

Academic Policy	
Academic Credit and Recognition of Prior Learning (RPL), Current Competency (RCC) and Skills Framework	
1. Policy Statement	SAE Institute Pty Ltd (SAE) will recognise an individual's prior learning and will grant credit towards satisfying the requirements for VET or Higher Education programs, where that learning is considered equivalent to the content, volume of learning and learning outcomes prescribed for units within that course.
2. Purpose	<p>SAE maintains the integrity of its academic programs and protects the academic standards and reputation of its awards. Granting of credit based on the recognition of prior learning will be only within the constraints of this principle.</p> <p>The purpose of the granting of credit and recognition of prior learning policy is to:</p> <ul style="list-style-type: none"> • Assist students to progress through award programs with maximum efficiency by recognising that students may attain the objectives of components of the course by means other than formal study and assessment in the course; • Facilitate the movement of students between campuses and between programs of various types and levels; • Ensure that students are treated equitably; • Assist in the efficient use of educational resources; and • Take into consideration the workplace, the industry and the individual candidate's work history and experience.
3. Scope	<p>This policy applies in the context of SAE Institute Pty Ltd operations in Australia and its approved offshore delivery sites, and is applicable to students enrolled with, or intending to enrol with SAE irrespective of their place of residence, campus or mode of study.</p> <p>Procedures for SAE campuses internationally may vary in compliance with statutory requirements in the country of operation. Students registered with SAE Institute who transfer their studies to a campus outside Australia, will have their registration with SAE in Australia terminated and are required to adhere to the guidelines, policies and procedures of the legal entity to whom they have transferred their registration.</p>
4. Associated Policies and Procedures	<p>This policy should be read in conjunction with the following policies and procedures:</p> <ul style="list-style-type: none"> • Learning and Teaching Policy • Student Selection, Admission and Transfer Policy • Student Selection and Admission Procedure • Processing Credit Transfer and RPL Applications Procedure • Delegations of Authority
5. Associated Documents	<p>This policy should be read in conjunction with the following documentation:</p> <ul style="list-style-type: none"> • Australian Qualifications Framework Pathway Policy (available from www.aqf.edu.au) • NSW Smart and Skilled Recognition Framework
6. Policy	<p>6.1 Overview</p> <p>All SAE students and prospective students are welcome to apply for Academic Credit and Recognition of Prior Learning prior to commencement in a program, or after a period of deferral which may have enabled the acquisition of new skills and knowledge through formal qualifications ascertained outside of SAE or other recognised practices.</p> <p>SAE determines eligibility for credit only after students have been admitted to a program. Students who wish to apply for credits are required to provide adequate evidence to enable assessment of their prior learning achievements.</p> <p style="text-align: center;">Definitions</p> <ul style="list-style-type: none"> • Credit transfer (CT) Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification

based on identified equivalence in content and learning outcomes between matched qualifications.

- **Recognition of prior learning (RPL)** Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.
- **Credit Transfer Agreement (CTA)** A Credit Transfer Agreement documents a pathway between two or more education providers and their academic programs. Credit transfer agreements are also called articulation agreements, transfer guides, and transfer pathways.

6.2 General Principles of Assessment for RPL

Senior academics within the organisation, who are specially trained and delegated authority to assess RPL and Credit Transfer applications are assigned the task of reviewing each case fairly and equitably.

SAE will assess recognition of prior learning against module learning outcomes, assessing both the cognitive domain of the evidence and knowledge dimensions covered, both of these elements must be met in combination for the evidence to be accepted as equivalent to the SAE Learning Outcome. In some cases, an application may also be assessed to determine if the evidence provided aligns to the assessment outcomes of individual modules of study. Different types of credit may be applied based on this analysis and these are described below in section 6.4 of this policy.

As described in the Institute's Learning and Teaching Policy, SAE programs develop students in the domains of Knowledge (K), Skills (S), Application of Knowledge and Skills (AKS) and Behaviours (B). The development of behaviours is guided by the Institute's Transferable Skills Framework, a tool designed to assist in the development of metacognitive knowledge of the student. As this framework is an essential component of SAE's graduate attributes and employability strategy, Academic Credit and Recognition of Prior Learning (RPL) is generally not applied to any SAE module beyond Stage I for (undergraduate programs and VET programs) or Stage IV for graduate programs. Further, credit is not normally awarded for SAE's Work Integrated Learning Modules.

6.3 Outcomes and Appeals

Senior academics within the organisation, who are specially trained and delegated authority to assess RPL and Credit Transfer applications will notify applicants of the outcome of RPL and Credit Transfer Assessment usually prior to commencement in the next study period.

Students and prospective students are notified of the outcomes of assessment via the Institute's secure electronic communication systems with outcomes lodged against the student record in the Student Management System (SMS).

Applications for Academic Credit and Recognition of Prior Learning (RPL) which are rejected may be appealed in line with SAE's Student Grievance, Complaints and Appeals Policy and Procedure.

