

Credit Transfer and Exemptions Procedures

1. Purpose

These procedures outline the processes for awarding credit towards EIA higher education qualifications. This procedure accompanies the *Course Credit and Articulation Policy*.

These procedures comply with:

- Section 1.2 of The Higher Education Standards (Threshold Standards) Framework 2015.
- Standard 2.3, 2.4 and 2.5 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

2. Scope

These procedures apply to all prospective and enrolled EIA students.

3. Responsibility

The Academic Board is responsible for monitoring and approving policy development.

The Academic Director and the Executive Manager of Marketing are responsible for the implementation of this procedure.

The Academic Director or delegate is responsible for appointing an Assessor for the purpose of assessing credit transfer and recognition of prior learning application and awarding credits.

4. Definitions

AQF: Australian Qualifications Framework

Articulation agreement: A credit transfer pathway determined by EIA that allows a student to gain admission and credit from their previous qualification(s) towards a EIA award.

Block credit: The maximum amount of credit that EIA awards, based on previous qualifications and experience. For full details, see the 'Credit Transfer Arrangements' section. Block credit will be reflected in internal qualification pathways where applicable. It can also be granted as a result of credit transfer arrangements with other education providers.

Cognate Course: A course in the same or similar fields of study, discipline or specialisation.

Credit: The value assigned to the study unit(s) undertaken towards the completion of a course and the conferral of a qualification. Credit also indicates the weekly workload students are required to study and the volume of learning for the duration of the course.

Credit outcome: The decision made after assessing a student's application for credit (including RPL) or credit transfer.

Credit transfer: The procedure of granting a student credit equivalent to the previous study completed or partially completed from other learning institutions.

Exemption: A student is not required to enrol in a unit(s) due to prior studies or recognised work experience. However, the student has to complete a replacement unit as a substitute to earn credits that contribute to their overall qualification.

Formal learning: Learning that takes place within an instructional framework that is defined by the learning outcomes and assessment goals of a set qualification.

Informal learning: Incidental learning related to work and life experience that is not defined by the curriculum or specified course learning outcomes.

Non-formal learning: Organised learning activities that take place outside the formal learning environment and allow for the creative acquisition of skills and knowledge.

Recognition of prior learning (RPL): As defined in the AQF, this is ‘an assessment process that involves the individual’s relevant prior learning (including formal, non-formal and informal learning) to determine the credit outcomes for an individual application for credit’.

Specified credit: Credit is given for specific units or components of formal learning achieved. Specified credit involves granting credit for identified units within a EIA qualification.

Unspecified credit: Credit given as part of non-compulsory units towards either a program or a qualification. Unspecified credit relates to granting a credit against one or more units where there is no direct match between previous qualifications and units in the EIA qualification. However, there is an overall match to the course content, expected to learn outcomes and the AQF level of the EIA course.

5. Requirements

This procedure is based on the principles and requirements of EIA’s *Course Credit and Articulation Policy*.

These documents are to be read in conjunction with each other.

EIA does not grant credit towards a research course or a component thereof.

6. Procedure

Action		Responsibility
6.1 Authorising Academic Assessors		
6.1.1	Applications are assessed by an academic staff member with the subject-matter expertise to determine equivalency. The course coordinator is responsible for making this appointment	Course Coordinator
6.2 Application process		
6.2.1	Application for credit transfer or exemption should be submitted to the Student Admissions & Enrolment Officer before the commencement of the course, specifically six weeks prior to the enrolment deadline.	Student
6.2.2	The <i>RPL and Credit Transfer Application Form</i> and relevant forms of evidence should be submitted for the application.	Student

