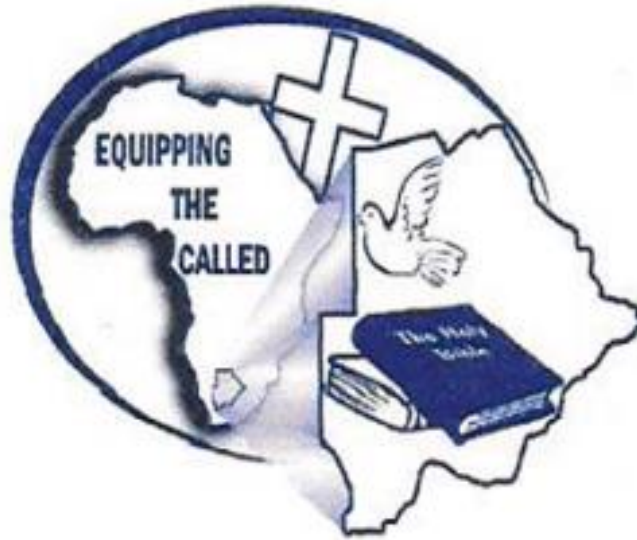


# Recognition for Prior Learning



## Assembly Bible College (ABC)

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**Policy Name:** Recognition for Prior Learning Policy

**Policy Administrator:** Academic Dean

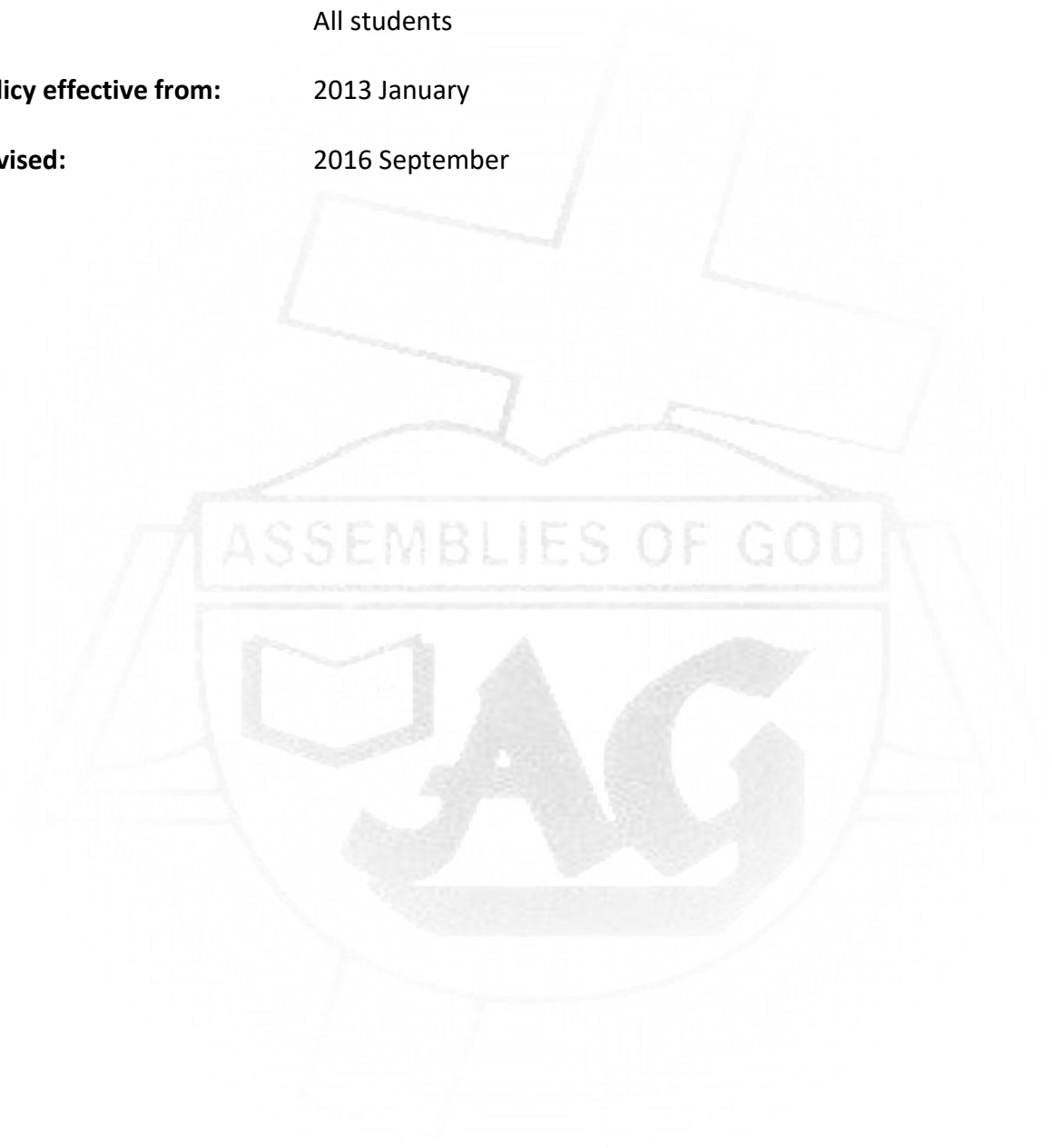
**Policy Implementers:** Admission Committee

