

1. PURPOSE

To outline Holmesglen's principles and processes for the granting of credit towards Holmesglen's higher education programs and for the development and monitoring of pathways and articulation agreements.

2. SCOPE

Applies to all Holmesglen higher education programs, including:

- (a) all learners currently enrolled in higher education programs at Holmesglen
- (b) learners transferring between programs within Holmesglen, or engaging in cross-institutional studies
- (c) pathways between Holmesglen and other tertiary institutions, whether in Australia or overseas.

3. POLICY STATEMENT

Holmesglen will assess and grant articulation and credit to learners of its higher education programs in ways which comply with:

- (a) the Higher Education Standards Framework (Threshold Standards) 2021 and the Australian Qualifications Framework (2013) (Pathways Policy)
- (b) the conditions or related requirements of professional accreditation bodies, where applicable
- (c) the requirements of the Educational Services for Overseas Students Act 2000 for Overseas learners (onshore learners).

4. PRINCIPLES

4.1. Decisions made by Holmesglen regarding the granting of articulation into, or credit towards, its higher education programs of study will be consistent with AQF requirements, and:

- (a) be evidence based, equitable and transparent
- (b) be applied consistently and fairly with decisions subject to appeal and review
- (c) recognise learning regardless of how, when and where it was obtained, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification
- (d) be academically defensible and take into account learner's ability to meet the learning outcomes of the qualification successfully
- (e) be decided in a timely way so that learner's access to qualifications is not unnecessarily inhibited
- (f) 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 fulfilment of the requirements of a qualification; and
- (g) be formally documented for the learner including any reasons for not giving articulation or credit.

- 4.2. At all times in the determination of articulation or credit, consideration must be given to the learner's ability to progress in the relevant program following the granting of articulation or credit. Where appropriate, the assessor may either require the learner to demonstrate their competence in the relevant subject area, place justifiable conditions on the granting of articulation or credit or refuse the granting of articulation or credit.
- 4.3. Where credit is sought for learning undertaken in a language other than English, the applicant's English language proficiency must be demonstrated at the level required for the stage of the program at which they would enter following the granting of credit.
- 4.4. Articulation and/or credit for prior learning may be granted for one or more of the following:
- (a) Formal learning:
 - (i) AQF qualifications being those awarded by accredited and approved Australian Higher Education or Registered Training Organisations, and which involve consideration of AQF levels and the relevant program components;
 - (ii) professional qualifications: qualifications and programs offered by professional bodies;
 - (iii) overseas qualifications: reference will be made to the Australian Government's National Office for Overseas Skills Recognition (AEI-NOOSR) where overseas qualifications have been benchmarked against a comparable Australian qualification and the equivalent AQF qualification level identified.
 - (b) Informal and non-formal learning:
 - (i) informal learning in the form of documented work or life experience;
 - (ii) non-formal learning in the form of a structured program of learning which does not lead to an officially accredited qualification, and which is assessed by reference to the learning outcomes achieved and which is consistent with the principles set out in Part I of the AQF Qualifications Framework;
- 4.5. The following factors must be taken into account in determining the equivalency of the relevant program/s:
- (a) the AQF level of each qualification;
 - (b) the program of study, including content and any pre-requisites;
 - (c) the program learning outcomes;
 - (d) the relevant learning and assessment approaches;
 - (e) the volume of learning associated with each; and
 - (f) any other relevant factor.

5. TYPES OF CREDIT

- 5.1. Holmesglen may grant three types of credit on the basis of formal, informal or non-formal learning:
- (a) **Specified credit** where credit is granted in relation to the successful prior completion of a subject in a previous program of study, on the basis that that subject is deemed substantially equivalent to a core or compulsory subject in a Holmesglen program of study,
 - (b) **Unspecified credit** where credit is granted in relation to an unspecified subject or group of subjects.
 - (c) **Block credit** where credit is granted towards whole stages or components of a program of study.

