AC-C8 CREDIT POLICY AND PROCEDURE

1 PURPOSE

This policy and procedure outline how **credit** is recognised within courses delivered by BBI-TAITE. The Institute is committed to maximising credit available to students.

This policy combines the following policies:

- C8 Credit Transfer Policy and Procedure
- R1 Recognition of Prior Learning Policy

2 BACKGROUND

2.1 The *Australian Qualifications Framework (AQF) Qualifications and Pathways Policy (2013)* defines credit as:

> …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.[1]

Further, it requires that issuing organisations' decisions regarding the giving of credit into or towards AQF qualifications 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
- allow 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 fulfillment of the requirements of a qualification, and
- be formally documented for the student including any reasons for not giving credit.[2]

2.2 The *Higher Education Standards Framework* (HESF) Section *1.2 Credit and Recognition of Prior Learning*[3] states:

1. Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification,

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[1] AQF. (2013). *Credit Transfer: An Explanation.* https://www.aqf.edu.au/sites/aqf/files/credit-transfer-explanation.pdf. Accessed 15 May 2020.

[2] AQF. (2013). *AQF Qualifications Pathway Policy.* https://www.aqf.edu.au/sites/aqf/files/aqf_pathways_jan2013.pdf. Accessed 15 May 2020.

[3] Australian Government. (2015) *Higher Education Standards Framework (Threshold Standards) 2015.* https://www.legislation.gov.au/Details/F2015L01639/Html/Text#_Toc428368849. Accessed 15 May 2020.

such assessment is conducted according to institutional policies, the result is recorded, and students receive timely written advice of the outcome.

2. Credit through **recognition of prior learning is granted only if:**

    a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification; and

    b. the integrity of the course of study and the qualification are maintained.

3   SCOPE

This policy applies to all students and courses of study at BBI-TAITE.

4   DEFINITIONS

***Advanced Standing*:** "…is a form of credit for any previous learning." [4] See also articulation, credit transfer, or recognition of prior learning.

***Articulation*:** "Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined pathway."[5] That is, lower awards may be nested in higher awards, where all the components of the lower award are components of the higher award. These courses may have multiple entry and exit points.

***Block Credit*:** "**…**is credit granted towards whole stages or components of a program of learning leading to a qualification."[6]

***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."[7]

***Credit Arrangements*:** "…are formal negotiated arrangements within and between issuing organisations or accrediting authorities and are about student entitlement to credit. They may also be formal arrangements made between issuing organisations and students." [8]

***Credit Outcomes*:** "…are the results of a process of determining a student's application for credit or credit transfer."[9]

***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."[10]

Course or Course of Study refers to all courses and awards offered by the Institute.

***Formal Learning*:** "…is the learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification."[11]

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[4] AQF. (2013). *Articulation: An Explanation.* https://www.aqf.edu.au/sites/aqf/files/articulation-explanation.pdf. Accessed 3 April 2020.

[5] AQF. (2013). *Glossary of Terminology*. https://www.aqf.edu.au/sites/aqf/files/aqf_glossary_jan2013.pdf Accessed 3 April 2020.

[6] *Glossary of Terminology.*

[7] *Glossary of Terminology.*

[8] *Glossary of Terminology.*

[9] *Glossary of Terminology.*

[10] *Credit Transfer: An* Explanation*.*

[11] *Glossary of Terminology.*

Informal Learning: "…is learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support."[12]

Learning: "…is a process by which a person assimilates information, ideas, actions and values and thus acquires knowledge, skills and/or the application of the knowledge and skills."[13]

Nested Qualifications: "…are qualifications that include articulated arrangements from a lower level qualification into a higher-level qualification to enable multiple entry and exit points." [14]

Non-Formal Learning: "…refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification."[15] See also formal and informal learning." [16]

Pathways: "…allow students to move through qualification levels with full or partial recognition for the qualifications and/or learning outcomes they already have." [17]

Recognition of Prior Learning (RPL): "…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 (National Quality Council Training Packages glossary)."[18]

Specified Academic Credit: "…is credit granted towards particular or specific components of a qualification or program of learning."[19]

Student: "…is a person enrolled in a formal program of learning in an educational institution and/or a workplace setting."[20]

Un-specified Credit: "…is credit granted towards elective components of a qualification or program of learning."[21]

5 POLICY

5.1 *Limitations on Credit*

5.1.1 *50% limit*: The Institute limits the award of credit to one half the maximum value of the award. That is, students must complete no less than 50% of their total coursework as Institute enrolled students.

