

## 128. Recognition of Prior Learning RPL (External)

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Prepared by

**Linfox Operational Training (Logistics) Pty Ltd**

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## DOCUMENT CONTROL MANAGEMENT

### Document Information

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### Document History

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## Contents

1	Purpose.....	4
2	Scope and application .....	4
3	Procedure .....	4
3.1	RPL guidelines .....	4
3.2	Objectives.....	5
3.3	Overview of the recognition process .....	6
3.4	Forms of evidence .....	6
3.5	Appeals .....	7
3.6	Training plans .....	8
3.7	Certificates .....	8
4	Reporting breaches of this procedure.....	8
5	Responsibilities of this procedure .....	8
5.1	Procedure management .....	8
5.2	Procedure implementation .....	8
6	Waivers of this Procedure .....	9
7	Definition .....	9
8	References.....	9

## 1 Purpose

Recognition of Prior Learning (RPL) acknowledges the full spectrum of an individual's skills and knowledge, regardless of how they were acquired. This includes competencies gained through formal education, work experience, and other life experiences.

RPL evaluates these unrecognised skills and knowledge against the criteria of a specific unit of competency, considering both entry requirements and the desired outcomes. By eliminating the need to repeat learning, RPL motivates individuals to further enhance their skills and knowledge through structured education and training, paving the way for formal qualifications and better employment opportunities.

At Linfox Operational Training, we are committed to ensuring that prior learning is recognised, no matter where or how it was obtained.

## 2 Scope and application

The scope of this procedure covers the process of Recognition of Prior Learning (RPL) within Linfox Operational Training. This procedure ensures that RPL assessments are fair, efficient, and aligned with industry standards, supporting learners in obtaining recognition for prior skills and knowledge while maintaining compliance with the Standards for RTOs 2025.

## 3 Procedure

### 3.1 RPL guidelines

When an application for RPL is received, the following guidelines must be observed:

- **Eligibility:** Any learner currently enrolled in a course or qualification is entitled to apply for RPL, except where licensing courses specify otherwise.
- **Scope of Registration:** RPL applications are limited to units of competency or qualifications within the Linfox Operational Training scope of registration.
- **Timing of Application:** Learners are encouraged to apply for RPL at the time of enrolment. Early application reduces unnecessary training and directs learners toward a more efficient pathway to achieving competency.
- **Fees and Charges:** Learners currently enrolled in a training program may apply for RPL; however, additional fees and charges may apply.
- **Awarding RPL:** RPL can only be granted for whole units of competency.
- **Principles of Assessment for RPL:** The RPL process adheres to the following principles of assessment.
  - **Fairness:**
    - The assessment process considers the individual learner's needs.
    - Reasonable adjustments are applied, where appropriate, to accommodate the learner.
    - Learners are informed about the assessment process and given opportunities to challenge results and request reassessment if necessary.

Procedure name:	SOP 128 - Recognition of Prior Learning (External)	Page 4
Responsible function	Linfox Operational Training	
Version no./Issue date:	V1 / 17/03/2025	
Review Date:	17/03/2027	
UNCONTROLLED WHEN PRINTED		

- **Flexibility:**
  - Assessments are tailored to reflect the learner's unique needs.
  - Competencies are assessed regardless of how or where they were acquired.
  - A range of assessment methods is used, appropriate to the context, unit of competency, and learner.
- **Validity:**
  - Assessment decisions are based on the learner's performance evidence.
  - Competency is evaluated against the relevant units and associated requirements, covering the full range of necessary skills and knowledge.
  - Assessments integrate knowledge, skills, and practical application.
  - Evidence must demonstrate that the learner can apply the skills and knowledge in similar contexts.
- **Reliability:**
  - Evidence is consistently interpreted, ensuring comparable assessment results regardless of the assessor.

