

A103 Credit for Prior Learning Policy

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| Policy Category | Academic | |
| Responsible Officer | Academic Dean | |
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| Related documents | Admissions Policy Admissions Procedure Assessment Policy Credit for Prior Learning Procedure | |
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| 2.0 | Academic Board | 23/03/2024 |

1. Context

This Policy supports the Australian Institute of Business Intelligence Higher Education’s (the ‘Institute’) commitment to the integrity of its courses and associated awards.

This Policy provides a framework for granting academic credit for prior learning, while maintaining the Institute’s expectations of student achievement and the integrity of the course and associated award.

2. Definitions

Academic Dean: within this document this refers to the Academic Dean of the faculty that the prospective student is applying for credit.

Assessment: a process to determine a student’s achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.

Australian Qualifications Framework (AQF): Australia’s national policy for regulated qualifications. It encompasses higher education, vocational education and training and school education and provides for national recognition and a consistent understanding of what defines each qualification type.

Block credit: credit granted to exempt a student from multiple subjects within a course, based on the completion of a different qualification. This type of credit cannot be transferred for admission into another qualification. Block credit will often be granted as part of an articulation agreement.

Credit agreement: formal negotiated agreement within and between issuing organisations or accrediting authorities regarding student entitlement to academic credit.

Credit transfer: a process that provides students with credit for completed components of a course of study based on equivalence in content and learning outcomes.

Credit: exemption from study granted in recognition of equivalence of prior learning in regard to course content and learning outcomes. Credit granted provides a student with advanced standing in the course of enrolment (i.e., reduces the amount of learning required to achieve the qualification). Credit can be given in the form of block, specified or unspecified credit.

Formal learning: learning that takes place through a structured course leading to the full or partial achievement of an accredited qualification.

Informal learning: learning gained through work, social, hobby or leisure activities. Unlike formal or non-formal learning, informal learning is not organised or structured in terms of outcomes or time.

Learning outcomes: the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Non-formal learning: learning that takes place through a structured course of learning that does not lead to an officially accredited qualification, for example short courses.

Course: a course of study, comprising subjects of study, the successful completion of which results in the awarding of a qualification, such as a bachelor's degree.

Recognition of prior learning: 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's application for credit.

Specified credit: credit granted based on formal learning of a specific component of a qualification, exempting the student from completing that component.

Subject: a separate subject of study which, in combination with other subjects, make up a course.

Unspecified credit: credit granted on the basis of formal learning to an elective requirement of a qualification, exempting the student from completing that elective.

3. Scope

This Policy applies to all prospective students applying for admission into an Institute course, and enrolled students seeking credit for prior learning.

4. Principles

The key principles informing this Policy are:

- evidence based: evidence of prior learning is sufficient to verify achievement at the appropriate standard;
- transparent, fair and equitable: credit decisions will be publicly available and applied fairly and equitably across students and courses;
- academically defensible: the prior learning matches the AQF level of the relevant course;
- facilitate academic progression: credit will facilitate progression into, within and between qualifications;

- thorough assessment: all applied credit is based on evident thorough assessment of the information provided
- authenticity: the evidence of prior learning has been undertaken by the applicant; and
- currency: prior learning demonstrates current skill and knowledge requirements.

5. Types of Credit

5.1. Specified credit

Specified credit may be granted based on prior formal learning that is deemed to be equivalent when considering the learning outcomes, volume of learning, course content, and learning and assessment approaches of a specific subject/s of study within a course. The degree of equivalence needs to be at least 80%.

When approved, specified credit will be applied to specific subjects of study within the course being undertaken, which exempts the student from taking the subject to meet course requirements. As specified credit recognises that the student has achieved equivalent subject learning outcomes, it can be used to meet pre-requisites.

Specified credit can be determined on a case-by-case basis or determined as part of a credit transfer agreement.

5.2. Unspecified credit

Unspecified credit may only be granted in courses with elective subjects. It will be granted based on prior formal learning that is appropriate in regard to the AQF level, volume of learning and learning and assessment approaches, with content that is appropriate to meet an elective option and satisfy overall course learning outcomes.

When approved, unspecified credit will be applied against an elective/s within the course. As unspecified credit does not recognise that the student has achieved equivalent subject learning outcomes, it cannot be used to meet pre-requisites.

Unspecified credit is determined on a case-by-case basis.

5.3. Block credit

Block credit is granted when a student has completed a formal qualification that is set out in a formal credit agreement. The agreement will identify the amount of credit the student is automatically granted at the time of admission due to the level of prior learning. The agreement exempts the student from completing some stages or components within the course.