Registrar

All students

**Policy effective from:** 2013 January

**Revised:** 2016 September



## Introduction

ABC seeks to enable learners to avoid duplication of learning and assessment for the purposes of awarding credit. Therefore a method called Recognition of Prior Learning (RPL) is used to achieve this goal. RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. It is important to note that RPL is an alternative route to achievement and not an easy option or shortcut. Evidence must be produced for RPL which is subject to the same assessment and quality assurance requirements as applied to evidence produced as part of a course.

There are ways that this can be managed; exemption, equivalency and recognition of prior learning:

- **Exemption**
  - Exemption is the recognition of certificated, non-ABC achievement. Exemptions are not recognised by the award of credit and appear on certificates without a credit value.
- **Equivalency**
  - Equivalency is the transfer of credit from a unit, or units, from within ABC. To be counted as an equivalency a unit must have the same credit value (or greater) and be at the same level (or higher) than the unit, or units, to be claimed. Equivalencies are not recognised by the award of credit and appear on certificates without a credit value.

There are three Types of prior learning which can be recognised. These are: Formal learning, Non-formal learning; and Informal / workplace based learning.

### Recognising formal learning

- Formal learning in this context applies to education undertaken after the completion of compulsory, high school or equivalent, education. A student may have their prior formal learning recognised if they have:
  - Successfully completed or partially completed a program at ABC or at another higher education provider.
  - Qualified for an award that is part of an articulated program sequence
  - Completed, or partially completed, a program at another higher education provider where a credit transfer agreement exists as part of an articulation arrangement.
- The following principles for granting RPL for formal learning apply:
  - RPL can only be granted for completed entire courses not part courses;
  - RPL may be granted for courses completed whilst on approved leave or deferral where prior approval to undertake this study has been granted;
  - A student taking courses whilst on suspension or exclusion from a program will breach the conditions of their suspension or exclusion and will not be granted credit for those courses;

- Grades for courses for which RPL has been granted, completed by students at another higher education provider, will not be included in the final weighted average mark.
- Applications for RPL must be lodged and approved prior to the commencement of the course for which credit or an exemption is being sought. Once a student has commenced a course, applications for credit for or exemption from that course are not permitted.
- Where an articulation arrangement is in place with another higher education provider, a student may have study completed in one program recognised for the requirements of a subsequent program. Where articulation arrangements (and credit transfer agreements) are established, the agreed credit outcomes and the defined pathway between the linked qualifications will be documented and made publicly available.



APPLICATION FOR RECOGNITION OF FORMAL★ PRIOR LEARNING – ASSEMBLY BIBLE COLLEGE (ABC)

PERSONAL DETAILS:

NAME:STUDENT ID:

ADDRESS:

TELEPHONE:EMAIL:

PROGRAMME OF STUDY: Please indicate the ABC programme/qualification for which you are seeking credit.

Programme Code
Name of Module

Module Code and Title of the ABC Module you are seeking credit for	Prior Learning – Module Code and Title of equivalent paper(s) you have passed and wish to have considered for academic credit towards the above programme	Year subject passed	Name of Institution	Name of Qualification	Evidence Provided ✓

STUDENT DECLARATION:

I have enclosed:

☐ Certified copy of my academic results (including description of the grading system used).

☐ A description of all subjects completed including learning outcomes, level and hours.

☐ Payment of P154 administration fee.

☐ Payment of P154 per credit. (If your application is successful).

