

POLICY NUMBER:	2.5.1	VERSION NUMBER:	4.0
DATE LAST REVIEWED:	November 2025	NEXT REVIEW DATE:	November 2026
RELATED POLICIES:	Admissions Policy Assessment Policy Complaints and Appeals Policy Fees Policy	RESPONSIBILITY: Academic Council	
RELATED PROCEDURES	Recognition of Prior Learning & Credit Transfer Procedure		

RECOGNITION OF PRIOR LEARNING & CREDIT TRANSFER POLICY

1.0 Purpose

This policy establishes the framework and principles regulating the granting of Recognition of Prior Learning (RPL) and Credit Transfer towards higher education courses offered by the College.

The policy promotes lifelong learning, student mobility, and credit recognition across institutions, sectors, and countries. It ensures processes for recognising prior learning are fair, transparent, and academically defensible, and that credit is only granted where the integrity and professional recognition of qualifications are preserved.

2.0 Scope

This policy applies to:

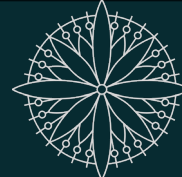
- All higher education coursework qualifications offered by the College (domestic and international students).
- All staff, decision-making bodies, agents, and partners involved in RPL and credit transfer decision-making.

This policy does not apply to research qualifications or non-award study (including micro-credentials unless approved as equivalent to a subject).

3.0 Principles

The College's approach to recognition of prior learning and credit transfer reflects the following principles:

- RPL and Credit Transfer support student mobility, lifelong learning, and avoidance of duplication of study.
- Decisions are fair, transparent, impartial, consistent, evidence-based, and academically defensible.
- Credit is granted only where prior learning demonstrates achievement of comparable learning outcomes, content, and assessment at the appropriate AQF level.
- The quality, integrity, and professional recognition of the College's qualifications are preserved.
- RPL and Credit Transfer processes comply with applicable higher education standards, qualification frameworks, and international education regulatory requirements.
- Credit is granted in a manner that does not disadvantage students in achieving course learning outcomes or professional registration standards.
- Recognition of prior learning is supported by valid, authentic, current, and sufficient evidence.
- Credit and RPL decisions are formally documented, with reasons provided when credit is not granted.
- All decisions are quality-assured, monitored, and reviewed through a continuous improvement process.



- Articulation and credit transfer agreements with external institutions are consistent with this policy.
- Applicants are responsible for providing sufficient, verifiable evidence to support their claim for credit or recognition of prior learning.

4.0 Types of Learning

- 4.1 **Formal Learning:** Structured learning achieved through an accredited course or qualification within the AQF (or an equivalent international qualification).
- 4.2 **Non-formal Learning:** Structured learning outside the AQF, such as professional development programs or micro-credentials.
- 4.3 **Informal Learning:** Learning gained through work experience, professional practice, or self-directed learning that is not formally recognised.

5.0 Types of Credit

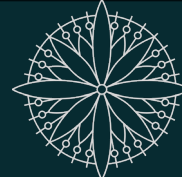
- 5.1 **Credit Transfer:** Granted for prior formal learning where a student has achieved a clear passing grade in equivalent subject/s or unit/s completed within the specified timeframe.
- 5.2 **Recognition of Prior Learning (RPL):** Granted for prior formal, non-formal, or informal learning assessed as equivalent to the learning outcomes of the subject/s or unit/s within the course.
- 5.3 **Specified Credit:** Credit granted towards specific components of a course where prior learning matches defined learning outcomes.
- 5.4 **Unspecified Credit:** Credit granted where prior learning is relevant to the discipline but not equivalent to a specific subject, applicable only to electives.
- 5.5 **Block Credit:** Credit granted under pre-approved articulation or credit transfer agreements between the College and another institution.
- 5.6 **Ungraded Credit:** Credit contributing to course completion but not included in GPA calculations.