6.4 Types of Credit

SAE may award credit, in terms of content and standard of a student's previous studies, and the workload involved therein. Credit may be granted as specified, unspecified or block credit.

6.4.1 Specified Credit

Specified Credit may be given for a specified module or units of competency where prior learning is regarded as having met the Learning Outcomes or Units of Competency. Such prior learning may have been gained through previous study, which has already been assessed by an education provider. In these cases, those assessing an application for Academic Credit and Recognition of Prior Learning (RPL) must be satisfied that both the cognitive domain of the learning outcome and knowledge dimensions have been met (in the case of higher education modules).

6.4.2 Unspecified Credit

Unspecified Credit may be given through recognising a number of credit points (rounded to the nearest module) rather than a specific module, where prior learning is regarded to be consistent with the broad outcomes of the stage of the program

being undertaken. Such prior learning may have been gained through work-based experience, life experience, self-directed learning, non-accredited professional development programs or any post secondary qualifications. Such assessments will be made by reviewing the cognitive level of the work presented as evidence and how this has been applied to various knowledge dimensions. Unspecified Credit is usually applied to the first stage of a program and may also be guided by reviewing alignment of evidence to Program Learning Outcomes, where there is a relevant nested award that matches the stage of the program for which credit is being sought.

6.4.3 Block Credit

Block Credit may be given to students who have completed a lower AQF level qualification in a relevant field. For SAE students wishing to articulate to further study, block credit is applied only when the completed qualification is not a nested qualification. Block credit is usually defined and approved by the Dean in the form of Credit Transfer Agreements.

6.5 Recognition of Prior Learning (Vocational Education and Training)

Recognition of Prior Learning (RPL) and Credit Transfer (CT) - Vocational Education and Training Recognition of Prior Learning (RPL) acknowledges the full range of an individual's skills and knowledge, irrespective of how it has been acquired. This includes competencies gained through formal study, work experience, employment and other life experiences. As a Registered Training Organisation, SAE operates within the Standards for Registered Training Organisations 2015, which form part of the VET Quality Framework, and includes a commitment to recognise the training qualifications issued by all other RTOs. Where partial competencies have been completed towards a VET qualification, candidates should request a meeting with the Academic Coordinator so that an assessment can be made of the amount of RPL that may be granted based on the evidence provided.

6.6 Academic Credit and Recognition of Prior Learning (Higher Education Programs)

Recognition of Prior Learning and Credit Transfer - Higher education SAE offers opportunities for prospective students with considerable industry experience and/or previous academic qualifications to apply for credits in form of Credit Transfer (CT) or Recognition of Prior Learning (RPL). The precise nature of credit will vary according to individual circumstances and will be dependent on the nature of the program being applied for. Outlined below are various typical options.

6.6.1 Applicants From Other Institutions

Applicants who hold a qualification from another accredited institution, or who have formally completed components of another qualification, should submit certified evidence (e.g. transcript) of the achievements to SAE, using the form available on the website or via student services. Applications for Credit Transfer will be reviewed by the relevant Academic Coordinator and an appropriate determination made about the amount and kind of work that will have to be undertaken in order to complete the qualification sought. Credit will only be given for studies undertaken on the same level or higher than the qualification applied for. The granting of credit will normally be considered for prior academic achievements completed within the last 10 years.

6.6.2 Applicants Direct From The Industry

Bachelor Degree Applicants applying for credit into the Bachelor degree direct from the industry who hold no formal, related qualifications, should submit a résumé with their application form with supporting evidence included, and a comprehensive portfolio documenting their activities and achievements. Applications for RPL will be reviewed by the relevant Academic Coordinator, and an appropriate determination made about the amount and kind of work that will need to do to be undertaken complete the qualification sought.

Graduate Qualifications Applicants with a Bachelor degree AND a minimum of three years of industry related work experience can apply for credit into the graduate qualifications. Applicants should submit a résumé with their application form with supporting evidence included, and a comprehensive portfolio

documenting their activities and achievements. Applications for RPL will be reviewed by the relevant Program Committee and an appropriate determination made about the amount and kind of work that will need to do to be undertaken to complete the qualification sought. The maximum RPL awarded is 25% of the graduate qualification. Applicants with industry experience may need to attend an interview with the Academic Coordinator or nominee before a final decision can be made on the amount of recognition of prior learning that may be approved.

6.2.3 Applicants From Within SAE

Any previous award from SAE may be used to substantiate a claim for credit towards a further course of study. Award of the CT or RPL allowance will normally depend on the qualification being sought, and the year in which the previous award (or partial award) was completed. SAE Program Statements reference articulation pathways where relevant. If an approved and current Program Statements already has provisions for articulation, then no formal assessment is required. Details of Articulation and Credit Transfer Agreements with other education provider as well as SAE campuses globally can be found on SAE's [Credit Transfer webpage](#)

6.7 Block Credit Towards Degree Programs

Block Credit may be awarded towards SAE higher education programs based on previously completed academic studies.