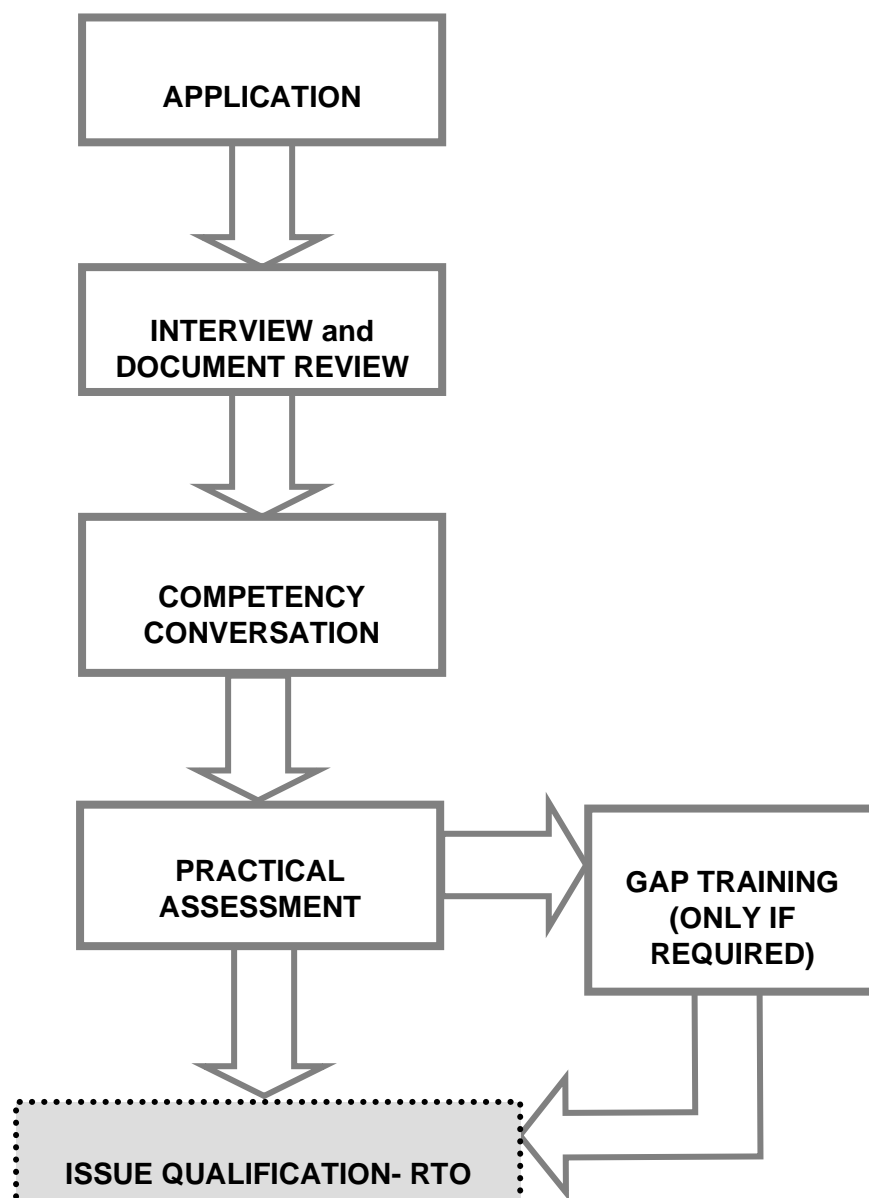
By adhering to these guidelines, Linfox Operational Training ensures that the RPL process is fair, efficient, and aligned with industry standards.

## 3.2 Objectives

- To adopt a practical approach to the Recognition of Prior Learning (RPL) process by emphasising on-site questioning and observation.
- To align assessments with each course's learning outcomes and required capabilities or competencies.
- To ensure compliance with the Standards for RTOs 2025, particularly the principles of assessment: validity, reliability, fairness, and flexibility.
- To apply the rules of evidence, ensuring assessors have sufficient and high-quality evidence to confirm that the learner possesses the current skills, knowledge, and attributes outlined in the qualification or unit of competency.
- To validate assessment criteria and judgments through thorough internal and external review processes.

Procedure name:	SOP 128 - Recognition of Prior Learning (External)	Page 5
Responsible function:	Linfox Operational Training	
Version no./Issue date:	V1 / 17/03/2025	
Review Date:	17/03/2027	
UNCONTROLLED WHEN PRINTED		

## 3.3 Overview of the recognition process



## 3.4 Forms of evidence

RPL recognizes that workplace skills and knowledge can be acquired through various avenues, including formal education, informal learning, work-based experiences, and life experiences.

### 3.4.1 Application process

Learners must complete the application forms and provide as much detail as possible about their prior experiences. Relevant documentation may include, but is not limited to:

- Brief CV or work history, along with position descriptions.
- Certificates/results of assessment (local, interstate, or overseas).

Procedure name:	SOP 128 - Recognition of Prior Learning (External)	Page 6
Responsible function	Linfox Operational Training	
Version no./Issue date:	V1 / 17/03/2025	
Review Date:	17/03/2027	
UNCONTROLLED WHEN PRINTED		

- Academic qualifications from universities.
- Statements of attendance or certificates from vendor training, in-house courses, workshops, seminars, or club courses (e.g., first aid ).
- Industry awards or professional memberships.
- Minutes from industry network meetings.
- References or letters from previous employers/supervisors.
- Documentation of hobbies, interests, or special skills outside work.
- Any other materials demonstrating industry experience.