6.2.3	Student Admissions & Enrolment Officer forwards the application form and all required evidence documents to the relevant Course Coordinator for assessment, within 5 working days following submission.	Student Admissions & Enrolment Officer
6.2.4	EIA may request further information and additional evidence, as required to determine equivalency. This may include a request to participate in an interview to test whether the student's depth and breadth of knowledge and skills are appropriate to the AQF level.	Assessor
6.3 Assessment Process		
6.3.1	The assessors must assess applications within 10 working days and advise the Student Admissions & Enrolment Officer of the outcomes.	Assessors
6.3.2	The Student Admissions & Enrolment Officer works with the Course Coordinator and any other appointed assessors to ensure that there is accuracy, consistency, fairness, and transparency in the credit transfer process. Assessors determine whether the learning is equivalent to: <ul style="list-style-type: none"> the expected learning outcomes for the course and unit; the knowledge-based development through a course and unit content; Specified skills, as mastered/applied in learning activities and assessments. 	Student Admissions & Enrolment Officer
6.3.3	The Assessors will map the evidence against the learning outcomes of the unit for which credit is sought.	Assessors
6.3.4	To award credit for formal learning, assessors must be satisfied that there is at least 80%–100% equivalency to a specific unit as outlined below: <ul style="list-style-type: none"> 80% of the learning outcomes must be equivalent to a specific unit; 80% of the unit content must be equivalent to a specific unit; 80% of the learning/workplace activities and assessment/job-related tasks must be equivalent to a specific unit; and 100% of the knowledge, skills and applied knowledge/skills must be at the designated AQF level. 	Assessors
6.4 Decision on awarding Credit for PRL		
6.4.1	To award RPL or credit for non-formal and informal learning, assessors must be satisfied that: <ul style="list-style-type: none"> Skills, knowledge, and the application of both align with the learning outcomes, course content, and AQF level of the relevant units; 	Assessors

	<ul style="list-style-type: none"> work-based performance and the portfolio of work are relevant to the field of study, expected learning outcomes and AQF level; responses to interview questions and demonstration of specific skills and knowledge are consistent with the course and unit requirements; third-party reports/references, articles, testimonials, and other forms of evidence are valid. 	
6.4.2	To this end, individual credit transfer decisions will be made by the relevant course coordinator(s).	Course Coordinator
6.5 Outcomes and Appeals		
6.5.1	<p>The Student Admissions & Enrolment Officer:</p> <ul style="list-style-type: none"> Records the assessment outcomes in the RPL & Credit Transfer register Make changes to the student enrolment file; Communicate to students in writing the outcome of their application. For successful applications, issue CoE with a reduced duration towards granted credit Report any changes in course duration in PRISM if credit is granted AND after the student's visa is granted. <p>The Student Admissions & Enrolment Officer must Ensure students are advised of their application outcome two weeks prior to the enrolment deadline for the unit(s) in question.</p>	Student Admissions & Enrolment Officer
6.5.2	Appeals against credit assessments and admission decisions may be made in accordance with the Student Grievance and Appeals Policy and Procedure for Academic Matters.	Course Coordinator

Document Title	Credit Transfer and Exemptions Procedures
Date Created	16/05/2019
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Approval Authority	Academic Board
Custodian	Quality and Governance Officer
Responsible for Implementation	Academic Director Executive Manager of Marketing
Version History	
Version Number	Amendments

1.1 (approved on 11/11/2019)	<p>Changed term “academic credit” to “credit”.</p> <p>Changed the definition of the term “Exemption”.</p> <p>Updated and harmonised definitions in document with Course Credit and Articulation Policy and Procedure and RPL/Credit Transfer Application Form.</p> <p>Updated procedure and changed academic prior learning credit approval responsibility to from Student Enrolments and Admission Officer to Course Coordinator. Reviewed and changed language and presentation.</p>
2.0 (approved on 21/01/2020)	<p>Added line in (1) Purpose section referencing procedure to Course Credit and Articulation Policy.</p> <p>Changed document title to Credit Transfer and Exemptions Procedures. Document does not contain policy.</p> <p>The changes have been approved by Academic Board.</p>
2.1 (approved on 19/05/2020)	<p>Add reference to National Code 2018 to the purpose of the procedure</p> <p>Minor revise on wordings</p> <p>Add information relating to 6.5.1 Outcome and Appeals to align with the requirements of standard 2.3 and 2.4 - Record the outcome on the register - Make change to student file and issue CoE with reduced duration toward credit granted - Communicate the outcome to students</p>
2.2	<p>Change company name to Edvantage Institute Australia (EIA); update responsibility</p>