



Advanced Standing and Recognition of Prior Learning (RPL) Policy

Education and Counselling

Title: Advanced Standing and Recognition of Prior Learning (RPL) Policy:
Education and Counselling
Author: Dean for Academic and Regional Development
Approved by: Academic Board
Date: February 2016
Review date: February 2019

Policy overview

All current and prospective students of Morling College (MC) are entitled to be aware of the provision of advanced standing and recognition of prior learning, as well as the processes that guide these provisions.

Policy purpose

The purpose of this policy is to outline the criteria for determining advanced standing and RPL for awards in Education and Counselling.

Definitions

For the purposes of this policy the following definitions apply:

Advanced standing means transfer of credit from another award which normally has not been completed.

Recognition of Prior Learning (RPL) means previous professional experience and learning that can be documented and which demonstrates equivalence with a unit of study.

General principles

- No advanced standing or RPL will be granted for work completed more than ten years prior to the advanced standing or RPL application.
- Applications are to be submitted before the student enrolls in an MC course and will not normally be considered once the student has commenced study.
- Advanced standing or RPL may be granted from previous non-MC study in particular units.
- No more than 50% of an MC award can be granted in advanced standing or RPL from prior non-MC study or learning.
- There are no fees associated with advanced standing or RPL applications.

Additional Advanced Standing principles

- Advanced standing will normally be awarded for units obtained from a TEQSA accredited higher education provider, or equivalent.
- Subjects completed through a TEQSA registered higher education institution and for which no accredited qualification has been received may be granted advanced standing for up to 50% of an MC award in Education or Counselling.
- For a previously accredited qualification, not more than 50% may be applied to an award at the same or lower level.
- Credit towards a Master's degree or Graduate Certificate or Graduate Diploma shall not be granted from units or an award completed at undergraduate level.
- A unit successfully completed or for which credit has been granted in an MC award cannot be attempted in another award of MC.
- No unit already passed or for which credit has been granted in an MC award can be repeated for an additional merit grade.
- Students seeking advanced standing should provide certified documentation and nominate the equivalent unit/s of the award for which they are seeking advanced standing.

Exemptions

- An exemption may be granted from an MC unit where the Faculty Dean deems that the unit learning outcomes and content overlaps significantly with a unit in a completed award. The applicant will need to provide a unit outline that shows clearly the comparability of the unit completed and the MC unit.
- Exemptions from units at graduate and postgraduate level will only be considered based upon units undertaken at undergraduate level or higher.
- An exemption does not entail credit. Where an exemption is granted, the student must undertake study of the same credit point value as the exempt unit. This may be an elective unless the exemption requires undertaking a unit specified by the Faculty Dean.

Additional RPL principles

RPL for non-accredited courses

- RPL may be granted for profession learning e.g. certificates or diplomas in non-accredited courses; for programs of study delivered by professional associations, private providers, employers and non-award courses.
- The evaluation will be made of the extent to which the program of study conforms to the national standards in tertiary courses.
- The program of study will be measured against the following contextual factors:
 - the general educational practices and standards of the institution or system;
 - the objectives of the particular program and the methods adopted to achieve these objectives;
 - admission requirements to the program;
 - the duration of the program, having regard to entry requirements and program objectives;

- the breadth, depth and balance in the program material involved and the intellectual effort required;
 - the procedures for approval of research projects, where appropriate;
 - the methods of assessment of student progress, including the use of external examiners for higher degrees;
 - any arrangements for practical training and experience as part of the program;
 - the teaching staff conducting the program, including numbers, professional qualifications and experience, educational expertise and ability to service the particular mode(s) of offering the program;
 - the facilities necessary for the particular program;
 - transfer arrangements between the program and other courses.
- If a request for advanced standing or RPL falls outside these principles it may be referred to the MC Academic Board for consideration and determination. The decision of the Academic Board will be final.