6.0 Currency of Learning

- 6.1 For the purposes of credit into a Higher Education award, currency is considered to be learning that has occurred not more than 10 years prior to the application for RPL.
- 6.2 For Higher Education awards, currency of learning will be measured:
 - a) For formal learning - from completion of a subject, group of subjects, or completion of the course, whichever is the most relevant.
 - b) For informal and nonformal learning - from the most recent year of relevant experience or learning.
- 6.3 Credit may be provided for learning that occurred prior to the limits of the currency period, where the previous learning has been maintained through further related learning and/or experience.
- 6.4 Shorter currency limits may be applied where required by professional accreditation or rapid changes in discipline knowledge.

7.0 Credit Limits

- 7.1 Credit and RPL Limits for Study at the Same AQF Level



Course Level	Maximum Credit Permitted	Equivalent Credit Points / Subjects
Undergraduate Certificate	50%	2 subjects (8 CP)
Higher Education Diploma	50%	4 subjects (16 CP)
Bachelor Degree	66%	16 subjects (64 CP)
Graduate Certificate	50%	2 subjects (8 CP)
Graduate Diploma	50%	4 subjects (16 CP)
Masters by Coursework	50%	6 subjects (24 CP)

- 7.1.1 These limits apply to recognition of prior learning or credit granted for study at the same AQF level as the qualification in which credit is sought.
- 7.1.2 Credit for non-formal or informal learning will not normally exceed 25 % of the total credit points for any higher-education award (for example, 24 CP in a 96 CP bachelor).
- 7.1.3 Practicum or clinical subjects are equivalent in workload and credit value to two standard 4-credit-point subjects. Credit will not ordinarily be granted for these or for capstone subjects unless otherwise approved.

7.2 Credit and RPL Limits for Lower AQF Level

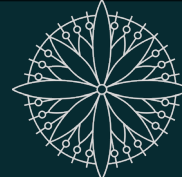
Course Level	Linked Higher-Level Qualification	Indicative Maximum Credit	Equivalent Credit Points / Subjects
Advanced Diploma or Associate Degree	3-year Bachelor Degree	50 %	12 subjects (48 CP)
Advanced Diploma or Associate Degree	4-year Bachelor Degree	37.5 %	12 subjects (48 CP)
Diploma	3-year Bachelor Degree	33 %	8 subjects (32 CP)
Diploma	4-year Bachelor Degree	25 %	8 subjects (32 CP)

- 7.2.1 These indicative limits apply to credit granted for prior formal learning completed at a lower AQF level, where the study is in a related discipline and demonstrates sufficient comparability in learning outcomes, content, and assessment approaches.
- 7.2.2 Credit will only be granted under these arrangements where academic equivalence can be clearly demonstrated through assessment of the prior qualification against the learning outcomes and volume of learning of the higher-level course.
- 7.2.3 These limits are designed to support structured progression pathways and student mobility while maintaining the academic integrity, depth, and professional standards expected of Endeavour qualifications.

8.0 Refusal or Revocation of Credit

8.1 Credit will not be granted where:

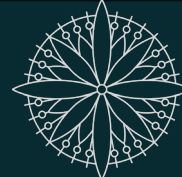
- Documentation or evidence is insufficient, invalid, or not authentic.
- Learning is not comparable in AQF level, scope, learning outcomes, or volume of learning.
- The prior study received a failing or conceded pass grade, or the learning was completed outside recognised currency limits.
- Credit would compromise professional recognition, course integrity, or the attainment of course learning outcomes.



- The subject is a capstone, practicum, or clinical placement subject, unless otherwise approved by the Dean (Higher Education).
 - The application is submitted outside published timeframes or without required supporting documentation or any relevant fees.
- 8.2 Credit may be revoked where:
- Administrative or assessment errors are identified.
 - The application or evidence is found to contain false, misleading, or plagiarised information.
 - The student changes course, withdraws, or requests revocation under approved circumstances.
 - The College determines that the previous decision was inconsistent with this policy or the associated procedure.
- 8.3 Students will be notified of the reasons for refusal or revocation and may lodge an appeal in accordance with the Complaints and Appeals Policy.
- 8.4 All refusals and revocations are subject to quality assurance review through the annual RPL and Credit Transfer audit process to ensure consistency and defensibility of decisions.

