

POLICY AND PROCEDURE:

Recognition of Prior Learning (RPL) Policy and Procedure

Code	PL_AC_08			
Title	Recognition of Prior Learning (RPL) Policy and Procedure			
P&P Version	Approved by	Approval date	Effective date	Next review
1.2	Executive Leadership Group	26 February 2018	27 February 2018	February 2019
1.2	Academic Board	01 March 2018	27 February 2018	February 2019
1.2	Board of Directors	15 March 2018	27 February 2018	February 2019
1. Policy Statement				
Authority	<p>The Australian Institute of Music Limited (AIM), known as ‘the Institute’, is governed by the Board of Directors (BoD) with academic authority delegated to the Academic Board (AB). The BoD and AB share joint responsibility for ensuring that all academic policies and procedures follow ‘best practice’ principles for Higher Education and other sectors of educational delivery, in compliance with relevant Australian legislation and current regulatory requirements.</p> <p>This policy and procedure is underpinned by the principles that AIM’s Recognition or Prior Learning (RPL) arrangements:</p> <ul style="list-style-type: none"> • are clear and transparent to students, • are systemic and systematic, • enable flexible qualifications pathways, • may be horizontal across qualifications including AQF qualifications at the same level as well as vertical between qualifications at different levels, • can facilitate credit for entry into, as well as credit towards, qualifications including AQF qualifications, • eliminate unfair or unnecessary barriers for student access to qualifications including AQF qualifications. <p>RPL in this policy applies to all forms of credit that may be given to students including specified, unspecified and block credits granted for formal, non-formal and informal learning through processes including advanced standing and credit transfer.</p>			
Application	This policy and procedure applies to Quality Assured (QA) delivery of accredited AIM programs offered at the Sydney and Melbourne campuses. If applicable, this policy and procedure will also apply in future, wherever QA AIM programs are approved for delivery elsewhere in Australia or overseas.			
Purpose	<p>The purpose of this policy and procedure is to ensure students are provided with the opportunity to be given maximum credit in their program of study for learning previously achieved, whether this learning was acquired through structured courses or gained through other forms of professional experience. Recognition of Prior Learning (RPL) needs to align with program entry requirements, learning outcomes and graduate attributes relevant to the course of study and AQF level of the qualification.</p> <p>Based on evidence provided by the applicant considered in relation to a specific</p>			

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	<p>course of study, RPL decisions at AIM will:</p> <ul style="list-style-type: none"> • Optimise the credit that students can gain up to a maximum 50% • enhance student progression into and between qualifications • enable concurrent enrolment in more than one qualification • be evidence based, equitable and transparent • be applied consistently and fairly with decisions subject to appeal and review • give due consideration to learning regardless of how, when and where it was acquired, provided that the learning is; relevant; current; is mapped to the learning outcomes of the qualification, and is consistent with the AQF level of the qualification involved • be academically defensible and take into account the student's ability to successfully meet the learning outcomes of the qualification • be decided in a timely way so that students' study progress is not unnecessarily inhibited • be formally documented and communicated to students (including reasons for not giving credit where applicable).
Scope	This policy applies to all domestic and international applicants seeking admission with recognition of prior learning due to prior educational and/or professional experiences.
Coverage	This policy and procedure applies to AIM higher education programs offered at the Sydney and Melbourne campuses.
Special Conditions or Exceptions	N/A
2. Procedures	
Contextual Considerations	<p>Regulatory background: Tertiary Education Quality Standards Agency (TEQSA) and RPL - Source: TEQSA and the AQF November 2016 http://www.teqsa.gov.au/sites/default/files/TEQSAandtheAQF3.0.pdf</p> <p>Credit, RPL and volume of learning Prior Learning (formal or informal) can be used either:</p> <ul style="list-style-type: none"> • To support admission into a course where the applicant does not meet the standard criteria for admission or • For applicants who have met the standard criteria for admission to support exemption from the need to complete some relevant components of the course. <p>TEQSA does not expect that the same recognition of prior learning (RPL) would be used both for entry and for credit exemptions. Providers will need to ensure that where prior learning is used as a pathway into any course of study, the policies and course documents specify the extent to which prior learning can be used to gain admission into, or as contributing to credit (and therefore a shorter volume of learning) within, the course of study"</p> <p>"The underlying principle, however, must still be observed: all students should have a sufficient basis of prior knowledge and skills to achieve the course learning outcomes and the learning outcomes for the AQF level in the time specified. This needs to be ascertained at the point of admission"</p>

