

CREDIT TRANSFER AND ARTICULATION PROCEDURE

Approving authority	Executive Management Team
Purpose	These procedures outline the approach to be taken in implementing the Credit transfer and Articulation Policy.
Responsible Officer	Academic Dean (AD) and Head of Student Services and administration (HOSSA)
Next scheduled review	November 2023
Document Location	http://www.oxford.edu.au/higher-education/policies-and-procedures/
Associated documents	Credit Transfer and Articulation Policy Admissions Policy and Procedure Academic Progress Policy and Procedure Completion within Expected Duration of Study Policy

1. PRINCIPLES

Awarding credit towards an Oxford Institute of Higher Education (hereafter referred to as “the Institute”) course for units previously completed will optimise student progression.

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 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 to another 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. PROCEDURES

This section outlines the sequence of actions to be taken for assessing, recording and implementing the Credit transfer and Articulation Policy:

RPL Assessment and Granting of Credit

- 4.1 The Academic Dean or delegate has the responsibility for assessing the RPL. This will normally be undertaken in conjunction with an application for admission being considered by admissions staff. Course credit will normally be assessed and granted (if appropriate) at the time of application.
- 4.2 To apply for RPL, applicants must submit an application form and provide evidence to support their application. The evidence may include the following documents:
 - 4.2.1 certified copies of the official transcripts showing the units or subjects completed in another institution,
 - 4.2.2 evidence of results obtained
 - 4.2.3 certified copies of awards from previous completed AQF qualifications
 - 4.2.4 copies of syllabus (if required)
- 4.3 The RPL assessment will be conducted by academic staff with expertise in the subject, content or skills areas in line with the Credit and Articulation Policy. A mapping of learning outcome from prior formal or non-formal learning to the relevant qualification components will be performed using provided evidences.
- 4.4 The RPL assessment will also provide some other ways for applicants to demonstrate that they have met the required outcomes and can be granted credit if required. These might include:
 - 4.4.1 questioning (oral or written)
 - 4.4.2 observation of performance in work based and/or simulated environments
 - 4.4.3 challenge examinations/assessments
 - 4.4.4 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
 - 4.4.5 consideration of a portfolio and review of contents, and
 - 4.4.6 Participation in structured assessment activities that individuals normally would be required to undertake if they were enrolled in the qualification components.
- 4.5 The Academic Dean or delegate will determine credit outcome within the framework of the Credit and Articulation Policy in line with the Maximum Allowable Credit Guidelines.
- 4.6 The assessment outcomes may enable the student to meet the entry requirements and/or components of the qualification by granting of credit.
- 4.7 The outcomes of applications for credit may be:
 - 4.7.1 credit granted with no change in course duration
 - 4.7.2 credit granted with shortened course duration;
 - 4.7.3 no credit granted
- 4.8 The assessment outcomes will be recorded in a Credit Assessment Form.

Notification

- 4.9 The admissions staff will communicate the outcome of a credit transfer/RPL application (and if applicable, including reasons for not granting credit) in writing to the applicant using the Credit Outcome letter format in Appendix I within 5 working days of the decision.
- 4.10 If outcome is accepted by the applicant and granting credit leads to a shortening of a student's course, upon enrolment, the Institute must:
 - reflect the shortened duration in Offer Letter and Acceptance Agreement issued to 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 grant; 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 grant. In such cases the Institute will issue a new eCoE.
- 4.11 The Institute will retain a written record of the decision to grant Credit Transfer or Recognition of Prior Learning to the overseas student for two years after the overseas student ceases to be an accepted student.
- 4.12 All course credit outcome will be recorded in a “Course Credit Outcome Register” for reference by relevant stakeholders. The HOSSA is the designated Administrator with the responsibility for maintaining currency and accuracy of the register and will be provided with all credit outcome decision.

AQF Qualifications Pathways, Articulation and Transition

- 4.13 The Academic Dean or delegate has 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.
- 4.14 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 approaches for the nominated course with their application.
- 4.15 The Academic Dean will assess the application, examine and compare the contents and learning outcomes of the courses and recommend articulation outcome within the framework of the Credit and Articulation Policy in line with the Maximum Allowable Credit Guidelines.
- 4.16 The assessment will be conducted by the Academic Dean in line with the Credit and Articulation Policy.
- 4.17 The proposed outcomes of applications for articulation may be:
 - 4.17.1 articulation approved with credit granted
 - 4.17.2 articulation approved with no credit granted
 - 4.17.3 articulation not approved.
- 4.18 The Academic Dean will present the proposed outcome to Academic Board for approval.
- 4.19 A nominal 2 years validity agreement period with view of extension will be stated on the agreement.
- 4.20 If required, a Course Progression Plan will be prepared 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.
- 4.21 Once approved, the HOSSA will communicate the outcome of the articulation in writing to the partner institute using an Articulation Agreement letter format within 5 working days of the decision.
- 4.22 The amount of credit as agreed by the organisations in the articulation arrangement will be applied automatically to any student on successful completion of the previous qualification in the articulation agreement.
- 4.23 Upon an eligible student’s enrolment, the Institute must:
 - reflect the shortened duration in Offer Letter and Acceptance Agreement issued to 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 grant; 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 grant. In such cases the Institute will issue a new eCoE.
- 4.24 The Institute will retain a written record of the decision to grant articulation for the duration of the agreement period.
- 4.25 All articulation arrangement will be recorded on an “Articulation Agreement Register” for reference by relevant stakeholders. The HOSSA is the designated Administrator with the responsibility for maintaining currency and accuracy of the Database and will be provided with all articulation decisions.

Monitoring and Evaluation

4.26 The Head of Student Services and Administration (HOSSA) will submit an “Admission and RPL” report every study period to the Academic Board on the credit that has been given to students commencing at the institute to enable effective monitoring of the appropriate application of credit transfer and articulation process.

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. The AD will communicate the outcome of such appeal to the student within 5 working days of receiving the appeal.

5.3 If a student is still not satisfied with the outcome of the appeals process with the Academic Dean, the student can seek external appeal. The contact details of external appeal body are provided in the Academic Appeals Policy.

6. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the HES Threshold Standards the procedure will be:

- 6.1 internally approved by the Executive Management Team on development or review
- 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 procedure is welcomed by the listed Responsible officers of the Institute

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 19	Internal Review	EMT
6.0	Nov 20	Internal Review	EMT
Related legislation/ regulation/standard	TEQSA 2015 HES Threshold Standard 1.2 (Credit and Recognition of Prior Learning)		

Appendix-I

Course Credit Outcome Letter

[Date]

[LAST NAME, First Name]

[Address]

Dear Student Name:

RE: Course Credit Outcome Letter

Dear [student name][ID number if allocated]

Thank you for applying to Ozford Institute of Higher Education to continue your studies in the [course applied].

I have assessed your Course Credit application based on the evidence you provided. Details of the credit approved by the Institute are set out below.

Course/Unit/Unit	Institute Credit Granted

Please indicate that you accept the Institute's assessment of course credit by signing the declaration below and return the signed copy to the Admissions Officer no later than 7 working days from date of this letter. If you require further information, please do not hesitate to contact the Admissions Officer on (03)86637188.

Please refer to the Academic Appeals Policy if you are not satisfied with the Course Credit Application outcome.

Yours sincerely,

Academic Dean

Acceptance of Course Credit Assessment

This statement is to confirm that I, (*insert student name here*), accept the Course Credit Outcome as set out by the Academic Dean in the table above.

Student signature _____

Date _____