



**RACING
QUEENSLAND**

Recognition of Prior Learning (RPL) Student Guide 2026

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01

What is RPL?

1. Welcome

This guide is designed to assist students in collecting evidence utilising the recognition of prior learning (RPL) process to achieve the qualification the student has applied for. This formal process is based on evidence submitted by you, 'the student'.

1.1. What is recognition of prior learning?

Recognition is the process by which a person's existing skills and knowledge, regardless of how they have been acquired, are assessed and credited towards achieving unit/s of competency from national training packages, qualifications or accredited courses.

RPL is the acknowledgment of skills and knowledge obtained through learning achieved through formal learning, non-formal learning or informal learning.

Formal learning	– structured program of instruction – linked to an AQF Qualification or Statement of Attainment – examples include a certificate, diploma or university degree.
Non-formal learning	– structured program of instruction – does not link to an AQF Qualification or Statement of Attainment – examples include professional development workshop.
Informal learning	– often non-structured in a traditional sense – does not link to an AQF Qualification or Statement of Attainment – examples include experience on the job, social or leisure activities.

1.1.1. Do you have experience in a particular industry and/or job role/s?

Think about the industries you have worked in and the jobs you have held in the past and make a list of your tasks.

- What were the tasks?

Think about your experience and the knowledge you have developed.

- What do you know?

Think about your experience and the skills you have developed.

- What can you do?

Think about how you might be able to prove your background and experience.

- Talk about the tasks and what you know and can do.
- Show documents that prove and confirm your background.
- Demonstrate how you can perform the tasks.
- Get a supervisor or somebody to confirm your background. Have you done any other training or do you hold any qualifications?

If you think that you have experience in a particular industry and/or job role/s and you think you can prove it, then RPL might be the right fit for you.

1.1.2. Standards for RTOs

Provisions in the [Standards for Registered Training Organisations \(RTOs\) 2025](#) require RTOs to offer recognition to all applicants on enrolment and ensure that the process is structured to minimise the time and cost (if applicable) to applicants.

If you apply for RPL and your application is successful, you could:

- Reduce or eliminate the need for any training in skills and knowledge you already have.
- Save time by not needing to attend any or a reduced number of classes and completing unnecessary work.
- Complete your qualification in a shorter time.
- Advance to a higher-level qualification in a shorter time if desired.



RPL is made available to all prospective students.

RPL provides an opportunity to have your existing competencies formally assessed, which may reduce the amount of training required to achieve your qualification

1.2. Service Standard

Training Standard—Section 1.6 and 1.7 Recognition of Prior Learning and Credit Transfer defines the guidelines for recognition of qualifications and existing competency gained from previous experience or training.

An overview of the process for RPL is listed below:

1. The student submits an EOI via our website, requesting RPL into elected course.
2. An authorised Operations Team member outlines the RPL process, including the assessment appeals process, provides the applicable RPL kit and unpacks the requirements with the student.
3. The student collates an evidence portfolio as required by the applicable RPL kit (refer to the student's RPL kit to confirm the submission process).
4. The student submits a portfolio of evidence as per the applicable RPL kit instructions.
5. The Industry Educator assesses the student's evidence portfolio submission:
 - a. using the RPL Industry Educator kit and following instructions, meeting required timeframes
 - b. using the rules of evidence and principles of assessment to determine competency
 - c. completing the outcomes feedback section within the RPL Industry Educator kit outlining the next steps if not yet competent (to support student reassessment)
 - d. advising students of RPL assessment outcome.