1. I declare all the information supplied on this form and any attached information to be true and complete. I acknowledge that the College may decline my prior learning credit application if false information is supplied.
2. I understand that this application is subject to the academic regulations as specified in the current ABC Calendar.

Student Signature:

Date:

OFFICIAL USE ONLY		
Credit Type	Level/Points (of unspecified credit)	Approved/ Declined

Name:

Signature:

Date:

Entered on Arion:

Reported to Exam Board:

### **Recognition of Non-formal Prior Learning (RNPL)/ workplace learning**

- Students may be eligible for RPL towards ABC qualification on the basis of non-formal and informal / workplace learning. Where student recognise non-formal and informal / workplace learning they must:
  - Submit a portfolio of evidence based on previous relevant knowledge, skills and competences which must be assessed against the assessment criteria of the unit(s) for which RPL is being sought to ensure that all learning outcomes have been achieved.

#### **Portfolio Preparation Guide**

Recognition of Non-formal Prior Learning (RNPL) is a process for ABC to recognise and grant academic credit for what you have already learned or developed (current skills and knowledge) from any one or a combination of the following:

- Life experience (e.g. elder care, service to community)
- Work experience (e.g. things you learned or skills developed in a work role)
- Teaching yourself (e.g. research, hobby)
- Training on the job (e.g. industry courses, in-service training, staff development, seminars/workshops)
- Formal courses (e.g. school, polytechnic, university)

This guide has been developed to assist you to gather your documentation to present as a portfolio for RNPL assessment.

## APPLICATION FOR RECOGNITION OF NON - FORMAL\* PRIOR LEARNING – ASSEMBLY BIBLE COLLEGE (ABC)

**PERSONAL DETAILS:**

NAME: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

[illegible]

**STUDENT DECLARATION:**

**I have enclosed:**

- ☐ Payment of P154 administration fee.
- ☐ Payment of P154 per Number of Years worked. (If your application is successful).

3. **I declare** all the information supplied on this form and any attached information to be true and complete. I acknowledge that the College may decline my prior learning credit application if false information is supplied.
4. **I understand** that this application is subject to the academic regulations as specified in the current ABC Calendar.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

OFFICIAL USE ONLY		
Credit Type	Level/Points (of unspecified credit)	Approved/ Declined

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Entered on Arion: \_\_\_\_\_

Reported to Exam Board: \_\_\_\_\_

## Section A - Portfolio Components

### Self-Assessment Descriptions

- Five areas must be included in your written self-assessment. These five areas must be included for each course you are petitioning. These areas are:
  - Description of Experiences
  - Description of Knowledge (theory)
  - Description of Source of Knowledge (3 references)
  - Description of Skills (application)
  - Description of the Transfer of Learning
- **Description of Experiences**
  - This area involves a full description of the applicant's **experiences** in **each course petitioned**. It should include duties, responsibilities, accomplishments, and any informal training associated with the experience. Describe what you have done, where you did it, and when it was done.
  - These experiences should be organized in a logical manner. Usually a chronological order is best. This may become complicated if you had several concurrent experiences in different locations. The beginning and ending dates should be as specific as possible, since these will be compared to the documents supporting these experiences.
  - There is no minimum or maximum number of pages for this section, since student experiences vary. However, you must show enough detail to support the gaining of knowledge and skills discussed in the five description areas.
- **Description of Knowledge (theory).**
  - This area involves a full description of the **knowledge** gained in this field through the experiences. In this step, you must detail your understanding of the theory and principles behind your skills in each course petitioned. Select several **principles**, (minimum of six to eight) which you have found important to the field. It is important to use correct technical terminology.
  - Process this idea as a means of preparation: If you were going to instruct this course, what are the significant principles that must be understood to be successful?

Some key words:

"I know. . .;"

"I understand. . .;"

"I perceive. . ."
- **Description of Source of Knowledge**



- Include a full listing of the significant **sources** of information and guidance you have used in learning and performing duties relating to the course. These can include such sources as books, periodicals, magazines, and tape series. It should include specific bibliographic information, and any amplifying data that might be beneficial to understand how the source contributed to your knowledge.

○ **Description of Skills (application)**

- Write a full description of the **skills or competencies** achieved. The skills or competencies should be tied directly to the statements of knowledge or principles learned. These descriptions should be as specific as possible, showing not only an ability to perform the tasks, but also an ability to function within the total scope of the operation.
- There is no minimum or maximum number of pages for this section because each student's skills and abilities vary, and because each course has unique expected skill objectives.