### 3.4.2 Referees

Learners must also provide contact details for one or two referees who can verify their industry skills in context and over time.

### 3.4.3 Assessment of skills

To achieve formal recognition under the Australian Qualifications Framework, the learner's skills must meet industry standards. While individual forms of evidence may not be sufficient on their own, when combined with other supporting documentation, they can form a strong case for competency.

If a learner submits evidence aligned with a superseded unit of competency, it may still be valid for RPL if sufficient evidence demonstrates current competence. Trainers and Assessors must ensure the evidence is adequate at the time of assessment. Linfox reserves the right to require learners to complete practical assessments to validate their current skills and knowledge.

### 3.4.4 Rules of evidence

In evaluating assessment evidence, Linfox applies the following principles:

- **Validity:** The evidence must demonstrate that the learner possesses the skills, knowledge, and attributes described in the unit of competency and assessment requirements. If evidence is insufficient or unclear, a second assessor may be involved to ensure fairness and rigour in the process.
- **Sufficiency:** The evidence must be adequate in quality, quantity, and relevance to allow a judgment of competency. Learners receive guidance on the types and quantity of evidence required through RPL assessment tools.
- **Authenticity:** The evidence must be the learner's own work. Authenticity may be verified during submission and through third-party references from workplace supervisors or other relevant parties.
- **Currency:** The evidence must demonstrate current competency. For Linfox, currency is defined as evidence generated within two years prior to the RPL application.

By adhering to these principles, the RPL process ensures a fair, thorough, and industry-aligned assessment of learners' skills and knowledge.

## 3.5 Appeals

If a learner disagrees with the outcome of their RPL application, they should first attempt to resolve the issue informally by discussing it with the State Training Manager. If the

Procedure name:	SOP 128 - Recognition of Prior Learning (External)	Page 7
Responsible function	Linfox Operational Training	
Version no./Issue date:	V1 / 17/03/2025	
Review Date:	17/03/2027	
UNCONTROLLED WHEN PRINTED		

matter remains unresolved after informal discussions, the learner can formally appeal the decision by following the Complaints and Appeals Process outlined in SOP 50 Complaints and Appeals.

### 3.6 Training plans

Learners will be given a copy of the course RPL for their records through their training plan if in a traineeship, and a copy will be kept on the learner's file within LOT. As necessary, the duration of their course or traineeship will be adjusted accordingly.

### 3.7 Certificates

Upon course completion, a certificate or statement of attainment for a learner, the following applies:

- Units granted through RPL must be included on the certificate or statement of attainment.
- No additional notation is required on the certificate or statement of attainment to indicate that these units were achieved via RPL.

## 4 Reporting breaches of this procedure

All breaches of this Procedure must be reported to the State Training Manager within the applicable region. The final determination of the measures required to remedy a non-compliance will be determined by the State Training Manager in consultation with the Manager, Operations Training.

## 5 Responsibilities of this procedure

### 5.1 Procedure management

Approval of this procedure is vested with the Manager, Operations Training.

Reviews of this procedure are the responsibility of the State Training Manager and will be conducted every two years.

The Manager, Operations Training is the Accountable Executive for this procedure, who has accountability for the subject matter of this Procedure and ensuring that the appropriate processes and control systems are in place, and amended as appropriate, to ensure it can operate effectively.

### 5.2 Procedure implementation

This procedure applies to all LOT employees who by the nature of their role assess competency on behalf of LOT. This includes but is not limited to the national manager, regional managers, state managers, senior trainers, trainers and approved administration staff.

Procedure name:	SOP 128 - Recognition of Prior Learning (External)	Page 8
Responsible function	Linfox Operational Training	
Version no./Issue date:	V1 / 17/03/2025	
Review Date:	17/03/2027	
UNCONTROLLED WHEN PRINTED		



## 6 Waivers of this Procedure

Waivers of this procedure will only be granted in exceptional circumstances by the Managers, Operations Training

## 7 Definition

This table defines the terms used throughout this procedure.

Term	Definition
Registered Training Organisation / RTO	An organisation that ASQA has approved to enable certification for nationally recognised training to members of the public
Nationally Recognised Training	Any program of training leading to vocational qualifications and credentials that are recognised across Australia. These include industry training package qualifications and units of competency as listed on training.gov.au
Australian Skills Quality Authority (ASQA)	The national VET regulator
Vocational Education and Training / VET	Nationally accredited courses that focus on the skills required for a particular job function or trade.
Regulators	National Regulator of VET – ASQA (Australian Skills Quality Authority) – nationally recognised training

## 8 References

### Legislation

- Standards for Registered Training Organisations 2025