

## 1. Purpose

- 1.1 The purpose of this policy and procedure is to facilitate a seamless and transparent process for recognizing prior learning and qualifications. It aims to provide clear guidelines on how credits are assessed and transferred, thereby promoting consistency, fairness, and student mobility within and between institutions.

## 2. Scope

- 2.1 This policy applies to all current and prospective Central Australian Institution of Technology Higher Education (CAIT Hi-Ed) students seeking credit towards an AQF-recognized award for prior or concurrent learning from other courses at the Institute or other institutions and workplaces.

## 3. Policy

- 3.1 The CAIT Hi-Ed will grant credit towards courses based on Recognition of Prior Learning (RPL), ensuring compliance with the Higher Education Standards Framework (Threshold Standards) 2021 and the Australian Qualifications Framework (AQF) Pathways Policy. These practices will be designed to uphold the integrity of courses and qualifications while promoting fairness, transparency, and consistency in the credit transfer process.
- 3.2 Credit will be granted in various forms, including specified, unspecified, or block credit, based on a student's demonstrated achievement of learning outcomes equivalent to those required by the course. This will include skills, knowledge, or their application. Micro credentials, awarded by the institution or accredited entities, may also be eligible for credit, provided they meet clearly defined learning outcomes and standards, and the recipient's identity is verified.
- 3.3 The credit transfer will emphasize the pathways into and between qualifications, allowing horizontal credit transfer across qualifications at the same AQF level, and vertical transfer between different levels. All such pathways will be clearly published to ensure transparency. Applications for credit will be evidence-based, fair, and consistent, with decisions subject to review and appeal. Once credit is granted, it will generally not be rescinded unless compelling educational reasons are presented.
- 3.4 Institute will also establish articulation agreements and credit arrangements with other tertiary institutions and industry partners to facilitate student progress, completion, and mobility. However, the integrity of the qualifications will remain paramount, and credit will not be granted if it compromises the quality of the award or the student's likelihood of success. These agreements will be formally documented and maintained in a register. Additionally, compliance with professional accreditation bodies and regulatory requirements, such as the Educational Services for Overseas Students Act 2000 for onshore applicants, will be strictly observed.

## 4. Principles

- 4.1 CAIT Hi-Ed will make decisions regarding the granting of articulation into, or credit towards, its higher education programs in a manner that aligns with AQF requirements. These decisions will be evidence-based, equitable, and transparent, ensuring consistency and fairness.
- 4.2 The institution will recognize learning regardless of how, when, or where it was obtained, as long as it is relevant, current, and related to the qualification's learning outcomes. Applicants will have the right to appeal and review decisions. Decisions will be academically defensible, considering the applicant's ability to meet the program's learning outcomes, and will be made in a timely manner to avoid unnecessary delays in the applicant's access to qualifications.
- 4.3 Credit outcomes will be used to meet prerequisites or other specific entry requirements and for the partial fulfilment of a qualification's requirements. All decisions, including any reasons for not granting articulation or credit, will be formally documented for the applicant.

- 4.4 In determining whether to grant articulation or credit, CAIT Hi-Ed will prioritize the applicant's ability to progress successfully in the relevant program. Assessors may require applicants to demonstrate their competence in the subject area, impose justifiable conditions, or refuse the granting of articulation or credit if necessary.
- 4.5 For credit sought based on learning undertaken in a language other than English, the applicant will be required to demonstrate English language proficiency at the level needed for the stage of the program they wish to enter.
- 4.6 Articulation and credit will be considered for various types of prior learning, including formal learning such as AQF qualifications awarded by accredited Australian institutions, professional qualifications, and overseas qualifications benchmarked against Australian standards. Informal and non-formal learning, such as documented work or life experience and structured programs that do not lead to accredited qualifications, will also be eligible for credit consideration, provided they align with the learning outcomes and principles of the AQF Qualifications Framework.
- 4.7 In assessing the equivalency of programs for credit, CAIT Hi-Ed will take into account several factors, including the AQF level of each qualification, the program of study content and prerequisites, learning outcomes, learning and assessment approaches, the volume of learning, and any other relevant considerations. These factors will ensure that the credit granted aligns with the academic rigor and requirements of CAIT Hi-Ed's higher education programs.

