CREDIT FOR PRIOR LEARNING IN HIGHER EDUCATION POLICY AND PROCEDURE

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1 PURPOSE

1.1 This policy and procedure establishes a framework for:

a) granting credit for learning already undertaken (i.e. prior learning) while maintaining academic standards of CQUniversity's courses

b) enabling students to move between courses, qualifications and tertiary education institutions[1], and

c) ensuring credit for prior learning processes and decisions are transparent, consistent and fair.

1.2 This policy and procedure is designed to meet the requirements of CQUniversity and Australian higher education legislation and standards, including the Australian Qualifications Framework (AQF),[2] as they apply to credit for prior learning.

[1] 'Institution' refers to organisations authorised through Australian legislation to issue AQF qualifications or overseas equivalent (see terms and definitions).

[2] The AQF Qualifications Pathways Policy aims to maximise credit for prior learning in tertiary education.

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2 SCOPE

2.1 This policy and procedure applies to:

a) domestic and international CQUniversity students admitted into a higher education coursework course

b) individuals who apply to study at CQUniversity, i.e. prospective students, in a higher education coursework course

c) student applications for credit towards coursework components of CQUniversity higher education coursework courses[3], and

d) articulation agreements[4] within CQUniversity and between CQUniversity and external institutions that include credit provisions.

2.2 This policy and procedure does not apply to credit towards CQUniversity research higher degree courses, vocational education and training (VET) courses and non-award courses.

3 POLICY STATEMENT

General principles

3.1 Credit for prior learning may be granted for progression into a course, i.e. advanced standing.

3.2 Credit for prior learning may be granted via student applications or credit provisions in articulation agreements relevant to the course in which a student is admitted.

3.3 Credit for prior learning may be granted to enable pathways for students across AQF qualifications at the same level (horizontally) or at different levels (vertically).

3.4 Credit transfer may be granted at either course or unit level.

3.5 Credit for prior learning may be granted through credit transfer and/or recognition of prior learning (RPL).

3.6 Credit transfer will be applied to grant credit for prior formal learning for which the student received clear passing grade/s, was completed within the specified time limit, and is assessed as equivalent to a unit/s of the course in which the student is admitted.

3.7 RPL will be applied to grant credit for prior learning (including formal, non-formal and/or informal learning) that is assessed as equivalent to a unit/s of the course in which the student is admitted. RPL may include credit for formal learning completed outside the time limit for credit transfer as specified in section 4.43.

3.8 CQUniversity students who successfully complete approved cross-institutional study[5] at another tertiary education institution will receive pre-approved credit that has been assessed in accordance with this policy and procedure.

3.9 If single units are offered separate from a course and are eligible for gaining credit towards a course, the course and qualification for which credit may be granted and the terms of granting credit must be specified.

Assessment and decision-making principles

3.10 Credit for a student's prior learning (including formal, informal and/or non-formal learning) will only be granted if:

a) the prior learning is demonstrated, evidenced and authenticated at the appropriate AQF level

b) the prior learning is assessed as relevant, equivalent to current knowledge and/or practices, relates to and satisfies the current learning outcomes of the course or unit/s for which the student has applied for credit

[3] 'Courses' refer to award courses (see terms and definitions).
[4] Details about articulation agreements are in the Articulation Policy and Procedure.
[5] Details about cross-institutional study are in the Cross-Institutional Study Policy and Procedure.

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c) the decision to grant credit will not disadvantage the student in achieving the expected course learning outcomes, and

d) the decision to grant credit will maintain the integrity of the course and qualification.

3.11 Certain courses or units may be deemed unsuitable for granting credit for non-formal or informal learning if granting such credit would demonstrably undermine the integrity of the course or unit or conflict with relevant professional accrediting body, statutory authority or industry advisory group requirements.

3.12 Credit may be granted for prior formal learning undertaken overseas if the course/qualification is deemed to be equivalent in level to an AQF qualification.

3.13 Credit may not be granted to students for prior formal learning if they subsequently attempted an equivalent unit at this University and received a Fail (F) grade, unless the Head of Course approves otherwise. In this case, any request to grant credit must include documented reasons.

3.14 One or more of the following types of credit may be granted:

a) block credit, i.e. credit granted towards a group of units in the course (in which the student is admitted), such as the first term or first year of a course

b) specified credit, i.e. credit granted towards a specified unit in a course if the student's prior learning is assessed as equivalent to that unit in the course in which the student is admitted, or

c) unspecified credit, i.e. credit granted towards an elective component in a course in which the student is admitted. Prior learning is not assessed as equivalent to a specific elective unit, but may be recognised for credit towards an elective unit in the course.

