

CHSQF046 Recognition of Prior Learning Policy and Procedure

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1. Purpose

This policy outlines the principles, procedures and limits for the recognition of an individual's prior learning and experience through the awarding of credit towards a College of Health Science (CHS or the College) award course through credit transfer, recognition of prior learning (RPL) or articulation.

2. Scope

This Policy applies to all CHS undergraduate and postgraduate coursework students seeking credit towards an AQF recognised award for prior or concurrent learning from other courses of the College or other institutions and workplaces.

3. Definitions

Term	Definition
AQF	The Australian Qualifications Framework is a national framework which describes the minimum standards and levels of Australian qualifications and award courses.
<i>Articulation Arrangements</i>	"Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway" (AQF, 2013).
<i>Census Date</i>	The last date a student can withdraw from a subject without being financially liable i.e. having to pay for the unit.
<i>Course</i>	A structured sequence of study undertaken at a recognised higher education provider, leading to the award of a degree, diploma, certificate or other recognised qualification.
<i>Credit</i>	Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to be undertaken to achieve a qualification and may be attained through credit transfer, recognition of prior learning or articulation.
<i>Credit Transfer</i>	"Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications" (AQF, 2013).
<i>Credit Transfer Arrangement</i>	A credit transfer arrangement defines the availability of credit transfer from one qualification to another.
<i>Recognition of Prior Learning</i>	"Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (National Quality Council Training Packages glossary)" (AQF, 2013).
<i>Specified Credit</i>	Specified credit is a form of credit granted towards the core and/or specified components of an officially accredited qualification or program of learning.
<i>Unspecified Credit</i>	Unspecified credit is a form of credit that may be granted towards elective components of an officially accredited qualification or program of learning.
<i>Unit</i>	A component of an award course with specified assessment requirements for which a final grade is awarded upon completion.
<i>Uncredentialled learning</i>	Knowledge and skills acquired through relevant in-service programs, work experience and other experiential learning.

4. Regulatory Context

4.1 Relationship to the Higher Education Standards Framework 2021

As an Institute of Higher Education, HESF Standard 1.2 requires CHS ensures:

1. Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.
2. Credit through recognition of prior learning is granted only if:
 - a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
 - b. the integrity of the course of study and the qualification are maintained.

5. Granting of Credit

When granting credit through recognition of prior learning or when entering into a credit arrangement with other providers, the College will comply and be consistent with applicable Australian laws, regulations and Standards, including those enunciated in the Higher Education Standards Framework.

The granting of credit towards an award is information and evidence based, equitable, transparent, timely and academically defensible. The College may award credit in the form of block, specified or unspecified credit through articulation, credit transfer or recognition of prior learning in accordance with this policy.

For articulation or common credit transfer arrangements, specified, block or unspecified credit will be granted to an individual consistent with the arrangements described in this policy according to the following principles:

- a. the amount of credit granted is determined by the specified articulation or common credit transfer arrangement;
- b. the individual must have fully satisfied all terms of the specified articulation or credit transfer arrangement to be granted credit based on the arrangement;
- c. the credit granted must preserve the integrity of learning outcomes and/or discipline requirements of the award qualification to which the credit applies;
- d. the award of credit must consider the comparability and equivalence of the learning outcomes, volume of learning, the program of study previously undertaken, including content, and approaches to learning and assessment of previous learning;

it must also recognise accredited awards and statements of attainment issued by any Australian federal, state or territory authorised issuing organisation (or comparable international equivalents); and recognise that learning can be formal, non-formal or informal, though not all of these may be eligible for consideration in all forms of credit.

Determining the awarding of credit requires academic judgement. This applies when making decisions about block, specified or unspecified credit, articulation or recognition of prior learning. Staff determining the granting of credit must ensure the decision outcome is fair, equitable and transparent.

6. Articulations and Credit Transfer Arrangements

6.1 Articulation

Articulation arrangements are based on student achievement through formal learning and provide a seamless pathway with automatic admission into one qualification from another. Articulation arrangements may include:

- a. clustered qualifications involving lower qualifications that are embedded completely in the next level qualification with multiple exits and entry points (an articulated suite of qualifications), or
- b. partially clustered qualifications that include some qualification components of the lower level qualification nested into the linked qualification, or
- c. arrangements where two separately designed qualifications are linked to each other to form a defined qualification linkage and credit pathway.

The amount of credit as agreed by the organisations in an articulation arrangement will be applied automatically to any student on successful completion of the previous qualification in the articulation agreement.

6.2 Credit Transfer

The College may award credit by credit transfer for units undertaken through prior formal learning based on identified equivalence in content and learning outcomes between matched and officially accredited qualifications or programs of learning. The amount of credit to be awarded must be in accordance with this Policy. The agreed credit outcomes may include any form of credit: block, specified or unspecified credit.

