

## CREDIT TRANSFER AND ARTICULATION PROCEDURE

<b>Approving authority</b>	Executive Management Team
<b>Purpose</b>	To provide the procedures for awarding course credit towards an Ozford Institute of Higher Education accredited course in a consistent, fair and transparent approach to maximise student progression
<b>Responsible Officer</b>	Academic Dean
<b>Next scheduled review</b>	August 2026
<b>Document Location</b>	<a href="http://www.ozford.edu.au/higher-education/policies-and-procedures/">http://www.ozford.edu.au/higher-education/policies-and-procedures/</a>
<b>Associated documents</b>	Admissions Policy and Procedure Academic Progress Policy and Procedure Completion within Expected Duration of Study Policy and Procedure Unit Coding Policy Unit Credit Points Policy Student Support and Services Policy and Procedure Credit Transfer and Articulation Procedure

### 1. PRINCIPLES

The Ozford Institute of Higher Education (hereafter referred to as ‘the Institute’) has established guidelines and criteria for awarding course credit towards an 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).

The Institute’s approach to granting credit:

- facilitates the movement of students between sectors, providers and programs of various levels
- establishes the framework for the development of credit transfer and articulation agreements between the Institute and other educational institutions, issuing organisations or accrediting authorities
- outlines the parameters for determining credit, including the maximum level of credit that can be granted within programs
- is evidence-based, equitable and transparent
- is applied consistently and fairly with decisions subject to appeal and review
- recognises 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
- is academically defensible and takes into account the students’ ability to meet the learning outcomes of the qualification successfully
- is decided in a timely manner so that access to qualifications is not unnecessarily inhibited
- includes allowance for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program or partial fulfilment of qualification requirements
- is formally documented including any reasons for not giving credit.

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 procedure applies to all staff and students involved in applying, assessing and granting credit towards an accredited course for prior or concurrent learning. It also applies to the development and maintenance of articulation agreements.

## 3. DEFINITIONS

### *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).

### *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.

### *Credit*

Credit is the value assigned to recognise equivalence in content and learning outcomes between different types of learning and/or qualifications. The credit can reduce 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.

### *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.

### *Credit Precedents*

Information about prior approved credit that can be used to inform future credit decisions and as an indication to prospective and current students of potential credit application outcomes.

### *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).

### *Recognition of prior learning*

Recognition of prior learning (RPL) is an assessment process that involves the assessment of an individual's relevant prior learning to determine the credit outcomes of an individual credit application. The Australian Qualification Framework (AQF) Glossary of Terminology defines the forms of learning as follows;

- Formal learning – learning that takes place through a structured program of learning that leads to full or partial achievement of an officially accredited course.
- Informal learning – learning gained through work, social, family, hobby or leisure activities and experiences. It is not organised or structured in terms of objectives, time or learning support.
- Non-formal learning – learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.

### ***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.

### ***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).

## **4. PROCEDURE**

### **Information about Recognition of Prior learning and Credit**

- 4.1 The Institute's Marketing and Student Experience team will ensure that the Institute's website includes
- Information to inform students of the policies, arrangements, and potential eligibility for credit for prior learning prior to enrolment.
  - Information about the arrangements for RPL and granting credit, including standing credit transfer arrangements.

### **Course credit and Granting of Credit**

- 4.2 Course credit will normally be assessed at the time of application but applications for credit may be lodged at any time. However, they should normally be lodged no later than the last working day preceding the commencement of any trimester in which the granting of credit may affect the student's study program. Most applications will be submitted in conjunction with the application for admission.
- 4.3 An application for credit will not be accepted for a course(s) a student is enrolled in, if the census date has already passed.
- 4.4 All credit applications will be initially assessed by academic staff with expertise in the academic subject, content or skills areas to be assessed. The academic staff will map the units of study completed previously to the relevant qualification components using the provided evidence.
- 4.5 The academic staff will establish the course credit outcome by applying the Credit Transfer and Articulation Policy requirements. The outcomes of credit applications may be:
- credit granted with no change in course duration
  - credit granted with shortened course duration
  - no credit granted.