Some key words:

"I can. . .,"

"I have the ability to. . .,"

"I have the capacity to. . .,"

"I am competent to. . . ."

○ **Description of the Transfer of Learning**

- By tying Self-Assessment Descriptions two and three together, an explanation should be given as to why you could enter a new situation, draw upon your past experiences and knowledge in this course's field, and be successful. There should be a tie to the principles in Description 2. This description is vital, since **transfer of learning is a critical concern** to the educational process. You must show that your knowledge and skills are broad enough to apply to new situations.

Some key words:

"I am competent because I understand [the principles involved] and can apply them to [situations]."

"I can explain my competencies based on these principles. . . . ."

"By understanding [principle] and being able to [skill], I can now [action]."

"Because of my knowledge [specific] and skills [specific], I feel that I can go into [place] and be successful doing [action]."

## Section B - Planning Your Portfolio

### Processing Procedure

- The following is a description of the process to be followed by each student for planning the portfolio:
  - Each student has 10 weeks to complete each part of the portfolio. It should be noted that, you have 9 weeks to prepare yourself for the final examination for each course, then the 10<sup>th</sup> week is the exam.
  - Each portfolio part should be submitted to your supervisor for review, a week after the final exam of each course.

### Getting Started

- In this section, ways are suggested for students to document their learning outcomes or competencies.
  - **Your evaluation must include each of the five areas for each course you are petitioning for credit.** These five areas include a description of your experiences, knowledge (theory), sources of knowledge, skills (application), and transfer of learning. (See *Portfolio Components*)
  - **General Instructions and Notes** 1. All material included in the portfolio (except certificates, diplomas and other permanent records or documents) must be typed neatly. 2. All typed pages should be double-line spaced, using *Times Romans* font type.
  - **Each course petitioned for credit must be self-explanatory**, without reliance upon other courses. Keep in mind that several people may be involved in the total process of portfolio evaluation. Therefore, it is likely that different people in different areas of expertise will examine your portfolio. The portfolio should be neat and attractive, having a professional appearance.
  - Avoid typing erasures, typographical errors, and mistakes of spelling, punctuation, and grammar. Each student will be assessed on the learning that has occurred, not just the experiences.
  - This manual is only a guide. Each student must describe personal experiences on an individual basis.

### Assembling Your Portfolio

- Your portfolio must include the following sections in the order listed:
  - Title Page
  - Table of Contents
  - Notarized Statement
  - Personal Data
  - Areas for Assessment
  - Self-Assessment Descriptions: 5 areas (experiences, knowledge, source of knowledge, skills, transfer of learning) for each course.

**Notarized Statement**

I, (***Your Name Here***), certify that documents presented in this portfolio for assessment of Prior Learning as well as letters and items of documentation are authentic and statements made by me are true.

\_\_\_\_\_  
(***Your Signature***)

\_\_\_\_\_  
Date



(Self-Assessment Descriptions – Identify your skills and knowledge)

**Sample:**

Skills and knowledge Area - **CED 3323 Christian Education of Children**

**Description of Experiences**

I began teaching in Sunday School at First Assembly of God in City, State where I taught the Junior boys from 1973-1976. My duties in that class were to use the already prepared material; however, I was free to develop my own lesson plans which I did on several occasions to meet specific needs of the students. I planned and conducted several out-of-class activities, such as park and museum visits and skating parties. While I taught the class, the attendance grew from an average of 5 to an average of 15 (see Appendix C).

During 1973-1976, I also taught children's church at First Assembly of God, in City, State, being fully responsible for the curriculum, teaching supplies and staff. During this time, I taught in, and was commander of, our church's boys camping program called Royal Rangers. While I was leader my group grew from ten to twenty boys. At that point, it was divided into two groups.

In 1982, I became senior pastor of First Assembly of God in City, State where I coordinate the total children's ministry, including Sunday School, Children's Church and boys camping programs. In addition to seminars I have completed (see Appendix D), I conduct monthly meetings with the staff of these programs, and approve all curriculum and staff decisions. Also, I present a monthly lesson during the Children's Church meeting time.

**Description of Knowledge**

I feel that my experiences in ministering to children have helped me to acquire many techniques of effective communication and the principles of development necessary for the work, both emotionally and spiritually. I have learned that children can have genuine experiences with God, and are usually more open to the Holy Spirit than adults. I have gained knowledge on various children's programs utilized in the Church.

