
National Academy of Professional Studies (NAPS)

Recognition of Prior Learning Policy

Related Documents	SS015 Student Selection and Admissions Policy and Procedure SS003 Students Transfer Policy M005 Record Management Procedure
HE Standards Framework 2015	Australian Qualifications Framework Domain 1 (Student Participation and Attainment) at Section 1.2 (Credit and Recognition of Prior Learning). Standard 1.3. (Equivalent educational opportunities) Standard 1.4.1, 1.4.2 and 1.4.4 Learning Outcomes Standard 1.5.7b (Credit noted in student record) Standard 1.5.8 (Graduation statement) Standards for Course Design 3.1 Standard 5.3 (Data on student progress) Standard 6: (Corporate Monitoring) Standard 7.2.2 (Public access to RPL arrangements)

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1. Policy Rationale

The Australian Qualifications Framework (AQF) defines Recognition of Prior Learning (RPL) as a “process through which eligibility for the award of credit is assessed, through assessment of formal, informal and non-formal learning”. The National Academy of Professional Studies (NAPS) recognises completed prior learning where this is relevant to a student’s chosen course of studies. As part of the admission process, the Academy may grant credit for such prior learning.

RPL helps to eliminate overlaps and duplication of learning among institutions and facilitates credit transfers between educational institutions. The rationale for this policy is to provide clear, predictable and transparent guidelines for implementing RPL in the Academy.

RPL credit will be granted by the Academy *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.

2. Overview and Application

RPL is evidence driven. This policy provides the general principles and framework for the circumstances in which credit that can be given for RPL, and procedures used to evidence prior learning. This is a general policy that applies to the assessment and processing of RPL applications made in respect of any course or units offered by the Academy.

The Academy will not grant RPL credit where the prior learning:

- a. is out of date (more than 5 years);
- b. is not consistent with the Australian Qualifications Framework (AQF) level involved;
- c. lacks necessary foundations of learning relevant to the course of study;
- d. is not sufficient to equip a student for a course and the student may require additional learning support;
- e. does not require the student to have engaged with advanced knowledge and enquiry at a level consistent with the level of qualification involved, or the expected learning outcomes;
- f. was undertaken in an environment that would not meet the relevant requirements of the HES Framework for a course of study offered by the Academy; and
- g. involved assessments that may not be able to demonstrate the achievement of learning outcomes appropriate to the course of study.

3. Definitions

Advanced standing

This a block credit of a trimester or more granted where a student is deemed to have satisfied all the course requirements that are embedded in a given trimester or period for which the credit is awarded.

Articulation

This is a process that enables a student who has completed a qualification in one institution to obtain admission and/or credit in a defined qualification pathway.

An example would be a student completing a Diploma in Business as the basis or pathway to continue on to the Bachelor of Business degree in NAPS.

Articulation agreement

Is an agreement between NAPS and another institution to document the articulation pathway students to be admitted into the Academy.

Block credit

Credit granted to a student who has completed a sequence of units at another institution where such units are deemed sufficiently equivalent to the content and learning outcomes of a sequence of units at NAPS.

Credit

The assigned value for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualification.

Credit transfer

The process by which credit is granted to a student in recognition for study in a course undertaken in an institution other than NAPS.

Formal Learning

Learning or course of study in an institution leading to the award of a qualification.

Non-formal Learning

A structured learning program in a work environment or community-based training, but which does not lead to an officially accredited qualification.

Learning Outcomes

Knowledge, skills or competencies a student is expected to acquire and is able to demonstrate as a result of learning or completion of a course of studies.

Nested Course

Defined by TEQSA as ‘a set of courses of study that are offered sequentially and can lead to qualifications at different AQF levels.

Prior Learning

Prior or previous study undertaken before admission into a course in NAPS.

Recognition of Prior Learning (RPL)

A process whereby eligibility for the award of credit is determined, through assessment of formal, informal and non-formal learning.

Specified credit

Credit points granted that take the place of electives in a course in recognition of prior learning judged to be relevant to the learning outcomes of courses of study.

Unspecified credit

Credit points granted in place of electives in a course in recognition of prior learning judged to be relevant to the learning outcomes of courses of study, but not be specifically related to an individual unit or units.

4. RPL Volume of Credit

- 4.1 NAPS is committed to an evidence-based, fair and transparent process for determining the volume of RPL credit for each student who applies for such credit.
- 4.2 The Academy may grant a student specified credit where the students provide evidence of successful completion of prior learning in relevant disciplines to achieve learning outcomes that are substantially equivalent to NAPS' relevant unit(s).
- 4.3 The Academy may grant unspecified credit or block credit where prior learning is judged as consistent with the broad learning outcomes of units or the course being undertaken. The unspecified credit will be restricted to elective units. While unspecified credits do not necessarily require units to be from the same specific discipline, it is a requirement that the prior study is relevant to the broad learning outcomes in the course.
- 4.4 The maximum credit granted in recognition of prior learning shall not exceed fifty (50) per cent of the total credit points of a NAPS course irrespective of whether the student completed the course in the prior learning or not.
- 4.5 Where a unit substantially matches a NAPS unit or is judged to be equivalent, credit granted for recognition of prior learning achieved shall be the full credit point value of NAPS' equivalent unit.
- 4.6 NAPS will not grant RPL credit for units completed more than five years from the date of the application for RPL.
- 4.7 All RPL applications shall close by the census date of each teaching period with respect to any application for granting of credit in the same teaching period. An extension may be approved in individual cases.

