



Driver Academy
AUSTRALIA

RTO 46350

Recognition of Prior Learning Policy and Procedures

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Version Control

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2			

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Contents

Purpose.....	5
Definitions.....	5
Scope.....	6
Responsibilities.....	6
Alignment.....	6
Policy.....	10
Principles.....	10
RPL Applications.....	10
Initial Inquiry and Information.....	11
RPL Application Submission.....	11
Assessment Planning.....	12
Procedures.....	12
Evidence Gathering.....	12
Assessment Decision.....	13
Feedback and Reporting.....	13
Alternative Pathways.....	13
Candidate Support.....	14
Recording and Reporting RPL Outcomes.....	14
Appeals Process.....	14
Publication.....	14
Policy Governance.....	14

Purpose

The purpose of this policy is to outline the principles and procedures for Driver Academy Australia (The Academy)'s approach to Recognition of Prior Learning (RPL). RPL provides candidates with the opportunity to gain recognition for skills, knowledge, and experience acquired through formal and informal learning, work experience, and other relevant life experiences.

All candidates 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 *Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instruments 2025*, allowing candidates 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.

Definitions

- **ASQA** means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body.
- **Compliance Standards** refers to the Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Credit Transfer (CT)** refers to a process that provides candidates 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 Outcome Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) 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.
- **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.

Scope

This policy applies to all Academy staff and contractors, including trainers, assessors, and administrative personnel 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 candidates seeking RPL.

Responsibilities

- Chief Executive Officer / Training Manager
- RTO Manager
- Trainers and Assessors
- Student Liaison team

Alignment

Outcome Standards and Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instruments 2025*

**Please note: the information below, including number formatting, while inconsistent, is a direct reflection of the regulatory instruments and number formatting as endorsed by the regulator ASQA.*

Outcome Standards:

Standard 1.3

The assessment system is fit-for-purpose and consistent with the training product.

Performance Indicator:

An RTO demonstrates:

- a. the assessment is consistent with the requirements of the training product;
- b. assessment tools are reviewed prior to use to ensure assessment can be conducted in a way that is consistent with the principles of assessment and rules of evidence as set out under Standard 1.4; and
- c. the outcomes of any such reviews inform any necessary changes to assessment tools.

Standard 1.4

The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

Performance Indicator:

An RTO demonstrates:

- a. the assessment system facilitates assessment which must be conducted in accordance with the following principles:
 - i. fairness – assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary;
 - ii. flexibility – assessment is appropriate to the context, training product and VET student, and assesses the VET student’s skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge;
 - iii. validity – assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting; and
 - iv. reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.
- b. assessors make individual assessment judgements that are justified based on the following rules of evidence:
 - i. validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;
 - ii. sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student’s competency in the skills and knowledge described in the training product;
 - iii. authenticity – the assessor is assured that a VET student’s assessment evidence is the original and genuine work of that VET student; and
 - iv. currency – the assessment evidence presented to the assessor documents and demonstrates the VET student’s current skills and knowledge.

Standard 1.5

Assessment system is quality assured by appropriately skilled and credentialed persons through a regular process of validating assessment practices and judgements.

Performance Indicator:

An RTO demonstrates:

- a. validation of assessment practices and judgements ensure the assessment system produces assessment judgements that are consistent with the training product and the requirements set out in this instrument [these Standards];
- b. every training product on the organisation’s scope of registration is validated at least once every five years and on a more frequent basis where the organisation becomes aware of risks to training outcomes, any changes to the training product or receives relevant feedback from VET students, trainers, assessors, and industry;
- c. it utilises a risk-based approach – informed by any risks to training outcomes, any changes to the training product or any feedback from VET students, trainers, assessors, and industry – to determine:
 - i. the components of the assessment system for a training product which are to be validated; and
 - ii. the sample size of assessments that are to be validated in respect of a particular training product.
- d. in addition to the requirements in paragraph (b), the assessment system for an AQF qualification or skill set from the Training and Education Training Package that enables individuals to make assessment judgements (as specified in the Credential Policy) has been or will be validated:
 - i. once the first cohort of VET students with the organisation have completed their training and assessment; and

- ii. by a person who is independent, not employed or subcontracted by the organisation to provide training and assessment, and has no other involvement or interest in the organisation's operations.
- e. validation is undertaken by one or more people who collectively have:
 - i. industry competencies, skills and knowledge relevant to the training product;
 - ii. a practical understanding of current industry practices relevant to the training product; and
 - iii. one of the credentials for validation specified in the Credential Policy.
- f. the outcome of an assessment validation is not solely determined by a person who has designed or delivered the training or assessment; and
- g. how outcomes of an assessment validation are used to inform changes to the assessment system.

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 Indicator:

The RTO demonstrates:

- a. 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;
- b. 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
- c. 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.

