

CREDIT TRANSFER AND ARTICULATION POLICY

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| Approving Authority | Academic Board |
| Purpose | To provide the principles and criteria for awarding course credit towards an Ozford Institute of Higher Education course in a consistent, fair and transparent approach to maximise student progression |
| Responsible Officer | Academic Dean |
| Next Scheduled Review | November 2023 |
| Document Location | http://www.ozford.edu.au/higher-education/policies-and-procedures/ |
| Associated Documents | Admissions Policy Admission Procedures Academic Progress Policy Academic Progress Procedures Completion within Expected Duration of Study Policy Course Unit Coding Policy Unit Credit Points Policy Student Services & Support Policy Student Services & Support Procedure Credit Transfer and Articulation Procedure |

1. PRINCIPLES

The Credit Transfer and Articulation Policy establishes guidelines and criteria for awarding course credit towards an Ozford Institute of Higher Education (hereafter referred to as ‘the Institute’) course in a consistent, fair and transparent approach cognisant of the Australian Qualifications Framework (AQF), the Tertiary Education Quality Standards Agency (TEQSA) *Higher Education Standards Framework (Threshold Standards) 2015*, the *Education Services for Overseas Students 2000* (ESOS Act) and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (National Code 2018).

Articulation agreements may be established with other selected education providers to build learning pathways for students to maximise opportunities for recognition of their prior studies. These agreements will create clear and expanding pathways to assist students who have previously completed studies and meet the relevant admission requirements.

2. SCOPE

This policy applies to all courses provided by the Institute.

3. DEFINITIONS

3.1 Recognition of prior learning

Recognition of prior learning (RPL) is an assessment process that involves the assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual credit application (source: AQF Recognition of Prior Learning: An Explanation).

3.2 Credit

Credit is the value assigned to recognise equivalence in content and learning outcomes between different types of learning and/or qualifications. The credit reduces the amount of learning required to achieve a qualification through credit transfer, articulation, RPL or advanced standing (source: AQF Credit Transfer: An Explanation). Credit is granted by applying the criteria specified in the relevant policy.

3.3 Types of Credit

The types of credit granted by the Institute include:

- specified credit: granted towards specific core and/or elective units of a course where there is evidence that the units previously studied are equivalent in learning outcomes and content covered

- unspecified credit: granted against elective units of a course where equivalency or near equivalency cannot be established, but where the learning outcomes are assessed as relevant to the Institute course overall
- block credit (advanced standing): granted to whole segments of a course, such as for the first trimester or first year.

3.4 Volume of Learning

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification (source: AQF Volume of Learning: An Explanation).

3.5 Credit Transfer

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 (source: AQF Credit Transfer: An Explanation).

3.6 Articulation

Articulation is the process of enabling students to progress from one qualification into an Institute qualification with admission and/or credit in a defined pathway (source: AQF Articulation: An Explanation).

3.7 Articulation Agreement

An Articulation Agreement is where, after assessing another institution's relevant units and qualifications, the Institute has agreed to grant students a predetermined amount of credit as an ongoing arrangement.

3.8 Transition Agreement

A Transition Agreement is where, after assessing another institution's relevant units and qualifications, the Institute has agreed to grant students a predetermined amount of credit as a one-off arrangement.

4. POLICY

4.1 Recognition of Prior Learning Assessment

- 4.1.1 The Institute should offer RPL assessments to applicants by giving credit for learning outcomes they already have achieved (source: AQF Recognition of Prior Learning: An Explanation).
- 4.1.2 The Institute will provide applicants with the evidence required for assessment.
- 4.1.3 The Institute will advise applicants on the process, including information to enable them to prepare their evidence to meet the standard required for the RPL assessment process.
- 4.1.4 The Institute will assess RPL using evidence provided by the applicants and other tools.
- 4.1.5 The RPL assessments:
 - will be undertaken by academic or teaching staff with expertise in the subject, content or skills area, as well as knowledge of and expertise in RPL assessment. The outcome will be approved by the Academic Dean.
 - will be the same standard as other assessment for the qualification
 - will recognise learning regardless of how, when and where it was acquired, provided the learning is relevant to the learning outcomes in the qualification
 - will ensure that evidence received is valid, authentic, current and sufficient and that the process is fair, flexible reliable and valid.
- 4.1.6 The RPL assessment and outcome will consider students' likelihood of successfully achieving qualification outcomes and ensure that the integrity of qualification outcomes is maintained.
- 4.1.7 The assessment outcomes may enable the student to meet the entry requirements and/or components of the qualification by the granting of credit. The granting of credit may reduce the duration of the qualification.
- 4.1.8 The assessment outcome will be recorded, and applicants will be notified within five working days of the decision.