## 5. Procedure.

### 5.1 Articulation

- 5.1.1 Articulation arrangements will serve as structured pathways that enable students to transition between qualifications, offering both admission into higher-level programs and recognition of prior learning through credit transfers. These pathways will either be internal, within the same institution, or external, involving formal agreements with other educational providers, both domestically and internationally. The goal will be to facilitate seamless progression for applicants while ensuring that their previous academic achievements are acknowledged.
- 5.1.2 **Internal articulation:** Internal articulation pathways will be designed to allow students to move between different qualification levels within CAIT Hi-Ed. For example, a student may begin with a diploma and later progress into a bachelor's degree, with the credits earned in the diploma contributing to the higher qualification. CAIT Hi-Ed will ensure their programs offer flexible entry and exit points, where students will automatically receive credit for successfully completed subjects upon moving into a related higher qualification. These processes will align with national frameworks like the Australian Qualifications Framework (AQF) to maintain the quality and equivalence of learning outcomes.
- 5.1.3 **External articulation:** External articulation agreements will formalize partnerships between institutions and industry partners, allowing students to transfer credits earned from one institution to another. These agreements will specify the credit arrangements available to students who complete qualifications at partner institutions and wish to transfer into higher-level programs, such as moving from a diploma at a vocational institution into a bachelor's degree at another institute. Credit transfer limits, will be defined by CAIT Hi-Ed. However, students will still be required to meet other eligibility criteria, such as academic standards and language proficiency, and the articulation agreements will not automatically guarantee entry into programs.
- 5.1.4 The development, approval, and oversight of articulation agreements will be handled carefully, with CAIT Hi-Ed regularly monitoring and reviewing them to ensure their effectiveness. CAIT Hi-Ed will evaluate the performance of students entering through these pathways to assess the suitability of the credit arrangements. Regular reviews of articulation agreements will be conducted, with decisions on renewing or discontinuing agreements communicated to students, staff, and partner institutions in a timely manner. If an agreement is discontinued, CAIT Hi-Ed

will be responsible for ensuring that all affected stakeholders are notified in advance and that appropriate transition plans are put in place to minimize disruption to current and prospective students.

## 5.2 Applying for Credit Transfer

5.2.1 Credit will be awarded for different types of prior learning, including informal learning gained through unstructured experiences such as work, hobbies, family life, or social activities. Non-formal learning from structured programs that do not lead to accredited qualifications will also be considered, provided it aligns with the intended learning outcomes of the student's chosen course.

5.2.2 **Formal prior learning** refers to structured, accredited education that leads to recognized qualifications. CAIT Hi-Ed will require well-documented evidence to assess and grant credit transfers effectively.

5.2.3 Examples of formal prior learning evidence that CAIT Hi-Ed may consider include, but are not limited to, the following:

- Academic Transcripts:** Students will need to provide official transcripts from previous institutions, detailing completed courses, grades, and credit points earned.
- Certificates or Diplomas:** Copies of any awarded degrees, diplomas, or certificates from recognized institutions will be required to verify the completion of qualifications.
- Course Syllabi or Subject Descriptions:** Detailed descriptions of the subjects or courses completed, including learning outcomes, assessment methods, and topics covered, will help institutions evaluate the relevance and equivalence of prior studies.
- Professional Certifications:** Recognized certifications from professional bodies or accredited training programs may count as formal learning, particularly when aligned with higher education qualifications.
- Accreditation of Courses:** Information on whether the prior learning institution and courses will be assessed for accreditation by recognised education authorities (such as a national qualification framework) to ensure the quality and alignment with current programs.

5.2.4 **Informal prior learning** will encompass skills, knowledge, and competencies gained through work experience, community involvement, personal activities, or other non-structured environments. CAIT Hi-Ed will require comprehensive and reflective evidence for Recognition of Prior Learning credit transfer.