3.15 Unspecified credit may be granted with restrictions on the type or level of units students can select, but will not be granted if the proposed course has no elective units.

3.16 The amount of credit granted will be based on the total number of credit points applicable to the unit/s for which credit is granted. Partial credit for a unit will not be granted.

3.17 Credit provisions in articulation agreements and assessment of a student's prior formal learning for credit towards a course at any AQF level, vertical or horizontal, will be based on the discipline context, and comparability and equivalence of all of the following:

a) expected learning outcomes

b) volume of learning

c) course of study (including its content), and

d) learning and assessment approaches.

3.18 Assessment of a student's prior non-formal and informal learning for credit towards a course at any AQF level, vertical or horizontal, will be based on the discipline context, and comparability and equivalence:

a) to the expected learning outcomes of the course or unit/s for which the student has applied for credit, and

b) the extent to which the student can demonstrate they have achieved these learning outcomes.

3.19 Students who apply for credit for prior non-formal and informal learning are responsible for submitting documented evidence that can demonstrate the learning achieved is comparable and equivalent to the expected learning outcomes of the course or unit/s for which the students have applied for credit.

3.20 Credit provisions in articulation agreements and assessment of a student's prior learning for credit towards a course at a higher AQF level, in the same or related discipline, will be based on the following as a guide:

a) 33 per cent credit for a Diploma linked to a three-year Bachelor Degree

b) 25 per cent credit for a Diploma linked to a four-year Bachelor Degree

c) 50 per cent credit for an Advanced Diploma or Associate Degree linked to a three-year Bachelor Degree

d) 37.5 per cent credit for an Advanced Diploma or Associate Degree linked to a four-year Bachelor Degree.

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3.21 The above guide does not preclude granting additional credit through articulation arrangements with credit provisions or when assessing student applications for credit.

3.22 Advanced standing aims to prevent students having to undertake study that substantially duplicates the content and learning outcomes of formal learning already completed.

3.23 Students may be eligible for advanced standing in a postgraduate AQF Level 9 Masters Degree (Coursework) through a reduced volume of learning if they have completed an AQF Level 7 Bachelor Degree or above AQF qualification in the same or a cognate discipline.

3.24 Advanced standing as stated above will be considered only if:

a) it is based on completed formal higher education coursework that the University deems equivalent in discipline content and learning outcomes to AQF level 8 Masters Degree coursework units for which advanced standing is sought, and

b) students who are granted advanced standing will have the same capacity to demonstrate achievement of the course learning outcomes and the graduate attributes as students without advanced standing.

3.25 Appendix A includes a guide for deciding advanced standing (maximum amount of credit points) that may be granted in a Masters Degree (Coursework).

3.26 Assessment and decisions to grant credit must be:

a) evidence-based and validated at the relevant AQF level

b) made in a timely way to enable student access to qualifications

c) applied consistently and fairly, and

d) documented to ensure transparency and that students are given reasons for not granting credit.

3.27 A decision to grant credit may be revoked if:

a) the student changes their course (particularly a change of study area) and their enrolment is governed by a different set of completion requirements

b) it was based on incomplete, incorrect, misleading or false information provided by the student or certifying authority

c) errors were made in assessing an application that may result in an outcome detrimental to the student

d) the student has not shown adequate academic progress in their course and the University considers that the student may benefit from undertaking units for which credit was granted, e.g. to develop prerequisite or foundation skills and knowledge to assist students to complete more advanced units in the course

e) the student does not begin their course within 12 months after being granted credit, or

f) the student requests the credit to be revoked due to unforeseen or exceptional circumstances, which will be decided on a case-by-case basis.

3.28 Applications based on false information or documents will not be granted and may be regarded as misconduct and managed accordingly.

Information principles

3.29 University information about credit for prior learning, including this document and a database of credit precedents, must:

a) be publicly available, clear and easily accessible to current and prospective students, and

b) enable students to make informed choices between courses, taking into account the credit that may be available.

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4 PROCEDURE

Applying for credit transfer

Eligibility to apply

4.1 The following students, who have relevant and current prior formal learning for which credit may be granted in accordance with this policy and procedure, are eligible to apply for credit transfer:

a) domestic and international students admitted into a CQUniversity higher education coursework course, and

b) prospective international students, and prospective domestic students who have studied with the University previously, applying for admission into a CQUniversity higher education coursework course.