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	<p>Can undergraduate units be included within a Graduate Diploma?</p> <ul style="list-style-type: none"> • “The AQF level 8 criteria require graduates of a Graduate Diploma to have “advanced knowledge and skills for professional/highly skilled work and/or further learning”. • It is doubtful if advanced knowledge at Level 8 could be developed within a one-year Graduate Diploma, if the diploma made significant use of units from a Level 7 Bachelor Degree without adaption, although one or two units from a Bachelor Degree could be included to act as an introduction to Level 8 studies. • “For any given Graduate Diploma, TEQSA will assess whether the course as a whole meets the specifications for Level 8 and whether the course enables students to achieve Level 8 learning outcomes by the end of the course”.
<p>Types of Credit</p>	<p>Subject to the limits set out in this policy, credit may take the following forms:</p> <p>Credit Transfer - Recognition of Prior Studies (RPS) Credit transfer is a 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.</p> <p>Recognition of Prior Studies in the form of Credit Transfer at AIM is an assessment process used to determine the extent to which a student has achieved the required learning outcomes to receive credit towards to equivalent AQF level studies at AIM. This may result in the granting of the grade of Advanced Standing in a specific AIM unit and exemption from that unit.</p> <p>Recognition of Prior Learning (RPL) Recognition of prior learning (RPL) is an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning). RPL assessment is used to determine equivalency of the outcomes previously achieved as demonstrated in an individual application for credit.</p> <p>RPL at AIM is conducted via written statement in which applicants address specific criteria. It allows candidates to demonstrate how they will use the knowledge, skills, abilities and personal qualities gained through professional experience to succeed in studies at the AIM.</p> <p>RPL is an optional, alternative pathway to tertiary study involving a process that may also be used to recognise credit, at a specific level of achievement, what an individual knows or can do, wherever and however they may have acquired the knowledge and/or skills.</p> <p>When approved, RPL will be noted against specified units (including electives) within the course, and recorded as RPL (recognition of prior learning). It recognises that the student has achieved equivalent unit(s) learning outcomes, and can be used to meet pre-requisite requirements.</p> <p>Specified Credit Specified credit may be granted on the basis of prior formal learning that is deemed to be equivalent when considering the learning outcomes, volume of learning, program of study (including content) as well as learning and assessment</p>

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	<p>approaches.</p> <p>When approved, specified credit will be transferred to specified unit(s) within a course, and recorded as CT (credit transfer). It recognises that the student has achieved equivalent unit(s) learning outcomes, and can be used to meet pre-requisite requirements.</p> <p>Unspecified credit Unspecified credit may only be granted for elective units. It will be granted on the basis of prior formal learning that is deemed to be at the same AQF level as the program in which the applicant is enrolled, with appropriate volume of learning and learning and assessment approaches, but with content that is deemed permissible as equivalent extension learning to an elective option, broadening the student's education but still meeting the overall course learning outcomes.</p> <p>When approved, unspecified credit will be transferred against one or more electives within the course, and recorded as Advanced Standing. It does not recognise that the student has achieved equivalent unit(s) learning outcomes, and cannot be used to meet pre-requisite requirements.</p>
<p>Types of Recognised Prior Learning</p>	<p>Recognised formal learning Formal learning applies to education undertaken after the completion of compulsory, high school or equivalent, education.</p> <p>A student may have their prior formal learning recognised if they have:</p> <ul style="list-style-type: none"> • Successfully completed or partially completed a program at AIM or another higher education provider • Qualified for an award that is part of an articulated program sequence or • Completed or partially completed a program at another higher education provider at a level equivalent to the course or unit for which RPL is applied. <p>Recognised non-formal and informal/workplace learning It may be possible to provide RPL towards entrance to a course or a unit, on the basis, of non-formal or informal learning achieved either in the workplace or via alternate modes of verifiable professional or personal development. Applications for RPL for non-formal or informal learning will be assessed for equivalence to the learning outcomes of the qualification specified as a requirement for admission to the program (eg. B.Mus to Graduate Certificate entry) or to the learning outcomes specified for the unit or units in the program sought for credit or an exemption. (as outlined in the current EUO)</p> <p>Equivalence of Work/Industry Experience Where work experience is being used as part of an RPL application, substantiated documentary evidence of significant applicant work experience and evidence of reflective practice and learning outcomes at the appropriate AQF level will be provided by the applicant through documentation and/or portfolio. Evidence provided will be academically assessed for equivalence of learning, and the outcome advised formally to the applicant.</p> <p>Block Credit Block credit is a pre-determined form of RPL specified in formal articulation agreements between AIM and other partnering institutions offering comparable courses of study. Institution-to-institution agreements involving block credit</p>