5.2.5 Examples of Informal Prior Learning Evidence that CAIT Hi-Ed may consider include, but are not limited to, the following:

- Portfolio of Work:** A comprehensive collection of work samples, such as reports, projects, designs, or technical work, will demonstrate the skills and knowledge acquired over time.
- References from Employers:** Detailed letters from employers or supervisors, explaining the roles and responsibilities undertaken by the student, and how these align with the learning outcomes of the course for which credit is sought, will be necessary.
- Professional Development Records:** Documents showing participation in workshops, conferences, or non-accredited training that will contribute to the student's knowledge and skills.
- Personal Reflections and Self-Assessment:** Written reflections on how informal experiences, such as community service, hobbies, or personal projects, will demonstrate the development of relevant skills and competencies.

- e. **Job Descriptions and Employment History:** Detailed accounts of the student's employment, highlighting key responsibilities and achievements that will illustrate the practical application of learning outcomes.
- f. **Performance Reviews:** Copies of performance appraisals or feedback from supervisors that will illustrate the student's progression and mastery of relevant skills in the workplace.

5.2.6 For secondary school studies, credit will be granted when students complete advanced programs like the International Baccalaureate or follow a curriculum jointly developed by the school and CAIT Hi-Ed. However, this credit will only apply if the secondary school studies are found to be substantially comparable in content and level to undergraduate programs.

5.2.7 There will be specific circumstances where credit will not be granted. Credit will not be granted for conceded passes or for any prior learning identified as ineligible in the Course and Subject Handbook. Additionally, professional accreditation requirements will limit the ability to grant credit in fields where external regulatory bodies impose strict standards on qualifications.

5.2.8 Students will be responsible for submitting accurate, complete, and truthful documentation when applying for credit. They will need to demonstrate how their prior formal, informal, or non-formal learning aligns with the intended learning outcomes of the course or subject they are applying for. Any incomplete or misleading documentation will result in delays, rejection of the application, or even cancellation of enrolment. Institutions will enforce the Student Code of Conduct if a student provides false information during the credit application process.

5.2.9 While eligibility for credit will be determined based on prior learning, this will not automatically guarantee admission into the desired course. Admission will remain subject to additional criteria, unless otherwise specified in an Articulation Agreement or similar arrangement. Thus, the credit transfer process will complement a broader admission framework that ensures the quality and standards of the university.

### 5.3 Assessment of Credit Transfer

5.3.1 CAIT Hi-Ed will follow a structured and comprehensive process to ensure that students' prior learning, whether formal or informal, is thoroughly evaluated and aligns with the academic standards of the institute. The assessment will begin by evaluating the student's qualifications and experience, ensuring they meet the admission or credit requirements of the desired program.

5.3.2 Formal learning, such as qualifications obtained from other educational institutions, will be mapped against the learning outcomes, course content, and assessment criteria of the CAIT Hi-Ed's courses.

5.3.3 Assessment Criteria for formal learning may include but not limited to the following:

- a. **Equivalency:** Institutions will assess whether the completed courses or qualifications match the level, content, and learning outcomes of the courses in which the student seeks credit.
- b. **Duration:** The amount of time spent on the qualification will be considered to ensure the volume of learning is comparable.
- c. **Accreditation Standards:** The recognition of the institution and the courses as accredited by relevant educational bodies will be an important factor in granting formal credit.

5.3.4 Informal learning, including work experience, unstructured learning, or skills gained through hobbies or professional activities, will be assessed for relevance and comparability to the learning outcomes of the program.

5.3.5 Assessment Criteria for informal learning may include but not limited to the following

- a. **Relevance:** The evidence will need to demonstrate that the informal learning directly relates to the subject or course for which credit is being applied.
- b. **Depth of Learning:** The level of mastery and the depth of understanding acquired through informal experiences will be carefully evaluated.
- c. **Duration and Consistency:** Informal learning will be assessed based on the consistent application and the duration of time spent acquiring the knowledge and skills.
- d. **Reflective Statements:** Applicants may need to provide reflective statements that will show how the informal learning relates to the specific academic or professional outcomes of the course.

5.3.6 For students applying under an existing articulation agreement or approved precedent, the credit transfer process will be more streamlined, as the institution will refer to pre-approved guidelines to determine eligibility for credit. In cases where such agreements are absent, the CAIT Hi-Ed will undertake a more detailed comparison and evaluation of the student's prior studies or experience. This will involve consulting with the relevant school or academic department, reviewing learning outcomes, discipline content, and assessment methods, and ensuring that the student's prior learning is current, valid, and sufficient.