4.2 International students should submit their application before admission as any credit granted may affect the duration of study and the length of the student's visa.

4.3 Eligibility for credit is no guarantee of international student admission into a course, unless a formal offer is made to the prospective student or a relevant articulation agreement includes credit provisions.

How to apply

4.4 Appendix B includes a diagram showing an overview of the credit transfer application process.

4.5 Domestic students can apply for credit transfer by submitting a Credit Application Form. Domestic students applying for direct admission online can apply for credit transfer by requesting assessment of credit as part of their admission application (see when to apply).

4.6 International students applying for admission online via iStart can apply for credit transfer by requesting assessment of credit as part of their admission application (see when to apply).

4.7 Students must identify in their application the unit/s for which credit transfer is sought, and demonstrate they have successfully completed formal units of study at a similar level or standard at an Australian university, registered training organisation, or overseas equivalent, and received a clear passing grade.

4.8 Students must submit the following documents with their credit application:

a) official academic transcript/s indicating the course/s or unit/s completed, year completed, grade/s obtained (including details of the related grading system), and weighting of the unit/s (students will not need to provide this information for previous study undertaken at CQUniversity)

b) unit profiles/outlines including learning outcomes and graduate attributes, in the year of completion. Unit profiles must display the institution's logo and details. Unit overviews alone will not suffice. Where the University has an established credit precedent as identified in the University's credit precedent database, this documentation will not be required, and

c) any other information the University requests or the student considers relevant for assessing their application.

4.9 The University may request students or certifying authorities to clarify or verify the information provided.

4.10 Supporting documents must be written in English or translated to English by a licensed translation service.

4.11 Applications for credit transfer will be assessed once the student has accepted their offer for admission to the University, and submitted all of the required information, including supporting documents. The University will not obtain documents from other institutions, organisations or individuals.

When to apply

4.12 Students should submit an application upon admission, and no later than four weeks before the relevant term starts to ensure their application can be assessed and, if credit is granted, have this applied to their study plan before the term begins and/or before the census date.

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4.13 Students who submit an application less than four weeks before the relevant term starts will still have their application assessed; however the University cannot guarantee these applications will be assessed, or credit applied, before the start of term and/or census date.

Notifying students of application outcomes

4.14 For approved applications, students who have been admitted to a course will be notified of the outcome of their application, including the amount of credit granted, in a timely manner via their University email account. International students will also be requested to confirm their acceptance of the credit granted.

4.15 Prospective international students who submit an application before admission will be notified in a timely manner via a formal offer of admission. This will include the amount of credit granted, if approved, and any reduction in the duration of study. These students will be requested to confirm their acceptance of the credit granted. The revised duration will also be included in the student's formal confirmation of enrolment.

4.16 For applications that are not approved, students will be notified in a timely manner and provided written reasons for the decision.

Assessing credit transfer applications

4.17 If the University has an agreed credit precedent or articulation agreement relevant to the application, the Academic Pathways Team will assess and decide the application, including the amount of credit that may be granted.

4.18 If the University has no agreed credit precedent or articulation agreement relevant to the application, the Academic Pathways Team will assess the application and make a recommendation to the relevant Head of Course who will decide the application, including the amount of credit that may be granted.

4.19 For applications involving exceptional circumstances, the Academic Pathways Team and/or the Head of Course will make a recommendation to the relevant Deputy Dean Learning and Teaching, who will decide the application, including the amount of credit that may be granted.

4.20 Decision-makers must record their decisions, including reasons for non-approval, so students can be notified and the University can retain relevant records.

Credit precedents

4.21 Credit precedents are implemented to help maximise the student enrolment experience through timely processing of credit applications, and to enable consistent, equitable and transparent decision making related to credit transfer.

4.22 Where an application for credit transfer is approved by the Head of Course, they must also indicate whether the decision is approved for use as a precedent for subsequent decisions. Approval is recommended unless there are unique circumstances which render the decision unsuitable as a precedent. In such cases, the circumstances for declining approval must be noted. If the decision is identified as a precedent, it will be recorded in the Credit Precedent Database and applied to subsequent credit transfer applications by the Academic Pathways Team.

4.23 Once precedents are established in the database, they must not be changed or removed without valid justification supported by evidence and approved by the Vice-President (Academic). As an example, valid justification may include increased failure rates where credit has been granted, or changes required by an external accrediting body. Grade point average outcomes will only be a consideration where required by an external professional accreditation body or by the Tertiary Education Quality and Standards Agency (TEQSA).