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	<p>arrangements that specify set units for which credit, not exceeding 50% of a course, is determined via the curriculum cross-mapping of like-for-like units with comparable content and learning outcomes at the same AQF level. Block credit will only apply to students transferring to AIM from partnering institutions for the purposes of regional or international studies, cultural exchange and/or study abroad opportunities.</p>
<p>AIM Requirements</p>	<p>Considerations</p> <ul style="list-style-type: none"> • Assessment for RPL will take into account all of the learning undertaken by the applicant. • Informal and/or workplace-based learning recognised for admission to a program cannot also be used to obtain additional credit or exemptions • Prior learning cannot be counted for credit towards more than 50% of a single award program • Informal and/or workplace-based learning over and above the requirements for admission can be used for credit. When recognising this learning, the Head of School must document how the learning has been assessed, what learning has been counted for admission and what learning is remaining which is being assessed for credit or exemptions • Currency of learning will be assessed in the context of the student's learning, work and life experiences. • Time limitations for recognition of prior learning will not be considered when more than 10 years has elapsed from successful completion of course and commencement of study at AIM • No retrospective RPL is possible <p>Limits on Credit Given</p> <ul style="list-style-type: none"> • Applications for RPL, credit transfer or advanced standing may be lodged in conjunction with an application for entry to AIM, or acceptance of an AIM offer of enrolment, or no later than 1 week before Census Date of the applicant's first study period. • RPL applications lodged later than 1 week before Census Date of the applicant's first study period will not generally be processed, unless otherwise recommended by the Head of School and approved by the Deputy Director of Academic Affairs under compelling circumstances. • Credit may be given on the basis of whole units only. • Credit may be given for all units for which equivalent learning is established for up to a maximum 50% of the credit points within a course. • In assessing applications, the previous units/learning must show at least 80% compatibility with the unit for which credit is sought, except in the case of non-specific or block credit. Assessment of equivalence must take into account factors such as the learning outcomes of the unit for which credit is sought, the volume of learning, program of study including content, and learning and assessment approaches. • Credit will not be granted multiple times on the same evidence within undergraduate or postgraduate qualifications.
<p>RPL for Graduate Studies</p>	<p>Admission to a graduate program where the applicant has no formal undergraduate degree, may be possible utilising recognised prior learning.</p> <p>Demonstration that the program entry requirements have been met will be required. The application for admission will require assessment of the student's prior learning for equivalence to the learning outcomes of the qualification specified</p>

