LEVERAGE
ACADEMY
RTO 41017

Recognition of Prior Learning (RPL) Policy and Procedures

Version 3.3 – May 2026

Version Control

Item	Summary of update	Version	Review date
1	New comprehensive Policy and Procedures document created to replace old, outdated policy suite.	2.0	14/08/2025
2	Formatting and further clarity created for the steps taken in the process. Diagram added. Review for compliance with 2025 Standards.	3.0	10/02/2026
3	Reviewed for improved ease-of-use and corrections to some minor linguistic errors.	3.1	27/02/2026
4	Corrected some titles, such as candidate to learner; refined roles and responsibilities and made some corrections to procedure timeline. Fees updated and flowchart in Appendix One updated to match current Academy practice.	3.2	16/04/2026
5	Clarified learning pathways for RPL learners.	3.3	19/05/2026

Quality area	Assessment Systems; Student Support; Governance; Information Transparency
2025 RTO Standards Alignment	Outcome Standards 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 4.1 Compliance Standard 8
Author	Leverage Academy
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Approved by	Bailey Compton
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Purpose

This policy outlines the principles and procedures for Leverage Academy (the Academy)'s approach to Recognition of Prior Learning (RPL). RPL provides learners with the opportunity to gain recognition for skills, knowledge, and experience acquired through Formal, Informal and Non-Formal Learning, work experience, and other relevant life experiences.

Objective

All learners who possess prior learning may submit evidence of such and apply for recognition. This policy ensures that the RPL process is fair, consistent, and *aligned with the Outcome Standards and Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025*, allowing learners to progress through their training efficiently. To achieve this, the Academy provides:

- A process and framework for the provision of recognition services for courses delivered by the Academy;
- A service consistent with the AQF and the AQF Qualifications Pathways Policy;
- A fair and equitable means of recognising an individual's education, skills and experience irrespective of where they may have been acquired; and
- A process to ensure academic integrity and standards are safeguarded.

Scope

This policy applies to all learners and Academy team members, including assessors, and the student liaison team involved in the RPL process. It covers all units of competency within the Academy's scope of registration and is applicable to prospective and current learners seeking RPL.

Roles and Responsibilities

Chief Executive Officer - Approval of RPL tools, oversight of validation activities, monitoring RPL patterns for risk, ensuring information on RPL is accurate and current, managing conflicts of interest in RPL decisions and appeals.

Academy Manager – to facilitate the Academy's RPL policies and procedures.

Trainers and Assessors – to assess the learner's prior learning and determine whether the prior learning is sufficient to grant competency in accordance with the AQF.

Student Liaison team – to ensure the RPL process is described to the learner correctly prior to enrolment, and correct documentation is distributed to the learner.

Policy

The Academy is committed to recognising the prior learning of all individuals, ensuring that learners receive appropriate recognition for their existing competencies. RPL is an assessment pathway available to learners

who have prior learning – Formal, Informal and Non-Formal – gained in a variety of ways, either through the workplace, hobbies or volunteer experiences. This is an alternative assessment pathway as opposed to undertaking a full course or program and undertaking the course assessments at the end of the program, allowing for a personalised pathway for the learner's chosen qualification.

All RPL decisions are made using the Academy's assessment system (tools, processes and quality assurance arrangements) for that training product. RPL outcomes must maintain the integrity of the training product, including all requirements of the unit, qualification and any related licensing or regulatory conditions. RPL decisions are to be documented in a way that is fair, transparent and consistent between learners, referencing standardised RPL tools and decision records.

Principles

The Academy will conduct RPL assessments based on the following principles:

- **Fairness:** Ensure the RPL process is transparent, and learners are provided with clear information and guidance on how to present evidence of their skills and knowledge. Implement reasonable adjustments where appropriate and enable reassessment where necessary for RPL learners. Ensure RPL learners can access the same support as other learners.
- **Reliability:** Assessments will be conducted consistently by qualified assessors who have the necessary industry experience and assessment expertise. RPL assessment tools will clearly outline what is required.
- **Flexibility:** The RPL process will be adaptable to suit the individual circumstances of the learner, including recognition of diverse forms of evidence and accommodating different learning styles.

Procedures

RPL Process

The RPL process is summarised in the diagram at **Appendix One**. Each step is described in detail at steps 1 to 3, and supporting information for each step is highlighted further below.

