



Practice Guide

Recognition of Prior Learning and Credit Transfer

(Standard 1.6, 1.7)

Ver 1.0

Published 17 June 2025

Outcome Standards for Registered Training Organisations

Quality Area 1 – Training and Assessment

What are the key concepts?

The following key concepts are covered in this practice guide:

Standard 1.6	Standard 1.7
<ul style="list-style-type: none"> • Recognition of prior learning (RPL) • Evidence of prior learning • Equivalency and currency • RPL assessment 	<ul style="list-style-type: none"> • Credit transfer • Equivalency • Authenticating transcripts

Achieving these Standards in practice

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to mitigate or control. These examples are not a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

Standard 1.6: VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the relevant training product.	
Performance Indicators	Example activities and considerations for compliance
<p>An NVR registered training organisation demonstrates:</p> <ol style="list-style-type: none"> VET students are offered opportunities to seek recognition of prior learning and are made aware of the organisation's policies for seeking recognition of prior learning; decisions relating to recognition of prior learning are based on evidence of prior skills, learning and experience, and are undertaken in accordance with the organisation's assessment system; and decisions relating to recognition of prior learning are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product. 	<ul style="list-style-type: none"> • You can demonstrate how your recognition of prior learning (RPL) policies, processes and tools are designed and applied with the same rigour as your assessment system, including that they: <ul style="list-style-type: none"> ○ are consistent with, and maintain the integrity of, the training product requirements ○ ensure currency of evidence provided by the VET student ○ meet the requirements of the principles of assessment and rules of evidence (Standard 1.4) ○ result in transparent, defensible and documented decisions. • You can demonstrate how you make students aware of:

- their right to have their prior learning recognised (where it is not prevented by any **industry regulator** or licensing requirements), and
- your organisation's RPL policy and process.
- You can demonstrate how your RPL approach accommodates the variety of experiences and learning pathways that students present.
- You can demonstrate how students are made aware of the role any **third party** will play in their RPL assessment.
- You can demonstrate how you ensure that the **assessor** responsible for assessing the RPL evidence, including those engaged through third parties, meet the requirements of Standards 3.2 and 3.3.
- You ensure that your staff understand that granting RPL where the student does not meet the requirements of the training product may have serious consequences for the VET student, and for public safety, industry confidence and the reputation of the VET sector and can demonstrate to ASQA how your policies, systems and processes provide this assurance.
- You can demonstrate how you validate and assure your RPL practices and processes to be confident that decisions are being made in accordance with the Standards, and where third parties conduct RPL on your RTO's behalf, you can demonstrate how you monitor and validate the quality of their RPL practices with the same level of rigour.
- Where assessment of a VET student's RPL evidence identifies gaps, you can demonstrate how you work with them in relation to the amount of gap training required, how that training will be delivered and any costs associated with it.

Known risks to quality outcomes

- Using inadequate assessment practices or business models that cut corners in issuing RPL which can lead to persons without the expected competencies entering critical roles, including in industries with mandatory qualifications such as aged care, disability services and early childhood education and care.
- Promoting RPL as an easy, quick or guaranteed path to qualifications.
- Using RPL systems that do not apply the same rigour as the organisation's assessment system, including not upholding assessment record retention requirements.
- Making inadequate inquiries with students seeking RPL, or agents seeking RPL on their behalf – for example, not being wary of non-genuine students that may be seeking RPL as a vehicle to facilitate other objectives.
- Failing to verify that RPL evidence submitted by students is authentic.
- Outsourcing RPL assessments to unregulated third parties that do not understand or apply the Standards to their practices – for example, using

	<p>third parties that do not engage properly qualified or trained assessors.</p> <ul style="list-style-type: none"> • Failing to ensure RPL assessment practices are robust enough to meet the applicable threshold for high-risk work licencing, where applicable. • Failing to ensure that RPL evidence of overseas qualifications or competencies has been mapped to Australian legislative and regulatory requirements – for example Australian Work Health and Safety legislation or other industry-specific laws. • Failing to robustly assess or test RPL evidence for currency against training package requirements, or against the rules of evidence. • Automatically granting RPL for students that hold a higher AQF level qualification in the same industry. • Having insufficient systems for identifying and addressing a student’s RPL gaps.
--	---

Standard 1.7: VET students who have completed an equivalent training product are supported to obtain a credit transfer.	
Performance indicators	Example activities and other considerations for compliance
<p>An NVR registered training organisation demonstrates:</p> <ol style="list-style-type: none"> VET students are offered opportunities to seek credit transfer and are made aware of the organisation’s policies for seeking credit transfer; decisions on credit transfer are based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript (unless prevented by licensing or regulatory requirements or the training product); and decisions relating to credit transfer are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product. 	<ul style="list-style-type: none"> • Your policies and processes clearly outline that you provide students with a copy of your organisation’s policy for seeking credit transfer, including when and how credit transfer will be administered. • You can demonstrate that you authenticate AQF certification documentation provided by students (including authenticated VET transcripts) in support of credit transfer requests by directly accessing the USI transcript service or by contacting the issuing organisation to verify authenticity. • You can demonstrate that when considering requests for credit transfer, equivalence¹ is clearly evidenced before granting credit. • You can demonstrate that where you do not grant credit transfer because the unit of competency is not deemed equivalent, you provide students with an appropriate alternative pathway, such as RPL.
	Known risks to quality outcomes
	<ul style="list-style-type: none"> • Failing to make your credit transfer policy and process available to students prior to enrolment. • Failing to explain to students your rationale if you decide not to grant credit transfer and the

¹ Equivalence may be determined by the following:

- a unit of competency with the current unit code and title
- a *superseded* unit of competency that the training package developer has determined to be equivalent (as published on the National Register)
 - Note: although not required, you may conduct a mapping analysis for units that have been ‘superseded equivalent’ twice or more to assure yourself that the assessment of competence is still relevant. If you find there is a gap in either the training or the assessment, you may refuse the credit transfer.

	<p>available options to the student such as RPL or gap training.</p> <ul style="list-style-type: none"> • Failing to check the authenticity of the student's original AQF certification before granting credit transfer. • Issuing a VET qualification or VET statement of attainment via credit transfer based on training wholly completed through RPL or credit transfer at a different RTO. • Failing to consider the contextual elements (e.g. relevant licensed or regulated outcomes) when assessing a student's evidence for credit transfer.
--	---

Self-assurance questions

1	How do you ensure students know about and understand when RPL or credit transfer is a valid option for them?
2	How are you testing the authenticity of evidence supplied by students seeking RPL or credit transfer?
3	How do you ensure that your RPL and credit transfer policies and processes are consistently and rigorously applied?
4	How are you ensuring that staff can recognise when a request for credit transfer becomes a request for RPL?
5	What systems and processes do you have in place to determine RPL and credit transfer, including equivalency?
6	What training do you provide to your trainers and assessors, including third parties, to assist them in managing expectations of students seeking 'easy' RPL or credit transfer?