



## RECOGNITION OF PRIOR LEARNING PROCEDURE

### Governing Policy

Recognition of Prior Learning Policy

### Purpose

This procedure sets out the guidelines and process for applying, assessing and granting Credit for Recognition of Prior Learning.

### Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

### Procedure

#### 1. The Maximum Amount of Credit

1.1 The maximum amount of Credit that will be granted towards an AIB qualification will be two thirds of the total credit points of a Course. Maximum credit limits for specific qualifications are as follows:

- Diploma (AQF Level 5) – 50%
- Associate Degree (AQF Level 6) – 50%
- Bachelor Degree (AQF level 7) – two thirds
- Graduate Certificate coursework (AQF Level 8) – 50%
- Graduate Diploma coursework (AQF Level 8) – 50%
- Masters Coursework Degree (AQF Level 9) – two thirds.

1.2 Credit will not be granted towards:

- the project subject(s) in an AIB qualification;
- Graduate Certificate Research course (AQF Level 8);
- Graduate Diploma Research course (AQF Level 8);
- Masters Research Degree (AQF Level 9); or
- Doctoral Degrees (AQF Level 10).

<b>Course</b>	<b>Total credit points</b>	<b>Maximum credit available (CP)</b>	<b>Minimum AIB component (CP)</b>
Bachelor (AQF Level 7)	240 CP	160 CP	80 CP (which will include the 40 CP of business project subjects).
Masters by coursework or partially coursework (AQF Level 9)	120 CP	80 CP	40 CP (including the project of 10 CP).

- 1.3 The key elements of the RPL process are enabling students to apply for Recognition of Prior Learning, the RPL assessment process, assessment methods and identifying what evidence is required to support the assessment process.

## **2. Enabling Students to Apply for RPL**

- 2.1 Students will be advised of AIB's process and procedures for granting of RPL, including the timeframe for applications. This information will include what evidence is required to meet the standards established for the RPL assessment process.
- 2.2 The Recognition of Prior Learning Application Form will be included in the student information package along with the detailed procedures for RPL applications. The process, procedures and application form for RPL will also be readily available on the AIB website.

## **3. RPL Assessment Process**

- 3.1 Individual applications for Recognition of Prior Learning will be processed by the Course Coordinator who will consult with relevant subject specialists where appropriate and make a recommendation to the Academic Dean.
- 3.2 Arrangements with individual organisations for Recognition of Prior Learning will be negotiated by an academic or member of the teaching staff nominated by the Academic Dean, and approved by the Academic Dean and formally recorded.
- 3.3 Documentary evidence of the decision to award Credit on an RPL basis or to deny an RPL application or grant less Credit than applied for, together with the basis for that decision, will be recorded in the AIB Recognition of Prior Learning Register and the student will be advised of the decision.
- 3.4 Where a form of RPL is established by precedent or through negotiation with another organisation, the Course Coordinator will undertake the assessment process for an individual in the form agreed under the established precedent or negotiated arrangement. This will include requiring the requisite evidence from the individual students involved. The established precedent or arrangement does not preclude individual students from applying for additional Credit based on additional Non-Formal or Informal Learning.
- 3.5 AIB will ensure that relevant teaching staff are up-to-date with their knowledge and expertise in the RPL process and undertake the assessment to the same standard as other assessments for the qualification.

## **4. RPL Assessment Methods**

- 4.1 The AQF specifies some adjustments that need to be made on the basis of equity and requires that:  
*RPL assessment methods should include reasonable adjustment for the literacy levels, cultural background and experiences of students, and it should not be a proxy for the assessment of skills such as literacy except where these are intrinsic to the learning outcomes of the qualification component.*

- 4.2 The basic assessment process, according to the AQF: “should address the specific evidence required to demonstrate achievement of the learning outcomes and assessment requirements of the particular qualification components for which credit is sought”.
- 4.3 There should be flexibility in determining the evidence requirements for students to enable them to demonstrate that they have met the required learning outcomes and related assessment requirements for the components for which Credit has been requested.
- 4.4 The assessment process will always include:
- assessing of learning outcomes from prior Non-Formal and Informal Learning against the learning outcomes and assessment processes of the relevant components (subjects/blocks) of a qualification

and, in addition, can include any of, or a combination of, the following:

- questioning through oral or written means
- observation of performance in a workplace environment/at a workplace event or in a simulated environment including a work test
- challenge examinations or assignments
- assignments that require reflection on past experience (work or otherwise) and that link this experience to the relevant qualification learning outcomes
- assessment of a portfolio which could incorporate business/project reports, visual presentations, videos or articles from conference/seminar talks or publications in journals or professional association communications
- review of evidence provided by third parties such as referee reports/references, personality assessments, performance reviews, documentary evidence from employers, testimonials, awards for service/quality/achievement
- participation in assessments structured on the same or similar basis to those required within the relevant component of the qualification.

## **5. Evidence Required for RPL Assessment**

- 5.1 The form of evidence required for an individual’s RPL assessment process will vary considerably depending on the variety of the relevant learning and experience, the complexity of the qualification involved, the level of Credit sought and the duration of learning entailed.
- 5.2 Evidence required to support an RPL application will always include:
- resume/curriculum vitae
  - role descriptions

and may include any of, or a combination of, the following:

- certification by a manager re role/ staff responsibilities
- certificates from short courses or internal/external professional development
- certificates from Continuing Education courses conducted by a training/education provider
- references/referee reports
- reports from psychometric assessment or 360-degree feedback
- business plan, business cases, marketing plan or project reports
- work journals

- work diaries
- employer statements of work undertaken and level of achievement
- performance review and development planning documents
- written speeches or visual presentations
- procedural manuals
- videos produced
- work samples
- reflective journal.

5.3 The Course Coordinator (or appointed academic for institutional arrangements) will determine what additional evidence is required to support an application under this policy. The forms of evidence listed above may be supplemented by an interview, challenge exam or an assignment such as a report entailing structured reflection on work experience/community service. Assessment precedents will be established where possible to enable consistent Credit Outcomes from similar RPL applications.

5.4 Where a student meets the work experience requirements approved by the Academic Board for entry to a qualification and has provided the evidence portfolio determined by the Academic Dean, entry to a qualification can be granted by Admissions staff and no formal RPL process will be required.

5.5 Individual RPL decisions will be made by the Academic Dean in consultation with the relevant Course Coordinator. The Academic Dean will ensure that integrity of the course of study and qualification is maintained and that students are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification. The decision of the Academic Dean is final; reviews can be requested as per AIB's Student Grievance Handling Policy. Please see section 7 'Appeals' below.

## **6. Application Process and Time Limits**

6.1 A Recognition of Prior Learning Application Form must normally be submitted prior to commencement of the course. Late applications will be considered in exceptional circumstances, in which case an additional fee will be charged.

6.2 It is the student's responsibility in applying for RPL to:

- state clearly what credit is being applied for
- provide evidence in the required format with the requisite components
- demonstrate how the learning outcomes of the relevant component of the qualification have been achieved.

6.3 RPL is not an automatic process but relies on informed academic judgement and, as a result, Credit Outcomes will vary between individual student applications unless a precedent has been established or an institutional arrangement agreed.

## **7. Appeals**

7.1 In the first instance when an RPL application is rejected or partially accepted, all students have an opportunity to request a re-assessment of their RPL application. Any request for re-assessment must be supported by substantial additional evidence to strengthen the original RPL application.

7.2 If the student is dissatisfied after re-assessment of the RPL application, appeals against RPL assessments may be made in accordance with the Student Grievance Handling Policy and Procedure. The appeals process is designed to review whether due process was followed and whether the policies and procedures of the RPL process were complied with during the RPL assessment process.

**Related Forms/Registers:**

Recognition of Prior Learning Application Form

**Responsibility:**

Academic Dean

<b>Current Status:</b>	<b>Version 1.1</b>
<b>Approved By:</b>	Academic Board
<b>Date of Approval:</b>	21 February 2019
<b>Date Effective:</b>	21 February 2019
<b>Previous Versions:</b>	26 April 2018 ( <i>Recognition of Prior Learning Policy V3</i> )
<b>Date of Next Review:</b>	21 February 2022