I also understand that an effectively designed children's ministry may work in one Church but may need to be changed to be effective in another group of children. Each Church has its own personality, and this nature also affects the Church's children. I know that one cannot merely read from a prepared lesson, no matter how well it is written. Children have limited attention spans, and a teacher must "work" at getting and keeping their attention. The element of surprise often works, where the instruction has an element of suspense built into it. One cannot, however, let the suspense be held too long. The child's short attention span could actually negate the ploy.

I have learned the importance of developing a personal relationship with students. These relationships require time to grow, so a teacher's role is more than just one-hour a week. Activities outside of the classroom are very important. In our society today, with the extremely high rate of single and mixed parent households, with the prevalence of drugs, and with the increasing probability of child abuse, the teacher may be the only positive role model available.

I realize that the ministry of a teacher is one of the most significant that a child will ever receive. If I can reach a young life for Christ before the individual reaches the age to have major social conflicts. Because of my knowledge of working with children obtained from the previously mentioned experiences, I can minister to children.

**Sources of Knowledge**

Bee, Helen. (1985) *The Developing Child*. 4th ed. San Francisco, CA: Harper & Row.

This book has been a great assistance to me regarding the multitude of changes through which a child grows. Each of these stages should be understood in order to be an effective minister to children. Especially important is the discussion regarding the various affects upon the child when he/she has a background of abuse or neglect. Overall, this one book has caused me to look beneath the child's actions and attitudes, to attempt to discover WHY he/she behaves in a particular way.

Daniel, Eleanor. (1980) *Introduction to Christian Education*. Cincinnati, OH: Standard Publishing.

This book has been a backbone for my work with children. Daniels has brought together the many parts of the puzzle in ministering to children, and made sense of the work. Through this book, I have realized that children are both similar to adults, and different from them. The similarities force us to view them and to treat them as mature. The differences force us to give them allowances. Overall, I view children and children's work in a much different way than I did.

\_\_\_\_\_. (1983) *Evangelical Teaching Association. Teaching Techniques for Church Education*. Evangelical Teaching Association.

This is a compilation of materials which have provided me with many effective methods and techniques for dealing with children. Especially significant has been the help regarding play and the child. My background as a child did not include creative playing, and this area has opened my eyes to the powerful results of creative play. I will never look at colouring or block-building again as a "time waster."

Zuck, Roy B. (1987) *Childhood Education in the Church*. Chicago: Moody Press.

This book has helped me in my children's work within the church. The practical suggestions have been valuable regarding room layout and time factors in dealing with young people.

Askew, Sandy, ed. (1976) *Handbook for Guiding the Pre-School Child*. Gospel Publishing House.

This is another compilation of materials presenting the work with younger children. Although the materials are a bit dated, the principles are still very useful. I have had this for many years, but still find myself going back to its pages for help.

Clark, Ronald W., ed. (1984) *A Handbook for Guiding the Elementary Child*. Gospel Publishing House.

This handbook has really helped me with older children and their developmental changes. Over the years, I have consulted this book and found a lot of suggestions for games, for thought-provoking activities, and for last-minutes skits. This is a real practical book and a valued part of my library. Many of my principles of communication with children have come from this book, especially regarding communicating on the child's level, rather than talking down to him/her.

### **Description of Skills**

The ministry skills I have achieved include the ability to work in and to direct the various children's programs within the Church, with the intent to win and to keep the children to Christ. I have developed the ability to develop lessons and activities which are sensitive to the physical, mental, emotional, and social development of the child. I have the ability to develop sound Biblical lessons and apply them to my students.

I have the ability to form relationships with children that are based upon honesty, not upon bribes and tricks. I can open up and be real to children, and have found that they in turn open up and communicate with me. Once the communication process begins, I have found that learning occurs and that the Holy Spirit can reach them.

I have the skill to develop ministry programs for children that are both sensitive to their needs and that incorporate their parents, when possible. I can begin a program, and then expend the energy required to keep it going. I also have the skill to enlist the help of students, rather than doing all the work myself. Students who have a hand in the program usually learn much better. Overall, I have developed the necessary skills and abilities to effectively minister to children.

