



Credit and Recognition of Prior Learning Policy

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1. Purpose and Introduction

Recognising and assessing prior learning ensures that students commence study at a level that appropriately recognises their prior learning experiences, be they formal or informal, and are not required to repeat equivalent learning successfully undertaken in another context.

OneGlobe is committed to open and accessible procedures for evaluating and recognising prior learning across all forms of educational and professional development. The Policy establishes a framework for granting credit towards a OneGlobe course of study based on appropriate prior learning. This policy ensures that students gain the maximum credit for prior learning and preserves academic standards. This policy incorporates the best practice principles outlined in the AQF Qualifications Pathways Policy

2. Scope

This Policy applies to all courses offered by OneGlobe and to all staff responsible for processing and considering applications for Recognition of Prior Learning (RPL).

3. Policy principles

The Institute's policy on granting credit for prior learning will:

- i. be evidence based, clear, equitable, accessible and transparent;
- ii. be applied consistently and fairly with decisions subject to review;
- iii. recognise prior learning regardless of how, when and where it was acquired, provided that the prior learning is relevant and current and has a direct and demonstrable relationship to the learning outcomes of the course and/or unit;
- iv. be academically defensible and not adversely affect a students' chances of success in a course;
- v. ensure the integrity of the course and resulting qualification are maintained;
- vi. be decided in a timely way;
- vii. ensure that pathways into and between courses are available to all students by furthering articulation pathways with other higher education and vocational training providers and facilitating transfer between courses at the Institute; and
- viii. be formally documented for the student including any reasons for not granting credit.



4. Definitions

Term	Definition
<i>AQF</i>	Australian Qualifications Framework.
<i>Block Credit</i>	A form of credit granted towards multiple whole components of a course. A decision to award Block Credit requires systematic mapping of course content and learning outcomes and is subject to formal verification of qualification completion
<i>Course</i>	A structured sequence of study leading to the award of a degree, or other recognized qualification, which when successfully completed is conferred on the graduand by the Board of Directors of OneGlobe Institute of Higher Education.
<i>Credit</i>	The value granted in recognition of prior learning that is assessed as equivalence in learning outcomes to a course unit or course component of a OneGlobe qualification. Credit reduces the amount of learning required to achieve a qualification.
<i>Credit Transfer</i>	Credit transfer enables credit gained in a unit in an incomplete OneGlobe course to be transferred to an identical unit in another OneGlobe course.
<i>Formal learning</i>	Learning that takes place through a structured program that leads to the full or partial attainment of a qualification.
<i>International Student</i>	A holder of a student visa who is not a citizen of Australia or New Zealand, or who is not an Australian permanent resident, or who is a temporary resident of Australia.
<i>Qualification</i>	Includes degrees, diplomas, certificates, professional titles and professional standing that an individual acquires through recognised study or experience. Also includes the outcomes of an assessment and validation process obtained when an accredited authority determines that an individual has achieved relevant learning outcomes to given standards and/or possess the necessary competence in a specific area(s) of study.
<i>Specified credit</i>	A form of credit granted for specific units within a course.
<i>Unit</i>	A unit of study in a higher education course or a unit of study, module and/or unit of competency in a vocational education and training course.
<i>Unspecified credit</i>	A form of credit granted towards elective components of a course where prior learning is relevant but does not directly match specific unit requirements.

5. Principles of Granting Credits

5.1 General principles

The following general principles will apply to granting credit:



- i. Entry to the Institute's courses is based on specific published entry criteria and decisions regarding student selection will be in accordance with the Student Admissions Policy.
- ii. An offer of credit does not guarantee admission into a course.
- iii. Normally prior learning which is used to meet the entrance requirements for a course may not be used to seek credit within a course.
- iv. The assessment of credit to be granted in specific courses shall normally be determined by the Course Coordinator in accordance with this policy.
- v. The Teaching and Learning Committee will periodically audit decisions made under this policy and will make recommendations to the Academic Board for improvement as appropriate.
- vi. Credit for prior learning external to the Institute can be given in the form of block, specified, or unspecified credit and will not contribute towards a student's Grade Point Average in the course.