Standard 1.7

VET students who have previously completed an equivalent training product are supported to have their training recognised.

Performance Indicator:

The RTO demonstrates:

- 1. VET students are offered opportunities to seek credit transfer and are made aware of the RTO's policies for this
- 2. credit transfer is 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)
- 3. decisions about credit transfer are fair, consistent and transparent, and are documented.

Standard 2.1

VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

Performance indicator:

An RTO demonstrates:

- a. all information provided to VET students by the organisation or any third parties is clear, accurate and current;
- b. how it identifies which information VET students require prior to their enrolment and how that information is communicated to VET students prior to their enrolment;
- c. the following information is easily accessible to VET students:
 - i. the training product code and title, duration, modes of delivery, training delivery, location, training commencement dates, scheduling, any requirements to commence or complete the training product including assessment requirements, whether any licencing or occupational

- licence requirements apply, and details of any third party arrangements that apply to the delivery of the training;
- ii. the training support services and wellbeing support services that are available to the VET student, and how the student can access those services;
- iii. all fees, costs and charges associated with the provision of the training product which VET students may incur, including payment terms and conditions, any applicable refund policies and the availability of any relevant government training entitlements and subsidies;
- d. any obligations or liabilities which may be imposed on VET students undertaking the training product, including any obligations requiring VET students to acquire any materials, equipment or IT, any costs and processes associated with withdrawing from training, and costs and processes associated with obtaining a Student Identifier, and any requirements for VET students to undertake work placements;
 - i. the organisation provides all VET students with documentation prior to enrolment or before any fees are required to be paid which sets out:
 - ii. the training which the organisation or third parties will provide the VET student;
 - iii. all fees, costs and charges which the VET student will be required to pay; and
 - iv. any obligations or liabilities which may be imposed by the organisation or third parties on the VET student; and
- e. that it informs VET students, as soon as practicable, of any changes to training products or the organisation's operations that may affect VET students, including any changes relating to the transition of superseded, deleted, or expired training products.

Standard 2.2

VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

Performance Indicator:

An RTO demonstrates:

1. taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy; and
2. based on the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.

Standard 4.1

A registered training organisation operates with integrity and maintains accountability for the delivery of quality services.

Performance Indicator:

An RTO demonstrates:

- a. the organisation and its governing persons are fit and proper persons, having regard to the Fit and Proper Person Requirements made under section 186 of the Act, as in force from time to time;
- b. its governing persons are suitable persons to oversee the operation of the organisation;
- c. its governing persons act diligently and make informed decisions which facilitate compliance with this instrument [these Standards] and any other instrument [the Compliance Requirements] made under section 185 of the Act, as in force from time to time; and
- d. the governing persons lead a culture of integrity, fairness and transparency in the organisation's delivery of services.

Compliance Standards – Information and Transparency

8. Guarantees and inducements

A registered training organisation must not make any verbal or written guarantees that a VET student:

- a. will successfully complete a training product
- b. can complete a training product in a manner which is inconsistent with any of the requirements set out in an instrument made under section 185 of the Act, as in force from time to time; or
- c. will obtain a particular employment outcome, where obtaining such an employment outcome is not within the organisation's control.

Policy

The Academy is committed to recognising the prior learning of all individuals, ensuring that candidates receive appropriate recognition for their existing competencies. The RPL process is an evidence-based assessment method that considers the skills, knowledge, and experience a candidate already possesses, allowing for a personalised pathway through their chosen qualification. It is not, however, a 'short-cut', especially with consideration to licensing requirements for state licensing authorities (e.g. SA Registrar of Vehicles for the Department of Infrastructure and Transport).

Principles

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

- **Fairness:** Ensure the RPL process is transparent, and applicants are provided with clear information and guidance on how to present evidence of their skills and knowledge.
- **Validity:** RPL assessments will measure the applicant's competence against the unit or qualification requirements, ensuring that the evidence provided is relevant and directly related to the performance criteria. All of the competency requirements must be met.
- **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 applicant, including recognition of diverse forms of evidence and accommodating different learning styles.

RPL Applications

Recognition of Prior Learning (RPL) is an assessment pathway available to candidates who have prior learning – formal, informal or 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 unit of competency or program.

The competency requirements are the same as undertaking a full course and candidates have a number of avenues to provide various types of evidence. The evidence will be assessed against the *Rules of Evidence* and will be judged on *validity*, *currency*, *authenticity* and *sufficiency*. Sufficiency requires the evidence to be assessed for both quantity and quality. Evidence must be from credible sources.

Each submitted piece of evidence also has to be verified for authenticity and credibility. Copies should be certified by a Justice of the Peace or the original document should be sighted. Evidence can be direct, indirect or supplementary.

Initial Inquiry and Information

Applicants will receive comprehensive information about the RPL process, including eligibility, evidence requirements, timelines, and associated costs.