6. STANDARD CONDITIONS FOR GRANTING OF CREDIT

- 6.1. The minimum qualification level recognised by Holmesglen for credit into Holmesglen higher education programs is normally AQF Diploma level (AQF Level 5).
- 6.2. Eligibility for credit is not affected by:
 - (a) the location or mode in which the program is taught, or
 - (b) the grades received in a subject for programs with graded assessment, providing a pass grade or above has been achieved. A conceded pass or equivalent does not constitute a pass for this purpose.
- 6.3. Credit is only available for learning that is deemed current, that is learning that is:
 - (a) consistent with current knowledge and practices;
 - (b) undertaken no more than eight years prior to the application for the course;
 - (c) undertaken within a shorter timeframe, in order to meet professional registration/accreditation requirements.
- 6.4. Credit may only be granted for whole subjects.
- 6.5. Eligibility for credit does not guarantee a prospective learner automatic entry into a Holmesglen course.
- 6.6. Credit granted by another provider is not transferable to Holmesglen Institute and therefore a new assessment of credit must be made.
- 6.7. Credit will not be granted:
 - (a) for any subject/s in the final year of either a three year or four year Holmesglen degree or higher, including elective subjects;
 - (b) where the basis for exemption is a subject for which the applicant received a conceded pass
 - (c) where the prior learning was part of an enabling or bridging program, a capstone or thesis requirement of any Holmesglen program;
 - (d) where, for the purpose of ensuring the integrity of Holmesglen Institute programs of study, the cumulative effect of the grant of credit exceeds the maximum allowable credit for a Holmesglen program of study, as outlined in [Appendix 1](#).
- 6.8. The maximum allowable credit, set out in [Appendix 1](#), does not apply where:
 - (a) a cohort of learners are transferred into a new or re-accredited program as a result of a program transition;
 - (b) a learner is readmitted into a program, or similar program, following a period of intermission.
 - (c) The Holmesglen Council of Education and Applied Research approves an exception to the maximum allowable credit, set out in [Appendix 1](#).

7. CROSS-INSTITUTIONAL STUDY

- 7.1. Credit may be given on the basis of cross-institutional study conducted at another Australian tertiary institution or an overseas institution, on the proviso that:
 - (a) prior approval for that study is provided in writing by the relevant Course Leader
 - (b) the maximum allowable credit limits set out in [Appendix 1](#) apply.

8. NESTED PROGRAMS

- 8.1. Learners moving from a nested program to a later stage of the overarching program at Holmesglen Institute will receive full credit for subjects undertaken in the nested program.
- 8.2. This provision applies irrespective of whether or not a learner has taken out an earlier award in respect of the nested program.

9. ARTICULATION ARRANGEMENTS

- 9.1. Holmesglen Institute must maintain a public register of all internal and external articulation pathways and/or credit agreements.
- 9.2. An articulation agreement must include:
 - (a) the requirements for learner eligibility for credit pursuant to the agreement;
 - (b) the Holmesglen Institute program/s of study to which the agreement relates;
 - (c) the amount and nature of credit available pursuant to the agreement;
 - (d) a stipulation that the eligibility for credit towards a program on the basis of an articulation agreement does not guarantee entry into the program or availability of the program;
 - (e) a stipulation that the institution or industry partner must notify Holmesglen Institute in writing prior to any variation to the program for which a pathway and/or credit is being provided.

Internal articulation pathways

- 9.3. Holmesglen may establish articulation pathways from specific lower level Holmesglen programs into higher level Holmesglen programs.
- 9.4. The granting and determination of the amount of credit in such circumstances must be consistent with the principles and objectives set out in this Policy and the associated Articulation and Credit Procedures and take account of:
 - (a) the content of the studies undertaken, in the relevant program;
 - (b) AQF level of the program from which the learner is articulating.

External articulation pathways

- 9.5. Holmesglen Institute may enter into articulation pathways and/or credit arrangements with:
 - (a) other tertiary institutions, whether in Australia or overseas; and
 - (b) industry partners.
- 9.6. All such arrangements must be formalised in an agreement, according to the steps outlined in the Articulation Procedure (Higher Education), and endorsed by the Council of Education and Applied Research and authorised by the Chief Executive.
- 9.7. The purpose of these agreements is to provide learners with entry into and/or credit towards a Holmesglen higher education program of study.
- 9.8. Holmesglen Institute may enter into an articulation and/or credit agreement with an overseas tertiary institution where that institution is deemed by AEI-NOOSR to offer the qualification in respect of which Holmesglen Institute will offer credit at a level equivalent to the relevant corresponding AQF level qualification.