4.24 Credit precedents will be reviewed by the Academic Pathways Team, in consultation with the relevant schools. Each credit precedent will have a stated duration when established by a Head of Course. This duration will not exceed three years for courses/units subject to external professional accreditation and five years for other courses/units. These timeframes may be shorter if the courses or units involved undergo a substantial change, or as required by an external professional accreditation body or by TEQSA.

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Applying for recognition of prior learning (RPL)

Eligibility to apply

4.25 Students are eligible to apply for credit through RPL if:

a) they have been admitted into a CQUniversity higher education coursework course

b) they have relevant and current prior learning (including formal, non-formal and/or informal learning) for which credit may be granted in accordance with this policy and procedure, and

c) the course or unit/s for which the students have applied for credit is deemed suitable for granting credit via RPL.

How to apply

4.26 Appendix C includes a diagram showing an overview of the RPL application process.

4.27 Students who apply for credit via RPL must submit a Credit Application Form.

4.28 Students may apply at any time for credit via RPL.

4.29 Students must identify in their application the unit/s for which credit via RPL is sought and demonstrate they have:

a) successfully completed formal units of study at a similar level or standard at an Australian university, registered training organisation, or overseas equivalent, that is outside the specified time limit for credit transfer, and received a clear passing grade, and/or

b) achieved a level of knowledge and/or skills, i.e. the expected learning outcomes, comparable and equivalent to the unit/s for which credit is sought, through non-formal or informal prior learning or a combination of these.

4.30 Students must submit the following documents with their completed Credit Application Form:

Formal learning

a) official academic transcript/s indicating the course/s or unit/s completed, year completed, grade/s obtained (including details of the related grading system), and weighting of the unit/s (students will not need to provide this information for previous study undertaken at the University)

b) unit profiles/outlines including learning outcomes and graduate attributes, in the year of completion. Unit profiles must display the institution's logo and details. Unit overviews alone will not suffice, and

c) any other information the University requests or the student considers relevant for assessing their application.

Non-formal and/or informal learning

a) documented evidence to support the claim for prior non-formal learning (e.g. non accredited courses, professional development) and informal learning (e.g. work and/or life experience) that demonstrates equivalence to current University units, showing that the learning outcomes have been met, and

b) any other information the University requests or the student considers relevant for assessing their application.

4.31 The University may request students or certifying authorities to clarify or verify the information provided.

4.32 Supporting documents must be written in English or translated to English by a licensed translation service.

4.33 Applications for RPL will be assessed once the student has accepted their offer for admission to the University, and submitted all of the required information, including supporting documents. The University will not obtain documents from other institutions, organisations or individuals

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Notifying students of application outcomes

4.34 For approved applications, students will be notified of the outcome of their application, including the amount of credit granted, in a timely manner via their University email account. International students will also be requested to confirm their acceptance of the credit granted.

4.35 For applications that are not approved, students will be notified in a timely manner and provided written reasons for the decision.

Assessing recognition of prior learning (RPL) applications

4.36 RPL applications may be complex and take some time to assess and decide if credit can be granted due to the variable nature of the learning and the evidence of learning students may submit. The University will aim to assess applications within four weeks of receiving a completed application and supporting documents. However, the University cannot guarantee applications will be assessed and, if credit is granted, have this applied to the student's study plan before a term begins or before the census date.

4.37 The Academic Pathways Team will undertake a preliminary assessment of the application (where possible) and refer the application and any recommendations to the relevant Head of Course.

4.38 The relevant Head of Course will assess and decide the application, including the amount of credit that may be granted.

4.39 For applications involving exceptional circumstances, the Academic Pathways Team and/or the Head of Course will consult with the relevant Deputy Dean Learning and Teaching, who will decide the application, including the amount of credit that may be granted.

4.40 The relevant Deputy Dean Learning and Teaching may deem certain courses or units unsuitable for granting credit for non-formal or informal learning if satisfied that the conditions in section 3.11 apply.

4.41 Decision-makers must record their decisions, including reasons for non-approval, so students can be notified and the University can retain relevant records.

Time limits and restrictions on the amount of credit

4.42 Credit may be granted for prior learning completed up to 10 years before the student submits an application for credit. A time limit of less than 10 years may apply if the course or unit/s, for which the student has applied for credit, specify a lesser period in accordance with relevant professional accrediting body, statutory authority or industry advisory group requirements.

