

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 accredited course in a consistent, fair and transparent approach to maximise student progression
Responsible Officer	Academic Dean
Next scheduled review	August 2028
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated documents	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), 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 student pathways between sectors, providers and programs of various levels
- establishes the framework for the development of credit transfer and articulation agreements
- 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 authenticated at the appropriate Australian Qualifications Framework (AQF) level and takes into account the students’ ability to engage in advanced learning consistent with the study involved and achieve required learning outcomes.
- 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 policy 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. 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 Precedent

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.

Time limit

Credit will not normally be granted for studies (or other prior learning) that have been completed more than ten years prior to the time of application for credit.

A shorter time limit may be applied where there is concern about the currency of the applicant's knowledge or skills, and/or where professional accreditation requirements limit the granting of credit. The shorter time limit may apply to all applications for credit in a particular program or to a specific student application.

Exceptions to the ten-year time limit may be approved for certain articulation agreements or for individual cases. In considering cases for credit for studies completed more than ten years earlier, post-qualification experience which may contribute to the currency of knowledge or skills may be taken into account.

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. POLICY

Information about Recognition of Prior Learning and Credit

- 4.1 All students will be provided with information about the Institute's policies, arrangements, and potential eligibility for credit for prior learning prior to enrolment on the Institute's website.

Recognition of Prior Learning Assessment

- 4.2 The Institute offers Recognition of Prior Learning (RPL) assessments to applicants who can apply for credit for learning outcomes that applicants have previously achieved. The assessment process is consistent with the ***Assessment Policy and Procedure*** as required by the Australian Quality Framework.

- 4.3 The Institute will provide all applicants with information about the RPL assessment process, and the evidence or supporting documentation required to enable applicants to prepare appropriate evidence for assessment.
- 4.4 The assessment of the RPL application and the evidence provided by the applicant is assessed using the Institute's RPL assessment process. The RPL assessment process:
- will be undertaken by academic staff with expertise in the unit, content or skills area, as well as knowledge of and expertise in RPL assessment. The outcome will be approved by the Academic Dean.
 - will meet the assessment requirements for the qualification including that the evidence received is valid, authentic, current (*see time limit*) and sufficient and that the process is fair, flexible reliable and valid.
 - will ensure that the integrity of qualification outcomes is maintained.
 - 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 consider students' likelihood of successfully achieving qualification outcomes.
- 4.5 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.
- 4.6 The RPL 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.
- 4.7 The Student may access the ***Academic Appeals Policy and Procedure*** if dissatisfied with the outcome of the RPL assessment.
- 4.8 If the RPL assessment results in credit being granted, it is recorded in the student management system and student file.
- 4.9 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.
- 4.10 For international students, the Department of Immigration will be notified if the credit results in a shortened study period, and a new Confirmation of Enrolment will be issued.

Granting of Credit

- 4.11 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.
- 4.12 Credit will be assigned to recognise equivalence in content and learning outcomes between different types of learning and/or qualifications.

- 4.13 Credit granted by another institution is not automatically transferable.
- 4.14 The credit granted may include any form of credit: block, specified or unspecified credit.
- 4.15 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.
- 4.16 Applicants who are seeking enrolment in a Bachelor, Graduate Diploma or Master course may be granted credit.
- 4.17 Applicants who are seeking enrolment in a Diploma or Graduate Certificate course will not be given credit.
- 4.18 In no circumstances will prior learning
- from AQF Levels 5 or 6 be credited for a third-year Bachelor degree subject.
 - at AQF Level 7 be credited for a second-year Masters degree subject.

Maximum Amount of Credit

- 4.19 The following table provides guidelines for the maximum amount of credit that may be transferred from previous study towards the Institute's Bachelor degree, Graduate Diploma, or Masters degree. Column A shows the maximum amount of credit to be approved.
- 4.20 In 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 Academic Board.

Maximum Amount of Credit for Undergraduate Programs

Prior Level of Study	Maximum Credit Points Allowable by the Academic Dean (and advised to the Academic Board) (Column A)
AQF 5 Diploma	80 credit points with no more than 4 unspecified credits (33% of the course)
AQF 6 Advanced Diploma	120 credit points
AQF 6 Associate Degree	(50% of the course)
AQF 7 Bachelor Degree	160 credit points (66% of the course)
Approval	Academic Dean