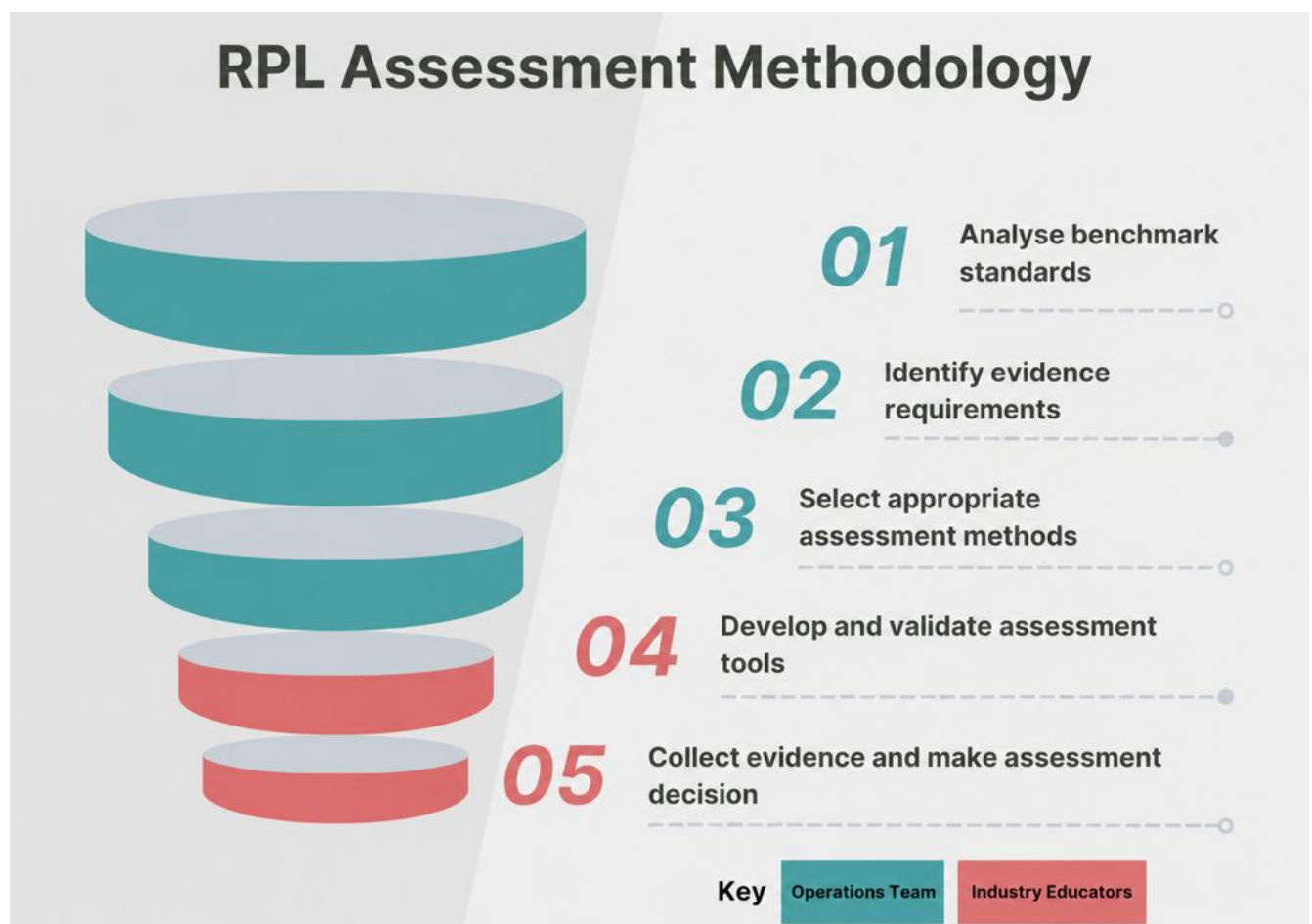
1.3. Recognition strategies

A part of our responsibility is to ensure that the assessment methodology is sound and meets the required training package standards. Assessment methodology ensures all recognition strategies can be supported, including:

Resume	Licencing History	News articles
Employment position Description/s	Work Samples	Media releases
Workplace reference letters describing your duties and responsibilities	Portfolios	Podcasts
Third party report Interviews	Clear and concise videos or images	Certificates (accredited and/or non accredited)
Voluntary work	Voluntary workshops	USI transcripts
Internet search	Riding history	Social Media posts

1.3.1. RPL assessment methodology

The assessment design process undertaken by the authorised Operations Team member/s, ensures Industry Educators have rigorous assessment tools that allow them to make well-informed assessment decisions, including deciding on an RPL application.





