

Credit and Prior Learning Policy



Institute of Health &
Management Pty. Ltd.

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SECTION 1

Purpose

1. This policy describes the Institute of Health & Management's (IHM's) requirements for credit for prior learning towards courses enabling students to move between course of study, qualifications, and higher education institutions.

Scope

2. This policy applies to:
 - a) All domestic and international IHM students admitted into a higher education course of study.
 - b) All individuals who apply to study at IHM, i.e. prospective students, in a higher education course of study
 - c) Student applications for credit towards coursework components of IHM courses, and
 - d) Articulation agreements within IHM and between IHM and external institutions that include credit provisions.
3. Credits may be granted to individual students on a case-by-case basis.

Definitions

4. The following definitions have their meaning as spelt out below:
 - a) **Academic fraud**- A form of academic dishonesty that occurs when a person makes false representation to gain unfair advantage.
 - b) **Advanced standing** - expressed in the form of a specified number of credit points, towards an award course, granted based on previous, successfully completed studies or prior learning.
 - c) **Articulation** – when completion of a lower-level course meets the entry requirements for a higher-level course or enables graduates of the lower-level course to enter the higher-level course with a standard grant of credit.
 - d) **Articulation agreement** – a formal agreement between IHM and another institution, for articulation between courses of the two institutions.
 - e) **Course of study** – a course leading to a qualification at an Australian Qualifications Framework level of 8 or below, or a master's course with no research component.
 - f) **Credit transfer (CT)** – 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 qualification.¹
 - g) **Formal learning** – Is the learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.
 - h) **Informal learning** – is learning gained through work, social, family, hobbies, or leisure activities and experiences. . Unlike formal or non-formal learning, informal learning, it is not organised or externally structured in terms of objectives, time, or learning support.²
 - i) **Non-formal learning** – refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.³ Examples include training in the workplace, voluntary work, or community work.
 - j) **Learning Outcomes** -The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
 - k) **Informal learning** – It is gained through work, social, family, hobbies, or leisure activities and experiences and it is not organised or externally structured in terms of objectives, time, or learning support.

¹ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

² Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

³ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

- l) **Non-formal learning** – Takes place through a structured course of learning but does not lead to an officially accredited qualification. Examples include training in the workplace, voluntary work, or community work.
- m) **Recognition of prior learning (RPL)** – Is an assessment process that involves an assessment of an individual's prior learning (formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.⁴
- n) **Units** - Units are the component parts of accredited courses (this includes HE, Non-Award Courses) that are designed as discrete entities but also complement other Units to form a coherent course of study that leads to the learning outcomes of an award course. Each Unit has a distinct set of learning outcomes the achievement of which are measured through appropriate assessment tasks.

Suite documents

- 5. This Policy is linked to the following procedures:
 - a) Credit and Prior Learning Procedure
 - b) See also Associated Information listed in the 'Related Internal Documents' in Section 4 below

SECTION 2

Principles

- 6. **General Principles - Pathways**
 - a) IHM will establish articulation arrangements for defined qualification pathways.
 - b) Articulation arrangements will be accessible to students and maximise opportunities for students to progress into and between qualifications.
 - c) Articulation arrangements will enable students to progress from one completed qualification to another qualification with admission and/or credit granted in a defined qualification pathway.⁵
 - d) Defined qualification pathways may be:
 - a. horizontal (across qualifications at the same level)
 - b. vertical (between qualifications at different levels)
 - c. bi-directional between VET qualifications and higher education qualifications.
 - e) Articulation arrangements will be based on a learning outcome relationship in which parts of one qualification are recognised as having equivalence with or are integrated into another qualification.
 - f) Articulation arrangements may include eligibility for admission and/or credit (including specified, unspecified, or a combination of credit types).
 - g) Articulation arrangements will be established as a documented agreement:
 - a. within IHM to enable students to progress between IHM qualifications (i.e. internal articulation agreement), or
 - b. with an external institution (i.e., external articulation agreement).
- 7. **Articulation agreement principles**
 - a) Articulation agreements will be used to benefit students and IHM, and will align with IHM's strategic objectives.

