

RECOGNITION OF PRIOR LEARNING (RPL) POLICY

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1. PURPOSE

Admission processes at the Australian National Institute of Management and Commerce include explicit recognition of a student’s completed prior learning. This is known in higher education as Recognition of Prior Learning (RPL). There are significant advantages in acknowledging prior learning, including a more tailored and relevant course of study, elimination of duplication of learning, enabling diversity and facilitation of credit transfers between educational institutions.

IMC’s RPL Policy complies with the requirements of the Tertiary Education Quality and Standards Agency (TEQSA), the Higher Education Standards Framework (2021) and the Australian Qualifications Framework (AQF) (2013).

The purpose of the RPL Policy is to provide the principles for the equitable, transparent and evidence-driven determination of the appropriate amount of RPL credit for each student.

2. SCOPE

This Policy applies to all undergraduate and postgraduate courses offered by IMC, both in Australia and offshore. The policy governs all articulation arrangements.

3. DEFINITIONS

Advanced standing means a form of credit for any previous learning.

Articulation means a defined qualification pathway which enables students to progress from a completed qualification to another course.

Articulation agreement means an agreement between IMC and another institution to document and publicise a specifically approved pathway for progression between a course at the other institution and an IMC course involving specific credit arrangements.

Block Credit means credit which is granted towards whole stages or components of a course of learning leading to a qualification. For example, when a sequence of units undertaken at another institution is deemed sufficiently equivalent to the content and learning outcomes of a sequence of units at the Institute, block credit may be granted.

Credit –means the value assigned to the recognition of equivalence in content and learning outcomes between different types of learning and/or qualification. Credit reduces the amount of learning required to achieve a qualification and may be recognised through credit transfer, articulation, recognition of prior learning or advanced standing.

Credit transfer means the 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.

Formal Learning means the learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.

Informal Learning means learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support. See also formal and non-formal learning.

Learning Outcomes mean 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.

Nested Course means a course of study leading to a higher education award that includes articulation arrangements from a lower-level education award into a higher-level education award in the same discipline to enable multiple entry and exit points. The articulation may relate to previous studies at IMC or at other recognised educational institutions.

Non-formal Learning means learning that takes place through a structured program of learning but does not lead to an officially accredited qualification (e.g. workplace or community-based training activities).

Recognition Prior Learning means a 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. Prior Learning includes relevant learning that has taken place prior to admission to a course, as well as learning that occurs while enrolled in the course, for example, when a student undertakes cross-institutional studies.

Specified credit means credit that is granted for one or more specific units exempting students from those units and awarding the appropriate credit points in their place. It may be granted where the student has met the learning outcomes, attained the knowledge and/or developed the skills related to the specific units.

Unspecified credit means credit that is granted in the form of credit points which take the place of elective units in a course. Unspecified credit may be granted where prior learning is judged to be relevant to the learning outcomes of a course but cannot be specifically related to an individual unit.

4. PRINCIPLES FOR GRANTING CREDIT

- 4.1 IMC has an equitable, evidence driven and transparent process for determining an appropriate amount of RPL credit for each student.
- 4.2 Details of RPL credit are provided to prospective students prior to enrolment.
- 4.3 RPL will be evaluated on a case-by-case basis on the merits of the case and evidence supplied by the student.
- 4.4 Educational judgments concerning equivalence of learning outcomes are based on the discipline context, content, standards and assessment in the program or course the applicant has undertaken. Key considerations for decisions include:
 - the integrity of the Institute's courses and qualifications are upheld; and
 - students have the ability to complete courses with no disadvantage in achieving expected learning outcomes or qualifications.