5. RPL Procedure

5.1 Application Process

- a. A student who wishes to apply for RPL must indicate this on the Student Application or Enrolment Form, complete the Recognition of Prior Learning Form, and lodge the forms with the Admissions Team with the following supporting documents:
 - a certified copy of the academic transcript, or other appropriate official certification from the institution of prior learning; and
 - an official unit outline for each unit in which credit is sought that includes the following information:
 - (i) institution details,
 - (ii) unit name and number;
 - (iii) trimester and year of study;
 - (iv) contact hours per week and the number of weeks;
 - (v) detailed unit content;
 - (vi) assessment information; and
 - (vii) assigned reading and other reference materials including textbooks.

- b. If the supporting documents and related evidence are in a language other than English they must be accompanied by a translation from a National Accreditation Authority for Translators and Interpreters (NAATI) qualified or accredited translator.
- c. In the case of an applicant who seeks RPL for a course or unit completed at NAPS, the Admissions Team may process the application without the supporting documents, as the Academy will ordinarily hold his or her records of previous studies.

5.2 Processing of RPL

- a. Upon receipt of an RPL application, the Admissions Team shall assess it to determine if the application meets requirements in 5.1(a) of this policy before submitting to the Dean of the relevant school or the nominee to give final approval.
- b. The assessment of the RPL applications shall be based on an evaluation of the evidence and supporting documents provided. It shall evaluate the scope, depth or learning outcomes of prior learning and will be based on the following criteria:
 - *Qualification type* – the previous course studied matches or is equivalent to both the qualification type and the discipline learning outcomes for the relevant course the student is applying to study. The evidence must also demonstrate that the applicant’s standard of achievement in prior learning is consistent with the qualification level and type specified for the course.
 - *Genuineness* – the supporting evidence must establish that the applicant, in fact, undertook the prior learning and that the standard of achievement is based on the applicant’s own work.
 - *Currency* – the prior learning is within the 5-year limit.
 - *Learning outcomes* - the learning outcomes achieved from the prior learning are of the appropriate AQF standard for the discipline.
 - *Impact on the student* - an important element of RPL is to ensure that a student is not disadvantaged by being granted credit for prior learning. The assessment must, therefore, consider whether granting a student the credit could deprive them of achieving needed learning outcomes in the course.

5.3 Outcome

- a. Once a determination is made concerning an RPL application, the Dean or nominee will inform the Admissions Team by a memorandum. The outcome of the assessment and all supporting documentation shall be kept as part of the student’s record with the Academy.
- b. On receipt of the advice from the Dean or nominee, the Admissions Team will inform the student in accordance.
- c. Where a student applies for RPL as part of their admission they will be informed of the results of their RPL application in the Offer Letter and advised of any adjustment of fees accordingly. Where there are conditions attached to the approval, such conditions shall be clearly stated in the Offer Letter. In cases where the RPL comes later in a course, the student will be informed prior to enrolment in the term.

- d. Where an applicant is an international student, a Confirmation of Enrolment shall be issued subject to the consideration and approval of any RPL application.
- e. Once a student accepts an offer of admission or once a student enrolls, any credit RPL granted shall be recorded in the Academy's student data system as part of the student's study progression. Records of Results documentation will show credit granted through RPL.
- f. In the event of an error in assessing an application for RPL, or where the documentation provided by the applicant is incomplete, misleading, false or invalid, NAPS reserves the right to withdraw any RPL credit granted.

6. Policy Review

NAPS is committed to good Governance and this policy will be reviewed by the Course Advisory Committee of the Academic Board every three years to ensure it remains relevant and reflective of best practice. Any staff member who wishes to make a comment about this policy may forward their suggestions to the NAPS Registrar.

7. Further Assistance

Any staff member who requires assistance in understanding this policy should first consult the NAPS Registrar.

8. Additional Resources

TEQSA Guidance Note: *Credit and Recognition of Prior Learning* (March 2019)

<https://www.teqsa.gov.au/for-providers/resources/guidance-note-credit-and-recognition-prior-learning>

Australian Qualifications Framework Council (2013), Australian Qualifications Framework Second Edition January 2013. <https://www.aqf.edu.au/>

TEQSA (2016), Explanations of terms in Part A of the HES Framework 2015.

www.teqsa.gov.au/glossary-terms-part-higher-education-standards-framework-2015