02

Evidence
portfolio

2. Evidence Portfolio

2.1. Compiling an evidence portfolio

Once considered eligible for RPL, you will be required to compile an evidence portfolio to demonstrate:

1. your knowledge, skills, and experience claims
2. the currency of the competency claims being made
3. the relevance of the evidence to the competency areas of the claims.

It is recommended you provide as much supporting evidence as possible while ensuring it is relevant to the competency areas of the RPL application. Adopt the policy of 'less is more', which is about the quality and relevance of the supporting evidence rather than the quantity.

2.1.1. Relevant qualifications

- Transcript of any relevant qualifications that may have been completed, including:
 - USI VET Transcript
 - Statement of Attainment
 - Certificate or Diploma
 - Degree, Graduate Certificate, Master's Degree, Doctorate.

2.1.2. Supporting documentation

Supporting documentation submitted can be historical, providing you are able to validate currency (recent activity) in the duties or responsibility, remaining up to date with industry standards. Evidence you may add to your portfolio may include, but is not limited to:

- copies of any statements, references or articles about your employment or community involvement
- documents that you may have produced as part of a job/work role, community involvement or previous study that may include, but not be limited to:
 - assignments
 - completed work products
 - awards
- details of professional development activities and participation as relevant to the competencies listed in the RPL application
- letters of validation supporting individuals in their previous job and/or community roles
- any other relevant information an individual believes supports the claims of experience being made.

Important



Before submitting supporting evidence, please check it carefully to ensure it is:

- complete
- referenced to the relevant competency areas—do not leave it to the Industry Educator to make assumptions as it may impact the RPL outcome
- is presented in a logical way for the Industry Educator to follow without reasonable doubt.

2.2. Third-party evidence

Third-party evidence is used to gather and verify information about an individual's experience, work knowledge and skills in a job role/s. Third-party evidence could include:

- information from a supervisor or manager that outlines:
 - how long they have supervised you
 - what your responsibilities were (i.e., list of duties)
 - what skills or competencies you successfully performed while carrying out your duties
 - further contact details of the person providing the report (i.e., phone number or email address)
 - signature of the person providing the report.



There should be an appropriate balance between third-party evidence and evidence from other sources. Third-party reports must always be verified and followed up on by phone or email from a authorised representative.

2.3. Applicant quick reference guide

2.3.1. Steps for RPL success:

- Speak to your authorised Operations Team member or Industry Educator and discuss your evidence.
- Read the Strong vs Weak Evidence (subsequent page) and start thinking about the types of evidence you do and do not have.
- Start compiling evidence and continue to seek guidance from authorised Operations Team member or Industry Educator.
- Use the tools in this guide to compile evidence that shows you have current skills.

Make sure your supporting evidence relates to the skills and knowledge that are needed for the qualification!

2.3.2. Strong vs weak evidence

Strong evidence	Weak evidence
- Supervisor and/or Industry Expert reference detailing the workplace tasks, responsibilities and level of independence you demonstrated in the subject matter for which you are seeking recognition.	- Statements such as "I've been doing it for years" or unsupported claims of competence without evidence.
- Workplace documents such as completed forms, reports, records, emails or meeting minutes that demonstrate work you personally completed.	- Personal references that comment only on your character or work ethic rather than the skills and tasks you have performed.
- Industry licences, certifications, logbooks or regulatory records that support current competency.	- Position descriptions or job descriptions that describe a role but do not verify that you personally performed the required tasks competently.
- Authenticated work samples, projects, reports or records that clearly demonstrate your competency.	- Personal journals, diary entries or self-recorded logs that cannot be independently verified.
- Dated photographs or videos showing you performing workplace tasks, supported by employer verification where possible.	- Work samples that cannot be authenticated or verified as your own.
- Evidence collected over a period of time that demonstrates consistent workplace performance and application of skills.	- Photographs or videos that are undated, unauthenticated or do not clearly identify you performing the work.
- Statements of Attainment, qualifications or transcripts at the same AQF level or higher, where the completed units are equivalent or demonstrate relevant knowledge and skills.	- Outdated evidence that does not demonstrate your current skills or knowledge.
	- Copies of workplace policies, procedures or manuals without evidence that you have applied them in practice.
	- A résumé or curriculum vitae submitted without supporting evidence to verify the experience listed.
	- Qualifications or training completed at a lower AQF level that do not demonstrate the competency requirements of the qualification being sought.