- 4.5 Specified credit for RPL may be granted on successful completion of the prior learning in relevant disciplines to achieve learning outcomes that are substantially equivalent to the Institute's relevant unit(s) or nested course(s).
- 4.6 Unspecified credit or block credit may be granted where prior learning is regarded as consistent with the broad learning outcomes of units or the course being undertaken. The unspecified credit will be restricted to non-core components of a course.
- 4.7 The maximum credit granted in recognition of prior learning achieved in an incomplete course is 67 per cent of the total credit points of the Institute course.
- 4.8 The maximum credit granted in recognition of prior learning achieved in a completed course, which does not substantially match any nested course, is 67 per cent of the total credit points of the Institute course.
- 4.9 Where a completed course substantially matches an Institute's course that is an equivalent course, credit granted in recognition of prior learning achieved shall be the full credit point value of the Institute's equivalent course.
- 4.10 AQF level 5 and 6 awards will be recognised as such without distinguishing whether they are obtained from a university, an independent higher education provider, or a VET provider.
- 4.11 Prior learning that has been completed within the last ten years will generally be considered current learning for the purpose of assessing RPL.
- 4.12 Each assessment of RPL will be made taking into consideration the requirements of any relevant professional body, statutory body or licensing authority that has accredited an Institute's course.
- 4.13 Exceptions to clause 4.11 may be approved in individual cases by the Dean of the School in which the student is enrolled or his/her nominee and may necessarily include, but not be limited to, reference to requirements specified in clause 4.12.
- 4.14 All RPL applications shall close by the census date of the first teaching period with respect to any application for granting of credit in a course. Extension may be approved in individual cases.
- 4.15 Students will be formally notified in writing of the outcome of their RPL application within three weeks of formally lodging the application.
- 4.16 Recognised prior learning for units completed at an accredited institution will be applied after advanced standing has been given for units completed in the applicable Institute's course on a non-award basis. The limits to advanced standing imposed by clauses 4.7 and 4.8 apply to recognised prior learning and do not include units in a course completed at the Institute on a non-award basis.
- 4.17 If a student enrolls in a unit for which specified credit has previously been awarded, the student will be deemed to have voluntarily waived credit for that unit. If a student fails a unit for which specified credit had previously been awarded, the student may not subsequently rely on specified credit which has been waived.

5. QUALITY ASSURANCE

The Institute will confirm that RPL credit remains valid and appropriate for the Institute's units and courses by assuring the following occurs:

- assessment of RPL is evidence based and occurs on a transparent basis;
- assessment of RPL confirms that the learning outcomes have been met prior to enrolment at the Institute;
- when a significant proportion of students is admitted to a course with credit and RPL, the progress of those students is tracked to ensure that their progress is satisfactory and at least comparable to other students enrolled in the course;
- where a student is admitted to a course with credit and RPL, the orientation process they receive reflects their admission point;

- credit awarded by another institution on the basis of RPL is not transferable to the Institute;
- credit will not be granted for prior formal and non-formal learning in units for which an individual received an outcome other than competent or satisfied requirements, or a Pass Grade (or equivalent) or higher;
- grades of “conceded pass” or “terminating pass” or equivalent from another educational institution will not be deemed to be successful completion of learning outcomes for the purposes of granting credit at the Institute;
- credit granted for prior learning is not used for the purposes of consideration of a student’s progress or prizes, scholarships and awards.
- to ensure consistency in practices and implementation of this Policy, the assessment of RPL and credit decisions are monitored and reviewed annually by the Learning, Teaching and Scholarship Committee and reported to the Academic Board;
- the Institute’s RPL arrangements and any standing credit transfer arrangements with other providers will be publicly available.

6. APPEALS

Where an application for RPL is refused in whole or in part, a student may appeal for a review of the application under the Student Selection and Admissions Policy.

All students, including prospective students, are provided with access to the Institute’s appeal and grievance resolution mechanisms. If a student wishes to appeal, the student must lodge an appeal form with the Senior Student Services Manager (Refer to *Student Complaints and Appeals Policy and Procedure* for further information) The appeal must be lodged within 20 working days of the receipt of notification of the RPL credit decision. The documentation must set out the grounds for the appeal.

7. RELATED DOCUMENTS

Recognition of Prior Learning Form

AP034 Student Selection and Admissions Policy

AP034P Student Selection and Admission Procedure

AP016P Recognition of Prior Learning Procedure

AP052 Recognition of Prior Learning Exceeding 50 per cent of a Course Policy

8. VERSION CONTROL

Historical Version	Approved by	Approval Date
2020.10	Academic Board	26 October 2020
2019.06	Academic Board	27 June 2019
2018.10	Academic Board	11 October 2018
2017.11	Academic Board	14 November 2017
2015.02	Academic Board	13 February 2015
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