

POLICY NUMBER:	2.5.1	VERSION NUMBER:	8.0
DATE LAST REVIEWED:	November 2025	NEXT REVIEW DATE:	November 2026
RELATED POLICIES:	2.14 Academic Complaints and Appeals, 2.15 Non-academic Complaints and Appeals 2.22 International Student Complaints and Appeals	RESPONSIBILITY: Teaching and Learning Committee	
RELATED PROCEDURES:	2.5.2 Recognition of Prior Learning and Credit Transfer Procedure		

RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER POLICY

1.0 Purpose

This policy provides a framework and a set of principles that regulate the granting of Recognition of Prior Learning and credit transfer towards higher education courses offered by the Institute.

2.0 Scope

This policy applies to all Institute higher education undergraduate and postgraduate courses, students and prospective students, staff and members of the Institute's decision-making bodies.

3.0 Principles

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

- Recognition of Prior Learning enables student mobility between institutions, sectors and countries;
- Recognition of Prior Learning avoids duplication of learning and facilitates continuous learning;
- Recognition of Prior Learning practices and processes ensure that the quality, integrity and standing of the Institute's courses are not diminished;
- Recognition of Prior Learning is provided only where the relevant prior learning has delivered learning outcomes broadly equivalent to those of the subjects/units for which recognition of prior learning is sought;
- Granting of Recognition of Prior Learning is fair, transparent, impartial, consistent, evidence-based, and academically defensible;
- Granting of Recognition of Prior Learning does not adversely affect a student's ability to make satisfactory academic progress in their course;
- Granting of Recognition of Prior Learning processes and practices is consistent with relevant external accreditation or professional recognition requirements;
- Recognition of Prior Learning processes and practices are compliant with relevant legislation and regulatory frameworks, including with the requirements and guidelines of the Australian Qualifications Framework;

- Admissions and enrolment processes and practices are compliant with Standard 12 of the National Code of Practice for Providers of Education and Training to Overseas Students (2018)
- Recognition and credit pathways may occur horizontally (between qualifications at the same AQF level) or vertically (between qualifications at different AQF levels) in accordance with the *AQF Qualifications Pathways Policy*.
- Recognition of Prior Learning processes and practices are regularly monitored and reviewed, including as part of comprehensive course reviews, and improved, as part of a quality improvement cycle, using an evidence-based process and benchmarking with similar institutions.

4.0 Granting Credit and RPL

- 4.1 Recognition of Prior Learning may be granted on the basis of:
 - studies at a recognised higher education provider, either in Australia or overseas;
 - studies at a recognised vocational education provider, either in Australia or overseas;
 - training completed with an industry or professional body; or
 - work experience or other forms of practical experience.
- 4.2 Credit for prior learning may be granted to enable pathways for students across AQF qualifications at the same level (horizontally) or at different levels (vertically).
- 4.3 Credit for prior learning may be granted through credit transfer and/or recognition of prior learning (RPL).
- 4.4 Credit transfer will be applied to grant credit for prior formal learning for which the student received clear passing grade/s, was completed within the specified time limit, and is assessed as equivalent to unit/s or subject/s of the course in which the student is admitted.
- 4.5 RPL will be applied to grant credit for prior learning (including formal, non-formal and/or informal learning) that is assessed as equivalent to unit/s or subject/s of the course in which the student is admitted.
- 4.6 Recognition of Prior Learning may be granted as specified credit, where credit is granted towards specific components of a course.
- 4.7 Recognition of Prior Learning will not be given a grade and will not be included in the calculation of a grade point average.
- 4.8 Recognition of Prior Learning is not normally granted based on study completed more than ten years before an application for recognition of prior learning is made unless there is evidence of substantial relevant experience during the intervening period.
- 4.9 The Course Advisory Committee recommends to the Academic Board, who will approve limits for the amount of Recognition of Prior Learning that may be granted towards a course.

- 4.10 Articulation is a predetermined arrangement whereby a set level of credit will be awarded for completion of other similar qualifications and courses.
- 4.11 Articulation and credit transfer arrangements must be approved by the Academic Board and comply with this policy and relevant external accreditation requirements.
- 4.12 Granting of Recognition of Prior Learning does not guarantee admission to any course.
- 4.13 All articulation and credit transfer arrangements are publicly available on the Articulation Arrangements page on AIPC's website at: http://www.aipc.net.au/dates_policies.php.

