

Russo Business School Recognition of Prior Learning and Articulation Policy

Scope & Purpose

This policy and procedure applies to all staff and students of Russo Business School Pty Ltd ABN 34 601 105 319 trading as Russo Business School (RBS) (CRICOS Provider Code – 03441F).

It sets out the policy and procedures for the granting of credit, for the recognition of prior learning and for articulation agreements/arrangements for students of Russo Business School.

Definitions and abbreviations

Academic progression is evaluated on the basis of a student's Grade Point Average (GPA). Academic performance is maintained while a GPA is equal to or greater than 3.0 on a 7.0 scale.

Academic teaching staff are staff principally engaged in academic teaching and management roles, including but not limited to lecturers.

Articulation Arrangements (or Agreements) 'enable students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway' ([AQF 2nd ed, 2013](#)).

An **Australian Applicant** is an Australian citizen, a permanent resident or the holder of a permanent humanitarian visa.

A **course** is an appropriate suite and sequence of subjects that meets the requirements and specifications of the relevant level of the [Australian Qualifications Framework \(2nd ed, 2013\)](#) and which leads to the conferral of an award. For example, a Diploma of Business.

Credit 'is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing' ([AQF 2nd ed, 2013](#)).

An **International Applicant** is an applicant who does not hold citizenship of Australia or New Zealand, Australian permanent residence status or a permanent visa. The language of instruction at Russo Business School is English. International students must demonstrate a suitable level of English language proficiency before being admitted to a Russo Business School course.

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 (National Quality Council Training Packages glossary)' ([AQF 2nd ed, 2013](#)).

A **subject** is a unit of study that focuses on the development of knowledge, skills and the application of knowledge and skills in a given content area in accordance with the requirements and specifications of the [Australian Qualifications Framework \(2nd ed, 2013\)](#). A subject may form part of a course.

ACPET - Australian Council for Private Education and Training

ASTAS - Australian Student Tuition Assurance Scheme

CRICOS – Commonwealth Register of Institutions and Courses for Overseas Students

ESOS - Education Services for Overseas Students

DIBP – Department of Immigration and Border Protection

TPS – Tuition Protection Service

Principles governing credit and recognition of prior learning

1. The granting of credit or the recognition of prior learning at Russo Business School is governed by two key principles drawn from the [Australian Qualifications Framework \(2nd ed, 2013\)](#) specifically [AQF Qualifications Pathway Policy](#).
 - a. Principle 1: 'to maximise the credit that students can gain for learning already undertaken.' (AQF Qualifications Pathways Policy, Clause 1.1)
 - b. Principle 2: to ensure 'the integrity of qualification outcomes and discipline requirements.' (AQF Qualifications Pathways Policy, Clause 2.1.4)

2. The Executive Dean's decision regarding credit will:
 - a. be evidence-based, equitable and transparent;
 - b. be applied consistently and fairly with decisions subject to appeal and review;
 - c. recognise learning regardless of how, when and where it was acquired, provided that learning is relevant and current and has a relationship to the learning outcomes of the qualification;
 - d. be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully;
 - e. be decided in a timely way so that students' access to qualifications is not unnecessarily delayed;
 - f. allow for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program of study leading to a qualification or for the partial fulfillment of the requirements of a qualification; and
 - g. be formally documented for the student including any reasons for not giving credit' (AQF Qualifications Pathways Policy, Clause 2.1.3).