If your evidence is weak, but you still feel you have the skills and knowledge to be deemed competent, ask the authorised Operations Team member or Industry Educator for further advice around your options.

A photograph of a brown horse in a stable stall. The horse is looking towards the camera. The stall has a wooden slatted door and a metal grate above. A red overlay covers the bottom half of the image, containing the text '03 RPL process'.

03

RPL
process

3. RPL Process

Like assessment, RPL is a process whereby evidence is collected, and a judgement is made by an Industry Educator or assessment team. The judgement is made on evidence provided by students of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a student's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

3.1. Steps in the RPL process

There are up to seven steps in the RPL process, depending on your specific circumstances. Your Industry Educator will guide you through them.

If at any point you are not sure about the process, we are here to help, so please reach out to your authorised Operations Team member or Industry Educator.



The section below provides more details about the steps that will occur in the RPL process. It provides information about your role in the process and what a Racing Queensland representative will do for you.



APPLICATION

You

- Read this guide
- Complete an expression of Interest Application for your relevant state
- Participate in a Suitability Assessment
- Participate in a Fees and Funding interview
- Participate in RPL Interview
- If the minimum requirements have been met, proceed to step 2.

We

- Will call you for the Suitability Assessment
- Will Call you for the Fees and Funding interview
- Will call you for the RPL interview
- Will determine whether you have met the minimum requirements to proceed with your RPL application



GET READY

You

- Review this guide to go over what is required and identify information you may be able to provide
- **Note:** A previous supervisor that can confirm your detailed experience is viewed as strong evidence.

We

- Have a delegated staff member review your application documents of supporting evidence.
- Contact you to clarify any information and/or inform you if RPL is right for you
- Advise the selecting units approved for RPL arrangements
- Advise you of plan for next steps in RPL



COMPETENCY CONVERSATION

You

- Have a chat with your educator about your experience in more detail.
- Describe your existing knowledge and skills and any examples of documents that might be relevant.

Educator

- Schedule a 'competency conversation'. This is like a chat where they will ask questions about your experience, knowledge and skills.
- Will use a bank of questions/scenarios and check off your experience against unit requirements.



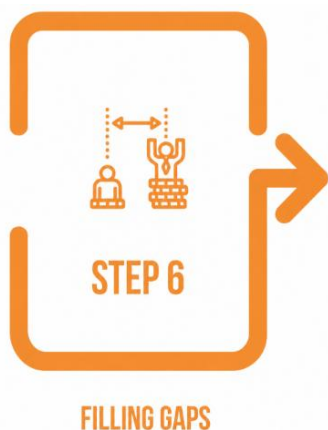
PRACTICAL TASK DEMONSTRATION

You

- Will perform the tasks required to show your educator your skills per the TGA requirements.

Educator

- Educator/s contact you about what they need to see you do, when and where this will occur.
- Will observe as you perform the task/s required/take notes and record the details.



You

- May be required to do some further training if there are any determined gaps in your experience.

Educator

- Will inform you if there are any gaps in your experience/skills/knowledge and what training or additional evidence is required.



You

- Will ensure you have provided us supportive evidence by a supervisor/s confirming your skills and experience.

We

- Will contact the supervisor/s where further information is required, if applicable.