5.0 Decision Making Principles

- 5.1 The Institute's approach to granting of credit in recognition of prior learning complies with the best practice principles outlined in the *AQF Qualifications Pathways Policy* (Australian Qualifications Framework Handbook, January 2013) and ensures pathways are available into and between qualifications. Applications for Recognition of Prior Learning (RPL) or Credit Transfer are:
 - Assessed according to evidence-base and in a clear, equitable, accessible and transparent manner.
 - Applied consistently and fairly with decisions subject to appeal and review.
 - Recognise prior learning where it is relevant and current.
 - Decided in a timely manner with decisions being academically defensible, considering the learning outcomes, and the student's chance of success in the course.
 - Formally documented for students with reasons provided for not granting credit.
- 5.2 Credit for a student's prior learning (including formal, informal and/or non-formal learning) will only be granted if:
 - a. the prior learning is demonstrated, evidenced and authenticated at the appropriate AQF level
 - b. the prior learning is assessed as relevant, equivalent to current knowledge and/or practices, relates to and satisfies the current learning outcomes of the course or unit/s or subject/s for which the student has applied for credit.
 - c. the decision to grant credit will not disadvantage the student in achieving the expected course learning outcomes, and
 - d. the decision to grant credit will maintain the integrity of the course and qualification.
- 5.3 In assessing applications for Recognition of Prior Learning (RPL) and Credit Transfer:
 - Entry requirements for the course are still required to be met, and an offer of credit does not guarantee admission to a specific course.
 - Applications for Recognition of Prior Learning are determined by the Head of Teaching and Learning in accord with the framework of this policy.
 - Regardless of the credit granted, the requirements of the course must be fulfilled and cannot be automatically transferred to another course.
 - Decisions made on Recognition of Prior Learning are reviewed by the Head of Teaching and Learning and the Dean.



- 5.4 The onus is on the applicant to provide appropriate evidence to demonstrate the relevant skills, knowledge and understanding in units/subjects where credit is being sought, and that the Learning Objectives (LO's) of the unit/subject have been achieved.
- 5.5 Credit provided in articulation agreements and assessment of a student's prior formal learning for credit towards a course at any AQF level, vertical or horizontal, will be based on the discipline context, and comparability and equivalence of all of the following:
- expected learning outcomes
 - volume of learning
 - course of study (including its content), and
 - learning and assessment approaches.
- 5.6 Maximum amount of credit allowable from recognition of prior learning or credit transfer for each Institute course is outlined below:

COURSE LEVEL	MAXIMUM	CREDIT POINT EQUIV.
Diploma	4 units	24
Bachelor	8 subjects	48
Graduate Certificate	2 units	16
Graduate Diploma	2 units	16
Master	4 subjects	24

* Please note that practicum subjects are equivalent in workload and credit value to two standard subjects. Accordingly, a single practicum subject will be counted as two subjects when awarding credit.

- 5.6.1 The maximum credit limits in Clause 4.7 apply to the total amount of credit granted through any combination of Recognition of Prior Learning and Credit Transfer.
- 5.6.2 Students must complete at least 50 per cent of the total credit points for the course through study with the Institute to be eligible for the award.
- 5.6.3 Credit is not normally granted for practicum subjects unless the prior learning demonstrably meets all equivalent learning outcomes and professional accreditation requirements.
- 5.7 A decision to grant credit may be revoked if:
- the student changes their course (particularly a change of study area) and their enrolment is governed by a different set of completion requirements
 - it was based on incomplete, incorrect, misleading, or false information provided by the student or certifying authority
 - errors were made in assessing an application that may result in an outcome detrimental to the student
 - the student has not shown adequate academic progress in their course and the Institute considers that the student may benefit from undertaking units/subjects for which credit was granted, e.g. to develop prerequisite or foundation skills and knowledge to assist students to complete more advanced units/subjects in the course

- e. the student does not begin their course within 12 months after being granted credit,
- f. the student requests the credit to be revoked due to unforeseen or exceptional circumstances, which will be decided on a case-by-case basis.
- g. Applications based on false information or documents will not be granted and may be regarded as misconduct and managed accordingly.

5.8 This policy is included in the respective Student Handbooks, on the AIPC website, and in the RPL/Credit Transfer Application Kit which students receive prior to applying for credit or RPL.

5.0 Roles and Responsibilities

5.1 Students

- Responsible for completing and submitting all forms and documentation required to support their application
- To provide appropriate evidence to demonstrate the relevant skills, knowledge and understanding in units/subjects where credit is being sought, and that the Learning Objectives (LO's) of the unit/subject have been achieved.

5.2 Student Services

- Review applications and documentation and ensure they are complete.
- Responsible for collating applications submitted by currently enrolled students and referring them to the Head of Teaching and Learning.
- Communicate with students regarding the outcome of their applications and provide information on the appeals and complaints process.
- Ensure student records are updated in the student management system according to the outcome of applications.