5.1.2 *Single use of credit*: Applicants may apply to have a particular subject credited to any Institute award only once, whether the subject is from an external provider, or is cross-credit from another Institute award. This does not apply to internal credit within the structure of an articulated set of courses.

5.1.3 *Credit requested for lower level AQF units:* The Institute will not offer credit/RPL at the graduate level for units taken at another higher education provider where the units are at an AQF level lower than the award the applicant is enrolling in.

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[12] *Glossary of Terminology.*
[13] *Glossary of Terminology.*
[14] *Glossary of Terminology.*
[15] *Glossary of Terminology.*
[16] *Glossary of Terminology.*
[17] *Glossary of Terminology.*
[18] *Glossary of Terminology.*
[19] *Glossary of Terminology.*
[20] *Glossary of Terminology.*
[21] *Glossary of Terminology.*

5.1.4 *Credit based on awarded credit/RPL from another provider*: Credit will not be offered by the Institute based on credit/RPL awarded by another higher education provider. The original documentation supporting an application for credit/RPL must be provided to the Institute for its assessment.

5.2 Types of Credit

5.2.1 *Specified academic credit*

Specified academic credit may be given for a specified unit(s) where prior learning is regarded as having satisfied both the objectives and the assessment requirements of the related Institute unit(s).

5.2.2 *Block credit*

Block credit is credit granted towards whole stages or components of a program of learning leading to a qualification.

5.2.3 *Unspecified academic credit*

Unspecified academic credit may be given for RPL through a block credit, rather than credit for a specific unit, where the prior learning is consistent with the broad outcomes of the course being undertaken.

5.2.4 *Credit without advanced standing*

Credit without advanced standing may be given where students have completed a similar unit to an Institute unit at another institution or in another award and have been exempted from the Institute unit without receiving credit for that unit.

A replacement unit will be nominated by the Associate Dean (Academic) which the student will be required to complete.

5.2.5 *Credit for concurrent studies*

Refers to credit awarded for successful completion of approved concurrent (cross-institutional) studies.

5.3 Currency of Credit

5.3.1 *10-year limit on credit applications*

One of the following circumstances applies:

a. Where an application for credit on the completion of relevant studies towards an award without the applicant having received that award, only studies completed in the previous 10 years will be considered for credit transfer.

b. Where the applicant has gained the relevant award, studies towards that award will be considered where the final completion date of that award was within the past 10 years.

5.4 Recognition of Prior Learning (RPL)

Assessment of *RPL* focuses on qualities specific to an applicant, rather than academic qualifications.

5.4.1 *RPL* is not available within the Graduate Certificate programs of the Institute.

5.4.2 Within the limits of maximum credit rules (see *5.1* above), *RPL* may be applied for partial credit towards an Institute Graduate Diploma or Masters

award where the award has specific *RPL* criteria written into its Admission Rules. Students may be awarded *RPL* towards their course of study, or students may be awarded *Credit without Advanced Standing* (see *5.2.4* above).

5.5 Decision Making

5.5.1 Decisions on applications for advanced standing are made by the Associate Dean (Academic) on the recommendation of the Registrar.

5.5.2 These decisions are to be informed by careful professional judgment that is transparent and fair in accordance with the procedure below.

5.5.3 Where a precedent exists for awarding credit transfer, the Registrar may award credit transfer without consultation.

6 PROCEDURE

6.1 Student Responsibilities

6.1.1 Credit Transfer

For credit transfer applications based on formal learning, students must complete the credit application and provide evidence of their study, including:

i. certified copies of transcripts and testamurs (if applicable), issued by the institution at which they completed their studies; and

ii. copies of the unit outlines (or equivalent) which provide details of unit outcomes, content, and assessment tasks.