Learners who are successfully granted RPL can only enrol in the self-paced learning course option. Any in-person workshops (IMPACT) will not be available for enrolment.

RPL Fees

The Academy charges **$250.00** (GST inclusive) to review an *RPL Kit* regardless of the RPL assessment decision.

Once RPL is reviewed, the RPL assessor will advise whether the learner is suitable for RPL and which of the units may or may not be granted. In most cases, additional or more detailed evidence will be required at this stage.

If the Assessor determines that the RPL pathway is suitable for the learner and the learner chooses to proceed with RPL, there will be further fees of **$200.00 or $75.00** (GST inclusive) **per unit** granted through RPL, depending on the qualification.

1. Initial Inquiry and Information

Information about RPL (including eligibility, process, assessment requirements, evidence expectations, and timeframes) is provided to the learners prior to enrolment and/or prior to the commitment of fees. The RPL timeframes, fees, and any implications for licensing outcomes are communicated transparently before enrolment. Learners will be advised of RPL options where appropriate during suitability/Language, Literacy, Numeracy, and Digital (LLND) checks.

2. RPL Application Submission & Evidence Gathering

The competency requirements are the same as undertaking a full course and learners have a number of avenues to provide various types of evidence. Learners must complete the Academy's *RPL Kit* and *RPL Application Form*, providing details of:

- their prior learning;
- work experience; and
- any relevant qualifications.

They must be specific regarding the occurrences, dates, circumstances and how they have performed each one where RPL has been sought.

Evidence can be a combination of:

- **Direct evidence:** Observations of workplace performance; demonstration and simulated activities; and challenge tests on specific elements;
- **Indirect evidence:** Recorded skills demonstrations; Third-party reports from workplace supervisors and project managers; and skills portfolios and photographs of progress and completed works; and
- **Supplementary evidence:** Work samples collected and / or documented such as work diaries / logbooks / timesheets, work portfolio and award submissions / industry recognition; work orders / work contracts; third-party evidence, such as references from past and / or present employers and testimonials from clients; and correspondence (emails, work management system reports etc.).

Learners may wish to also submit supporting documentation with the application, such as:

- Resumes;
- Job descriptions; and
- Certificates; and

The Assessor will review the *RPL Kit* and *RPL Application Form*. Each submitted piece of evidence must be verified for authenticity and credibility. Copies should be certified by a Justice of the Peace, or the original document should be sighted.

The *Rules of Evidence* apply to any and all of the processes in each application:

- **Valid:** The learner's evidence will be mapped to the unit of competency via the assessment tool provided. The learner will have to demonstrate in the evidence supplied that the skills and knowledge used are relevant to the workplace.

- **Current:** The learner will have to demonstrate that their skills and knowledge are in line with the training product requirements. Dates of documents will be checked and verified via relevant parties, and if videos and photographic evidence or portfolios in electronic format are submitted, digital date stamps and metadata will have to be verified.
- **Authentic:** Assessors will verify the authenticity of all evidence, ensuring documentation and witness credibility. This includes contacting supervisors to confirm their identity, role, and tenure, and checking for authentic letterheads on documents. The Academy's process assures that the work is the learner's own, through checks such as third-party- verification, direct questioning, and observations). These rules are applied consistently across all RPL as part of the Academy's assessment system.
- **Sufficient:** Learners must present evidence that meets both quantity and quality standards, covering all competency requirements outlined in the evidence checklist. Evidence should be categorised into direct, indirect, and supplementary, noting that supplementary evidence alone is insufficient for assessment. The quality, quantity and relevance of evidence must enable an informed judgement of competency.

3. Assessment Planning

An Academy assessor will conduct a pre-assessment interview to determine the suitability of the RPL pathway for the learner. This interview is designed to be conducted at time of RPL application to ascertain whether the learner may qualify for an RPL assessment pathway. The learner interview will establish whether the learner has sufficient prior learning and / or can gather sufficient evidence to sustain a finding of competence.
The interview will be conducted verbally over the phone, via video conference or face-to-face. **The outcomes of this interview must be recorded accurately in the RPL documentation, such as the application or the assessment tool**.

At the expiry of the interview, the assessor will provide:

- An indication of the units of competency that the learner will not be given recognised prior learning;
- An indication of units that the learner may be granted competency under recognised prior learning; and
- An outline of any further documents and evidence that need to be provided to acquire competency.