THIRD PARTY REPORTING



You

- Ensure that all other training requirements in your enrolled program is finalised

We

- Will ensure all requirements of your training program has been met.
- Will submit your enrolment and training/RPL/credits to delegated staff member for final review
- Delegated staff member will review your file and advise if any further information or tasks are required within 2 weeks of submission by Educator.
- If it is identified, that there is sufficient evidence to support our requirements a certificate will be issued within 30days from completion of final approved unit.
- If it is identified further information is required, please refer back to Step 6.



04

Our Guide &
Requirements

4. Making assessment decisions based on evidence

Making the assessment decision involves the Industry Educator in making judgements.

Judgement has been defined as:

The process of comparing sufficient evidence of participants' achievements with the required Elements and Performance Criteria listed on the National Training Register and making a decision as to whether the necessary competence has been demonstrated.

4.1. Assessment of evidence stages

Assessing the evidence occurs in two stages:

- comparing the evidence against the criteria for assessment
 - Verifying that training will not be required
- making the decision as to whether the necessary competence has been shown.
 - Assessing via competency conversation
 - Assessing practical requirements applicable to the unit/s enrolled

4.2. Rules of evidence

The Rules of Evidence are critical standards in the Australian Vocational Education and Training (VET) sector. They are used by Registered Training Organisations (RTOs) and Industry Educators to ensure that the evidence collected during assessments is reliable, defensible, and correctly proves a student's competency.

Your RPL Industry Educator will evaluate your evidence by asking if it is:

Valid:

- Does it relate directly to the unit of competency?
- Does it demonstrate the relevant underpinning skills and knowledge?
- Does it reflect the four dimensions of competency and the key competencies?
- Is it appropriate to the relevant AQF descriptor?

Sufficient:

- Does the evidence address all the critical aspects of evidence identified in the unit of competency?
- Does the evidence address all the requirements of the Evidence Guide, including the specific evidence requirements listed?
- Does the evidence cover the full range of performance identified in the unit?
- Does the evidence show competency over a period of time and in different contexts?
- Does the evidence include different forms of evidence?

Current:

- Does the evidence demonstrate that you can apply the competency in your current work?
- Does the evidence reflect work carried out by you over a period of time? The Industry Educator must be confident that you can still perform to the standard demonstrated by the evidence.

Authentic:

- Is each piece of evidence clearly identifiable as your own work?
 - Does the applicant present qualifications, references and licences signed off as a certified copy and verified by the issuer?
 - Are verbal or written accounts of what you can do supported by actual evidence, such as work examples and products?
-

4.3. Dimensions of competency

Dimensions of competency relate to performance on the job in a range of conditions.

Task	- the ability to perform individual tasks
Contingency	- the ability to cope with unexpected problems in accordance with the appropriate AQF level of response required
Managing	- the ability to plan and organise a number of different tasks to achieve the goal/outcome
Environment	- the ability to deal with issues related to the specific work environment
Transfer	- the ability to adjust or develop the competency to suit new situations
Job/role	- the ability to deal with the responsibilities and expectations of the work environment.

4.4. Principles of Assessment

The principles of assessment in the Vocational Education and Training (VET) sector ensure evaluations are accurate, consistent, and compliant with national standards. Enforced by the [Australian Skills Quality Authority \(ASQA\)](#), the four core principles are fairness, flexibility, validity, and reliability

Your RPL Industry Educator will evaluate your evidence based on:

- **Fairness:** The assessment process must consider the individual needs of the student. This requires clear instructions and, where appropriate, "reasonable adjustments" to ensure no learner is disadvantaged (e.g., due to a disability) without compromising the competency standard.
 - **Flexibility:** Assessments must be adaptable to the student's needs and the learning context. This means recognising skills and knowledge regardless of where or how they were acquired, including through Recognition of Prior Learning (RPL).
 - **Validity:** The assessment must actually measure what it claims to measure. It must align directly with the unit of competency and its requirements, ensuring both skills and practical knowledge are assessed in a relevant setting.
 - **Reliability:** The assessment must produce consistent results regardless of when it takes place or which Industry Educator is conducting it. Evidence must be interpreted the same way across the board.
-