- 4.6 The Academic Dean will review the course credit assessment and evidence. The Academic Dean will only approve the credit where it meets the ***Credit and Articulation Policy*** requirements.
- 4.7 If the evidence provided does not meet these requirements then the student is advised that the course credit application has been unsuccessful.
- 4.8 The student is advised in writing and acknowledges the course credit in writing.
- 4.9 The course credit application documentation, assessment processes and outcomes are recorded in the student management system and in the student file.
- 4.10 The granting of course credit is recorded as an exemption “EX” in the unit outcome in the student’s file.
- 4.11 For international students, the Department of Home Affairs will be notified via the Provider Registration and International Student Management System (PRISMS) if the course credit results in a shortened study period, and a new Confirmation of Enrolment will be issued.
- 4.12 The Academic Dean or delegate will review the initial credit assessment and evidence. The Academic Dean will only approve the credit where it meets the Credit and Articulation Policy requirements.
- 4.13 Where an application for credit is approved by the Academic Dean or delegate, this becomes a credit precedent which is applied to subsequent credit applications. The details of the credit mapping will be added to the Institute’s listing of course credit arrangements.
- 4.14 For subsequent applications for credit where other applicants supply the same evidence, the Admissions team may conduct the credit assessment. The Admissions team will apply the approved mapping to all applications with the same evidence.

## **Recognition of Prior Learning Assessment and Granting of Credit**

- 4.15 Students are informed prior to enrolment and at induction that if they have relevant prior learning then they may be eligible for RPL. Students can discuss this with academic staff who will provide information about the types of evidence that can be used to support an RPL application. The details of course and unit learning outcomes and assessment requirements are set out in the unit profile.
- 4.16 To apply for RPL, the applicant must submit an application form and provide evidence to support their application. Students must identify the units(s) for which they want to have recognition in the RPL application form and state, in general terms, the basis of their claim for RPL. The evidence may include the following documents:
  - certified copies of the official transcripts showing the units or subjects completed in another institution
  - evidence of results obtained
  - certified copies of awards from completed AQF qualifications
  - copies of syllabuses (if required).

- 4.17 Students must provide evidence consistent with the course and learning outcomes specified in the unit profile. The evidence may include the following documents:
- certified copies of the official transcripts showing the units completed in another institution
  - evidence of results obtained
  - certified copies of awards from completed AQF qualifications
  - copies of syllabuses (if required).
- 4.18 The students' RPL application form is submitted to the Marketing and Student Experience team together with the required fee.
- 4.19 All RPL assessments will be conducted by academic staff with expertise in the academic unit, content or skills areas to be assessed. The academic staff will map the learning outcomes of prior formal or non-formal learning to the relevant qualification components using the provided evidence.
- 4.20 The RPL assessment may include other ways for applicants to demonstrate that they have met the required outcomes and can be granted credit if required. These might include:
- questioning (oral or written)
  - observation of performance in work-based and/or simulated environments
  - challenge examinations/assessments
  - consideration of third-party reports and/or other documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
  - consideration of a portfolio and review of contents
  - participation in structured assessment activities that individuals would normally be required to undertake if they were enrolled in the qualification components.
- 4.21 Where the evidence provided does not fully demonstrate the expected requirements, the student may be requested to undertake additional assessment consistent with the assessments provided to students undertaking the unit.
- 4.22 The academic staff will establish the assessment outcome by applying the ***Credit Transfer and Articulation Policy*** requirements. The outcomes of RPL applications may be:
- credit granted with no change in course duration
  - credit granted with shortened course duration
  - no credit granted.
- 4.23 The Academic Dean will review the RPL assessment and evidence. The Academic Dean will only approve the exemption where it meets the ***Credit Transfer and Articulation Policy*** requirements.
- 4.24 If the evidence provided does not meet these requirements then the student is advised that the RPL application has been unsuccessful.
- 4.25 The RPL application documentation, assessment processes and outcomes are recorded in the student management system and in the student file.

