the assessor and the student.

Step 5 – Outcome and Notification

- The assessor documents the final decision and notifies the student in writing.
- If successful, the unit(s) are recorded as “RPL Granted” in the Student Management System and reported through AVETMISS.

- If not granted, feedback and options for gap training are provided.

Step 6 – Appeals

Students have the right to appeal RPL decisions in accordance with Heed Health Education's Appeals Policy and Procedure.

Demonstrating Compliance and Evidence Management

To demonstrate compliance with ASQA's directive that RPL processes are genuine and not promotional:

- Heed Health Education does not advertise RPL as a guaranteed or automatic outcome.
- RPL is only awarded following formal assessment conducted by a qualified assessor.
- Evidence of practice includes:
 - RPL documentation and mapping for each student.
 - Assessor records, verification notes, and internal moderation outcomes.
 - Records of assessor qualifications and moderation sessions.
 - Inclusion in continuous improvement reports and compliance audits.

Roles and Responsibilities

Role	Responsibility
General Manager/Compliance Manager	Ensure the RPL process aligns with ASQA Standards, oversee quality and moderation, maintain compliance records.
Training Manager	Facilitate assessor training, monitor consistency across RPL decisions, and ensure documentation is complete and accurate.
Assessors	Conduct RPL assessments fairly and in accordance with the policy; document and justify decisions.
Students	Provide sufficient and authentic evidence and participate actively in the assessment process.

Role	Responsibility
Administration Staff	Record outcomes, issue updated transcripts/statements of attainment, and report data to relevant regulatory bodies.

Continuous Improvement

RPL processes are reviewed annually through:

- Internal validation and moderation meetings.
- Student and assessor feedback.
- Review of audit findings and improvement actions.
- Updates to assessment tools and documentation where required.

Improvement actions are recorded in the Continuous Improvement Register and monitored by the Training Manager.

Related Documents

- RPL Application Form
- RPL Evidence Kit
- Appeals Policy and Procedure
- Assessment Policy
- Continuous Improvement Register
- Student Handbook
- Standards for RTOs 2025
- VET Student Loans Guidelines

Document Control

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