

CREDIT TRANSFER AND ARTICULATION POLICY

Approving authority	Academic Board
Purpose	To provide the principles 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 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	Course Unit Coding Policy Unit Credit Points Policy Student Services & Support Policy and 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 which are cognisant of the Australian Qualifications Framework (AQF), the Tertiary Education Quality Standards Agency’s (TEQSA) threshold standards, the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2018.

Articulation agreements may be established with other selected education providers in order 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 successfully completed studies and who 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 (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. (Source: AQF Recognition of Prior Learning: An Explanation)

3.2 *Credit*

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. (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 of a course.

3.5 *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)

3.6 *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)

3.7 *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)

3.8 *Articulation Agreement*

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

3.9 *Transition Agreement*

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

4. POLICY

4.1 RPL 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 evidences required for assessment.
- 4.1.3 The Institute will provide advice to 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 and outcome 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 take into account students' likelihood of successfully achieving qualification outcomes and ensure that 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 granting of credit. Granting of credit may reduce the duration of the qualification.
- 4.1.8 The assessment outcome will be recorded and applicants notified within 5 working days of the decision.
- 4.1.9 The assessment outcome will be provided to the Academic Board for every intake for effective monitoring.

4.2 Granting of Credit

- 4.2.1 Credit may be granted on the basis of formal studies undertaken in recognised Australian tertiary institutions, or on the basis of the recognition of prior learning, or in some cases, on the basis of courses provided by recognised professional bodies or employers where appropriate certification is available.
- 4.2.2 Credit will be assigned for the recognition of 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 any decision to the student 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 to be credited for a 3rd 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 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 to the maximum amount of credit that may be transferred from previous study towards an Institute Bachelor degree program
- 4.3.2 Column A sets out the maximum amount of credit to be approved by Academic Dean.
- 4.3.3 In some exceptional circumstances, where the credit point warranted for certain applicants exceed the maximum credit points authorised to be approved by the Academic Dean, the Academic Dean will recommend the credit outcome and seek the approval of the Academic Board within the guideline of the maximum credit points in Column B.

Prior level of study	Maximum Credit Points allowable by the Academic Dean (and 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”, the Australia’s national policy on qualifications pathways.in supporting student’s 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 as well as vertical between qualifications at different levels
 - can facilitate credit for entry into, as well as credit towards, AQF qualifications, and
 - 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 Institutes 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 way so that students’ access to qualifications is not unnecessarily inhibited
 - 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, and
 - 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 Institutes 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, and
 - 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, or
 - The responsibility of the Institute to make decisions on admission, prerequisites or programs of study, and the students’ likely successful completion of the qualification.
- 4.4.6 Credit will be given on the basis of formal individual application by the applicants to the Institute or formal negotiated agreements between the Institute and other AQF qualification issuing organisations.
- 4.4.7 Formal Agreements (ongoing or one-off) may be established with other selected education providers in order for the Institute to provide learning pathways for students to continue their educational career paths. These agreements will assist students who have previously

successfully completed equivalent studies and who meet the relevant admission requirements. These agreements may specify 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” e.g., recognising the previous studies of students whose initial provider is no longer able to provide the relevant course and/or ceased operations, it will be documented as a Transition Agreement.
 - 4.4.10 Articulation arrangements must ensure that the *AQF Qualifications Type Specifications* for each qualification type in the arrangement are met.
 - 4.4.11 The Academic Board approves all proposed Formal Articulation/Transition Agreements, taking into consideration 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 to be presented to the Academic Board.

5. APPEALS

An applicant may appeal a credit assessment by way of written notice to the Academic Dean within 5 working days of the receipt of the initial credit assessment outcome.

- 5.1 The grounds for appeal are limited to:
 - [1] New evidence which was not available at the time of the original application; and
 - [2] The initial assessment was in breach of the Credit Transfer and Articulation Policy (this must be supported by specific examples).
- 5.2 The Academic Dean may re-assess 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, he/she may appeal to the Student Discipline and Appeals Committee in accordance with 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 meet the requirements of the HES Threshold Standards the policy will be;

- 6.1 internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority;
- 6.2 externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;
- 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 HES threshold Standard and/or other legislation/regulation.

7. FEEDBACK

Feedback or comments on this policy is 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
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	HES Threshold Standards 2015 ESOS National Code 2018		