Maximum Amount of Credit for Postgraduate Programs

Prior level of study	Maximum Credit Points allowable by the Academic Dean (and advised to the Academic Board) (Column A)
AQF level 7 Bachelor degree - any discipline and a minimum of 3 years full-time equivalent management experience	40 credit points (50% of the Graduate Diploma course) (25% of the Master's degree course)
AQF 7 Bachelor degree - business-related discipline	40 credit points (50% of the Graduate Diploma course) (25% of the Master's degree course)
AQF 8 Bachelor degree (Honours) - business-related discipline	40 credit points (50% of the Graduate Diploma course) (25% of the Master's degree course)
AQF 8 Graduate Certificate - business-related discipline	40 credit points (50% of the Graduate Diploma course) (25% of the Master's degree course)
AQF 8 Graduate Diploma - business-related discipline	40 credit points (50%) for the Graduate Diploma course or 80 credit points (50%) for the Master's degree
AQF 9 Masters degree - business-related discipline	40 credit points (50%) for the Graduate Diploma course or 100 credit points (50%) for the Master's degree
Approval	Academic Dean

Australian Quality Framework (AQF) Qualifications Pathway, Articulation and Transition

4.21 The Institute supports lifelong learning and complies with the AQF Qualifications Pathways Policy, by establishing pathways that enhance student progression into and between AQF qualifications and maximise the credit that students can gain for learning already undertaken.

4.22 The Institute's approach 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.

4.23 Granting credit from an AQF qualification into or towards the Institute's qualification will 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.

4.24 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.

Articulation Arrangements

4.25 Articulation arrangements are developed for prospective students to ensure that the AQF qualification type specifications are met for each qualification type in the arrangement.

4.26 The articulation arrangement may be based on a formal individual application to the Institute or formally negotiated agreements between the Institute and other AQF qualification-issuing organisations.

4.27 Articulation arrangements (ongoing or one-off) may be established with selected education providers for the Institute to provide learning pathways for prospective students to continue their educational career paths. The Articulation agreements assist students who have previously completed equivalent studies and who meet the relevant admission requirements. The Articulation Agreement may specify the credit for one or more units (block credit) and will be for a nominal two-year period with the option of an extension.

Kommentiert [TG1]: Is the period accurate? Procedure has 5 years they need to be consistent

4.28 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.

4.29 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).

- 4.30 The Academic Dean, in consultation with the Head of Marketing, will approve all 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.
- 4.31 The Academic Board will ratify all Articulation/Transition Agreements at the meeting subsequent to the Agreement being approved.
- 4.32 The Institute will maintain publicly available registers of the credit transfer agreements which will be linked to the AQF Register.

Notification of course credit

- 4.33 The RPL or credit assessment outcome will be recorded, and applicants will be notified within five working days of the decision. The Institute will explain:
- which course/qualification it will contribute to
 - the terms on which credit will be granted or recognised.
- 4.34 The applicant will accept the course credit in writing.

Withdrawal of credit

- 4.35 The Institute reserves the right to withdraw credit where an error has been made in assessing an application or where the documentation provided by the applicant is incomplete, misleading, false or invalid.
- 4.36 The withdrawal of credit must be approved by the Academic Dean.
- 4.37 Where a change is made to this policy where a precedent or articulation is reviewed and changed, credit already granted will not be withdrawn.

Monitoring and Evaluation

- 4.38 The Academic Board has responsibility oversight of the granting of coursework credit, credit precedents and articulation and credit transfer arrangements. Each trimester the Academic Board will receive a report on:
- the extent and nature of credit granted for courses;
 - the academic performance of student cohorts entering courses with credit;
 - articulation and credit transfer arrangements with other institutions; and
 - any credit that is withdrawn including the reasons for the withdrawal.

Appeals

- 4.39 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 the receipt of the initial credit assessment outcome.

4.40 The grounds for appeal of a course credit decision are limited to:

- New evidence that was not available at the time of the original application; or
- An initial assessment that was in breach of this Policy and the associated Procedure (this must be supported by specific examples).

4.41 If an applicant is not satisfied with the outcome, the applicant may appeal to the Student Discipline and Appeals Committee under the provisions of the ***Academic Appeals Policy and Procedure***.

5. QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meets the requirements of the TEQSA Compliance Frameworks, the policy will be:

- 5.1 internally endorsed by the Executive Management Team on development or review, before approval by the Governing Board, AB or other delegated authority
- 5.2 externally reviewed as part of any independent review of the TEQSA Compliance Frameworks 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 TEQSA Compliance Frameworks requirement(s) and/or other legislation/regulation.

6. FEEDBACK

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

7. ACKNOWLEDGEMENT

This policy 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 and Credit Procedure 2022 (<https://publicpolicydms.monash.edu/Monash/documents/1935754> and [Credit Procedure \(monash.edu\)](#))
- 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 \(teqsa.gov.au\)](https://www.teqsa.gov.au/guidance-note-credit-and-recognition-of-prior-learning))

8. 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	July 2019	Internal Review	AB
5.0	Nov 2019	Internal Review	AB
6.0	Nov 2020	Internal Review	AB
7.0	June 2021	Internal Review, section on Credit for Postgraduate added	AB
8.0	September 2023	Internal Review	AB
8.1	August 2025	Internal Review & change of Articulation Agreement requirements	AB
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)		

Note:

AB – Academic Board