

GUIDELINES FOR RECOGNISING UNCREDENTIALLED LEARNING

Document ID	Guidelines for Recognising Uncredentialled Learning
Related Documents	General Regulations; Academic Integrity Policy; Admission Policy; Recognition of Prior Learning Policy.
Date	8 May, 2017
Date of Next Review	7 May, 2018
Authorised by	Director of Accreditation, Compliance and Quality Assurance
Approved by	Academic Board, 12 May 2017
Version	1.1
Responsible Officer	Dean
References and Legislation	Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth); Higher Education Standards Framework (Threshold Standards) 2015; Education Services for Overseas Students Act 2000 (Cth); Education Services for Overseas Students Regulations 2001; Australian Qualifications Framework, Second Edition, January 2013; National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007; and the Higher Education Support Act 2003 (Cth)

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1. Purpose

Asia Pacific International College recognizes both formal and informal (uncredentialed) learning for the purposes of assessing applications for recognition of prior learning, and for assessing eligibility for admission to award courses which specify relevant work experience in the admission criteria. These guidelines describe the underlying principles that inform the recognition of uncredentialed learning at the College.

2. Scope

This policy applies to all enrolled students in undergraduate and postgraduate coursework award courses at APIC and to applicants for specified award courses at the College.

This document should be read in conjunction with other related policies. (see Related Documents)

3. Definitions

Item	Definition
<i>AQF</i>	The Australian Qualifications Framework, a national policy which describes the minimum standards and levels of Australian qualifications and award courses.
<i>Award course</i>	A structured sequence of study leading to an award of a Diploma, Bachelor Degree, Graduate Certificate, Graduate Diploma, or Masters Degree, which when successfully completed is conferred on the graduand by the Governing Board of APIC.
<i>Census date</i>	The date at which the College finalises students' enrolments and on which date all student fees are due.
<i>Register of Outcomes</i>	A database in which details of the outcomes of assessments of applications for recognition of prior learning are recorded.
<i>Uncredentialed learning</i>	Informal learning – including that gained through relevant professional experience – for which a transcript, certificate or equivalent award is not issued upon completion.

4. National Policy References

The AQF Qualifications Pathways Policy ([Australian Qualifications Framework, Second Edition, January 2013](#)) establishes the principles and standards for granting recognition of prior learning, including:

2.1.4 Giving credit into or towards an AQF qualification should not impinge upon:

- *the integrity of qualification outcomes and discipline requirements, or*
- *the responsibility of issuing organisations to make decisions on admission, prerequisites or programs of study, and the students' likely successful completion of the qualification.*

2.1.9 Credit agreements negotiated between issuing organisations for credit for students towards AQF qualifications at any level, vertical or horizontal, will take into account the comparability and equivalence of the:

- *learning outcomes*
- *volume of learning*
- *program of study, including content, and*
- *learning and assessment approaches.*

5. Principles for Recognising Uncredentialed Learning

The following principles and practice form the foundation for these guidelines.

The College aims to ensure that all students complete their courses in the shortest possible time. Subject to the limits described in these guidelines and the [Recognition of Prior Learning Policy](#), eligible students will be granted the maximum recognition of prior learning. Prior learning may be in the form of either credentialed learning for which an award is given, or uncredentialed learning.

The recognition of uncredentialed learning is an acknowledgement by the College that students have demonstrated professional knowledge, skills, and application of knowledge and skills equivalent to the Course and Unit Learning Outcomes for the course and unit(s) for which recognition of uncredentialed learning is being granted.

The recognition of uncredentialed learning further acknowledges that informal learning affords students opportunities to have gained the necessary professional attitude, and attitude to personal development to succeed in formal learning.

The recognition of uncredentialed learning will be transparent and fair. To assure transparency and fairness, a Register of Outcomes for applications for recognition of uncredentialed learning will be maintained.

Professional knowledge, skills, and experience must be current and relevant to the course and unit(s) for which recognition of uncredentialed learning is being granted. (refer [Recognition of Prior Learning Policy](#))

The assessment process requires the student to clearly articulate and demonstrate their successful prior achievement of the relevant Course and Unit Learning Outcomes for which they are applying. The level and duration of a student's professional experience is in itself only relevant as a demonstrated source of learning. (refer 7. Assessing Uncredentialed Learning)

6. Applying for Recognition of Uncredentialed Learning

Relevant managerial and/or professional work experience may be included in the admission criteria for specified award courses offered at APIC (refer [Admission Policy](#)). Admission applications for award courses which specify relevant work experience as part of the admission criteria will include the requisite accompanying documentation as part of the admission application. (refer 6.1 Accompanying documentation)

Applications for recognition of uncredentialed learning for the purposes of gaining credit towards the completion of an enrolled award course will be lodged directly with Student Services at the campus at which the student is enrolled.

