

Higher Education Recognition of Prior Learning

Policy

Code and version control:	HEQ033a/12-10-2023
Policy owner :	Director Education
Date approved by CEO:	12 October 2023
Scheduled review date:	12 October 2026
Related policies and documents:	Higher Education Curriculum Design Policy Higher Education Recognition of Prior Learning Procedure International Student Recognition of Course Credit Procedure Higher Education Work Integrated Learning Policy Selection and Admissions Policy Selection and Admissions Procedure

Purpose

To ensure that William Angliss Institute (WAI) recognises prior learning, formal, informal and non-formal for which students may receive academic credit towards course requirements in a fair, consistent and transparent manner.

Coverage

This policy applies to all students seeking course credit for studies at Bachelor, sub-bachelor and post graduate level courses. Students seeking recognition of prior learning as an alternate entry to a Bachelor, sub-bachelor and post graduate level courses should refer to the Selection and Admissions Policy.

Policy

Framework and basis of assessment

- WAI provides a framework for the assessment and recognition of prior learning undertaken both nationally and internationally in line with all statutory, regulatory and contractual obligations in the delivery of education and training.
- This recognition of prior learning awards Credit towards completion of a WAI Undergraduate or Post Graduate Qualification.
- Applications for recognition of prior learning resulting in course credit can only be assessed and awarded by the Manager Higher Education or nominee in the academic faculty responsible for the delivery of the course for which credit is being sought.
- Credit will be awarded for studies or relevant experience on the basis of:
 - Formal learning – this is deemed eligible for assessment against a WAI higher education course where this study is equivalent to the WAI higher education course, subject or content referenced by levels determined by the Australian Qualification Framework (AQF).
 - Informal learning - this is deemed eligible for assessment against a WAI higher education course where this learning is equivalent to the WAI higher education course, subject or content typically demonstrated by work history and life experience.

- Non-formal learning - this is deemed eligible for assessment against a WAI higher education course where this learning takes place through a structured program of learning but does not lead to an officially accredited qualification.
- Standing credit transfer arrangements - based on equivalent courses delivered external to William Angliss Institute. Such arrangements will be approved by the Education Governance Committee (EGC) on presentation of suitable mapping between courses and subjects undertaken by the Manager Higher Education or suitably experienced staff in the academic faculty responsible for the delivery of the course for which credit is being sought.

Applying for recognition of prior learning

- Making an application for recognition of prior learning is the sole responsibility of the student.
- WAI will publish information that provides clear instruction on the rights of students to apply for recognition of prior learning, the application process, the timing of applications and requests for review and appeal of decisions.
- Recognition of prior learning will be decided in a timely way so that students' study progress is not unnecessarily inhibited.
- Recognition of prior learning decisions will be formally documented (including reasons for not giving credit where applicable). Credit for recognition for prior learning can be awarded for full WAI higher education subjects only, partial credit cannot be applied.
- Credit available may vary as it is assessed on a case-by-case basis.

International Qualifications

- Qualifications awarded from International providers are assessed for Recognition of Prior Learning (RPL) by the Faculty of Higher Education staff.
- Qualifications attained outside of Australia are assessed for alignment to the Australian Qualification Framework. Where alignment is determined, Faculty staff undertake an assessment of RPL.

Volume of Credit

- The maximum volume of credit towards course requirements is limited for higher education courses of study.

Program	Maximum credit
Undergraduate	
Undergraduate Certificate	25%
Diploma (Non-Vocational)	25%
Associate degree	50%
Bachelor degree (excluding Work Integrated Learning (WIL) - Professional Practice)	50%

Program	Maximum credit
Postgraduate	
Graduate Certificate	25%
Graduate Diploma	25%
Masters by Coursework Based on a 2-year course duration	50%
Master by Research	Core coursework only

Type of Credit

- Credit for prior learning will be awarded where the recognition being sought can be deemed as one of the following:

Type of credit	Assessment
Specific credit	Awarded where there is a direct equivalence between the prior learning and the WAI higher education subject.
Unspecified credit	Awarded where there is no direct correlation between prior learning and a WAI higher education subject.
Block credit	Awarded where there is a broad correlation between a completed course of study and WAI higher education subjects.
Cognate credit	Awarded where a student demonstrates knowledge from previous study in a similar area at a lower AQF level to course content but that course content is typically revised at the next AQF level. e.g. Industry Skill – AQF 4 to AQF 5, Research Capability AQF level 7 to AQF 8
Informal / non formal learning	Awarded where the applicant can demonstrate equivalence between their prior experiences and a WAI subject.

