

POLICY: 1.1

RECOGNITION OF PRIOR LEARNING (RPL)

1.0 INTRODUCTION

1.1 Context

In the Australian Vocational Education and Training (VET) sector, Recognition of Prior Learning (RPL) is a formal assessment process used to determine whether a learner's existing skills, knowledge and experience meet the requirements of units of competency within nationally recognised qualifications and accredited courses. The Outcome Standards for NVR Registered Training Organisations (2025), particularly **Standard 1.6**, require RTOs to offer RPL, support learners to understand and access RPL, and ensure RPL assessment maintains the integrity of training products.

1.2 Purpose

The purpose of this policy is to outline AIM's high-level requirements for the recognition and assessment of prior learning. It ensures RPL is conducted in a manner that is fair, transparent, consistent and compliant with regulatory requirements, while supporting student pathways and maintaining the quality and integrity of AIM's qualifications.

1.3 Scope

This policy applies to:

- All prospective and current AIM students enrolled in nationally recognised qualifications and accredited courses on AIM's scope of registration and actively delivered by AIM;
- All AIM staff involved in advising on, assessing, or administering RPL.

1.4 Scope Exceptions

This policy does not apply to:

- Courses for which AIM provides marketing or recruitment services only and is not the issuing RTO;
- Non-accredited training, short courses or professional development programs;

Students enrolled in partner-RTO programs must contact the issuing RTO for RPL enquiries.

2.0 RESPONSIBILITIES

1. Chief Education Officer - Future Skills ensures AIM meets Outcome Standards for RTOs, including obligations related to RPL (Standard 1.6).
2. Head of Academic Delivery - Future Skills oversees AIM's RPL processes, assessor capability and RPL quality assurance practices. The Head of Academic Delivery also

ensures assessors apply the Principles of Assessment and Rules of Evidence correctly.

3. The registrar ensures RPL outcomes are recorded according to AIM requirements and reflected accurately on AQF Certification Documentation.
4. Assessors (AIM-approved, qualified trainers/assessors) conduct RPL assessments and make evidence-based recommendations for RPL outcomes. Assessors determine evidence requirements in line with the Principles of Assessment and Rules of Evidence.
5. Student Support and Course Advisory Teams provide pre-enrolment and enrolment advice regarding the RPL process, required evidence, timeframes and implications for course structure.
6. Senior Compliance Manager conducts quality control checks and monitors compliance with the RPL Policy as part of AIM's governance, validation, moderation and internal audit processes.

3.0 POLICY

3.1 Principles

AIM's approach to recognition of prior learning is guided by the following principles:

1. Integrity of Training Products
 - RPL must maintain the integrity, industry relevance and requirements of each training product.
2. Alignment with Assessment Standards
 - RPL assessment complies with:
 - a. Principles of Assessment (fairness, flexibility, validity, reliability)
 - b. Rules of Evidence (valid, sufficient, authentic, current)
 - c. AIM's Assessment Policy and assessment system
3. Access and Equity
 - AIM provides students with clear, timely information on RPL pathways and supports informed decision-making.
4. Transparency and Consistency
 - RPL is conducted consistently across all AIM programs, with decisions recorded and supported by evidence.
5. Proportionate Documentation
 - Evidence requirements are determined by qualified assessors based on the relevant training product and the need to confirm competence.
6. Unit as Smallest Component
 - RPL can only be granted for an entire unit of competency.

- Where full competency cannot be confirmed, further training and/or assessment may be required.

7. **Timely Decision-Making**

- RPL assessments are made within reasonable timeframes to support student progression.
- Indicative RPL timelines are published on the AIM Assessment Information webpage.

3.2 Recognition of Prior Learning

1. **Availability**
 - AIM offers RPL for all qualifications and accredited courses that it delivers under its scope of registration.
2. **Evidence of Competence**
 - Students may present a broad range of evidence reflecting their skills, knowledge and experience.
 - Assessors determine the type and amount of evidence required and may request additional information or assessment activities.
3. **Assessment Decision**
 - RPL decisions are made by qualified AIM assessors as part of the formal assessment system.
 - Decisions must be based on verified evidence demonstrating that the student meets all requirements of the unit.
4. **Outcomes**
 - RPL may result in:
 - a. RPL Granted - competency confirmed for the full unit; or
 - b. RPL Not Granted - further training or the applicant maybe be directed to complete the assessment pathway.
 - c. RPL outcomes are recorded in the Student Management System and appear on the student's Record of Results in accordance with AIM's results procedures.
5. **Impact on Progression and Duration**
 - Students receiving RPL may experience changes to their training plan or program duration.
 - Students are responsible for ensuring RPL does not adversely impact any external obligations (e.g. funding or employment)

3.3 APPEALS

1. Students may request a review of an RPL decision through the Grievance and Assessment Appeals Policy and Procedure. Information on assessment appeals is also published on the AIM Assessment Information webpage.

4.0 DEFINITIONS

- **Assessment** is the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that a student can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
- **Assessment appeal** refers to when a student disagrees with an assessment outcome and commences an appeal process. (Refer to the Complaints and Appeals Policy)
- **Formal Learning** refers to accredited training completed through recognised education or training providers.
- **Informal Learning** refers to experience gained through work, social, family or life activities.
- **Non-Formal Learning** refers to structured learning not formally recognised through a qualification (e.g. workplace training).
- **Principles of Assessment** - Fairness, flexibility, validity and reliability as outlined in AIM's Assessment Policy.
- **Recognition of Prior Learning (RPL)** is an assessment pathway that evaluates an individual's existing skills, knowledge and experience to determine whether they meet the requirements of a unit of competency.
- **Rules of Evidence** - Requirements that evidence be valid, authentic, current and sufficient.
- **Training Product** is any qualification, accredited course, skill set or unit of competency listed on AIM's scope.

5.0 REFERENCES AND ASSOCIATED INFORMATION

- Outcome Standards for NVR Registered Training Organisations (2025) - particularly Standard 1.6
- Australian Qualifications Framework (AQF)
- Assessment Policy and Procedure
- Credit Transfer Policy and Procedure
- Enrolment Policy and Procedure
- Grievance and Assessment Appeals Policy and Procedure
- Training Product Lifecycle Policy and Procedure
- Transition and Teach-Out Policy and Procedure

6.0 POLICY OWNERSHIP

Policy Owner	Chief Education Officer - Future Skills
Status	New
Approval Authority	Chief Executive Officer

Date of Approval	15/01/2026
Effective Date	19/01/2026
Implementation Owner	Head of Academic Delivery - Future Skills
Maintenance Owner	Senior Compliance Manager - VET
Review Due	11 December 2027
Content Enquiries	Head of Academic Delivery - Future Skills

7.0 AMENDMENTS

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
1.0		Senior Compliance Manager VET	New Policy
1.1	15/01/2026	Senior Compliance Manager VET	Policy approved by Chief Education Officer - Future Skills. Updated outcomes clause for additional clarity