6.3 Establishment of College Articulation and Common Credit Transfer Arrangement

CHS may systematically establish formalised, time-bound articulation arrangements and/or common credit transfer arrangements between accredited qualifications of the College and other institutions or organisation. These may be across AQF qualifications at the same level, as well as between qualifications at different levels. They should be established based on the assessment of equivalence between qualifications and/or the way in which the discipline areas of two qualifications are suited to articulation. This considers:

- a. whether the articulation or credit transfer arrangement will result in a logical sequential qualification pathway for entry into and/or credit transfer towards the same or a higher level AQF qualification; and
- b. the comparability and equivalence of the learning outcomes, volume of learning, program of study (including content), and learning and assessment approaches.

When establishing articulation or credit transfer arrangements for individuals towards higher level AQF qualifications in the same or a related discipline, the limitations in Schedule 1 must be adhered to.

6.4 Guidelines for establishing articulation and credit transfer arrangements

Articulation will be based on linking one qualification to another higher-level qualification to establish content relationships and equivalence between them, making a judgment about any credit outcomes between the linked qualifications, and outlining the agreed credit outcomes and the defined pathway between the linked qualifications in a documented agreement which is publicly available.

The credit transfer process will be based on mapping, comparing and evaluating the extent to which the learning outcome, discipline content and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes, discipline content and assessment requirements of the individual components of another qualification.

The granting of credit through an articulation or credit transfer arrangement does not preclude any further institutional or individual student negotiations for additional credit.

7. Procedures

7.1 Recognition of Prior Learning (RPL)

The College may award credit through Recognition of Prior Learning (RPL) for a higher education level unit on the basis of either:

- a. prior formal learning, or
- b. a combination of prior formal learning with prior non-formal and/or informal learning.

The College will:

- a. advise the evidence required
- b. provide advice to students about the process
- c. provide students with sufficient information to enable them to prepare their evidence to meet the requirements of the RPL assessment process

- d. assess the application using appropriate evidence-mapping methods and tools
- e. record the outcome and RPL assessment
- f. ensure that, as with all assessment, decisions about the award of credit are undertaken by academic or teaching staff with expertise in the subject, content or skills area, as well as knowledge of and expertise in RPL assessment
- g. recognise learning regardless of how, when and where it was acquired, provided the learning is relevant to the learning outcomes in the qualification
- h. ensure that the evidence provided is valid, authentic, current and sufficient and that the process is fair, flexible reliable and valid.
- i. advise students of any RPL awarded in writing and require students to return a signed copy of that advice which the College will keep on the student's file for two years after the student ceases to be an accepted student.

Professional accreditation guidelines for some of CHS's academic programs may require that some units are taught within the course at the College. In these programs, RPL will not be approved.

7.2 Applications for recognition of prior learning

Applications for RPL must be completed using the CHS Recognition of Prior Learning Form and lodged through the Student Services or online.

A successful application for recognition of prior learning is likely to result in the student having to vary their unit enrolments. Applications for recognition of prior learning therefore must be lodged through the online application form no less than 10 (ten) working days before the census date of the first study period at CHS. This is to (a) allow time for RPL application to be assessed and any variations to unit enrolments completed before the census date; (b) ensure that students do not enrol in units for which they are eligible for RPL.

A successful application for one or more units will result in reduced tuition fees for the course under consideration. The College will advise the student of the reduced tuition fees concurrent with notification of the outcome of the application for credit.

7.3 Accompanying documentation

Applications for RPL on the grounds of successfully completed studies at a recognised higher education or vocational institution must be supported by the following:

- a. original or officially certified copies of academic transcripts or testamurs;
- b. institutional course guides, subject guides, or similar materials that describe the course and subject contents, including learning outcomes; and
- c. AQF qualifications and providers may be verified using one of the Australian government's registers, such as Training.gov.au (TGA) and the TEQSA National Register;
- d. Overseas qualifications may be assessed for equivalence in Australia at the time of application using the Country Education Profiles (CEP) online tool.

If official documents are not available, officially certified copies must be presented. Certified copies are official copies that have been authenticated by an awarding body (university or college), or a Justice of Peace or by an authorised agent.

Applications for RPL on the grounds of uncredentialled learning or relevant work experience require evidence that the relevant Course and Unit Learning Outcomes have been achieved.

For non-formal learning, applicants will be required to supply certified copies of statements from employers, present a portfolio, or demonstrate the equivalent learning outcomes through an appropriate form of assessment.

7.4 Non-English language documentation

Applicants holding an overseas qualification(s) which is not in English must provide the original transcripts and testamur(s) and submit approved translations of those documents. CHS will only accept translations by National Accreditation Authority for Translators and Interpreters (NAATI) or other officially recognised translators or by the CHS authorised agent network.