5.2 Limits on granting credit

The following limits will apply to granting credit:

- i. The benchmarks for the quantum of credit normally granted to students towards higher level AQF qualifications in the same or related discipline are as follows:
 - comply and be consistent with applicable Australian laws, regulations and standards, including those enunciated in the VET Quality Framework, the Higher Education Standards Framework (Threshold Standards) 2021 and the AQF;
 - preserve the integrity of learning outcomes and discipline requirements of the award qualification to which the credit applies;
 - consider the comparability and equivalence of the learning outcomes, volume of learning, the program of study previously undertaken, including content, and approaches to learning and assessment of previous learning;
 - recognise accredited awards and statements of attainment issued by any Australian commonwealth, state or territory authorised issuing organisation (or comparable international equivalents); and
 - recognise that learning can be formal, non-formal or informal, though not all of these may be applicable to all forms of credit.
- ii. The total credit granted for prior learning external to the Institute shall not exceed 50% of the total credit points required for the course.
- iii. Credit for already credited prior study will only be considered when the original documentation used to grant prior credit is provided.



- iv. Students may not be eligible for professional accreditation with external awarding bodies when credit for prior learning has been granted for units that are professionally accredited.
- v. Students must complete a minimum proportion of an award to qualify for a OneGlobe award:
 - Graduate Certificate (4 units) - a minimum of two (2) course units
 - Graduate Diploma (8 units) - all four (4) second semester course units
 - MBA (16 units) - all eight (8) year two course units
 - 3-Year Bachelor Degree (24 course units) - all eight (8) final year course units

5.3 Credit for formal learning

The following principles will apply to granting credit for formal prior learning external to the

Institute:

- i. Credit will not normally be granted for formal study completed more than 10-years prior to application unless there is evidence of continued relevance of the prior learning.
- ii. Credit may be granted for the successful completion of:
 - a. individual units which form part of an accredited course provided by a recognised higher education provider;
 - b. non-award courses offered by a recognised higher education provider;
 - c. professional development or professional recognition courses provided by a professional association or other similar body; or
 - d. training delivered by employers or other similar training.
- iii. Credit shall be granted on the basis of equivalence of learning outcomes of the prior formal learning and the learning outcomes for the unit(s) for which credit is claimed.
- iv. When assessing credit for formal studies the following will be accounted for:
 - a. The general educational practices and standards of the provider(s) or any accreditation obtained by such provider that may be relevant to the course under consideration.
 - b. The objectives of the specific course and the methods adopted to achieve those objectives.
 - c. The admission requirements to the course.
 - d. The duration of the course, having regard to entry requirements and course objectives.
 - e. The breadth, depth and balance in the course material involved and the intellectual effort required.



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- f. The methods of assessment.
- g. The relative emphasis on the teaching of skills in relation to the study of the discipline.
- h. Any arrangements for practical training and experience as part of the course.

5.4 Credit Transfer

Credit transfer enables credit gained in a unit in an incomplete OneGlobe course to be transferred to an identical unit in another OneGlobe course. Such credit transfer will include transfer of the grade awarded in the incomplete OneGlobe course.

6. Articulation Pathway Agreements

The Institute may systematically negotiate agreements with other tertiary education providers to maximise the credit available to eligible students for entry into the Institute's courses where appropriate. These agreements will provide graduates of specific courses offered by recognised providers of tertiary education agreed levels of credit for nominated units which form part of a course offered by the Institute.

When negotiating articulation agreements with other providers the Institute will take into account the comparability and equivalence of the articulating Institute's course, notably:

- i. the Course and Unit Learning Outcomes;
- ii. the volume of learning;
- iii. the content; and
- iv. learning and assessment approaches.

In order to assess the quantum of credit which may be awarded, the Institute will map the specified Course and Unit Learning Outcomes of the external provider against the Course and Unit Learning Outcomes within the relevant Institute course.

Credit will be granted in accordance with all the principles detailed in this policy.

The existence of a credit agreement does not preclude an individual student applying for additional credit under this policy.

The Academic Board will approve all articulation arrangements after evidence of the mapping of the learning outcomes of the external course against the Institute course underpinning the proposed credit arrangements has been considered.