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	<p>as a requirement for admission to that program (ie. B.Mus for entry to M.Mus; Bachelor degree equivalence for entry to Graduate Programs). The applicant will be required to demonstrate through documentation and/or portfolio, how the program admission criteria have been met at the appropriate AQF level. When determining the specified equivalent course the appropriate School (Graduate Studies) must ensure that the program level learning outcomes are maintained.</p>
<p>Applications</p>	<p>General</p> <ul style="list-style-type: none"> • Applications must be lodged via the <i>Application for Recognition of Prior Learning</i> eForm available on the AIM website • Applications for Recognition of Prior Learning should be lodged no later than 1 week before Census Date of the applicant's first study period. • Under no circumstances will retrospective RPL be allowed. • Certified copies of all relevant original documentation must be supplied at the time of the application. • If the application relates to study at a different institution, an original transcript of results, relevant unit guides and course structure must be provided with an explanation of how prior unit studies are equivalent to specific AIM units for which credit is sought. • If the RPL evidentiary documentation is not in English, certified translations must be supplied. <p>Rights of Applicants</p> <ul style="list-style-type: none"> • RPL is given in relation to a specific course. Students transferring to a different course must indicate that they wish to be assessed for credit towards the new course and may be required to re-apply. • For RPL to be granted in the new course, the applicant must request this. An application submitted by the student will be deemed to be a request for this purpose. Depending on the student's visa or other arrangements, more explicit acknowledgement may be required. The Registrar can provide further information on any such requirements. • There is no charge for an RPL assessment. <p>Students may elect not to receive some or all of the RPL to which they are entitled. Once RPL has been rescinded or declined, it will not automatically be re-granted.</p> <p>Notification</p> <ul style="list-style-type: none"> • Applicants will normally be notified within ten working days. If application is submitted prior to course commencement, a longer time may be required at peak admission and enrolment times. • Applicants will be notified of the outcome of their application by email where practicable. Where application is made prior to enrolment, applicants will be notified of the RPL available to them in the Letter of Offer, or by a separate notification. • For international students, if the RPL is approved before the student visa is granted, the Confirmation of Enrolment (CoE) will indicate the net course duration. If the RPL is approved after the student visa is granted, the change of course duration will be reported via PRISMS. Regardless of the amount of credit approved, international students must maintain a full-time study load to satisfy student visa requirements.
<p>Assessment of RPL</p>	<p>Heads of School (or delegates) will determine applications for specified and</p>

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<p>Application</p>	<p>unspecified credit for individual applicants. Once a credit decision has been determined, it may be reapplied by the Admissions or Enrolment teams to identical scenarios</p> <p>RPL will be assessed with consideration as to:</p> <ul style="list-style-type: none"> • Whether the documentation and supporting documents outlining prior learning meets the admission criteria specified for the program and equivalence for AQF entry • Whether the prior learning demonstrated in the application demonstrates equivalence in the learning outcomes of the program or units. <p>Assessment will be based on:</p> <ul style="list-style-type: none"> • <i>Individual assessment of record of prior study and/or portfolio of evidence</i> <p>RPL assessment methods should:</p> <ul style="list-style-type: none"> • Outline the types of evidence required to demonstrate prior achievement of the learning –outcomes and assessment requirements of the particular qualification for which credit is sought; • Provide a range of ways for individuals to demonstrate that they have met the required outcomes and • Be in accordance with the framework set by existing policies and procedures. • Typically be assessed within ten working days of completed applications
<p>Recording of RPL</p>	<ul style="list-style-type: none"> • The Registrar will keep a record of all RPL applications and decisions. • The Registrar will apply RPL to the student's record in Paradigm. • The results of the units on which RPL is based will not appear on a student's academic transcript when they were completed at another institution
<p>Complaints and Appeals</p>	<p>Complaints and appeals against RPL assessments may be made in accordance with the <i>Academic Grievances and Complaints Policy and Procedure</i>. Applicants are advised to discuss the outcome of their assessment with the Deputy Director of Academic Affairs before proceeding to this step.</p> <p>Documentation: All documentation related to RPL will be held on the student's file.</p>
<p>Policy Provisions</p>	<ul style="list-style-type: none"> • Applicants seeking to apply for RPL may be required to demonstrate their learning through the completion of some type of assessment or compiling a portfolio of learning and/or experience. • Applicants who have relevant prior learning may apply for recognition of this prior learning. If their application is successful, they can be granted credit towards completion of their course to a maximum of 50%. • Eligibility for RPL does not guarantee an applicant a place in the course for which recognition of prior learning may be available. • Regardless of the nature of amount of recognition granted, any specific requirements of an award must be fulfilled, including any conditions associated with the professional recognition of the award. • Applications for RPL will normally only be considered at the time of admission. Where this is not possible, an application must be made in