- 4.1.9 The assessment outcome will be provided to the Academic Board (AB) for every intake for effective monitoring.

4.2 Granting of Credit

- 4.2.1 Credit may be granted based on formal studies undertaken in recognised Australian tertiary institutions, based on the RPL or, in some cases, based on courses provided by recognised professional bodies or employers where appropriate certification is available.
- 4.2.2 Credit will be assigned to recognise equivalence in content and learning outcomes between different types of learning and/or qualifications (source: AQF Credit Transfer Explanation).
- 4.2.3 The credit granted may include any form of credit: block, specified or unspecified credit.
- 4.2.4 The Institute will provide a written record of a student's decision to accept and will maintain the written record of acceptance for two years after the student ceases to be an accepted student.
- 4.2.5 In no circumstances will an AQF 5 or 6 subject be credited for a third-year Bachelor subject.
- 4.2.6 Credit will only be granted to applicants who are seeking enrolment in a Bachelor degree. Applicants who are seeking enrolment in the Diploma of Business will not be given credit.

4.3 Maximum Amount of Credit

- 4.3.1 For maintaining the integrity of the qualifications awarded by the Institute, the following table provides guidelines for the maximum amount of credit that may be transferred from previous study towards an Institute Bachelor degree program.
- 4.3.2 Column A shows the maximum amount of credit to be approved by Academic Dean.
- 4.3.3 In some exceptional circumstances, where the credit points warranted for certain applicants exceeds the maximum credit points authorised to be approved by the Academic Dean, the Academic Dean will recommend the credit outcome and seek approval from the AB within the guideline of the maximum credit points in Column B.

| Prior Level of Study | Maximum Credit Points Allowable by the Academic Dean (Advise to the Academic Board) (Column A) | Exceptional Maximum Credit Points Allowable by the Academic Board (Column B) |
|------------------------|--|--|
| AQF 5 Diploma | 60 credit points with no more than 2 unspecified credits (25% of course) | 80 credit points with no more than 4 unspecified credits (33% of course) |
| AQF 6 Advanced Diploma | 100 credit points with no more than 4 unspecified credits (42% of course) | 120 credit points (50% of course) |
| AQF 6 Associate Degree | 100 credit points with no more than 4 unspecified credits (42% of course) | 120 credit points (50% of course) |
| AQF 7 Bachelor Degree | 120 credit points (50% of course) | 160 credit points (66% of course) |
| Approval | Academic Dean | Academic Board on recommendation of Academic Dean |

4.4 AQF Qualifications Pathway, Articulation and Transition

- 4.4.1 The Institute subscribes to the AQF Qualifications Pathways Policy, Australia's national policy on qualifications pathways for supporting lifelong learning by enhancing student progression **into and between AQF qualifications** and maximising the credit that students can gain for learning already undertaken.