4.43 Credit via RPL may be granted for prior formal learning, i.e. courses or units, completed outside the specified time limits, if the student can demonstrate and submits evidence that they have:

a) maintained currency of their learning, and

b) applied the knowledge obtained through work experience, other relevant experience or further studies in the same knowledge area.

4.44 The maximum amount of credit that may be granted towards a course is limited to approximately 67 per cent, i.e. two-thirds of the course.

4.45 The maximum credit limit may be exceeded for internal credit transfers where the source of credit is from units or courses completed at the University, where:

a) that credit has not been counted towards a previously conferred University award

b) that credit is being transferred to a University exit award

c) it forms part of an approved articulated set or sequence of courses, e.g. interim award. Credit exceeding the maximum limit may be granted towards a higher award only in the set, including where the lower award has been conferred, or

d) based on a request from the student, the previous award has been revoked by the University to enable credit transfer of up to 100 per cent into a subsequent University course.

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4.46 Any recommendations for granting credit that exceeds the maximum limits must include justification and be referred to the relevant Deputy Dean Learning and Teaching for their decision.

Revoking credit for prior learning

4.47 Any recommendations for revoking credit previously granted must include justification and be referred to the Director Educational Quality and Integrity (or nominee) for their decision.

4.48 The decision-maker must record their decisions, including reasons for revocation, so students can be notified and the University can retain relevant records.

Reviews and complaints

4.49 Students may request that a decision relating to credit be reviewed in accordance with the review process below.

4.50 The University will aim to finalise reviews as quickly as possible but cannot guarantee this will occur before the census date, which affects student enrolment and withdrawal from units in the same term.

Review process

4.51 A student may request a review of the decision on the basis that they provide evidence that the following grounds exist:

a) the credit application was submitted in line with credit timeframes for the relevant term, in the correct manner, and all the relevant documentation was provided

b) the application satisfied the requirements of relevance, comparability, and equivalence of all the following:

- learning outcomes
- volume of learning
- AQF level of learning
- course of study (including its content), and
- learning and assessment approaches, and

c) the decision was not compliant with this policy and procedure.

4.52 Only students who are currently enrolled or admitted into a course at the University may request a review.

4.53 Applications requesting a review will be accepted when students:

a) submit their request in writing to the Academic Pathways Team by email (via creditreview@cqu.edu.au) within 10 working days of receiving notice of the original decision, and

b) include in the written request their name, student number and a full statement of their reason/s for requesting a review, including why they believe the decision is unreasonable.

4.54 The outcome of a review may result in the original decision being confirmed or an alternative decision, which may be more or less favourable than the original decision.

4.55 The Academic Pathways Team must refer student requests for review to the relevant Deputy Dean Learning and Teaching (or their nominee) to review the decision as soon as possible based on the available information. The reviewer must be an employee who was not involved in the decision that is under review.

4.56 The reviewer may decide to confirm the decision, set aside the decision and make an alternative decision, or not accept the request because it was not received in the required timeline for requesting a review and/or the student has not submitted a full statement in writing about their reasons for the request and why they believe the decision is unreasonable.

4.57 After the review, the reviewer will notify the student, Academic Pathways Team and the original decision-maker in writing about the outcome of the review and reasons for the decision.

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4.58 Students who are dissatisfied with the review outcome may lodge an appeal in accordance with the Academic Appeals Policy and Procedure.

Complaint process

4.59 Students who have a complaint, which may or may not relate to a decision or request for review, may make a complaint in accordance with the Complaints Policy and Procedure. Complaints and requests for review, even if related, may be managed separately to ensure independence and both matters can be finalised as soon as possible.

5 RESPONSIBILITIES

Compliance, monitoring and review

5.1 The Director Educational Quality and Integrity is responsible for implementing, monitoring, reviewing and ensuring compliance with this policy and procedure.

Reporting

5.2 The University will report any changes to an international student's course duration following admission, in the Provider Registration and International Students Management System (PRISMS).

Records management

5.3 Employees must manage records, including credit-related applications, decisions, the amount and type of credit granted, and the reasons for decisions, in accordance with the Records Management Policy and Procedure. This includes retaining these records in a recognised University recordkeeping information system.

5.4 University records must be retained for the minimum periods specified in the relevant Retention and Disposal Schedule. Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).

5.5 The Academic Pathways Team will ensure details of the University's credit arrangements are regularly updated to maintain currency and are publicly available and accessible to students.

