

## 1. PURPOSE

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

## 2. SCOPE

This policy applies to all Holmesglen higher education courses and includes:

- (a) all learners intending to enrol, or currently enrolled, in higher education courses at Holmesglen
- (b) learners transferring between higher education courses within Holmesglen or engaging in cross-institutional studies
- (c) learners that pathway between Holmesglen courses 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 courses in ways that 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. General principles

4.1.1 Decisions made by Holmesglen regarding the granting of articulation into, or credit towards, its higher education courses 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 Holmesglen's courses
- (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 affected
- (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 fulfillment of the requirements of a qualification
- (g) be formally documented for the learner, including any reasons for not giving articulation or credit.

4.1.2 At all times in the determination of articulation or credit, consideration must be given to the learner's ability to progress in the relevant course 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.

- 4.1.3 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 course at which they would enter following the granting of credit.
- 4.1.4 Articulation and/or credit for prior learning may be granted for one or more of the following:
- (a) Formal learning:
    - (i) AQF qualifications awarded by accredited and approved Australian Higher Education Providers or Registered Training Organisations, and which involve consideration of AQF levels and the relevant course components
    - (ii) professional qualifications: qualifications and courses offered by professional bodies
    - (iii) overseas qualifications: reference will be made to the Australian Commonwealth Government Department of Education Country Education Profiles (CEPs) 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 the AQF Pathways Policy.
- 4.1.5 The comparability and equivalence of the following factors must be taken into account in determining credit towards a Holmesglen course:
- (a) the AQF level
  - (b) the course content and any pre-requisites
  - (c) the course learning outcomes
  - (d) the learning and assessment approaches
  - (e) the volume of learning
  - (f) any other relevant factor.

## 4.2 Types of credit

- 4.2.1 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 the subject is deemed substantially equivalent to a core or compulsory subject in a Holmesglen course.
  - (b) **Unspecified credit** where credit is granted in relation to an unspecified elective subject or group of elective subjects.
  - (c) **Block credit** where credit is granted towards whole stages or components of a course .

### 4.3 Standard conditions for granting of credit

- 4.3.1 The minimum qualification level recognised by Holmesglen for credit into Holmesglen higher education courses is normally AQF Diploma level (AQF Level 5).
- 4.3.2 Eligibility for credit is not affected by:
- (a) the location or mode in which the course is taught
  - (b) the grades received in a subject for courses 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.
- 4.3.3 Credit is only available for prior learning that is deemed current. Current prior learning 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, to meet professional registration/accreditation requirements.
- 4.3.4 Credit may only be granted for whole subjects.
- 4.3.5 Eligibility for credit does not guarantee a prospective learner automatic entry into a Holmesglen course.
- 4.3.6 Credit granted by another provider is not transferable to Holmesglen Institute and therefore a new assessment of credit must be made.
- 4.3.7 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 or equivalent
  - (c) where the prior learning was part of an enabling or bridging program, a capstone or thesis requirement of any Holmesglen course
  - (d) where, for the purpose of ensuring the integrity of Holmesglen Institute courses, the cumulative effect of the grant of credit exceeds the maximum allowable credit for a Holmesglen course, as outlined in [Appendix 1](#).
- 4.3.8 Holmesglen may consider exceptions to condition 6.7 (a) on a case-by-case basis. Supporting evidence that demonstrates subject equivalence will be required. Any such exceptions need to be approved by the Council of Education and Applied Research.
- 4.3.9 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 course as a result of a course transition
  - (b) a learner is re-admitted into a course, or similar course, 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](#).

### 4.4. Cross-Institutional Study

- 4.4.1 Credit may be given based on cross-institutional study conducted at another Australian tertiary institution or an overseas institution, on the condition that:
- (a) prior approval for that study is provided in writing by the relevant Course Leader; and
  - (b) the maximum allowable credit limits do not exceed the levels set out in [Appendix 1](#).

## **4.5 Nested courses**

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

## **4.6 Articulation arrangements**

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

### **Internal articulation pathways**

- 4.6.3 Holmesglen may establish articulation pathways from specific lower level Holmesglen courses into higher level Holmesglen courses.
- 4.6.4 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 course
  - (b) AQF level of the course from which the learner is articulating.

### **External articulation pathways**

- 4.6.5 Holmesglen may enter into articulation pathways and/or credit arrangements with:
  - (a) other tertiary institutions, whether in Australia or overseas
  - (b) industry partners.
- 4.6.6 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.
- 4.6.7 The purpose of these agreements is to provide learners with entry into and/or credit towards a Holmesglen higher education course.
- 4.6.8 Holmesglen Institute may enter into an articulation and/or credit agreement with an overseas tertiary institution where that institution is deemed by the CEP to offer the qualification in respect of which Holmesglen Institute will offer credit at a level equivalent to the relevant corresponding AQF level qualification.

## 5. 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.	Dean Office of Teaching and Learning
Carry out the requirements as outlined in this policy.	Deans Course Leaders

## 6. 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 that may be a course, curriculum, training package, accredited subject/unit or accredited short course.
Credit	Recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. It is a benefit provided to a learner by reducing one or more of the normal amounts of learning required for completion of a qualification, including: <ul style="list-style-type: none"> <li>▪ Specified and unspecified credit</li> <li>▪ Exemptions</li> <li>▪ Advanced standing</li> <li>▪ Credit transfers</li> </ul>
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 courses	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 elective subject or group of elective subjects.

## 7. CONTEXT AND/OR REFERENCED DOCUMENTS

### Internal

Appeals Policy (Learners)  
 Articulation Procedure (Higher Education)  
 Admissions and Enrolment Policy  
 Complaints Policy (Learners)  
 Credit Procedure (Higher Education)  
 Overseas Learners Policy

### External

[Australian Qualifications Framework \(2013\)](#) (Pathways Policy)  
[Education Services for Overseas Students Act 2000 \(Cth\)](#)  
[Higher Education Standards Framework \(Threshold Standards\) 2021](#)  
[Higher Education Support Act 2003](#)  
[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)  
[TEQSA Guidance Note – Credit and Recognition of Prior Learning](#)

## 8. REVIEW

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

## 9. VERSION HISTORY

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

Version Number	Date	Summary of changes
2	June 2024	Specified approval requirements for credit for third or fourth year subjects of a bachelor degree. Additional minor updates including terminology.

## APPENDIX 1 - MAXIMUM ALLOWABLE CREDIT INTO HOLMESGLEN HIGHER EDUCATION COURSES

### 1. Articulation design principles

When designing an articulation pathway into a Holmesglen higher education course, consideration must be given to the range of possible internal and external articulation pathways to and from Holmesglen courses, including other registered training organisation courses or other higher education provider courses 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 course 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 postgraduate qualifications (ie post Bachelor degree/AQF Level 8 or higher) the maximum amount of credit for a completed course 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 course or subjects completed within the previous eight years.

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

- When developing or reaccrediting higher education courses, 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 Articulation and Credit Policy (Higher Education).
- Any exception, such as exception to the non-granting of credit as detailed in 6.7(a), to 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 Articulation Procedure (Higher Education).