- 4.4.2 The Institute's AQF Pathway arrangement is underpinned by the principles that pathways:
- are clear and transparent to students
 - are systemic and systematic
 - enable flexible qualification pathways
 - may be horizontal across AQF qualifications at the same level and vertical between qualifications at different levels
 - can facilitate credit for entry into, and credit towards, AQF qualifications
 - eliminate unfair or unnecessary barriers for student access to AQF qualifications.
- 4.4.3 The Institute's decisions regarding the **giving of credit from other AQF qualifications into** or towards the Institute's qualification will:
- be evidence-based, equitable and transparent
 - be applied consistently and fairly with decisions subject to appeal and review
 - recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification
 - be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully
 - be decided in a timely manner so that students' access to qualifications is not unnecessarily inhibited
 - include allowance 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 fulfilment of the requirements of a qualification
 - be formally documented for the student, including any reasons for not giving credit.
- 4.4.4 **The agreement on giving of credit from other AQF qualifications into** or towards the Institute's qualification 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
 - learning and assessment approaches.
- 4.4.5 Giving credit from an AQF qualification into or towards the Institute's qualification must not impinge on:
- The integrity of qualification outcomes and discipline requirements
 - The responsibility of the Institute to make decisions about admission, prerequisites or programs of study and the students' likely successful completion of the qualification.
- 4.4.6 Credit will be given based on a formal individual application to the Institute or formally negotiated agreements between the Institute and other AQF qualification-issuing organisations.
- 4.4.7 Formal agreements (ongoing or one-off) may be established with selected education providers for the Institute to provide learning pathways for students to continue their educational career paths. These agreements will assist students who have previously completed equivalent studies and who meet the relevant admission requirements. These agreements may specify the credit for one or more units (block credit).
- 4.4.8 Where such an agreement is ongoing, it will be formally documented and promoted as an Articulation Agreement. The amount of credit, as agreed by the organisations in an articulation arrangement, will be applied automatically to any student on successful completion of the previous qualification in the Articulation Agreement.

- 4.4.9 Where such an agreement is one-off, it will be documented as a Transition Agreement (e.g., recognising the previous studies of students whose initial provider is no longer able to provide the relevant course and/or has ceased operations).
- 4.4.10 Articulation arrangements must ensure that the *AQF qualification type specifications* are met for each qualification type in the arrangement.
- 4.4.11 The AB approves all proposed formal Articulation/Transition Agreements, taking into consideration the equivalency of the applicant institute's qualifications, alignment with the Institute's vision and strategic plan, assessment of relevant risks and other relevant requirements and expectations.
- 4.4.12 The Institute will maintain publicly available registers of their credit transfer agreements, linked to the AQF Register.

4.5 A report on all Credit Exemptions must be presented to the AB.

5. APPEALS

An applicant may appeal a credit assessment by sending a written notice to the Academic Dean within five working days of the receipt of the initial credit assessment outcome.

5.1 The grounds for appeal are limited to:

- [1] New evidence that was not available at the time of the original application
- [2] An initial assessment that was in breach of the Credit Transfer and Articulation Policy (this must be supported by specific examples).

5.2 The Academic Dean may reassess the application for credit based on either of the grounds listed in 5.1.

5.3 If an applicant is not satisfied with the outcome of the appeal to the Academic Dean, the applicant may appeal to the Student Discipline and Appeals Committee under the provisions of the Academic Appeals Policy. The grounds for the appeal are specified in the Academic Appeals Policy.

6. QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meets the requirements of the Threshold Standards, the policy will be:

- 6.1 internally endorsed by the Executive Management Team on development or review, before approval by the Governing Board, AB or other delegated authority
- 6.2 externally reviewed as part of any independent review of the Threshold Standards approved by the GB
- 6.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier)
- 6.4 referenced to the applicable Threshold Standard and/or other legislation/regulation.

7. FEEDBACK

Feedback or comments on this policy are welcomed by the listed Responsible Officers of the Institute.

8. ACKNOWLEDGEMENTS

This policy has initially been developed with reference to the following institutions' policies:
 Avondale College of Higher Education, *Advanced Standing and Credit Transfer Policy*, November 2013
 Griffith University, *Credit Transfer Policy*, November 2013
 AQF Credit
 AQF Qualifications Pathways Policy
 AQF Articulations Policy

9. VERSION CONTROL

| Version | Date approved | Description | Approved by |
|---------|---------------|-----------------|-------------|
| 1.0 | Jun 2014 | Initial Issue | AB |
| 2.0 | Nov 2017 | Internal Review | AB |

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| 3.0 | Aug 2018 | Internal Review | AB |
| 4.0 | May 2019 | Internal Review | AB |
| 5.0 | Nov 2019 | Internal Review | AB |
| 6.0 | Nov 2020 | Internal Review | AB |
| Related legislation/ regulation/standard | <i>Higher Education Standards Framework (Threshold Standards) 2015</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> | | |

Note. AB = Academic Board