10. ACCOUNTABILITIES

Action	Accountability
Ensure all systems are in place to implement the above policy.	Executive Director, Education and Applied Research
Oversee the implementation of this policy.	Associate Dean Office of Teaching and Learning
Carry out the requirements as outlined in this policy.	Deans

11. DEFINITIONS

Term	Meaning
Advanced standing	A form of credit for any previous learning. It involves the waiving of the need to take a subject or subjects. It may be granted with or without the concurrent granting of credit points.
Articulation pathway	The means by which learners may progress from a completed qualification to another with admission and/or credit in a defined qualification pathway
Block credit	Credit granted towards whole stages or components of a program of learning leading to a qualification.
Program of study	A program of learning, accredited subject/unit or accredited short course.
Credit	A benefit provided to a learner by waiving one or more of the normal requirements for completion of a course of study, including: <ul style="list-style-type: none"> ▪ Specified and unspecified credit ▪ Exemptions ▪ Advanced standing ▪ Credit transfers
Credit arrangements	Formal negotiated arrangements within and between issuing organisations that entitle learners to credit. They may also be formal arrangements made between issuing organisations and learners.
Credit transfer	A process that provides learners with agreed and consistent credit outcomes for components of a qualification based in identified equivalence in content and learning outcomes between matched qualifications.
Determination	A determination made in relation to an application for credit, whether that application is successful or not, and which includes a determination made at first instance, on review, or on appeal.
Discipline	A defined branch of study or learning.
Formal learning	The learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.
Informal learning	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.

Term	Meaning
Learning outcomes	The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
Nested programs	Programs of study that are offered sequentially from lower level qualifications into higher level qualifications to enable multiple entry and exit points.
Non-formal learning	Learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.
Pathways	Allow learners to move through qualification levels with full or partial recognition for the qualifications and/or learning outcomes achieved.
Recognition of Prior Learning' (RPL)	A process through which eligibility for the award of credit is assessed, through assessment of formal, informal and non-formal learning.
Specified credit	Credit granted towards particular or specific components of a qualification or program of learning.
Unspecified credit	A credit granted in relations to an unspecified subject or group of subjects.

12. CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

Articulation Procedure (Higher Education)

Enrolment Policy

Overseas Learners Policy

Complaints and Appeals Policy (Learners)

External

Education Services for Overseas Students Act 2000 (Cth).

National Code of Practice for Providers of Education and Training to Overseas Students 2018

Australian Qualifications Framework (2013) (Pathways Policy)

Higher Education Standards Framework (Threshold Standards) 2021

Higher Education Support Act 2003

TEQSA Guidance Note – Credit and Recognition of Prior Learning

13. REVIEW

13.1. This policy must be reviewed no later than three years from the date of approval.

13.2. The policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

14. VERSION HISTORY

Version Number	Date	Summary of changes
1	October 2019	Conversion and updates from the previous 'rule' into the new Policy format

APPENDIX 1 -MAXIMUM ALLOWABLE CREDIT INTO HOLMESGLEN HIGHER EDUCATION PROGRAMS

1. Articulation design principles

When designing an articulation pathway into a higher education program, consideration must be given to the range of possible internal and external articulation pathways to and from Holmesglen programs, including other registered training organisation programs or other higher education provider programs where relevant.

The following maximum amounts of credit will apply to undergraduate Bachelor qualifications:

- Up to 50 % credit for an Advanced Diploma or Associate Degree when linked to a three-year Bachelor Degree.
- Up to 37.5% credit for an Advanced Diploma or Associate Degree when linked to a four-year Bachelor Degree.
- Up to 33% credit for a Diploma when linked to a three-year Bachelor Degree.
- Up to 25% credit for a Diploma when linked to a four-year Bachelor Degree.

The maximum amount of credit based on a completed program at the same or higher level is normally:

- 66.6% when linked to a three-year Bachelor Degree
- 50% when linked to a four-year Bachelor Degree..

For post graduate qualifications (ie post Bachelor degree/AQF Level 8 or higher) the maximum amount of credit for a completed program at the same or higher level is 50%

2. Principles for determining credit

The maximum amount of credit may be lower than the stated maximums above in some instances in accordance with professional body accreditation requirements.

The maximum amount of credit is normally based on a program or subjects completed within the previous eight years

The minimum qualification level recognised by Holmesglen for credit into Holmesglen higher education programs is normally AQF Diploma level (AQF Level 5).

- When developing or reaccrediting higher education programs, consideration will be given to VET Training Package competencies and/or VET curriculum based courses so that credit possibilities are maximised.
- Articulation needs to be consistent with the Holmesglen Higher Education Articulation and Credit Policy. Any exception needs to be approved by the Council of Education and Applied Research.

Credit will be determined on a case by case basis, and will be subject to authorisation by the relevant Faculty Head of Department.

Articulation credit arrangements will be subject to endorsement and authorisation as outlined in the Higher Education Articulation Procedure.