6.1.2 Recognition of Prior Learning

For recognition of prior learning applications, including non-formal and informal learning, students must provide evidence of their learning. This evidence may include, but is not limited to:

i. a portfolio of examples of previous work which notes clearly how the work relates to specific unit or course outcomes;

ii. a letter(s) from an employer(s) or a community leader(s) explaining the applicants experience, responsibilities, skills and capacities;

iii. a reflective essay combined with other evidence, where the applicant explains what they have learned, how they learned it, and how it relates to their proposed course of study

iv. certified copies of transcripts, certificates of completion, letters of endorsement, or equivalent from the institution at which they completed their studies;

v. copies of unit outlines (or equivalent) providing details of unit outcomes, content, and assessment tasks; and

vi. copies of completed and marked assessment tasks for review; or

vii. a combination of one or more of the above.

6.2 The Institute's Responsibilities:

The Registrar receives all credit applications and processes them according to the following procedure:

6.2.1 Precedent

Where there is a precedent for requested credit, for example, a previous request for the same unit from the same institution where the credit has

been approved or rejected, the Registrar may approve or reject the application and advise the applicant of the credit outcome.

6.2.2 *No Precedent*

Where no precedent exists for the requested credit, the Registrar assembles all documentation and forwards it to the Associate Dean (Academic), who, where the credit application is for previous formal study, assesses the application against established criteria and advises the applicant of the outcome.

6.2.3 *Non-formal or informal learning*

Where the credit application is for previous non-formal or informal study, the Associate Dean (Academic) assesses the application against established criteria and advises the applicant of the outcome.

6.2.4 *Determining recognition of prior learning*

In determining the validity of prior learning, the Institute will assess the alignment of the student's portfolio with the learning outcomes, standards or competencies evident for a unit(s) of study that the applicant has requested RPL for. This will require comparison of the unit(s) Learning Outcomes, with the evidence provided as per 6.1.2 above.

Decisions concerning students' applications for RPL are recommended by the Registrar to the Associate Dean (Academic).

6.2.5 *Credit Outcome*

The outcome of the student's credit or RPL application is assigned a *Credit Application Number* and the details of the application are stored confidentially and securely in the *Student Management System*.

7 RELEVANT LEGISLATION

Higher Education Standards Framework (Threshold Standards) 2021

8 KEY RELATED DOCUMENTS

- *Provider Course Accreditation Standard 3.3.* requires that 'credit for previous studies or skills (including articulation, recognition of prior learning and credit arrangements) is consistent with the Qualification Standards and preserves the integrity of the higher education award to which it applies.'
- *Qualification Standard 3.1* requires that 'the higher education provider has clear, accessible and transparent policies and processes to provide award pathways and credit arrangements for students.'
- *Qualification Standard 3.2* requires that 'the higher education provider can demonstrate that its decision to give credit into or towards an award is information based, equitable, transparent, timely and academically defensible'.
- *Qualification Standard 3.5* requires that 'in determining credit towards awards, the higher education provider ensures it takes into account the comparability and equivalence of the learning outcomes, volume of learning, program of study including content, and learning and assessment approaches.'
- *Qualification Standard 3.6* requires that 'the higher education provider ensures it maintain publicly available registers of their formalised agreements and common credit transfer articulation pathways.

9 NOTES

Contact Officer	Associate Dean (Academic)
Implementation Officer/s	Associate Dean (Academic) / Associate Dean (Courses) / Registrar
Approval Authority / Authorities	Academic Board / Academic Board Standing Committee
Date Approved	16-10-15
Date of Commencement	01-01-17
Date for Review	24 MONTHS AFTER COMMENCEMENT
Amendment History	3/11/16 – Relaxing Provision was included. 3/12/2018 – amended to include Associate Dean (Academic) in Decision Making under 5. Policy, and 6. Procedure. 3/07/2020 – *Credit Transfer Policy* and *Recognition of Prior Learning Policy* combined into one policy and procedure: *C8 – Credit Policy and Procedure*. As a result, considerable reworking of both policies has occurred. 15/12/2020 – Addition of a clause at 5.1.2 on Single use of credit. 01/07/2021 – Change the code of policy from C6 to AC-C6 to reflect that is an Academic Policy; delete references to Academic Dean and replace with Associate Dean (Academic). 08/02/2022 Removal of Relaxing Provision clause
Key Stakeholders	Academic Board Associate Dean (Academic) Associate Dean (Courses) Registrar Faculty & Sessional Academics Students and potential applicants