### **Transfer of Learning**

Because of the understanding I have obtained in the principles of communicating with children, in designing programs, and in conducting and supervising children's activities, I have been able to work effectively with a broad range of children's programs within the Church. Because of my knowledge and skills, I feel that I can go into a ministry with no, or little, children's work and be successful in educating children regarding Christian teachings and truths. Because I know the principles involved in working with children, and because I have developed the ability to effectively communicate with children; I can minister to children. Overall, because of the many experiences I have had with children over the past several years, I have obtained a great amount of practical knowledge in dealing with children, and I have also developed effective skills in working with children. Because of this knowledge and skill, I can effectively minister to children. I know that I can go into a new situation, a class or children's church, or Royal Ranger group, and establish a channel of communication that would serve me well in relaying the needed lessons to the children.

### **Documentation**

Documentation should include items such as: school documents, syllabi of courses taught, awards, reports, letters of achievement, self-study, Board of Directors minutes, Board of Administration minutes, PowerPoints of teaching, and samples you have produced in regards to functions in theological education

Ministerial credential certificates, certificate and/or transcript, awards, reports, letters of achievement, validation of ministry experience by senior pastors/denominational leaders, PowerPoint presentations, and samples you have produced in regards to ministry functions in the local church, and DVD's of preaching or other ministerial activities.

## **Application and Assessment Process**

### **Applying for RPL**

- Students must formally apply for recognition of prior learning for credit or exemptions to be granted unless formal articulation arrangements have been established, or where standardised block credit arrangements have been approved as part of the admission requirements for Master Coursework programs. This recognises that students may choose not to seek credit for equivalent courses (or other equivalent learning) completed previously as they may wish to complete the same content again to refresh their learning or ensure that the length of their program of study meets visa or professional requirements.
- Students transferring internally between ABC programs do not need to apply separately for recognition of prior learning as this is processed as part of the admission process.

- See Appendix B for the flowchart of the RPL assessment and approval process.

### Assessing RPL

- Assessment of RPL requires judgement about:
  - Whether the prior learning meets the admission criteria specified for the program;
  - How accurately the prior learning demonstrated in the application matches the learning outcomes of the ABC program or courses;
  - The units of credit to be conceded in the form of one or more courses; and
  - The type of credit (for example, specified credit for a block of courses in a program).
- Assessment will be based on:
  - Precedence: approved, administered and recorded by the Admission Committee to relevant College policies and procedures; and
  - Individual assessment of record of prior study or portfolio of evidence.
- RPL assessment methods should:
  - Address the specific evidence required to demonstrate prior achievement of the learning outcomes and assessment requirements of the particular qualification for which credit is sought;
  - Provide a range of ways for individuals to demonstrate that they have met the required outcomes; and
  - Be in accordance with the framework set by existing ABC policies and procedures.
- Typically, the Admission Committee should endeavour to assess applications within ten working days.

### Articulation arrangements

- Articulation arrangements between ABC and other higher education providers can be used to provide automatic admission into one qualification from another. Where articulation arrangements are established, the agreed credit outcomes and the defined pathway between the linked qualifications will be documented and made publicly available.
- Credit transfer between ABC programs that are part of an articulation arrangement may be processed by Admission Committee as part of the process to upgrade a student to a higher award program in an articulated suite of programs.
- For credit transfer from other universities, where a formal articulation agreement is in place which sets out pre-assessed and approved program credit, students do not need to formally apply for credit transfer. The credit approved by ABC will be applied automatically to any student upon admission if they have successfully completed or partially completed the previous qualification and met other admission requirements.

### Responsibilities for RPL

- Admission Committee is responsible for RPL, including:
  - Defining admission requirements for programs and setting the criteria for determining the amount of credit or exemptions that may be granted toward a program when a program is proposed or formally revised (within the framework and limits specified in the relevant ABC policies and procedures);
  - Establishing and documenting procedures for RPL in accordance with ABC Academic Policy and Procedure.
  - Approving and administering the recognition of prior learning within the framework set by the RPL Policy and RPL Procedure.
  - Ensuring that applications for RPL are judged against the learning outcomes attained, content and volume of learning, using the assessment standards for the specific qualification;

- Ensuring that processes are evidence-based, transparent and accountable, and RPL decisions are subject to appeal.
- Where a precedent, rule or an articulation or credit transfer agreement has been approved, Admission Committee may delegate the assessment and processing of RPL for credit to the Registrar.