6 DEFINITIONS

6.1 Terms not defined in this document may be in the University glossary.

Terms and definitions

Academic transcript: (also known as an 'academic record') is an official statement issued by the University of a student's grades in all courses for which that student has been enrolled at the University, and shows credit granted for prior study. Unofficial academic transcripts generated by students through the University's online student portal cannot be used for education verification purposes.

Articulation agreement: defined in the Articulations Policy and Procedure.

Award course: a coherent sequence of units or supervised research leading to the award of an accredited AQF qualification or equivalent accredited overseas qualification.

Clear passing grade: a Pass (P) or higher grade. Pass Conceded (PC), Pass Terminating (PT) and Fail (F) grades or equivalent are not considered passing grades for credit transfer.

Cognate discipline: a related discipline or field of study or learning / specialisation.

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Credit: 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[6].

Credit precedent: a set of rules based on previously determined equivalency outcomes that allows students to be awarded the same or similar credit as students who have completed the same or similar prior learning.

Credit transfer: a process of evaluating a student's prior formal learning to determine its equivalence to, and therefore the amount of credit that may be granted towards, their course of study.

Formal learning: learning that takes place through a structured course of study that leads to the full or partial achievement of an officially accredited qualification. Examples include study undertaken in award courses provided by Australian tertiary education institutions, recognised overseas institutions and other accredited institutions, such as recognised professional bodies and employers.

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.

Institution: an organisation authorised through Australian legislation to issue AQF qualifications or has been given responsibility to issue its own AQF qualifications, or an external overseas educational institution with certification in their home country, i.e. Ministry of Education, to issue equivalent qualifications.

Non-award course: A structured course of learning (non-formal learning) that does not lead to an officially accredited qualification or the award of a testamur. Non-award courses may be comprised of structured units of learning called 'units' or 'modules'.

Non-formal learning: learning that takes place through a structured course of learning but does not lead to an officially accredited qualification. Examples include learning and training undertaken in the workplace, voluntary sector or in community-based settings.

Recognition of prior learning: A process of evaluating a student's relevant prior learning (including formal, informal and/or non-formal learning) to determine its equivalence to, and therefore the amount of credit that may be granted towards, their course of study.

7 RELATED LEGISLATION AND DOCUMENTS

Academic Appeals Policy and Procedure

Admission to CQUniversity Coursework Courses Policy and Procedure

AQF Masters Degree Qualification Type requirements (Addendum to AQF 2nd edition January 2013)

Articulation Policy and Procedure

Australian Qualifications Framework (AQF) Qualifications Pathways Policy

Complaints Policy and Procedure

Cross-Institutional Study Policy and Procedure

Education Services for Overseas Students Act 2000 (Cwlth)

Higher Education Qualifications Policy and Procedure

Higher Education Standards Framework (Threshold Standards) 2021 (Cwlth)

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

Streamlined Visa Processing Arrangements (Department of Home Affairs)

Tertiary Education Quality and Standards Agency Act 2011 (Cwlth)

[6] AQF Glossary of Terminology, Australian Qualifications Framework Second Edition January 2013

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8 FEEDBACK

8.1 Feedback about this document can be emailed to policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	Education Strategy and Innovation Committee
Advisory Committee	N/A
Required Consultation	N/A
Administrator	Director Educational Quality and Integrity
Next Review Date	15/11/2024

Approval and Amendment History	Details
Original Approval Authority and Date	Executive Committee of Academic Board 20/12/2016
Amendment Authority and Date	Learning and Teaching Committee 19/04/2017; Learning and Teaching Executive Committee 25/09/2017; Learning and Teaching Committee 21/02/2018; Pro Vice-Chancellor (Learning and Teaching) 10/05/2018; Director Educational Quality and Integrity 23/10/2020; Education Strategy and Innovation Committee 28/10/2020; Education Strategy and Innovation Executive Committee 15/11/2021.
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10 APPENDICIES

Appendix A: Guide for advanced standing in a Masters Degree (Coursework)