Based on the learner responses in the initial interview, the Academy's assessor will establish whether the learner has sufficient prior learning and whether they will be able to raise the required quality evidence to meet the evidence requirements. Some evidence may not be released by employers for example, due to confidentiality restrictions.

The assessor will be able to lead the learner through the evidence requirements with examples of evidence they may be able to supply. The assessor will be required to analyse the evidence based on whether it is direct, indirect or supplementary and using the *Rules of Evidence*. The evidence will especially need to meet the "*sufficient*" rule.

Outcomes will be recorded as 'Competent' (C) or 'Not Yet Competent' (NYC). If the evidence is insufficient, the assessor may request additional evidence or recommend further training.

The assessor will work with the learner to develop an RPL assessment plan, outlining the evidence required, assessment methods (if others are required), and timelines. The plan will be customised to the individual's needs, ensuring that all relevant competencies are assessed in a manner that suits their prior experience.

Learner Support

The Academy's assessors will provide support and guidance throughout the RPL process. The support includes:

- help with understanding and completing RPL documentation;
- using digital tools to submit evidence; and
- accessing translation or literacy support where required.

Reasonable adjustments may be made to the RPL assessment process to accommodate disability, LLND or other individual needs.

Recording and Reporting RPL Outcomes

All RPL assessment records and tools, including: completed RPL application, RPL assessment plan, mapping documents, copies/summaries of evidence, assessment tools and marking guides used, and assessors' competency and currency evidence, assessment decision records, feedback provided, appeal outcomes where relevant will be securely stored in accordance with the Academy's *Data Management & Privacy Policy and Procedures*.

RPL outcomes are recorded against the correct training product codes in the SMS and are distinguishable from credit transfer and standard assessment outcomes for reporting and validation purposes.

Third-party evidence (e.g. observation reports, employer confirmations) is retained to support the judgement.

Upon successful completion of the RPL process, learners will be issued a Statement of Attainment reflecting the unit(s) of competency achieved, or as part of their Record of Results when awarded their full qualification, if enrolled in a qualification.

Appeals Process

If a learner disagrees with the RPL assessment decision, they have the right to appeal in line with the Academy's *Complaints and Appeals Policy and Procedures*. Records of RPL appeals and outcomes are retained and used as feedback into the continuous improvement of RPL tools and processes, and any changes are recorded in the *Continuous Improvement Register*.

Publication

RPL information is included in pre-enrolment materials (e.g. course information on website, pre-enrolment information packs, enrolment forms) and prospective learners are actively made aware of RPL opportunities.