A successful application for recognition of uncredentialed learning may result in the student having to vary their unit enrolments. Due to the additional complexity in assessing uncredentialed learning, applications for recognition of uncredentialed learning must be lodged with Student Services no less than 20 working days prior to the census date in each semester to allow time for these to be assessed and any variations to unit enrolments completed prior to the census date.

6.1. Accompanying documentation

Applications for recognition of uncredentialed learning may vary according to the student's range of experiences and will normally be accompanied by a portfolio of evidence including, and not limited to, the following:

- a current curriculum vitae, with details of employment history including duration and level of appointments, and summaries of responsibilities;
- examples of work produced, including any publications;
- certified copies of statements from employers confirming employment history;
- in the case of self-employment, a copy the ABN registration and a statutory declaration confirming the nature of the business and duration of self-employment in the business;
- evidence of any professional development activities or leadership roles at the community, state or national level;
- a self-assessment or critical reflection of the professional knowledge and skills gained and how these map to the relevant Course and Unit Learning Outcomes;
- a learning and development plan identifying professional and personal learning needs and areas where additional formal learning is required to achieve all the relevant Course and Unit Learning Outcomes and Graduate Attributes; and
- other written evidence as requested.

To be considered officially certified copies, documents must be certified by a Justice of Peace or by an authorised.

In addition to supplying a portfolio of evidence, students may be required to participate in an interview or complete a challenge assessment task to validate their achievement of the relevant Course and Unit Learning Outcomes.

7. Assessing Uncredentialed Learning

Recognising uncredentialed learning requires that students are able to demonstrate they have engaged in the process of learning from professional experience and can articulate their personal and professional development over a period of time, including areas of need and their current educational goals. The objective of the assessment process is to confirm the achievement of learning that students have identified in their application.

To be eligible for assessment the type, level and duration of a student's informal learning and professional experience must be commensurable to the AQF Level of the course for which recognition of uncredentialed learning is being sought.

In assessing applications for recognition uncredentialed learning, an Assessment Panel convened by the Dean will consider the:

- student's own analysis, assessment and reflection of their prior informal learning and professional experience, and their further professional and personal development needs;
- student's understanding and ability to articulate what they have learned and how such learning may be applied in a formal learning environment and other contexts outside of their personal and professional experience to date;
- currency of professional knowledge, skills and experience; and
- alignment of the student's prior informal learning and professional experience with the Course and Unit Learning Outcomes of the course in which the student is currently enrolled.

To assure consistency with prior outcomes in assessing applications for uncredentialed learning, the Panel will also refer to the Register of Outcomes wherein the outcomes of prior applications for recognition of uncredentialed learning are recorded.

The Dean holds delegation to approve the recommendations of the Panel with respect to outcomes for applications for uncredentialed learning and will approve or amend and approve the recommended outcome.

Notification of the outcomes for applications for recognition of uncredentialed learning will be given to students by the Registrar.

APIC units for which recognition of uncredentialed learning is granted will not be awarded marks and grades and therefore will not contribute towards the student's Grade Point Average. (refer [Award of Grades Policy](#))

The maximum recognition of uncredentialed learning that will be granted is up to 50% of the enrolled course. (refer [Recognition of Prior Learning Policy](#)). In exceptional circumstances, the Dean has the delegated authority under this policy to waive the above limits on the award of recognition of prior learning.

8. Appeals

Subject to the limits and conditions described in these guidelines and the [Recognition of Prior Learning Policy](#), eligible students will be granted the maximum recognition of uncredentialed learning.

Appeals against the award of recognition of prior learning on the basis of uncredentialed learning should be made in writing to the President no later than ten working days following notification to the student.

An appeal can only be made on the grounds, which must be addressed in the appeal letter by the student, that the student believes there is evidence that the Assessment Panel disregarded evidence of relevant professional and personal experience and or other informal learning.

All appeal determinations must be fully documented and recorded on the Student Management System.

9. Policy Suspensions

This policy supersedes the following:

Document ID	Approval Date
N/A	