## Notification and Acceptance of an exemption

- 4.26 The Admissions team will communicate the outcome of a course credit transfer or RPL application (and, if applicable, include reasons for not granting credit) in writing to the applicant within five working days of the decision.
- 4.27 Students can choose not to receive some or all of the credit they have been granted. When credit has been approved, the student must accept the credit before it is applied to their record in the student management system. Overseas students are subject to ESOS requirements and must sign to accept the credit.
- 4.28 If the outcome is accepted by the applicant and granting credit leads to a shortening of a student's course, upon enrolment, the Admissions team will:
- reflect the shortened duration in the Letter of Offer and Acceptance Agreement issued to the student
  - indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment (CoE) issued for that student for that course if the course credit is granted before the student visa is granted or report the change of course duration via the Provider Registration and International Student Management System (PRISMS) under Section 19 of the *Education Services for Overseas Students Act 2000* (ESOS Act) if the course credit is granted after the student visa is granted. In such cases, the Institute will issue a new CoE.
- 4.29 The Admissions team have responsibility for ensuring a written record of the decision to grant a credit transfer or RPL to the overseas student is retained for two years after the overseas student ceases to be an accepted student.
- 4.30 All course credit outcomes will be recorded in a Course Credit Outcome Register for reference by relevant stakeholders. The Admissions team have responsibility for maintaining the currency and accuracy of the register and will be provided with all credit outcome decisions.
- 4.31 The granting of course credit or RPL is recorded as an exemption "EX" in the unit outcome in the student's file.
- 4.32 For international students, the Department of Home Affairs will be notified via PRISMS if the RPL results in a shortened study period, and a new Confirmation of Enrolment will be issued.

## AQF Qualifications Pathways, Articulation and Transition

- 4.33 The Academic Dean has the responsibility for assessing articulation application from a partner education provider. Course credit will normally be assessed and granted (if appropriate) at the time of articulation application.
- 4.34 To be assessed for articulation, the partner education provider must provide curriculum documents showing the course content, course outcome, volume of learning, subject list and syllabus (if required), learning, and assessment approach for the nominated course with their application.
- 4.35 The Academic Dean or delegate will assess the application, examine and compare the contents and learning outcomes of the courses and recommend articulation outcomes that meet the Credit and Articulation Policy requirements. The proposed outcomes of applications for articulation may be:

- articulation arrangement with credit recommended
  - articulation arrangement with no credit recommended
  - articulation arrangement not recommended.
- 4.36 The Academic Dean or delegate may prepare a Course Progression Plan to demonstrate that the Articulation Agreement will not impinge upon students' likelihood of successfully achieving qualification outcomes and to ensure that integrity of qualification outcomes is maintained.
- 4.37 The Academic Dean will prepare a report for the Academic Board setting out the details of the arrangement, evidence and the recommendation. The Academic Board review the report and approve the application if there is evidence that it meets the Credit and Articulation Policy requirements.
- 4.38 Once approved, the Admissions team will communicate the outcome of the articulation in writing to the partner institute within five working days of the decision.
- 4.39 The amount of credit, as agreed by the organisations in the articulation arrangement, will be applied by the Admissions team for any student on successful completion of the previous qualification in the Articulation Agreement.
- 4.40 Upon an eligible student's enrolment, the Institute must:
- reflect the shortened duration in the Letter of Offer and Acceptance Agreement issued to student
  - indicate the actual net course duration (as reduced by course credit) in the CoE issued for that student for that course if the course credit is granted before the student visa is granted, or, report the change of course duration via PRISMS under section 19 of the ESOS Act if the course credit is granted after the student visa is granted. In such cases, the Institute will issue a new CoE.
- 4.41 The Institute will retain a written record of the decision to grant articulation for the duration of the agreement period.
- 4.42 All articulation arrangements will be recorded on an Articulation Agreement Register for reference by relevant stakeholders. The Admissions team have responsibility for maintaining the currency and accuracy of the database and will be provided with all articulation decisions.

#### **Withdrawal of credit**

- 4.43 If Institute staff through their work or an internal review become aware that an error has been made in assessing an application or documentation provided by the applicant is found to be incomplete, misleading, false or invalid. The matter should be immediately reported to the Academic Dean.
- 4.44 The Admissions team will conduct an investigation. If the credit should not have been provided, the Admissions team will prepare a report for the Academic Dean setting out the issue and the recommendation that the credit is withdrawn.
- 4.45 The Academic Dean will review the report prepared by the Admissions team and decide if the credit should be withdrawn.