7.5 Assessing Uncredentialed Learning

Credit for uncredentialed learning can only be considered against specific units in the course under consideration. The applicant is required to provide evidence that the work experience, life experience, or non-formal learning have resulted in achieving the learning outcomes equivalent or comparable to the unit under consideration. Normally this is achieved by compiling evidence of uncredentialed learning mapped to the unit learning outcomes and furnishing evidence to show how the respective learning outcomes are satisfied. The assessment of uncredentialed learning may or may not result in credit for prior learning in a unit of study. If in doubt the College may conduct an appropriate assessment to determine if the candidate has attained the respective learning outcomes of the unit under consideration. If uncredentialed learning is used as evidence to gain admission into a course it cannot be considered for the award of credit for prior learning.

7.6 Credit Limitations

Credit limitations governing appropriate and relevant credit apply to all College courses, as specified in Table1.

Table 1:Credit limitations

Enrolled Course	Units / Courses from which credit may be approved
Master Degrees (AQF 9)	• up to 50% of the enrolled course for a completed and relevant Master Degree (AQF 9)
	• up to 50% of the enrolled course for a completed and relevant Graduate Diploma (AQF 8)
	• up to 33% of the enrolled course for a completed and relevant Graduate Certificate (AQF 8)
Graduate Diploma (AQF 8)	• up to 50% of the enrolled course for a completed and relevant Graduate Diploma (AQF 8)
	• up to 50% of the enrolled course for a completed and relevant Graduate Certificate (AQF 8)
Graduate Certificate (AQF 8)	• up to 50% of the enrolled course for a completed and relevant Graduate Certificate (AQF 8)
Bachelor Degrees (AQF 7)	• up to 50% of the enrolled course for a completed and relevant Bachelor Degree (AQF 7)
	• up to 50% of the enrolled course for a completed and relevant Associate Degree (AQF 6)
	• up to 50% of the enrolled course for a completed and relevant Advanced Diploma (AQF 6)
	• up to 33% of the enrolled course for a completed and relevant Diploma (AQF 5)
Diploma (AQF 5)	• up to 50% of the enrolled course for a completed and relevant Diploma (AQF 5)

Credit will not be granted for courses or units completed more than seven years before the date of the credit application and will not be granted for work experience completed more than five years before the date of submission of the application for credit.

7.7 Recording of awarded Credit

Specified, unspecified or block credit awarded to a student towards studies with CHS will be recorded on the student's academic transcript and assigned the applicable grade as follows:

- a. Credit awarded through credit transfer, RPL or articulation will be assigned the grade of 'Advanced Standing'
- b. Block credit may be recorded as "Credit granted for ... units" under the course for which credit was awarded.

Credit awarded by CHS will not be given a mark and will not be included in the estimation of the Grand Weighted Average Mark (GWAM).

Credit awarded to an overseas student who is still to commence study with CHS will also be recorded in the Australian Government's international student management system (PRISMS) and on the Confirmation of Enrolment which is issued to the overseas student before the student visa is granted.

Credit awarded to an overseas student that has commenced studies with CHS will also be recorded in PRISMS as required under Section 19 of the ESOS Act 2000. Where the award of credit shortens the required duration of study for the course, CHS is required to adjust the overseas student's course completion date in PRISMS. This may affect the overseas student's visa entitlements.

7.8 Appeals

Appeals against decisions involving applications for credit should use the *Student Academic Grievance and Appeals Policy and Procedures*.

8. Responsibilities

The Director of Studies under delegation from the Dean will consider the RPL request in consultation with the relevant academic expert within five working days of receiving the proposal and in consultation with the relevant academic staff:

- a. recommend the proposal to the Dean, or
- b. defer the proposal and request further information, or
- c. reject the proposal.

In the case of 'a', the Dean will make the final determination within five working days of receiving the recommendation from the Director of Studies.

9. Related Documents

- a. CHS Admission Policy
- b. CHS Award of Grades Policy
- c. CHS Academic Integrity Policy

10. Version Control

Document ID	CHSQF046
Category	Academic
Document Owner	Dean
Approved by	Academic Board

Version	Summary of changes	Approval date	Review Date
1.0	Original Document	Academic Board: 11 September 2018 Governing Board: 18 September 2018	10 Sep 2020
2.0	Policy Updated, Uncredentialed Learning Added (Section 5.5)	Academic Board: 26 May 2020 Governing Board: 26 May 2020	20 Sep 2023
2.1	Procedure update, Advise and record acceptance of CRL (Section 5.1)	Principal: 16 December 2020	20 Sep 2023
3.0	Major review	TBA	20 Sep 2023