5.3.7 Credit will be granted in various forms such as the following.

- a. **Block Credit** will be granted when a student has completed a group or sequence of courses that align with a significant portion of a program or major at the CAIT Hi-Ed. For example, if a student has completed an entire certificate or diploma at another institution, the CAIT Hi-Ed may grant block credit for that entire set of courses, allowing the student to bypass equivalent components of the degree program. This form of credit typically applies to foundational or introductory courses, ensuring the student does not need to repeat large segments of similar learning. It's particularly useful in formal articulation agreements between institutions where entire programs are pre-mapped for credit equivalency.
- b. **Specified Credit** will be awarded for particular courses or units where the student's prior learning directly matches the content, learning outcomes, and assessment criteria of a specific course within the CAIT Hi-Ed's program. This occurs when the prior course covers the same topics and skills as the course for which credit is sought. Specified credit allows students to skip certain courses that they have effectively completed elsewhere, ensuring their academic progress continues without redundancy. For example, if a student has completed a work health and safety course that aligns with the CAIT Hi-Ed's work health and safety unit, they will receive specified credit for that unit.
- c. **Unspecified Credit** applies when a student's prior learning is deemed relevant to their program of study but does not correspond directly to any specific course or unit. This type of credit is often granted for elective components of a degree or general credit towards the overall course requirements. Unspecified credit gives students flexibility, especially when their prior learning covers broader areas of knowledge or skills that are not directly equivalent to specific subjects but still contribute to the academic goals of their degree. It's commonly used when a student's previous experience or learning outcomes demonstrate competencies that fit within the program's broader framework but are not tied to a precise subject.
- d. **Internal Credit** will be granted when a student transfers between programs or courses within the CAIT Hi-Ed. The courses or units the student has previously completed will be reviewed, and credits will be applied towards the new program, preventing the student from repeating equivalent courses. This will help students progress faster through their new course of study and ensure that their previous learning is acknowledged.

e. **Nested or Clustered Qualification Credit** will be granted nested or clustered qualification credit when students' progress through qualifications that are designed to fit within each other, such as a Graduate Certificate, Graduate Diploma, and Master's degree. Credits earned in lower-level qualifications will automatically be applied to higher-level qualifications within the same sequence. This will allow students to efficiently move through multiple qualification levels while using the credits they have already earned.

5.3.8 During the process, the CAIT Hi-Ed will ensure that students receiving credit are adequately prepared to succeed in the program. To maintain the integrity of the qualification, the institution will ensure that the assessment is transparent, fair, and aligned with academic standards.

5.3.9 If the evidence provided by the student is insufficient to meet the program's requirements, they may be asked to undertake additional assessments similar to those undertaken by enrolled students. Once the credit assessment is finalised, the outcome will be recorded in the CAIT Hi-Ed's system, and the student will be formally notified.

5.3.10 If credit is granted, it may reduce the duration of the program, and for international students, any change in study length will be reported to the relevant authorities. Additionally, students who are dissatisfied with the credit decision will have the option to appeal through the university's formal appeals process.

#### 5.4 Credit Limits

5.4.1 For awards leading to Australian Qualifications Framework (AQF) qualifications, specific guidelines will be applied to determine appropriate credit towards higher-level AQF qualifications in related disciplines. The AQF will serve as a reference point in negotiating credit agreements between institutions. The amount of credit granted will depend on the level of the prior qualification and its relevance to the desired degree program.

5.4.2 Furthermore, formal learning completed over ten years prior will not normally be eligible for credit unless recent, related professional experience can be demonstrated to the satisfaction of the Academic Dean or their nominee.

5.4.3 The granting of credit will also be limited to ensure the academic integrity of the degree programs. Informal learning, such as work experience, will be capped at **25% of the total credit points** for the entire degree. However, in exceptional circumstances, the Academic Board may approve credits beyond these limits, ensuring the course's integrity is maintained. All students who meet the requirements set by articulation or credit transfer agreements will receive the same credit, though individual applications for additional credit based on further formal learning are also permissible.