LEVEL OF PRIOR STUDY	MASTERS DEGREE (COURSEWORK) (Volume of learning typically 1–2 years)		
	Masters Degree (96CP – 2 years)	Masters Degree (72CP – 1.5 years)	Masters Degree (48CP – 1 year)
	Advanced standing – maximum credit points (CP)		
AQF Level 7 **Bachelor Degree** • Cognate discipline • Volume of learning is typically 3–4 years	Up to 24	0	0
AQF Level 8 **Bachelor Honours Degree** • Cognate discipline • Volume of learning typically is 4 years • Embedded in a Bachelor Degree typically as an additional year, or • Bachelor Honours Degree typically 1 year following a Bachelor Degree	Up to 48	Up to 24	0
AQF Level 8 **Graduate Certificate** • Cognate discipline • Volume of learning typically 0.5–1 year	Up to 24	Up to 24	Up to 12
AQF Level 8 **Graduate Diploma** • Volume of learning typically 2 years	Up to 48	Up to 24	Up to 12
AQF Level 9 **Masters Coursework** • Volume of learning typically 1–2 years	Up to 60	Up to 48	Up to 30

For details about AQF Level 9 Masters Degree specifications, including qualification type descriptors and volume of learning, see the AQF Masters Degree Qualification Type requirements (Addendum to AQF 2nd edition January 2013).

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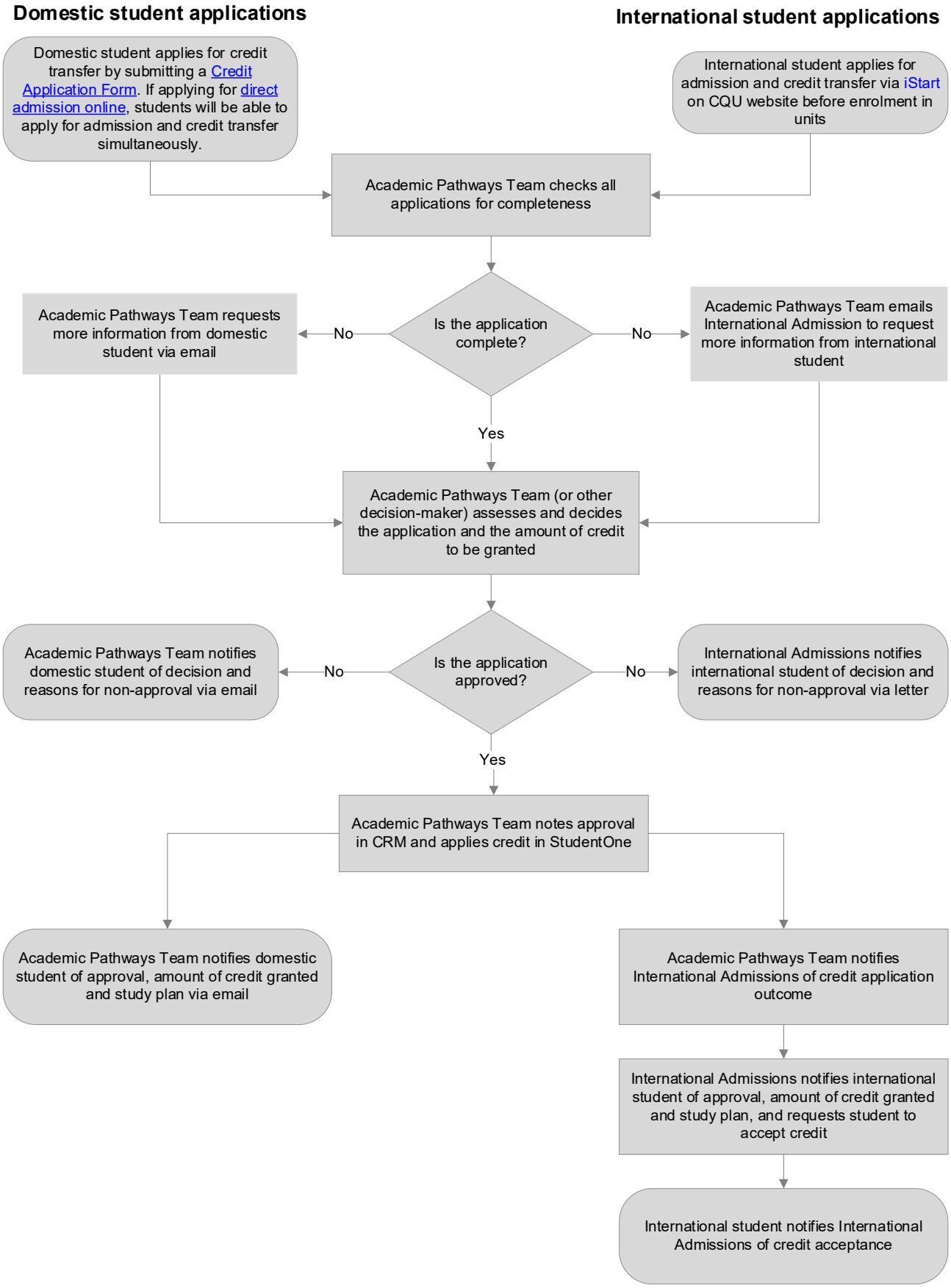
Appendix B: Credit transfer application process



