

Credit and Prior Learning Procedure



Institute of Health &
Management Pty. Ltd.

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SECTION 1

Purpose

1. The purpose of this document is to set out the procedures the Institute of Health & Management (IHM) will follow and use to ensure that principles and processes of granting credit for prior learning whilst ensuring academic standards of IHM's courses, enabling students to move between courses, qualifications, and higher education institutions, and ensuring processes for granting credit are transparent, consistent, and fair is followed.

Scope

2. This Procedure 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.⁷
 - 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.⁸
 - 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.⁹ Examples include training in the workplace, voluntary work, or community work.

⁷ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

⁸ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

⁹ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

- 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.
- 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.¹⁰
- 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 Procedure is linked to the following policy / policies:
 - a) Credit and Prior Learning Policy
 - b) See also Associated Information listed in the ‘Related Internal Documents’ in Section 6 below

SECTION 2

6. Principles

- a) Credit for prior learning may be granted horizontally across qualifications at the same level as well as vertically between qualifications at different levels.
- b) Students completing the Graduate Certificate in Nursing at IHM and enrolling in GDN will receive full credit for the units of study completed successfully.
- c) The validity of the results of the core unit will be 10 years and the specialty units will be 5 years.
- d) Students completing comparable qualifications from other providers such as Graduate Certificate in Nursing will be provided Recognition of Prior Learning in line with Standard 1.2 of the Higher Education Standards Framework (Threshold Standards) 2021, the AQF Qualifications Pathways Policy (in the Australian Qualifications Framework)¹¹ and Standard 2.3 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.
- e) Prior to granting students credit for prior learning, IHM will ensure the applicant:
 - a. meets IHM’s admission criteria
 - b. has learning that is relevant and current (no more than 10 years) and the learning is similar to the course or unit(s)/(subject)(s) learning outcomes, the volume of learning, content, and assessment approaches.
- f) The assessment of credit will only be granted if:
 - c. all academic and work experience evidence submitted by an applicant is demonstrated, evidenced, and authenticated at the appropriate AQF level.

¹⁰ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework, January 2013*

¹¹ Refer to the *Australian Qualifications Framework, January 2013*

- d. prior learning is assessed as relevant, equivalent to current knowledge as well as practices and relates to the specified course learning outcomes.
- e. credit provision does not exceed the maximum permissible allocation.
- f. the unit learning outcomes from a previous study corresponds with 80% of IHM's unit learning outcomes.
- g. the students granted credit/RPL will not be disadvantaged in achieving the expected learning outcomes for the course.
- g) Credit provisions in the assessment of student a student's prior learning are based on the following guide:
 - a. A maximum credit of 50 % of total credit points may be awarded towards RPL for studies that have been completed at IHM or an external institution for any course/program.

SECTION 3 Procedure

7. Application process- Applicants for admission

- a) The student who meets IHM's entry requirements completes the Credit Transfer Form/ Recognition of Prior Learning Form and submits it either electronically or in a hard copy along with copies of official transcripts and relevant supporting documentation to the IHM Admissions department. Documentation must include:
 - a. Photo Identification document such as Passport or driver's licence,
 - b. Copy of certified professional registration,
 - c. Official transcript of results,
 - d. Copy of original testamur,
 - e. Learning outcomes for the course/s or each of the units for which the student is seeking credit or RPL, (not applicable to IHM students)
 - f. Course brochure/ syllabus / Course outline (not applicable to IHM students)
- c) IHM reserves the right to request certified copies or original versions of documents.
- d) If the documents are in a language other than English, English translations of all documents certified by a National Association of Accredited Translators and Interpreters (NAATI) accredited translator or through the legal translation officer or a Notary public.
- e) The completed form is sent by the Registrar to the Course Convenor/Course Coordinator.
- f) The Course Convenor/Course Coordinator reviews the documentation to determine whether equivalency can be established for any or all the units of study for which credit transfer is sought.
- g) Additional information may be sought from the student's previous institution.
- h) The Course Convenor/Course Coordinator completes a report on the credit(s) to be applied and the justification for the decision and seek recommendation from Academic Dean.
- i) The student will be notified of the outcome in writing by Registrar within ten working days of submitting the application and their student record will be updated.
- j) The Course Convenor's/Course's recommendation will be approved by the Learning and Teaching Committee.

8. Application process – Students re-admitted after the termination of enrolment:

- a) Where a student is re-admitted to a course after the termination of enrolment, the credit will be reassessed.

- b) The Course Convenor/Course Coordinator may decline to reinstate credit which was previously awarded in instances where they consider the student needs to update their knowledge or skills.
- c) The student will be notified of the outcome in writing by the Registrar within ten working days of submitting the application and their student record will be updated.
- d) The Course Convenor's/Course Coordinator's recommendation will be approved by the Learning and Teaching Committee.

9. **Application process – Transferring students:**

- a) Where a student applies to transfer from an IHM course to another, they will have an opportunity to request a credit as part of their transfer application.

10. **Information for international students**

- a) Onshore international student visa holders are required to complete their study within the expected course duration (Education Services for Overseas Students (ESOS) Act 2000) and enrol in a full-time study load each semester (unless a reduced study load has been approved by the higher education institute).
- b) Students who are granted credit transfer for several units/subjects will be informed that their expected course duration may change.
- c) Students will need to complete their course in the revised time frame.
- d) Students will be informed to check their enrolment once the credit is granted and ensure that the Confirmation of Enrolment (CoE) is up to date.
- e) The CoE will be updated automatically by IHM within 10 working days of the credit being processed and the revised duration will be reported to the Commonwealth Government.

