RECOGNITION OF PRIOR LEARNING AND TRANSFER CREDIT POLICY AND PROCEDURE

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1 PURPOSE

The purpose of this policy is to:

    (a) provide students with credit for learning already achieved;

    (b) support the development and implementation of qualification pathways for students; and

    (c) recognise that learning can be formal, non-formal or informal;

thereby granting credit towards AHSR/ASMI awards, through the processes of credit transfer and recognition of prior learning (RPL).

2 SCOPE

This policy, and its related procedure, will apply to all current and future AHSR/ASMI domestic and international students enrolled in courses of study. This policy applies to all AHSR/ASMI courses.

The Institute may award credit towards a students' award, provided that RPL and/or Credit Transfer satisfies the requirements of the Rules of Evidence and Principles of Assessment.

At AHSR/ASMI, RPL and Credit Transfers granted to international students must be consistent with the requirements of the ESOS Act 2000.

Definitions

Term	Definition
Assessor:	An assessor is the relevant Course Teacher for each course holding the delegated authority from the Chief Executive Officer to determine if an

Term	Definition
	application is successful by clearly demonstrating the relevant competencies required. The Assessor must hold competences required under the ASQA Standards for RTO's 2015 as well as the current Certificate IV in Training and Assessment.
Credit:	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 achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.
Credit Transfer:	Credit transfer is a process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications, such as block credit, specified credit or unspecified credit
Recognition Prior Learning:	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. *Source:* AQF Handbook, 2nd Edition 2013

3 POLICY STATEMENT

1. At AHSR/ASMI, granting of RPL and Credit Transfers will be established and maintained in accordance with the Australian Qualifications Framework (AQF) Pathways Policy so that:

    (a) pathways for credit will be available into and between qualifications;

    (b) credit pathways may be horizontal across qualifications with outcomes at the same AQF level as well as vertical between qualifications with outcomes at different AQF levels;

    (c) such pathways will be clearly published;

    (d) credit is available for courses;

    (e) decisions regarding applications for credit will be fair, transparent and evidence-based;

    (f) credit can facilitate student progress, completion and mobility; however, the integrity of AHSR/ASMI awards is paramount and credit will not be granted if it

would impair the integrity of the award or reduce a student's likelihood of success in the program.

2. This policy is based on the following assumptions:

    (a) Students must apply for RPL and/or Credit Transfers.

    (b) AHSR/ASMI grants RPL and/or Credit Transfers based on an application and submission of the required evidence.

    (c) AHSR/ASMI may decline applications for credit from students in accordance with its Statutes, Regulations and policies and procedures or any conditions associated with the professional accreditation of the award.

    (d) Once the RPL or Credit Transfer has been granted, unless compelling educational reasons are presented, it will not be rescinded.

3. AHSR/ASMIs responsibilities with regard to decision making to give credit into or towards its awards will include the requirements to:

    (a) be evidence-based, equitable and transparent

    (b) be applied consistently and fairly with decisions subject to appeal and review

    (c) recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification

    (d) be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully

    (e) be decided in a timely way so that students' access to qualifications is not unnecessarily inhibited

    (f) allow for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program of study leading to a qualification or for the partial fulfillment of the requirements of a qualification, and

    (g) be formally documented for the student including any reasons for not giving credit.

4. AHSR/ASMI may enter into articulation agreements and credit agreements with other tertiary institutions, and with industry partners. Articulation agreements may include agreements to provide students with entry into and/or credit towards a program. To this extent, articulation agreements are considered credit agreements and the provisions of this policy governing credit agreements apply. AHSR/ASMI will maintain a register of credit agreements that it has entered into.

4 RESPONSIBILITY

1. The Director of Training and Compliance is responsible for the scheduled review of this policy.

2. The Administration Manager is responsible for the operational implementation of this procedure.

3. The Assessor is responsible for determining the outcome of a credit application having regard to all available evidence.

5 IMPLEMENTATION AND COMMUNICATION

The policy will be implemented and communicated throughout AHSR/ASMI via:

1. Announcement on AHSR/ASMI's webpage;

2. Inclusion in the AHSR/ASMI Student Handbook;

3. Direct distribution to relevant staff;

4. Annual professional development including assessment activities and workshops.

6 PROCEDURE

1. General

Assessment of the amount of RPL and Credit Transfer within courses offered by the AHSR/ASMI is determined by the Assessor. The assessment is informed by, but not limited to the:

(a) Nature of the evidence provided by the applicant

(b) Scope of the subject matter covered by the application

(c) Specific needs of the applicant which may include matters such as language needs or other special needs

(d) Number of equivalent student contact hours in units/subjects/life experience/work experience undertaken by the student

2. Students Application Process

Applicants seeking RPL or credit transfer must apply at the time of making their application for admission to AHSR/ASMI on the prescribed form. Where an application is submitted 2 weeks after enrolment, there is no guarantee that it will be assessed in time for a student to withdraw from a unit and avoid liability for fees.

3. Evaluation and Timeframe

An assessment by the relevant assessor will normally be based on formal individual negotiation with students including a portfolio prepared by the student and completed prior to the commencement of a student's course. Credit is only available for learning deemed current by the assessor.

4. Preparing a Portfolio

The Portfolio should contain:

(a) Evidence of the student's prior learning experiences and, in the case of credentialed learning, a certified copy of a statement of satisfactory completion of a course offered by an education provider recognised by AHSR/ASMI including; professional bodies, public and private educational institutions and private or public enterprises. In the case of uncredentialled learning, alternative forms of acceptable evidence may include:
    i. curriculum vitae
    ii. video and photographic evidence
    iii. third party workplace references

       iv.   documented work examples
       v.   workplace observations
       vi.   competency conversation
       vii.   position description

(b) Documentation stating the objectives, learning outcomes and content of the previous course.

(c) Details of the contact hours of the previous course.

(d) Details of the organisation in which the credentialed or uncredentialled learning occurred.

(e) A case which links the learning experiences stated in point (a) and the outcomes of the course in which the student is seeking credit. The case may be supplemented by the student being required to undertake an assessment conducted by AHSR/ASMI to verify that the student has achieved the learning outcomes claimed in the prior learning experiences.

    5. Applying for Credit

The Portfolio together with a completed Application for Course Credit Form listing the unit[s] for which credit transfer is sought must be lodged with the Administration Office.

    6. Outcome of Applications

On the outcome of the application the assessor may ratify:

(a) the level of credit sought
(b) credit in excess of the level sought
(c) credit at a lower level than that sought
(d) no credit

Alternatively, further information may be requested from the student. This may be provided in either a written or oral manner.

Where credit is granted the assessor shall forward the approved application and evidence to the administration office where credit shall be entered into the student management system and all documentation saved to the student file.

    7. Review and Appeal

A student may seek a review of the decision of the assessor. For further information, please refer to the Complaints and Appeals Policy and Procedure.

Version	Details	Date
1.0	Initial document creation	13 March 2015
2.0	Updated to meet legislative requirements	27 May 2015