Once approved by the Academic Board the articulation arrangement will be set out in a formal credit agreement, signed by both parties and recorded in a register of approved articulation agreements.

The Institute will make publicly available details of all current credit agreements in accordance with the *AQF Qualifications Pathways Policy*.



7. Credit Application from International Students

The following principles will apply when the applicant is an international student applying for a study visa:

- i. Where credit is granted before the issue of a visa, the actual course duration in the CoE issued to the student will be reduced by the equivalent amount of the credit granted.
- ii. Where credit is granted after the issue of a visa, the Institute will report the change of course duration via PRISMS.

If an international student is granted credit that shortens their course, it remains a visa condition that they continue to study full-time.

International students will be provided with a written record of the decision to enable the student to accept the offer of credit once their visa has been granted. The written record of acceptance will be retained for at least two years after the international student ceases to be an accepted student.

8. Procedures

8.1 Documentation Required for Recognition of Prior Learning Applications

An application for RPL must be accompanied by sufficient information to allow proper evaluation of the application. The application must include a detailed description of the learning upon which the application is based and clearly identify the knowledge, skills and experience acquired in prior learning.

Applications for RPL must include supporting documentation, which may include:

- A detailed CV
- Professional references
- Academic Transcripts
- Certificates, reports, testimonials or affidavits relating to the applicant's learning, skills, competency or knowledge
- Certified copies of certificates and diplomas

8.2 Assessment of Recognition of Prior Learning

RPL will only be granted on the basis of an application from a student.

The relevant Course Coordinator (or a senior staff member nominated by the Dean if the course coordinator is not available) will determine the RPL to be awarded. (Note: the Dean has delegated authority from the Academic Board to determine the award of RPL and the Dean may in turn delegate this authority to an appropriate staff member).

The Course Coordinator will undertake assessment of the applications based only on the information provided by the applicant in their RPL application.

The Course Coordinator at their discretion may seek further information from the applicant, and/or may invite the applicant for an interview about the information provided in their application.

The applicant may be required to undertake further examination or practical assessment to determine their competency within the discipline for which they have applied for RPL.



To ensure that expected learning outcomes can still be achieved, and that the integrity of the course is maintained, the Teaching and Learning Committee will periodically audit decisions made under this policy and will make recommendations to the Academic Board for improvement as appropriate.

8.3 Approval of Recognition of Prior Learning

Credit granted to a student for prior learning will be recorded as 'credit granted through recognition of prior learning' on their academic record.

The result of an RPL application will be communicated to the student in writing, and a record of the application and outcome will be kept.

8.4 Recording Decisions

All RPL decisions will be recorded on the student's record.

In addition, OneGlobe will generate an RPL Precedent List which records each decision to grant RPL and the basis on which RPL was granted. The Precedent List will form a reference data set which will ensure that consistent decisions are made in subsequent comparable cases. All decisions on RPL or credit transfer, including those of non-approval, must be recorded in the RPL precedent list.

9. Review of Decision

A student may request a Review of Decision on the granting of credit. The grounds for a review are that the decision is inconsistent with this policy. Requests for a review must be made in writing and lodged with the Dean within 10 working days of the student receiving written notification of the decision. The Dean will respond to the request within twenty working days and may confirm or vary the decision. All decisions of the Dean in relation to reviews under this policy will be reported to the Teaching and Learning Committee. If a student remains dissatisfied with the outcome of their request for Review of Decision regarding the granting of credit, they may lodge a formal grievance in writing to the Registrar.

10. Internal Documents

- Student Grievance Handling Policy and Procedure
- Student Selection and Admissions Policy

11. External Documents

- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Australian Qualifications Framework (AQF).
- Privacy Act 1988



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- Recognition of Prior Learning: An Explanation (AQF, 2012)AQF Qualifications Issuance Policy
- AQF Qualifications Pathways Policy
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)

12. External Documents

The Recognition of Prior Learning Policy and Procedure will be reviewed every three years, or more frequently if required by the Academic Board.

Version Control

Version	Summary of changes	Approval date	Review Date
1.0	Document Established	Academic Board: May 2025	Jul 2028