Example 1

Scenario: A student who was a registered nurse overseas, did a bridging program in Australia. The student studied three units during the bridging program and applied for credit exemption in Graduate Certificate in Nursing at IHM.

Outcome: Credit transfer approved for three units

Reason: The competency standards, delivery plan, and assessment for that course are being assessed to determine equivalency to subjects in Graduate Certificate in Nursing. The three unit's student passed during bridging program covers the learning outcomes equivalent to three units in Graduate Certificate in Nursing at IHM.

Example 2

Scenario: A student commencing a Graduate Diploma in Nursing in IHM seeks credit based on Graduate Certificate in Nursing (Critical Care Nursing) at a university in Australia. IHM does not have an articulation or credit transfer agreement with this university. The student is asked to collect information about the competency standards, delivery plan, and assessment for that course before a decision can be made about whether or not he will be granted the advanced standing provided evidence of two units he passed in university.

Outcome: Credit transfer approved for four units

Reason: The competency standards, delivery plan, and assessment for that course are being assessed to determine equivalency to subjects in Graduate Diploma in Nursing. The two unit's student passed in university covers the learning outcomes equivalent to four units in Graduate Diploma in Nursing at IHM

Example 3

Scenario: A student was pursuing Master of Advanced Health Service Management in an Australian university and discontinued studies after completing eight units of coursework and partially completing a dissertation and practical placement. The student applied for credit exemption in Graduate Diploma in Nursing at IHM.

Outcome: Credit transfer approved for two units

Reason: The competency standards, delivery plan, and assessment of the previous study are being assessed in combination with the learning outcome of Dissertation and practical placement to determine equivalency to subjects in the Graduate Diploma in Nursing. Out of eight units, two units, practical placement, and dissertation covers the learning outcomes equivalent to two units in Graduate Certificate in Nursing at IHM.

11. Notifying students of credit decisions

- a) The CT/RPL decision will be formally communicated to students in writing within ten working days of application.
- b) The student is required to accept the offer of CT/RPL in writing within five working days of receiving the offer.
- c) Students will be advised that they can access IHM's Complaints and Appeals Policy and Procedure should they not be satisfied with the outcome of their application.
- d) All credit transfers will be formally documented for the student including reasons for not granting credits.
- e) IHM will retain the written record of acceptance for two years after the overseas student ceases to be an accepted student.
- f) Articulation pathways, both internal and external, are communicated to staff, prospective and existing students.
- g) If RPL/CT is granted after course commencement, a revised COE reflecting reduced duration will be generated for the student.
- h) If the RPL/CT units are interspersed with the entire course duration, then the COE duration may remain the same.

SECTION 4

12. Appeals

- a) The Complaints and Appeals Policy states the grounds on which a student may appeal a credit decision and have their appeal re-considered.
- b) A student can appeal a credit decision:
 - a. if they are dissatisfied with a review outcome; or
 - b. where an administrative error has been identified and the credit was granted as a result.
- c) To have the appeal against a credit decision re-considered, a student must:
 - a. submit the appeal in writing to the Registrar within 30 days after the date the notification of the decision was sent to them.
 - b. stating the ground(s) on which they are appealing the decision; and
 - c. including any additional documents that will support their appeal.
- d) The Registrar will:
 - a. check the application provides the required documentation and if necessary, ask the student to provide additional supporting documents; and
 - b. within five working days of receiving the student's completed application, forward it to the Academic Dean

- c. If the decision is that the original credit decision stands the Academic Dean will inform the student of the decision and reason(s)
- e) If the decision is that the original credit decision will be changed, the Academic Dean and the Course convenor/ Course Coordinator will act to reverse a credit decision.

13. **Withdrawal of credit**

- a) If the decision is that the original credit decision will be changed, the Academic Dean and the Course convenor/ Course Coordinator will act to reverse a credit decision.
- b) The Course Convenor/Course Coordinator may approve the withdrawal of credit where there was an error in the assessment and granting of the credit.
- c) The Learning and Teaching Committee may also approve the withdrawal of credit granted if there was an administrative error.
- d) Where the Course Convenor/Course Coordinator considers the student provided false or misleading information in a credit application, they will initiate a student general misconduct investigation in accordance with the Student Misconduct Procedure.
- e) Where a misconduct investigation finds that the student or applicant provided false or misleading information in a credit application, and the credit was granted, it is recommended that the penalties for the misconduct include withdrawal of the credit.
- f) The decision will be formally communicated to students in writing within ten working days of application.

SECTION 5

14. **Responsibilities**

- a) The Academic Dean in coordination with the Course Convenor/Course Coordinator and Registrar, are responsible for overseeing compliance with the Credit and Prior Learning Policy and Procedure, monitoring its effectiveness, and ensuring regular reviews, ensuring application to regulatory change in qualification, student, and industry needs.

SECTION 6

Associated information

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 Policy • Credit Transfer Form • Credit Transfer/ Recognition of Prior Learning Outcome letter • Moderation and Validation Policy • Moderation and Validation Procedure • Recognition of Prior Learning Form
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	<ul style="list-style-type: none"> • 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