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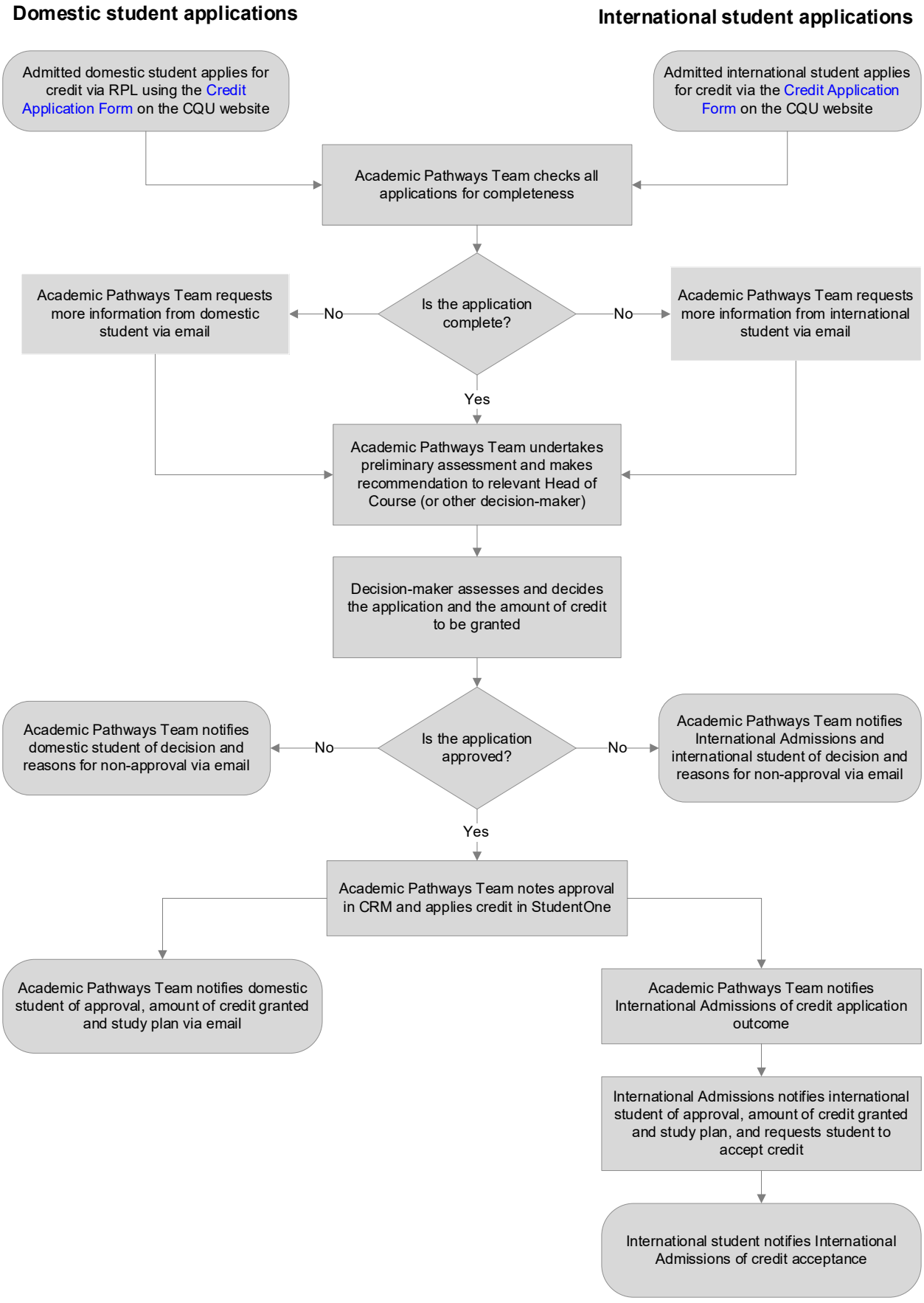
Appendix C: Recognition of prior learning (RPL) application process



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