RPL based on recognition of prior learning in un-credentialed contexts

- MC will use the following principles to assess un-credentialed learning, including that acquired in an informal context, such as through work experience or general life experience:
 - *Authenticity*: the applicant has actually demonstrated the learning outcome that is being claimed;
 - *Currency*: the learning outcome is still valid and performable;
 - *Quality*: the learning has reached the acceptable level;
 - *Relevance*: the learning is applicable to the area claimed;
 - *Transferability*: the learning outcome can be applied outside the specific context in which it was learned;
 - *Comparability*: the assessment mechanisms adopted should ensure that the prior learning is comparable in content and standard with the subject(s) in which credit is sought; the standards applied in assessing prior learning should not be greater than those required to pass the subject/s.
- RPL may be granted for prior learning where that experience can be documented. The onus shall be on the applicant to provide appropriate evidence and demonstrate the relevant knowledge and understanding.
- The amount of RPL granted shall be determined by the assessment of un-credentialed training and experiential learning by academic staff as outlined below. Such RPL shall be granted only when the applicant can demonstrate equivalent skills and knowledge to that gained if relevant studies were undertaken.
- The procedures used should ensure that the academic staff carrying out the assessment have a detailed knowledge of the subject/s for which credit is sought, and personal expertise in, or access to advice on prior learning assessment methods.

Applications for Advanced Standing (AS) or RPL

- Applicants seeking Advanced Standing or RPL must make a written application to the relevant Faculty Dean on the required form, and must provide satisfactory documentary evidence in support of their application including official transcripts if applying for AS..
- Applicants for RPL should prepare a statement outlining the nature of the professional learning or experience concerned, the purpose for which it was undertaken, the amount of time involved, the assessment requirements undertaken if any, the outcomes of the study, and if appropriate the status of the institution in terms of course accreditation, and documentation that verifies this.
- Applicants seeking Advanced Standing or RPL for study to be undertaken concurrently must make a written application to the relevant Faculty Dean prior to undertaking the course.
- Decisions about granting of Advanced Standing or RPL to applicants will be made by the Faculty of Education Credit Panel for Education awards and by the Dean and/or Associate Dean of Counselling for Counselling awards.

Appeals

An applicant shall have the right of appeal to the Appeals Committee against a decision on the granting of Advanced Standing or RPL. An appeal may be made only on the grounds that the decision has failed to follow established policy and must be made within seven (7) days from the notification of the decision.

The Appeals Committee shall be a Committee of the Academic Board with a membership of three academic staff nominated by the Academic Board. It shall report to the Academic Board, whose decision is final.

Appendix to RPL Policy

The Academic Board has approved the following arrangements:

Master of Education (Leadership) - Association of Christian Schools International, Indonesia

In accordance with the decision made by the Morling College Academic Board, 26 June 2013, Recognition of Prior Learning (RPL) for the Master of Education (Leadership) for educators who have successfully completed 8 modules of the ACSI Indonesia Christian Educator Certification (CEC) Program and meet entry requirements will normally be granted two units of Advanced Standing. In line with the Morling College RPL Policy the Certificate should accompany the application form so that the Advanced Standing is considered at the same time as the application. It is recommended that the Advanced Standing be given for:

- ED564 Leading and Managing in Educational Settings
- ED578 Christian Schooling: Perspectives on Philosophy and Practice

Master of Education and Master of Education (Leadership) – New Hope International

In accordance with the decision made by the Morling College Academic Board, 26 June 2013, Recognition of Prior Learning (RPL) for teachers who have successfully completed all three of Effective Teaching and Learning Series (ETLS) offered by New Hope International and meet entry requirements will normally be granted one unit of Advanced Standing. In line with the Morling College RPL Policy the ETLS Certificate of Completion should accompany the application form so that the Advanced Standing is considered at the same time as the application. It is recommended that the Advanced Standing be given for:

- ED578 Christian Schooling: Perspectives on Philosophy and Practice

Graduate Diploma of Education

Students who complete the Graduate Diploma of Education and then later wish to enrol in the MEd have a maximum of two years after graduating with the Graduate Diploma of Education to enrol in the Master of Education.