A pre-assessment interview will be conducted by an Academy assessor to determine the suitability of the RPL pathway for the applicant. This interview is designed to be conducted at time of RPL application to ascertain whether the candidate may qualify for a RPL assessment pathway. The candidate interview will establish whether the applicant has sufficient prior learning and / or can gather sufficient evidence they can produce in support of all competency requirements.

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.

The outcome of the interview may also serve as a competency conversation to support the actual RPL evidence submitted and the final assessment outcome.

RPL Application Submission

Applicants must complete The Academy's *RPL Application Form*, providing details of their prior learning, work experience, and any relevant qualifications. They may wish to also submit supporting documentation with the application, such as resumes, job descriptions, certificates, references, and work samples.

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

- **Valid:** The candidate's evidence will be mapped to the unit of competence via the assessment tool provided. The candidate will have to demonstrate in the evidence supplied that the skills and knowledge used are relevant to the workplace.
- **Current:** The candidate will have to demonstrate that their skills and knowledge are from the very recent past. Dates 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. If discrepancies arise, candidates must provide additional verifiable evidence, such as certified copies of certificates or name-change documents.
- **Sufficient:** Candidates 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. Additional evidence, such as videos, workplace observations, or challenge assessments,

may be required. Workplace observations and Third-Party Reports must be documented via an Observation Checklist, and the assessor must confirm that all criteria are met for sign-off.

Assessment Planning

Based on the candidate responses in the initial interview, The Academy's assessor will establish whether the applicant 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.

Recognition of current or prior competencies may also apply. The assessor will map the competencies to the unit of competence, and any gaps will have to be bridged through one or more of the following:

- Gap training;
- Skills / challenge assessment; and / or
- Additional evidence.

Validated RPL assessment tools will be used by the assessor(s) in the evidence collection process, which must be adhered to.

The assessor will be able to lead the candidate 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.

The assessor will work with the applicant to develop a RPL assessment plan, outlining the evidence required, assessment methods (if other 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.

Procedures

Evidence Gathering

The candidate will be required to answer questions from the Academy's assessor about their experience. They must be specific regarding the occurrences, dates, circumstances and how they have performed each one of the areas being asked about.

Evidence collected by the assessor may include direct evidence (e.g., workplace observations, demonstrations), indirect evidence (e.g., third-party reports, written assignments), and supplementary evidence (e.g., interviews, portfolios).

All evidence requirements must be met and the credibility of documents and witnesses must be verified and documented in detail by the assessor. *Rules of Evidence* apply – *Valid, Current, Sufficient* (Quantity & Quality), *Authentic* – as outlined in detail above.

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 work place 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.).

The candidate must have the required permissions and not breach any confidentiality restrictions when sourcing and supplying evidence.

Assessment Decision

The Academy's assessor will evaluate the evidence against the unit requirements, considering the quality, quantity, and relevance of the evidence provided.

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

Feedback and Reporting

Applicants will receive detailed feedback on their assessment outcome from the assessor, including areas of demonstrated competence and any gaps that need addressing.

Assessment outcomes will be recorded in the Academy's aXcelerate SMS, as well as the candidate's file, and successful applicants will be awarded recognition for the units achieved through RPL.

Alternative Pathways

If an applicant in the initial interview appears not to be able to meet the comprehensive and stringent evidence requirements of the recognition of prior learning (RPL) pathway and may be facing confidentiality restrictions in employment contracts, and the applicant insists however, that they have the required skills and knowledge, then the assessor may choose to offer an *Assessment-Only Pathway*, whereby the candidate can complete all the required assessments, including knowledge and skills assessments, without having to undergo the full length of the course and attending classes.

Assessments, in this case, will be conducted as they would ordinarily be conducted when a learner enrolls to undertake the full course. Any adjustments to the Volume of Learning will be documented in the learning's file and individual training plan accordingly.

Candidate Support

The Academy's assessors will provide support and guidance throughout the RPL process, helping applicants understand evidence requirements and offering assistance with gathering and presenting evidence. Assessors will assist in the candidate understanding the variety and options of evidence that could be sourced in support of the competency requirements.

Recording and Reporting RPL Outcomes

All RPL assessment records and tools, including evidence provided, assessment decisions, and feedback, will be securely stored in accordance with The Academy's *Data and Record Management Policy and Procedures* and any relevant requirements under Standard and licensing authorities for each state.

Upon successful completion of the RPL process, applicants 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 an applicant disagrees with the assessment decision on their recognition of prior learning, they have the right to appeal in line with The Academy's *Complaints and Appeals Policy and Procedures*.

Publication

This *Recognition of Prior Learning (RPL) and Procedures* document will also be published on the Academy's website (<https://driveracademyaustralia.com.au>) and referenced in The Academy's *Learner Handbook*.

Policy Governance

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

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.