**ALL RPL APPLICANTS SHOULD NOTE THE FOLLOWING IMPORTANT POINTS:**

- Applications will not be processed in full until the administration fees are paid in full.
- Administration fees are non-refundable regardless of the outcome of the application.
- If paying by cheque, it should be made payable to "AUT University".
- There may be limitations as to the amount and type of credit granted. Please refer to the current AUT regulations or contact the appropriate faculty office for further information.
- Applications for credit should be made as early as possible once the Offer of Place is accepted, and no later than the end of the first teaching week in the semester for which credit is sought. This will allow appropriate time to process your application and adjust enrolment (if required).
- Prior formal learning must normally have been undertaken within five years of the first date of enrolment into the programme for which credit is sought, or within such other time as may be specified in the programme regulation.
- Approval given for credit will remain valid for a period of 12 months. If you do not enrol within this period then credit granted for RPL in this programme is removed from your academic record.
- If your RPL application is successful, and as a result you will not be enrolled full-time, this may affect your eligibility to receive student loans and/or allowances. Please contact Study Link for further details.

Thank you for your application and we wish you every success in gaining recognition for your prior learning.



## List of Vocabulary

Advanced standing:	A status that reflects that a student's progression through their program has been advanced as a result of the granting of credit for prior learning. The granting of credit results in the reduction of the amount of learning required to achieve a qualification. The prior learning for which credit is granted may be formal, non-formal or informal / workplace learning. The credit granted may be specified or unspecified.
Articulated programs:	A defined sequence of programs in which the courses and requirements for completion of earlier programs in the sequence are a subset of subsequent programs in the sequence, and full credit is granted for courses completed in earlier programs in the sequence.
Articulation arrangement:	An approved agreement or structure which enables students to progress in a defined pathway from one qualification to another with credit. An articulation arrangement can be internal, through an articulated sequence of programs, or external.
Block credit:	Block credit is awarded as a unit of credit value on the basis of studies judged to be comparable to stage or component of a given program. Block credit is most often granted under articulation arrangements where an approved agreement exists, or where standardised block credit arrangements have been approved as part of the admission requirements for Master Coursework programs. Block credit can be specified or unspecified.
Course learning outcomes (CLOs):	The knowledge, attitudes, skills and practices that students are expected to acquire and demonstrate in completing a specific course. CLOs are assessed through course assessment. CLOs articulate with PLOs.
Credit:	The value assigned for the recognition of equivalence in content, volume of learning, and learning outcomes between different types of learning and/ or qualifications. This value may be expressed in terms of units of credit or prescribed courses.
Credit outcomes:	The results of a process of determining a student's application for credit.
Credit transfer:	A process whereby a student who transfers from a program at another higher education provider, or from another program at ABC, is granted credit for courses completed at that higher education provider or program.

Exemption:	The waiver of a requirement to complete a specified course. Students are not granted credit and are required to complete an alternative course of the same credit value.
External articulation:	The process by which one higher education provider matches its courses or requirements to course work completed at another higher education provider for the purpose of granting students credit or exemptions.
Formal learning:	Learning that takes place through a structured program of study that is delivered by education or training providers, and which leads to the full or partial achievement of an officially accredited qualification.
Informal / workplace learning:	Learning that takes place through life and work experience. Unlike formal or non-formal learning, it is not organised or externally structured in terms of objectives, time or learning support.
Learning outcomes:	Refer to Program Learning Outcomes and Course Learning Outcomes
Non-formal learning:	Learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.
Program learning outcomes (PLOs):	The knowledge, attitudes, skills and practices that students are expected to acquire and demonstrate in completing a program of study.
Program rules:	The formally approved program requirements that students must follow in order to successfully progress through and graduate from a program.
Recognition of prior learning (RPL):	The process of assessing an individual's relevant prior learning (including formal, non-formal learning and informal / workplace learning) for equivalence to: the learning outcomes of the qualification specified as a requirement for admission to the program, or courses in the program to which a student has been admitted to determine the credit value to be granted as advanced standing or exemptions.
Specified credit:	Credit granted when an exact or near exact equivalence to one or more courses studied either at UNSW or at another higher education provider, or through non-formal or informal / workplace prior learning, can be demonstrated. Once agreed, this recognition becomes a precedent for other students.
Substitution:	A type of exemption from a core course or other requirement. Students are still required to complete an equivalent, or near equivalent, course to the same unit of credit value.

Unspecified credit:	Credit granted when an exact or near exact course equivalence cannot be demonstrated.
Volume of learning:	The notional duration of all activities required for the achievement of the learning outcomes specified for a program, expressed in units of credit.