⁴ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

⁵ Adapted from the definition of articulation arrangements in the *Australian Qualifications Framework, January 2013* (see the AQF Glossary of Terminology)

- b) Articulation agreements may be established to:
 - a) build defined qualification pathways for students
 - b) maximise opportunities for recognising completed prior qualifications, and/or
 - c) establish strategic alliances with other institutions.
- c) Articulation agreements with external institutions in Australia and overseas will be established in accordance with this policy.
- d) Articulation agreements that offer IHM qualifications through another institution, in Australia or overseas, will specify quality assurance requirements agreed between IHM and the other institution to ensure the student learning outcomes are equivalent to those when the qualification is offered directly through IHM.
- e) Provisions for granting admission and/or credit in articulation agreements will comply with relevant IHM policies and procedures relating to admission and credit for prior learning.
- f) Information about IHM's articulation arrangements and qualification pathways, including this document will:
 - a. be publicly available and accessible to current and prospective students, and
 - b. be written in plain English, where practicable, to enable students to make informed choices between alternative qualification pathways.

8. Academic credit principles

When determining academic credit IHM should be guided by the principles of:

- a) Regulatory compliance
- b) Maintenance of academic integrity
- c) Evidence-based decisions, including the use of precedence
- d) Eliminating unfair or unnecessary barriers for student access to IHM courses
- e) Enabling flexible qualification pathways
- f) Reasonable prospect of success for the student
- g) Regular review, monitoring, and continuous improvement processes

9. This policy is consistent with the Higher Education Standards Framework (Threshold Standards) 2021 and the AQF Qualifications Pathways Policy, and will be applied fairly and consistently:⁶

- a) The granting of credit will not diminish the integrity of the course of study and the qualification awarded.
- b) Credit towards courses based on RPL may be granted as specified, unspecified or block credit.
- c) Credit based on RPL may be granted towards a component of a course where a student can demonstrate that they have achieved learning outcomes equivalent to the learning outcomes of that component. Learning outcomes may include skills or knowledge, or the application of the skills or knowledge.
- d) Credit based on RPL may be granted for micro-credentials awarded by IHM or select accredited institutions where the micro-credentials evidence achievement of clearly articulated learning outcomes and standards and the identity of the person receiving the micro-credential is verified.
- e) Unspecified credit based on RPL cannot be granted towards compulsory components of a course.

⁶ Refer to the *Australian Qualifications Framework, January 2013*

SECTION 3

Eligibility for credit

10. Students' admission or enrolment status

- a) To be granted credit, a prospective student must meet the minimum entry requirements of the relevant course of study
- b) Being eligible for credit towards a course of study does not guarantee admission to it
- c) A student may only make a credit application for a course of study which they:
 - a. are currently enrolled in; or
 - b. are seeking admission to.

11. Recognition of prior learning

- a) To be granted credit for a unit, the student's prior learning must be assessed as meeting the learning outcomes of the unit in level, knowledge, and skills.
- b) To be granted unspecified credit, the student's prior formal learning must be assessed as being at the same Australian Qualifications Framework level, and of the same volume of learning, as the points for which the credit will be granted.

12. Credit Decisions

Assessment and decisions to grant credit must be:

- a) evidence-based and validated at the relevant AQF level
- b) made in a timely way to enable students' access to qualifications wherein students will be notified on the outcome of their application for credit
- c) applied consistently and fairly
- d) documented to ensure transparency and that students are given reason/s for not being granted credit.

13. Restrictions on granting credit

- a) Credit will not be granted if it will:
 - a. disadvantage a student from achieving the course learning outcomes.
 - b. impair the integrity of an award to which the course of study leads; or
 - c. breach requirements for professional accreditation of an award to which the course of study leads.
- b) Credit will not be granted:
 - a. based on a unit of study with a failure grade
 - b. where a pass in a country or institution is known to be below 50%
 - c. for a research component unit of study.
 - d. for part of a unit of study, an individual assessment task, element or modules within a unit, but only for the unit as a whole.
 - e. be based on completion while the student was excluded from IHM or another institution as a penalty for academic progress or misconduct; or
 - f. on the basis of having already been granted towards another course: the student's original prior learning must be assessed and must meet the recency requirement stated in this policy.