A block credit agreement does not recognise that the student has achieved equivalent subjects, learning outcomes, or content. When establishing a Block Credit Agreement, the subjects being granted credit will be determined through the mapping of desired learning outcomes, with consideration given to facilitating academic progression.

6. Recognition of work and life experience

A student's work and life experience can demonstrate achievement of learning outcomes and content within a subject/s of study. Evidence will need to be provided by the student to demonstrate this achievement. In determining such credit decisions, the student's formal, informal and non-formal learning will be considered. For details on demonstrating achievement of learning outcomes, refer to the *Credit for Prior Learning Procedure*, which can be accessed from the Institute's website.

7. Credit Limits

The credit granted to a student for an individual course must not exceed 50% of the total credit points of the course to be considered.

In assessing and awarding credit, the Institute must ensure that the award of credit does not degrade either the course of study or the qualification awarded, and/or does not constitute a risk to a student's learning experience and outcomes, whether for an individual student or overall.

Decisions in relation to the award of credit should be informed by competent academic judgements and processes that are consistent with the level of study and learning outcomes involved and maintain the integrity and level of the course of study, including being consistent with the requirements of the AQF for that level of study.

Credit cannot be granted for excluded subjects as set out in individual course rules.

The Institute will only grant credit against full subjects of study and will not credit for partial completion of a subject.

8. Currency of prior learning

Prior learning that has been completed within the last five years is generally considered to be current. This period can vary depending on the nature of the learning and the relevant discipline, with variations made on a case-by-case basis based on current academic, professional, and industry requirements as reflected in the delivery of subjects of study. Appropriate variations to this period are determined by the Academic Dean.

9. Granting of Credit

The Academic Dean of each faculty oversee managing the assessment of applications for credit. They may delegate responsibility to other staff who have the relevant expertise to assess credit applications, however all credit must be formally approved by the Academic Dean.

10. Grades awarded for prior learning

The notations used on academic transcripts to denote the granting of credit are identified in the *Assessment Policy*, which can be accessed from the Institute's website.

11. Credit Register

The Institute will maintain a register of credit decisions to facilitate transparency and equity across students and courses. The *Credit Register* will document decisions noted in credit agreements and those made on an individual basis.

12. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the relevant *Complaints and Appeals Policy*, which can be accessed from the Institute's website. Overseas students may lodge an appeal with the Overseas Students Ombudsman.

13. References

Higher Education Standards Framework (Threshold Standards) 2021 - Part A, Standards 1.2 and 1.2.2

National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 2

Australian Qualifications Framework (AQF), including AQF Qualifications Pathways Policy

14. Acknowledgements

In developing this Policy, the Institute acknowledges:

- *TEQSA's Glossary of Terms*;
- *Think: Colleges Credit Policy*;
- *TEQSA Guidance Notes: Credit and Recognition of Prior Learning*.

Document History:

| Version | Date | Author | Reason | Sections |
|---------|------------|--------------------------|--|---------------|
| 0.1 | 06/06/2017 | Leanne McCoy | Revisions as per the Academic Board meeting held 25/05/17 | All |
| 0.2 | 07/08/2017 | Donna Mack | Updated after Academic Board meeting on the 20/07/17 | 2,5 |
| 0.3 | 24/08/2017 | Donna Mack | Updated after the Academic Board meeting on the 17/08/17 | 4, 5 |
| 0.4 | 20/9/2017 | Lincoln Aleck + Ed Green | Updated after the Academic Board meeting on the 14/9/17 | All |
| 0.5 | 10/4/2018 | Stephen Andrews | Revised in response to Academic Board feedback 26/2/18, and approved Policy Development and Review Framework | All |
| 0.6 | 24/4/2018 | Stephen Andrews | Revised in response to Academic Board feedback 23/4/18. | 5.3, 6, 7, 11 |
| 1.0 | 07/05/2018 | Stephen Andrews | Approved by Academic Board. | All |
| 1.1 | 30/12/2019 | Philippa Ryan | Amended to reflect new trading name 'Waratah Institute'. | All |
| 1.2 | 04/01/2022 | Zoe Williams | Amended to reflect new corporate name Australian Institute of Business Intelligence; abbreviated to the Institute and new logo; and updated references to the Higher Education Standards Framework 2021. | All |
| 1.3 | 27/06/2022 | Chaido Kiourkou | Revised in response to external reviewer feedback regarding disadvantaging students by an award of credit in preparation for a new course application to TEQSA | 4, 7 |
| 2.0 | 23/03/2024 | Amon Broughton | Major review. Removal of exceptions to the maximum of 50% credit, Academic Dean must approve credit. | 7, 9 |