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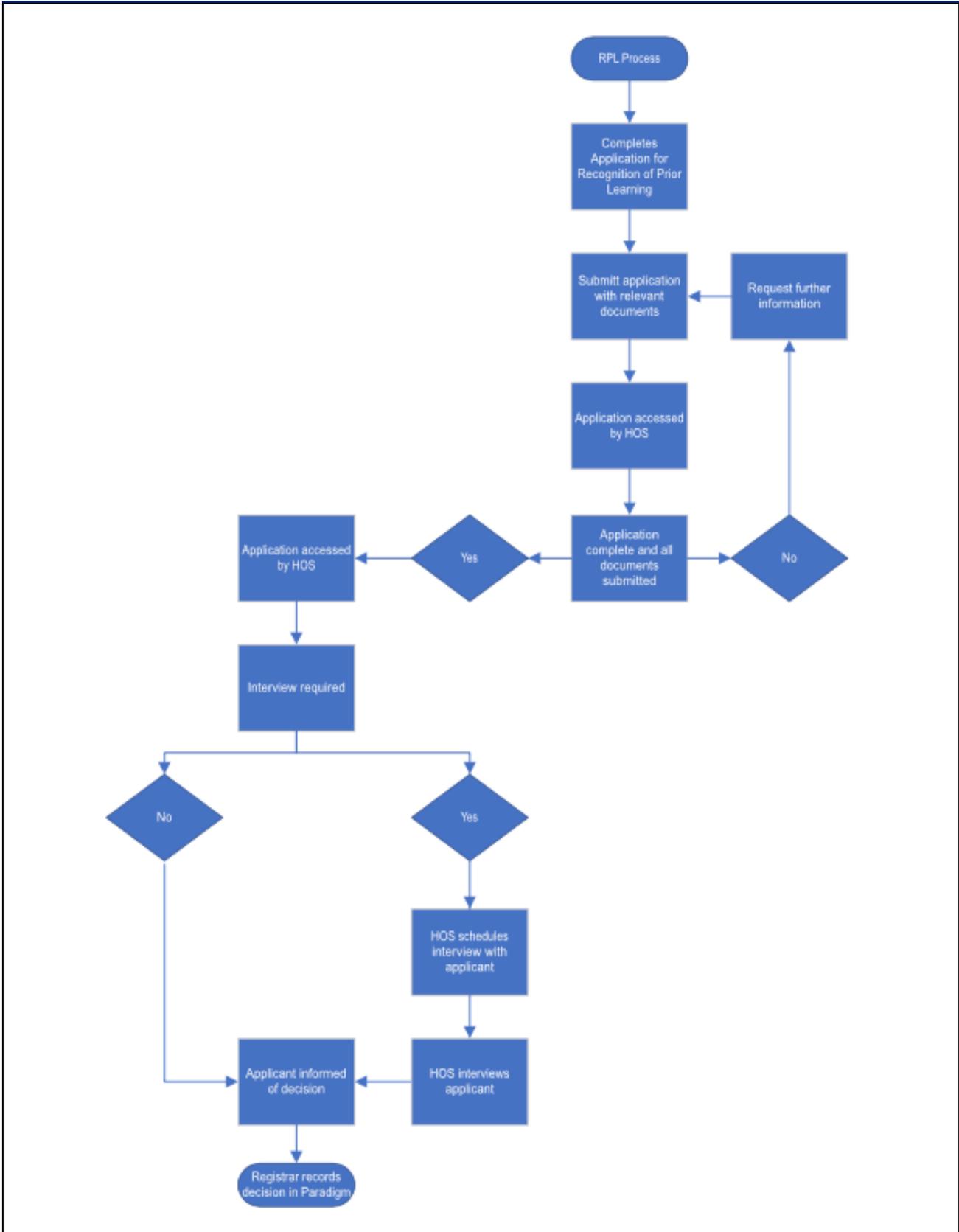
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	<p>writing to the Head of School or the Deputy Director Academic Affairs (DDAA) Note: a maximum of 2 applications per applicant for the same unit will be considered.</p> <ul style="list-style-type: none"> • This does not preclude a student's right at any time to cancel exemptions or substitutions previously granted. • Students wishing to cancel previously approved credit must do so prior to their final semester enrolment. • In determining whether credit may be granted, AIM must be confident of the currency of the applicant's knowledge. Applications for RPL will be considered on a course by course basis, where currency of learning can be demonstrated to the satisfaction of the faculty. • Previous formal, informal or workplace-based learning may only be counted once as approved RPL exemptions for any course offered by AIM. • Where students do not meet AIM standard on grade requirements, any relevant applications for RPL will be rejected automatically. Where external institutions (TAFE, University courses) do not provide a grade, or where grade criteria have not been set, applications will be directed to the DDAA and Head of School for individual consideration. • Students accepted under this policy may be required to complete a bridging program. • AIM grievance procedures should be followed for students appealing against unsuccessful applications for RPL, or disputing any decisions made in respect of approved credit.
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3. Flowchart – Showing process and decision points