5.4.4 Courses for which Credit may be approved and the maximum credit that may be granted.

Qualification Level	Credit Towards Higher-Level Qualification	Credit Limit (%)
<b>Advanced Diploma</b>	Linked to 3-year Bachelor Degree	50%
<b>Advanced Diploma</b>	Linked to 4-year Bachelor Degree	37.5%
<b>Diploma</b>	Linked to 3-year Bachelor Degree	33%
<b>Diploma</b>	Linked to 4-year Bachelor Degree	25%
<b>Graduate Certificate (AQF Level 8)</b>	Graduate Certificate (same AQF level)	50%
<b>Graduate Diploma (AQF Level 8)</b>	Graduate Diploma (same AQF level)	50%

<b>Master's Coursework Degree (AQF Level 9)</b>	Master's Coursework Degree (same AQF level)	67% (two-thirds)
<b>Informal Prior Learning (Work Experience)</b>	Applied towards any qualification	25% of total degree

### 5.5 Rescinding Credit

5.5.1 In cases where incorrect, incomplete, or misleading information is discovered, the CAIT Hi-Ed will rescind previously granted credit. Credits may also be rescinded if the student fails to meet academic standards or if changes in the program requirements will impact the validity of the previously awarded credits. The CAIT Hi-Ed will notify students if any granted credit will be revoked.

### 5.6 Decision Regarding Credit

5.6.1 Each Faculty will maintain a register of staff authorized to make credit-related decisions, which will be reviewed annually. These staff members will be academic or teaching professionals with expertise in the relevant subject areas, ensuring they have the necessary knowledge to assess and grant credit. These authorized individuals will also participate in an annual review of the credit transfer and recognition process to ensure the decision-making is current and aligns with established credit arrangements. This process will be designed to maintain consistency and fairness across all decisions made.

5.6.2 All credit decisions will be made by authorised staff following a set of clear and consistent guidelines. These decisions will be made in a timely manner, ensuring they adhere to the specifications outlined in the Australian Qualifications Framework (AQF). To ensure transparency, the reasons for granting or denying credit will be documented in writing. The integrity of the course, the qualification's outcomes, and the discipline's requirements will always be maintained. Furthermore, the decisions will be made in a way that does not disadvantage students in achieving the expected learning outcomes for the course.

5.6.3 In assessing credit applications, the criteria applied will be no more stringent than those for achieving a "Pass" grade in the relevant component of the course. Students granted credit will not be disadvantaged in meeting the course's expected learning outcomes. For overseas qualifications, the institution will ensure that the credit granted is benchmarked against comparable Australian qualifications. This will be done by referencing information from the Australian Government's National Office for Overseas Skills Recognition (AEI-NOOSR) or the National Academic Recognition Information Centres (NARIC) database, ensuring international comparability.

5.6.4 Once a credit application is processed, students will receive written advice detailing the outcome. If credit is granted, students will be informed of the specific course or qualification it will contribute to, as well as the terms of the credit being granted or recognized. Applicants will be required to accept the credit offer in writing, solidifying their agreement with the decision.

5.6.5 The CAIT Hi-Ed retains the right to withdraw credit if it is determined that an error was made in the assessment process or if the documentation provided by the applicant was incomplete, false, misleading, or invalid. Any decision to rescind credit will require approval from the Academic Dean. However, if the policy changes or a precedent is reviewed, previously granted credit will not be withdrawn retroactively, ensuring students are not penalized for policy updates.

5.6.6 The assessor responsible for evaluating credit applications will determine the level of credit to be granted. They will map and evaluate the unit or course for which credit is sought, comparing learning outcomes, discipline content, and assessment requirements to those of the institution's units. If direct equivalence cannot be established, the assessor will determine whether substantial

equivalence exists and will ensure that the learning outcomes satisfy the requirements of the institution's unit.

- 5.6.7 If the application is successful, credit may be granted as Block Credit, Specified Credit, or Unspecified Credit. Block Credit covers a group of courses or units, Specified Credit refers to credit for specific units, and Unspecified Credit applies to elective or general areas of study. The assessor will provide a report to the Academic Dean, detailing the maximum credit granted for each course under their responsibility.
- 5.6.8 For international students, any change in the duration of their course due to credit granted must be reported in compliance with section 19 of the ESOS Act. Institutions are required to inform the student of any reduced course duration and ensure that the Confirmation of Enrolment (CoE) reflects the new timeline. If credit is granted after the student's visa has been approved, the change in course duration must be reported to the relevant authorities through the PRISMS system.