Currency

- Where an application for recognition of prior learning includes formal learning, this learning is expected to have been completed within 8 years of the application to assure currency.
- Where formal learning is outside this time frame, applications may include current informal learning evidence to demonstrate the candidate is applying the formal learning in a current context e.g. work, community volunteering, another course etc.

Evidence

Prior study at William Angliss Institute:

- The assessment of prior learning will use the issued academic record to assess credit. There is no need to supply additional information.

Standing credit transfer arrangements:

- The assessment of prior learning will use the approved academic mapping record to assess credit. There is no need to supply additional information.

Formal Learning

- Prior study at another Institution should include the following documents:

Academic transcript	If your transcript is not in English, please provide a translated copy that has been certified.
Explanation of results	Education providers express academic results in different ways. If your transcript does not include an explanation, you can include a link to the relevant page on the Institution's website.
Course outline	This must detail learning outcomes and assessment criteria for your previous studies. Course outlines may be an extract from a subject guide, handbook, or syllabus.

Informal and Non Formal Learning

Work experience, non-accredited courses may include the following types of evidence:

Resume or CV	Include job titles, employment dates and the scope of your duties.
Portfolio of work	Include reports, presentations, artwork, or other artefacts. If the work was collaborative, please detail your and your collaborator's roles.
Position description	Make sure it includes obligations, staff supervision and any budgetary responsibilities.
Written references	Include referee contact details in case we need to seek further information. Please ensure the reference confirms the information in your written statement or explains how your experience relates to learning outcomes.
Memberships	Relevant industry or association memberships / subscriptions can be used to support your application.

Certificates of attainment	Make sure certificates evidence relevant training activities or personal / professional development.
Letters of support	Letters should be written by an individual with first-hand knowledge of your experience.
Photos and recordings	You can include videos, audio recordings and photographs that show you performing relevant tasks and activities.
Logbooks or diaries	You can provide logbooks or diaries detailing tasks you have performed or what you have learned.

Evidence Assessment Criteria

Evidence provided will be assessed using the following criteria:

Validity	The evidence presented can be assessed as meeting the intended learning outcomes of a subject, or meets the broader field of knowledge expected.
Sufficiency	The evidence is of a volume and complexity that the assessor is assured the assessment evidence enables a judgement to be made that a learner meets the subject Intended Learning Outcomes (ILO's) or meets the broader field of knowledge expected.
Authenticity	The assessor is assured that the evidence presented for assessment is the applicant's own evidence.
Currency	The assessor is assured that the assessment evidence demonstrates current competency.

Definitions

- **Credit** - a benefit provided to a student by waiving one or more of the normal requirements for completion of a course of study, such as not having to complete a particular unit of study. Credit is obtained on the basis of evidence that the student has already undertaken learning that is deemed to be equivalent to the parts of the course of study for which credit has been granted.
- **Currency** - Formal Learning is considered current where it has been awarded within 8 years of an application for Recognition of Prior Learning. Informal learning may extend this currency where an application demonstrates continuous improvement by application or practice of formal learning in an appropriate setting.
- **Formal learning** - the learning that takes place through a structured program of learning that typically leads to the full or partial achievement of a qualification, recognition or a credit.
- **Informal learning** - where this learning is typically demonstrated by work history and life experience, experiences from everyday living from which we learn something.
- **Level of learning** - an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF Level 1 has the lowest complexity and AQF Level 10 has the highest complexity. The level of learning is one dimension of the complexity of a qualification and is used together with the duration criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification.
- **Non- Formal learning** - Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.
- **Recognition of Prior Learning (RPL)** - is defined in the Australian Qualifications Framework as a process through which eligibility for the award of credit is assessed, through assessment of formal, informal and non-formal learning.
- **Volume of learning** – identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years. The volume of learning is one dimension of the complexity of a qualification and is used together with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification.

Legislative and/or Institute Management Context

This policy enables WAI to comply with regulatory and management instruments including but not limited to:

- Australian Qualifications Framework, Second Edition, January 2013
- Higher Education Standards Framework (Threshold Standards), 2021

Non-compliance with Policy

Non-compliance with William Angliss Institute's Higher Education Recognition Policy and associated procedures may result in delays for approval in relevant students' academic progress and impediments to their graduation.