- 4.46 If the credit is withdrawn, the Student Experience team will write to the student and advise that the decision to grant course credit has been withdrawn and the units of study should be completed. The student will be advised that they can appeal the decision by accessing the ***Academic Appeals Policy and Procedure***.

## Review

- 4.47 Articulation arrangements and credit precedents will be reviewed by the Academic Dean or delegate:
- when an accredited course undergoes a major change; or
  - every five years
- 4.48 Articulation arrangements and credit precedents that have expired can not be used to assess credit applications.

## Monitoring and evaluation

- 4.49 The Academic Dean will submit an Admission/RPL Report to the Academic Board every study period to report on:
- the extent and nature of credit granted for courses;
  - the academic performance of student cohorts entering courses with credit, ie. cohort data on student progress (and attrition);
  - articulation and credit transfer arrangements with other institutions; and
  - any credit that is withdrawn including the reasons for the withdrawal.

## Appeals

- 4.50 An applicant may appeal a credit assessment by accessing the ***Academic Appeals Policy and Procedure***. The applicant must write to the Academic Dean within five working days of receiving the initial credit assessment outcome.
- 4.51 The grounds for appeal are limited to:
- new evidence that was not available at the time of the original application
  - an initial assessment that was in breach of the Credit Transfer and Articulation Policy (this must be supported by specific examples).
- 4.52 The Academic Dean or delegate may reassess the application for credit based on either of the grounds listed.
- 4.53 The Student Experience team will communicate the outcome of such appeal to the student within five working days of receiving the appeal.
- 4.54 If a student is still not satisfied with the outcome of the appeals process, the student can seek an external appeal. The contact details of the external appeal body are provided in the ***Academic Appeals Policy and Procedure***.



## 5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the *Higher Education Standards Framework (Threshold Standards)*, the procedure will be:

- 5.1 internally approved by the Executive Management Team on development or review
- 5.2 externally reviewed as part of any independent review of the Threshold Standards approved by the Governing Board
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier)
- 5.4 referenced to the applicable Threshold Standard and/or other legislation/regulation.

## 6. FEEDBACK

Feedback or comments on this procedure are welcomed by the listed Responsible Officer of the Institute.

## 7. ACKNOWLEDGEMENT

This procedure has been developed with reference to the following:

- Deakin University, Recognition of Prior Learning Policy and Procedure, 2023, Academic Partnerships Procedure, 2018 ([Recognition of Prior Learning policy / Document / Deakin Policy Library](#))
- Griffith University, *Credit and Recognition for Prior Learning Policy and procedure*, 2021 ([Credit transfer \(griffith.edu.au\)](#))
- Monash University, Admission and *Credit Policy*, 2022 (<https://publicpolicydms.monash.edu/Monash/documents/1935754>)
- RMIT, Admission and Credit Policy, 2020 ([Admission Policy / Document / Policy Register \(rmit.edu.au\)](#))
- RMIT, Master of Business Administration Credit Exemption, 2021 <https://www.rmit.edu.au/study-with-us/levels-of-study/postgraduate-study/masters-by-coursework/master-of-business-administration-mc199>
- Australian Quality Framework including AQF Qualifications Pathways Policy and AQF Articulations Policy ([Home | AQF](#))
- TEQSA, Guidance note: Credit and recognition of prior learning, 2023 ([Guidance note: Credit and recognition of prior learning | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#))

## 8. VERSION CONTROL

Version	Date Approved	Description	Approved By
3.0	August 2018	Initial Issue	EMT
4.0	May 2019	Internal Review	EMT
5.0	Nov 2019	Internal Review	EMT
6.0	Nov 2020	Internal Review	EMT
7.0	August 2023	Internal Review	EMT

Related legislation/regulation/standard	Tertiary Education Quality and Standards Act 2011 (Cth) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) Education Services for Overseas Students Act (ESOS) 2000 (Cth) Education Services for Overseas Students Regulations 2019 (Cth) The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)
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Note. EMT = Executive Management Team.