9.0 Roles and Responsibilities

Role	Responsibilities	Timeframes / Frequency
Students	Submit complete and accurate applications using the approved online Recognition of Prior Learning and Credit Application Form. Provide verifiable documentation demonstrating equivalence of learning outcomes and currency of learning. Respond promptly to any requests for clarification or further information. Reapply if a credit offer has expired or course changes alter its basis.	Normally submit applications at least one month prior to the commencement of the first teaching period. Respond to additional information requests within 5 working days (recommended).
Academic Staff / Assessors	Evaluate RPL and Credit Transfer applications using defensible academic judgment and in accordance with College policy and procedure. Ensure decisions are consistent, equitable, and aligned with course learning outcomes and College standards. Record decisions and reasons for refusal in the Student Management System. Identify and apply automatic credit (e.g., course version transfers or nested program progression).	Complete initial assessment within 10 working days of receiving the application. Where further information is requested, finalise the decision within 10 working days of receiving that information.
Dean (Higher Education)	Oversee implementation and monitoring of RPL and Credit Transfer practices. Approve exceptions to credit limits or cases requiring academic discretion. Ensure credit offers remain valid for 12 months and manage re-applications where relevant.	Ongoing oversight. Annual report to Academic Council via the Continuous Improvement Register.



Report aggregated RPL and Credit Transfer data to Academic Council.

Academic Council

Approve this policy, credit limits, and articulation frameworks.

Review reports on RPL and Credit Transfer outcomes as part of the College's continuous improvement cycle.

Monitor trends and consistency across programs and delivery locations.

Annual review of RPL and Credit Transfer outcomes.

Annual review of this policy or earlier if required by regulation.

10.0 Reviews and Appeals

- Current students can appeal any decision made under this policy as outlined in the [Complaints and Appeals](#), or [Complaints and Appeals Policy - International](#) as applicable.
- Prospective students may submit feedback relating to recognition of prior learning via the public website section for providing feedback.

11.0 Quality Assurance and Review

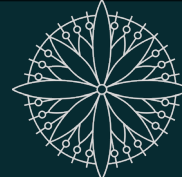
- 11.1 RPL and Credit Transfer data are recorded in the Student Management System and reviewed annually by the Dean.
- 11.2 An annual report on RPL and Credit Transfer outcomes is provided to the Academic Council through the Continuous Improvement Register.
- 11.3 RPL and Credit Transfer processes are benchmarked with comparable institutions as part of comprehensive course reviews.
- 11.4 The policy is reviewed annually under the Quality Assurance Framework.

12.0 Relevant Legislative and Regulatory Documents

- AQF Qualification Pathways Policy
- Australian Qualifications Framework
- Education Services for Overseas Students Act 2000
- Higher Education Standards Framework (Threshold Standards) 2021 (Cth).
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth).
- TEQSA Guidance Note: Credit and Recognition of Prior Learning (2023).

13.0 Version Control History

Version	Date Approved	Approved By	Summary of Changes
1.0	May 2022	Academic Council	New policy established as <i>Credit and Recognition of Prior Learning Policy</i> . Introduced framework, principles, and processes for recognising prior learning and granting credit across higher education and VET courses.
2.0	May 2022	Academic Council	Policy retitled <i>Recognition of Prior Learning Policy – HE and VET</i> . Corrected typographical errors and clarified learning type definitions. Confirmed alignment with AQF Qualifications Pathways Policy.



3.0	Mar 2023	Education Pathways Manager	Clarified definitions of formal, non-formal, and informal learning. Removed outdated references (e.g., challenge exams). Updated links to new Complaints and Appeals Policy. Revised formatting and structure to align with the current policy template.
4.0	April 2024	Academic Council	Comprehensive policy review undertaken. Confirmed alignment with current higher education standards, AQF Qualifications Pathways principles, and internal policy framework. No substantive changes required.
5.0	November 2025	Academic Council	Major revision to align with Endeavour's 2025 Policy Framework. Policy renumbered from ACA-046 to 2.5 and retitled <i>Recognition of Prior Learning and Credit Policy</i>. Scope revised to apply to Higher Education only. Updates include clarity around credit limits, roles and responsibilities with timeframes and alignment with national standards and institutional QA processes.