Policy Governance

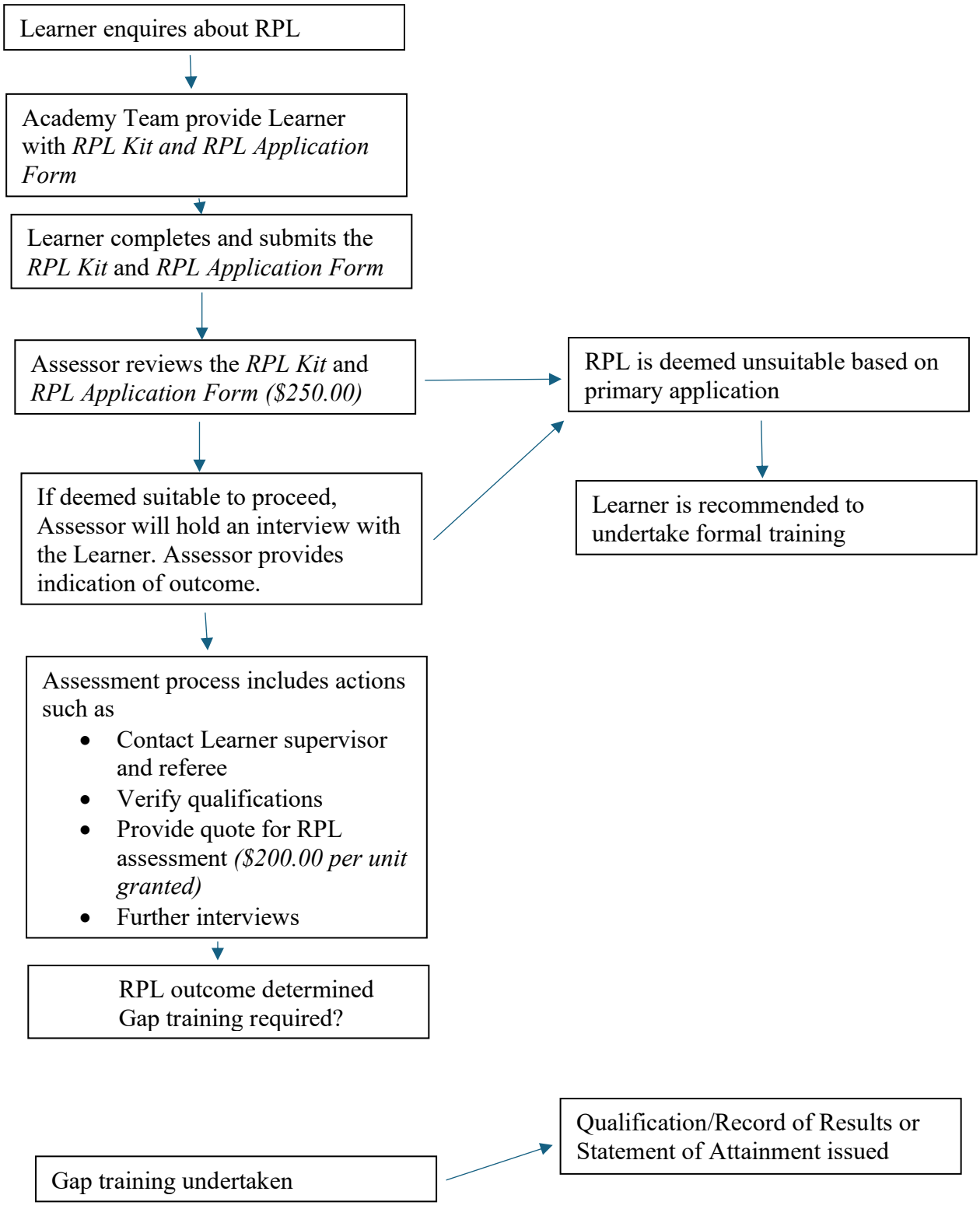
Review

All RPL systems and materials must be reviewed and approved by the CEO before publication to ensure compliance with RTO standards and regulatory requirements.

Ongoing- Compliance and Monitoring

The Academy will regularly monitor its RPL processes to ensure ongoing compliance and will promptly address any non-compliant practices or areas of improvement identified, and document this in the *Continuous Improvement Register* accordingly. RPL judgements are included in validation samples.

Definitions

- **Compliance Standards** refers to the National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025.
- **Credit Transfer (CT)** refers to a process that provides learners with recognition for units of competency previously completed with another RTO or within the same RTO, without the need for further assessment. Units may be superseded but deemed equivalent and the competency requirements map.
- **Equivalent Units** refers to units of competency that are deemed identical or equivalent in content, outcomes, and standards, as determined by the training package or mapping information.
- **Evidence** refers to documentation or demonstrations that support the claim of competence, such as resumes, job descriptions, third-party reports, work samples, and direct observations of demonstrations of skills.
- **Exemption** means the waiver of a requirement to complete a specified unit or activity.
- **Formal learning** means any study being undertaken that will lead to a recognised qualification, issued by a relevant approved body, stating that a person has achieved learning outcomes or competencies.
- **Informal learning** means learning that is not institutionalised and typically is not structured in terms of objectives, time or learning support. It is unstructured, but the participants typically have the intention to learn. This can occur in day-to-day experiences, volunteering or hobbies.
- **National Recognition** refers to the recognition of qualifications and statements of attainment issued by any RTO that are registered on the National Register.
- **Non-formal learning** means any structured learning undertaken through an institution that does not lead to a recognised qualification.
- **Outcome Standards** refers to the National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025.
- **Recognition of Prior Learning (RPL)** refers to the process that involves the assessment of an individual's relevant prior learning (formal, informal, and non-formal) to determine the extent to which that individual meets the requirements specified in the training package or accredited course.
- **RPL Kit** refers collectively to a Referee Report and a Self-Assessment Report.
- **Student Management System (SMS)** refers to a software solution designed to manage all aspects of student data and administrative processes within a training organisation. It streamlines operations, enhances efficiency, and helps RTOs meet compliance requirements.

Appendix One: RPL Process Flowchart