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4. Accountabilities	
Responsible Officer	Deputy Director of Academic Affairs
Contact Officer	<p>Deputy Director of Academic Affairs: responsible for this policy and procedure and ensuring that the application of this policy and procedure is consistent with:</p> <ul style="list-style-type: none"> the academic integrity of the program being maintained; the policy's purpose. <p>Director Quality, Planning & Registration: responsible for ensuring that the policy is followed in the development of AIM qualifications, and monitoring overall compliance with the policy and procedure</p> <p>Director Sales and Marketing: responsible for ensuring that information related to the application of the policy and procedure is included on the AIM website and that prospective students are advised of articulation and RPL arrangements.</p> <p>Heads of School: Responsible for assessing Recognition of Prior Learning (RPL)</p> <p>Registrar: responsible for ensuring that the policy and procedure is applied at the time of student enrolment and for the maintenance of records relating to Recognition of Prior Learning (RPL)</p>
5. Supporting Information	
Legislative Compliance	<p>This Policy & Procedure supports AIM's compliance with the following legislation:</p> <ul style="list-style-type: none"> Australian Qualifications Framework (AQF) Education Services for Overseas Students Act 2000 (ESOS) and Regulations 2001 (ESOS) Higher Education Standard Framework 2015 National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code) Tertiary Education and Quality and Standards Agency Act 2011 (TEQSA)
Supporting Documents	<i>Application for Recognition of Prior Learning</i>
Related Documents	<i>Academic Grievances and Complaints Policy and Procedure</i> <i>Admissions Policy (incorporating English Language Proficiency Requirements)</i>
Superseded Documents	AIM Graduate Studies Program: RPL Process and Process
File Location	SharePoint/Quality/Policy and Procedures
6. Definitions and Acronyms	
AIM referred to as the 'Institute'	The Australian Institute of Music Limited ABN: 89 003 261 112; PRV: 12050; CRICOS 00665C; RTO: 90465.
Advanced Standing	A form of credit for any previous learning including formal, informal and non-formal learning. It encompasses all forms of recognition including specified, unspecified and block advanced standing achieved through processes such as Credit Transfer and Recognition of Prior Learning.
Applicant	A prospective student

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Census Date	When student registrar finalises student enrolment for the current period of study, the last date a student can withdraw from a unit/s without incurring a financial liability
Credit	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.
Credit transfer (Recognition of Prior Studies (RPS))	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	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	Learning gained through life, 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.
Non-formal learning	Learning that takes place through a structured program of learning that does not lead to an officially accredited qualification.
Pathways	Allow students to move through qualification levels with full or partial recognition for the qualifications and/or learning outcomes they already have.
Recognition of Prior Learning (RPL)	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.
Specified credit	Credit granted towards particular or specific components of a qualification or program of learning.
Unspecified credit	Credit granted towards components, usually electives, of a qualification or program of learning. Unspecified credit is usually given as credit points not linked to individual units.
Student	Any person currently enrolled by the Institute, noting that grievances or complaints from former students must be made within 30 days of their leaving the Institute.

7. Revision History				
Version	Date Approved by Executive Leadership Group	Date Approval Academic Board	Date Approved by Board of Directors	Sections modified
1.0	20 November 2018			New Policy incorporating AIM Graduate Studies Program: RPL Process and Process
1.1		13 December 2017	14 December 2017	New Policy incorporating AIM Graduate Studies Program: RPL Process and Process

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7. Revision History				
Version	Date Approved by Executive Leadership Group	Date Approval Academic Board	Date Approved by Board of Directors	Sections modified
1.2	26 February 2018	01 March 2018	15 March 2018	Replaced 'by week 2' with 'no later than 1 week before Census Date'; included definition of Census Date