14. Recency requirements for credit

- a) Credit transfer will not be granted for studies completed more than 10 years before the date on which the student applies for the credit.
 - b) IHM may approve a shorter recency requirement for credit transfer in disciplines where knowledge and/or skills are changing frequently, or accreditation requirements specify a timeframe.
 - c) Where a student's previous study is outside the recency timeframe for credit transfer, they may be granted proficiency credit based on evidence of continuing professional development, professional practice, and/or other industry related professional development.
15. **Credit where a student is readmitted after the Termination of enrolment**
- a) Where a student is readmitted to a course of study after the termination of enrolment, their credit will be reassessed.
 - b) The Learning and Teaching Committee may decline to grant credit for a unit of study completed during the student's previous enrolment in the course where they consider the student needs to repeat the unit to update their knowledge or skills.
16. **Graded and ungraded credit**
- a) A student may be granted graded credit only for the same Unit, with the same Unit code, completed in a different IHM course of study.
 - b) Where graded credit is granted, the same achievement grade is recorded for the Unit in the target course, as the student achieved for the Unit in the source course. The grade contributes to the student's grade point average in the target course.
17. **Credit for informal learning (proficiency credit)**
- a) A student may be granted proficiency credit for a Unit where they demonstrate, to IHM's satisfaction, their proficiency in the learning outcomes of the Unit, based on:
 - a. their previous informal learning; and
 - b. where the Course or Unit coordinator considers it necessary, an assessment of their proficiency.
18. **Credit provisionally provided for a unit currently studied (Forward credit)**
- a) A student who intends to study at another institution and seek credit for the study towards their IHM course must gain the Course Convenor's/Coordinator's approval of the forward credit before enrolling at the other institution.
 - b) This requirement applies to:
 - a. cross-institutional study within Australia: and
 - b. study abroad and exchange enrolments outside Australia.
 - c) Forward credit may also be granted to a student who has applied for;
 - a. transfer from one IHM course to another, but is currently enrolled in units for the first course of study for which they will be granted credit in the second course of study; or
 - b. admission to an IHM course of study but is currently enrolled in units for a course of study at another institution, for which they will be granted credit in the IHM course.
19. **Withdrawal of credit**
- a) The Credit and Prior Learning Procedure provides detailed process requirements for withdrawal of credit.

SECTION 4

Associated information

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| Related Internal Documents | <ul style="list-style-type: none"> • Assessment Policy • Assessment Procedure • Benchmarking Policy • Benchmarking Procedure • Complaints / Appeals Form • Course Design and Development Procedure • Course Review and Evaluation Policy • Course Review and Evaluation Procedure • Credit and Recognition of Prior Learning Procedure • Credit Transfer Form • Credit Transfer/ Recognition of Prior Learning Outcome letter • Moderation and Validation Policy • Moderation and Validation Procedure • Recognition of Prior Learning Form • Student Assessment and Examination Policy • Student Assessment and Examination Procedure • Student Selection and Admission Policy • Student Selection and Admission Procedure |
| Related Legislation, Standards, and Codes | <ul style="list-style-type: none"> • Tertiary Education and Quality Standards Agency Act 2011 • Higher Education Standards Framework (Threshold Standards) 2021 • TEQSA Guidance Notes • Education Services for Overseas Students Act (2000) • National Code of Practice for Providers of Education and Training to Overseas Students (2018) • Australian Qualifications Framework (AQF) (2014) Qualifications Pathways Policy |
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Change history

| Version Control | | Version 4 |
|-----------------|---------------------------|--|
| Change Summary | Date | Short description of the change, incl version number, changes, who considered, approved, etc. |
| | 02/12/2020 Version 3.2 | <ul style="list-style-type: none"> Added principles, recency requirements for credit, graded and ungraded credit to the policy, version 3.2, approved by Academic Board on 02/12/2020 |
| | 27/07/2022 Version 4 | <ul style="list-style-type: none"> Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022) Version 3.2 amended as follows: <ul style="list-style-type: none"> Minor edits to definitions Aligned to HESF 2021 standards IHM Articulation Policy principles included Approved by Academic Board on 03/08/2022 |