

P11 – Course Credit Policy and Procedure



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Purpose

The purpose of this policy and procedure is to provide clear direction in the provision of credit and to support the development and implementation of qualification pathways through the processes of Credit Transfer and Recognition of Prior Learning (RPL). ASMI recognises that credit may be issued for learning already achieved, and that learning can be formal, non-formal or informal.

Scope

This policy and procedure is applicable to all employees, stakeholders and students enrolled in eligible courses.

Definitions

Term	Definition
Assessor	An assessor is the relevant Course Teacher for each course holding the delegated authority from the Chief Executive Officer to determine if an application is successful by clearly demonstrating the relevant competencies required. The Assessor must hold competences required under the ASQA Standards for RTO's 2015.
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 or recognition of prior learning.
Credit Transfer	Credit Transfer is a process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications, such as block credit, specified credit or unspecified credit.
Recognition of Prior Learning	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 credit outcomes of an individual application for credit.

Policy Statement

At ASMI, granting of RPL and Credit Transfers will be established and maintained in accordance with the Australian Qualifications Framework (AQF) Pathways Policy and is consistent with the requirements of the [ESOS Act 2000](#) so that:

- i) the Rules of Evidence and Principles of Assessment are satisfied;
- ii) pathways for credit will be available into and between qualifications;
- iii) credit pathways may be horizontal across qualifications with outcomes at the same AQF level as well as vertical between qualifications with outcomes at different AQF levels;
- iv) such pathways will be clearly published;

- v) credit is available for units of competency;
- vi) decisions regarding applications for credit will be fair, transparent and evidence-based;
- vii) credit can facilitate student progress, completion and mobility; however, the integrity of ASMI awards is paramount and credit will not be granted if it would impair the integrity of the award or reduce a student's likelihood of success in the program.

This policy is based on the following assumptions:

- i) students must apply for RPL and/or Credit Transfers.
- ii) ASMI grants RPL and/or Credit Transfers based on an application and submission of the required evidence.
- iii) ASMI may decline applications for credit from students in accordance with Statutes, Regulations and ASMI policies and procedures or any conditions associated with the professional accreditation of the award.
- iv) once RPL or Credit Transfer has been granted, unless compelling educational reasons are presented, it will not be rescinded.

ASMI's responsibilities with regard to decision making to grant credit towards its awards will include the requirements to:

- i) be evidence-based, equitable and transparent
- ii) be applied consistently and fairly with decisions subject to appeal and review
- iii) 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 units of competency within the qualification
- iv) be academically defensible and take into account the student's ability to meet the learning outcomes of the qualification
- v) be decided in a timely way so that students' access to qualifications is not unnecessarily inhibited
- vi) 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
- vii) be formally documented for the student including any reasons for not giving credit.

Procedure

Assessment of the amount of RPL and Credit Transfer within courses offered by ASMI is determined by the Assessor. The assessment is informed by, but not limited to the:

- i) nature of the evidence provided by the applicant
- ii) scope of the subject matter covered by the application
- iii) specific needs of the applicant which may include matters such as language needs or other special needs
- iv) number of equivalent student contact hours in units/subjects/life experience/work experience undertaken by the student

1. Student Application Process

Applicants seeking RPL or credit transfer must apply by using the prescribed form at the time of making their application for admission to ASMI. Where an application is submitted 2 weeks after enrolment, there is no guarantee that it will be assessed in time for a student to withdraw from a unit and avoid liability for fees. Where the student is on a student visa, the granting of course credit may be reported to the Department of Home Affairs where the duration of the qualification has been affected.

2. Evaluation and Timeframe

An assessment by the relevant assessor will normally be based on formal individual negotiation with the student, including a portfolio prepared by the student and completed prior to the commencement of the student's course. Credit is only available for learning deemed current by the assessor.

3. Preparing a Portfolio

The Portfolio should contain:

- i) evidence of the student's prior learning experiences and, in the case of credentialed learning, a certified copy of a statement of satisfactory completion of a course offered by an education provider recognised by ASMI or a JP certified USI Transcript, including: professional bodies, public and private educational institutions and private or public enterprises. In the case of uncredentialed learning, alternative forms of acceptable evidence may include:
 - curriculum vitae
 - video and photographic evidence
 - third party workplace references
 - documented work examples
 - workplace observations
 - competency conversation
 - position description
- ii) documentation stating the objectives, learning outcomes and content of the previous course,
- iii) details of the contact hours of the previous course,
- iv) details of the organisation in which the credentialed or uncredentialed learning occurred, and
- v) a case which links the learning experiences stated in point (i) and the outcomes of the course in which the student is seeking credit. The case may be supplemented by the student's being required to undertake an assessment conducted by ASMI to verify that the student has achieved the learning outcomes claimed in the prior learning experiences.

4. Applying for Credit

The Portfolio together with a completed Application for Course Credit Form listing the unit[s] for which credit transfer is sought must be lodged with the Administration Office.

5. Outcome of Applications

On the outcome of the application, the assessor may ratify:

- i) the level of credit sought,
- ii) credit in excess of the level sought,
- iii) credit at a lower level than that sought, or
- iv) no credit.

Alternatively, further information may be requested from the student. This may be provided in either a written or oral form

Where credit is granted the assessor shall forward the approved application and evidence to the administration office where credit shall be entered into the student management system and all documentation saved to the student's file.

6. Review and Appeal

A student may seek a review of the decision of the assessor. For further information, please refer to the Grievances, Complaints and Appeals Policy and Procedure available on the ASMI website.

Articulation Agreements

ASMI may enter into articulation agreements and credit agreements with tertiary institutions and industry partners. Articulation agreements may include agreements to provide students with entry into and/or credit towards a program. To this extent, articulation agreements are considered credit agreements and the provisions of this policy governing credit agreements apply.

Implementation and Communication

The policy will be implemented and communicated throughout ASMI via announcement on ASMI's webpage, inclusion in the Student Handbook, direct distribution to relevant staff and annual professional development including assessment activities and workshops.

Related Documents

Forms	
F15	Student Application Form
F01	Application for Course Credit

Policy and Procedures	
P06	Grievances, Complaints and Appeals Policy and Procedure

Document Amendments

Details	Version	Date
Initial documentation creation	1.0	13 th March 2015
Updated to meet legislative requirements	2.0	27 th May 2015
Procedure review and update to conform to new template	3.0	11 th May 2018
Minor update to conform to new processes	4.0	21 st February 2020