5.3 Head of Teaching and Learning

- Responsible for evaluating applications for credit transfer and recognition of prior learning.
- Determining eligibility of applicants ensuring that the process is fair, equitable, and compliant with regulatory requirements
- Notifying students of the outcome of their application.
- Developing and maintaining articulation relationships with other institutions
- Together with the provost and Head of Regulation and Accreditation, monitor cohort data and report to Academic Board on student progress (and attrition) to continuously improve and address risk.

5.4 Provost

- Responsible for decisions made on recognition of prior learning and credit transfer

5.5 Academic Board

- Responsible for setting and reviewing the limits of credit transfer and recognition of prior learning arrangements

6.0 Monitoring and Review

- 6.1 Review of, and compliance with this policy is overseen by the Provost, Head of Regulation and Accreditation, and the Academic Board.
- 6.2 All staff responsible for administering recognition of prior learning and credit transfer activities must follow this policy, and associated procedures.
- 6.3 The Provost, Head of Teaching and Learning and the Head of Regulation and Accreditation monitor cohort data on student progress (and attrition) to continuously improve and address risk. This report is presented to the Academic Board annually.
- 6.4 This policy will be reviewed annually in accordance with the Quality Assurance Framework.

7.0 Relevant Legislative and Regulatory Documents

- Australian Qualifications Framework
- Education Services for Overseas Students Act 2000
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- TEQSA Guidance Note: Credit and recognition of prior learning 2.0 7 July 2023

8.0 Version Control History

Version	Date Approved	Approved By	Summary of Changes
1.0	Jun 2007	Head of School	Policy created and titled <i>2.9 Recognition of Prior Learning and Credit Transfer</i> . Established the original framework for assessing prior learning and awarding credit.
2.0	Jun 2008	Head of School	Expanded procedures to include assessment criteria, evidence and certification standards, and articulation responsibilities. Introduced a maximum credit limit of eight subjects.
2.1	Jun 2009	Head of School	Clarified separate requirements for the Bachelor of Counselling and Bachelor of Psychology. Removed RPL/Credit Transfer fees and refined documentation expectations.
3.0	Jun 2010	Head of School	Separated procedures for RPL and Credit Transfer to create distinct processes for the Bachelor of Counselling and Bachelor of Psychology programs.
4.0	Jan 2012	Head of School	Revised to incorporate APAC accreditation conditions and procedures for the Bachelor of Psychological Science. Added automatic credit for eligible AIPC Counselling graduates.
4.1	Jan 2013	Head of School	Added internal and external articulation arrangements for the Bachelor of Counselling and Bachelor of Psychological Science.

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4.2	Nov 2013	Head of School	Expanded overview to clarify implementation responsibilities. Added provisions for the Master of Counselling and Fourth-Year Psychology programs.
5.0	Jul 2015	Head of School	Comprehensive revision aligning with the <i>AQF Qualifications Pathways Policy (2013)</i> . Expanded to include Bachelor of Counselling, Master of Counselling, and Bachelor of Psychology. Added assessment criteria, documentation, and appeal processes.
5.1	Apr 2019	Head of School	Updated to reflect new course offerings. Added the Bachelor of Business, removed the Bachelor of Psychological Science (fourth-year programs), and removed outdated articulation references.
6.0	Nov 2020	Higher Education Teaching and Learning Committee	Re-structured policy by qualification level (Diploma, Bachelor, Postgraduate). Transferred oversight to the Higher Education Teaching and Learning Committee. Clarified applicant evidence requirements and introduced CEO-level review of RPL decisions.
7.0	Jul 2022	Teaching and Learning Committee	Introduced new sections for Purpose, Scope and Principles. Updated domestic RPL application timing (post-acceptance/pre-enrolment). Designated the Provost as reviewer of RPL decisions. Added separate contact details and record-keeping provisions.
7.1	Nov 2023	Teaching and Learning Committee	Formatting and numbering adjustments. Consolidated to a unified RPL framework across qualification levels. Clarified decision-making principles, roles, responsibilities, monitoring and review processes, and legislative references. Expanded articulation principles.
7.2	Nov 2024	Teaching and Learning Committee	Annual review confirming policy currency. No substantive changes. Policy remains aligned with <i>TEQSA Guidance Note: Credit and Recognition of Prior Learning (2023)</i> .
8.0	Nov 2025	Academic Board	Policy/procedure separation, expanded articulation principles, strengthened credit limit framework, simplified decision-making structure.