The completion of an SAE International Diploma (or equivalent) in a relevant discipline area, may qualify an applicant for a maximum credit claim of up to one half (120 credit points) of an undergraduate degree award.

The completion of an Australian SAE VET Diploma or Higher Education Diploma in a relevant discipline area, may qualify an applicant for a maximum of one third (80 credit points) credit claim towards a specified undergraduate degree award.

6.8 Credit Transfer Agreements

SAE may utilise approved Credit Transfer Agreements (CTA) for students who have completed recognised qualifications to provide a structured pathway into degree programs. Where an approved CTA is in place students will normally follow the prescribed pathway as outlined in the agreement. Applicants should request further information about current CTAs prior to lodgement of an application. Details of Articulation and Credit Transfer Agreements with other education provider as well as SAE campuses globally can be found on SAE's [Credit Transfer webpage](#)

6.9 Maximum Credit Transfer and RPL

The minimum amount of coursework to be completed under the direct supervision of SAE is normally 50% of the total credit point value of the academic program for which the applicant is a candidate.

An applicant into the graduate programs with a Bachelor degree and a minimum three (3) years relevant industry experience may receive up to 25% credit as RPL. The Academic Board may after careful consideration grant more credits to a group of students through a credit transfer agreement.

6.10 Credit Eligibility Time limit

The granting of credit will normally be considered for prior academic achievements completed within the last 10 years.

Where an applicant has academic achievements older than 10 years, but has had further industry related experience which they can demonstrate as contributing to their currency of knowledge or skills, this experience may be considered under the RPL provisions.

6.11 Withdrawal of Credit

SAE reserves the right to withdraw credit where an error has been made in assessing an application, when false or misleading information has been provided by the applicant or when a subsequent application changes the type of credit which may have been given

	<p>under this policy. If a candidate chooses a lower level exit award than previously enrolled in, a reassessment of the credit may be undertaken by the National Examiners Committee. Any variation of the credit given will be communicated to the student and they will be given the option to continue in their original program. However, where a change is made to a provision of this policy and related guidelines, or where a precedent or planned articulation is reviewed and changed, credit already granted may not be withdrawn. Failure to complete subsequent modules that rely on the credited modules as a prerequisite may cause a review and withdrawal of credit.</p> <p>6.12 Tracking of Students</p> <p>Where a significant proportion of students are admitted to a program with credit and RPL, SAE will specifically track the progress of these students and provide evidence to the Learning and Teaching Committee and the Academic Board that their progress is comparable to other students.</p> <p>6.13 Lodgement and Processing of Applications for CT/RPL</p> <p>Students are encouraged to submit all CT/RPL applications as early as possible to ensure that their program progression can be mapped accordingly.</p> <p>For new commencing students, CT/RPL applications for all modules in the first trimester of study must be submitted by close of business of Friday of week 2. A senior academic at the campus will ensure the application is assessed and the outcomes are communicated in writing to the student prior to census date.</p> <p>For continuing students, where it is believed they meet the module requirements through CT/RPL, applications must be submitted prior to the first day of commencement of the Trimester. The Campus will ensure the application is assessed and the outcomes are communicated in writing to the student prior to census date.</p> <p>Students must continue to attend all classes whilst the application is being processed. No late CT/RPL applications will be accepted after these deadlines. CT/RPL applications for modules that a student has already attempted will only be considered in exceptional circumstances, where the student has new documented evidence that was not otherwise available prior to commencement of the unit/s to support the claim for CT/RPL.</p> <p>All CT/RPL decisions are logged in the student's record within the Student Management System. SAE will maintain a copy of RPL evidence on the student's file.</p>
<p>7. Document Management Control</p>	<ul style="list-style-type: none"> • 13 July 2007 policy implemented (Approved by Academic Board) • 9 September 2009 policy update (Approved by Prof. Z. Klich Chair, Academic Board) • 15 February 2011 policy update (Approved by Prof. Z. Klich, CEO & Managing Director) • 28 February 2011 policy update (Approved by Prof. Z. Klich, CEO & Managing Director) • 19 September 2012 policy update (Approved by Prof. Z. Klich, Chair, Academic Board) • 6 December 2012 policy update (Approved by Prof. Z. Klich, Chair, Academic Board) • 16 April 2015 policy update (Approved by Helen Lancaster, Chair, Academic Board) • 7 December 2016. policy update (Approved Joseph Anthonysz, Managing Director) • 21 September 2018 policy update. (Approved by Academic Board)
<p>8. References</p>	<p>Anderson, L. W. and David R. Krathwohl, D. R., et al (Eds..) (2001). <i>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives</i>. Allyn & Bacon. Boston, MA (Pearson Education Group)</p> <p>Bloom, B.S. and Krathwohl, D. R. (1956). <i>Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners</i>. Handbook I: Cognitive Domain. NY, NY: Longmans, Green</p> <p>Krathwohl, D. R. (2002). <i>A Revision of Blooms Taxonomy: An Overview. Theory Into Practice</i>, 41(4), 212-264.</p>