## 5.7 Safeguards to be implemented

- 5.7.1 To address potential concerns regarding nested courses, the CAIT Hi-Ed will implement safeguards to monitor and prevent students from accumulating all available credits across nested courses in a way that allows them to obtain multiple degrees strategically. Ensuring the integrity of nested course structures will be essential to maintaining academic fairness and preventing unintended credential stacking. As such, the CAIT Hi-Ed will implement robust safeguards, including clear credit limits, systematic tracking mechanisms, and policy adjustments, ensuring that students cannot unfairly maximize their credentials. These measures will help preserve the legitimacy of academic pathways while maintaining flexibility for genuine academic progression.

### 5.7.2 Establish Clear Credit Limits and Restrictions

- o Define the maximum number of credits that can be counted toward multiple qualifications. Refer to section 5.4.4
- o Specify eligibility criteria for progressing from a nested course to another, such as:
  - ✓ Require students to achieve a minimum Grade Point Average (GPA) before progressing to the next level.
  - ✓ Set grade thresholds for key subjects or capstone units to ensure competency.
  - ✓ Mandate successful completion of specific foundational/core units before advancing.
  - ✓ Prevent progression if essential prerequisite courses are not completed.
- o Ensure students cannot double-count core units toward multiple degrees unless explicitly approved.

### 5.7.3 Introduce Systematic Tracking Mechanisms:

- o Develop an automated system to monitor students' credit accumulation and program transitions, such as:
  - ✓ Connect the automated system with the existing Student Management System to pull real-time enrolment and credit data.
  - ✓ Ensure seamless data flow between academic departments, student records, and student services.
  - ✓ Implement a dashboard displaying total credits earned, transferred, and pending.
  - ✓ Set predefined credit thresholds to trigger alerts when students approach limits.
  - ✓ Restrict unauthorized credit overlaps between nested programs.
  - ✓ Establish automated eligibility checks before allowing progression between nested courses.

- ✓ Require system approval before enrolling in overlapping courses.
- ✓ Generate reports on students who frequently switch programs to identify potential policy breaches.
- o Require academic advisors to conduct periodic reviews of student progression.
- o Generate reports highlighting students approaching credit limits to prevent policy breaches.

#### 5.7.4 Implement Policy Adjustments:

- o Enforce caps on overlapping coursework within nested programs by limiting the percentage of shared credits.
- o Establish approval processes for transitioning between qualifications within nested structures, requiring department head or committee validation.

#### 5.7.5 Regularly Review and Assess Nested Course Structures:

- o Form an academic oversight committee to conduct annual reviews of nested course frameworks.
- o Analyse data trends to identify potential loopholes and address misuse.
- o Update policies and program structures based on feedback from faculty and accreditation bodies.

### 5.8 Appeals

- 5.8.1 Appeals related to credit assessments follow a structured and transparent process to ensure fairness and provide students with an opportunity to challenge decisions. If an applicant is dissatisfied with the outcome of their credit assessment, they may initiate an appeal by following the institution's Grievance and Appeals Policy and Procedure.
- 5.8.2 For students seeking a review of the credit transfer decision made by an Assessor, they must submit a written request for review to the relevant Head of School within seven working days of receiving the decision. Upon reviewing the application, the Head of School may either uphold the original decision, amend it, or reassess the credit application. Should the student remain unsatisfied with the decision rendered by the Head of School, they may further appeal by submitting a written notice of appeal to the Academic Dean within 20 working days. Appeals must be grounded on procedural irregularities during the initial decision-making process or the discovery of new evidence that was previously unavailable at the time of the decision.
- 5.8.3 Once the appeal notice is submitted, the Academic Dean will review the grounds for appeal. If the eligibility criteria for an appeal are met, the case will be forwarded to the Academic Appeals Committee for further consideration. The committee will assess the case in accordance with the Grievance and Appeals Policy and Procedure to ensure that the appeal is reviewed fairly and judiciously.
- 5.8.4 Should the applicant remain dissatisfied with the outcome after the first appeal, they may further escalate their appeal to the CEO. This step is in line with the provisions outlined in the Grievance and Appeals Policy and Procedure, allowing students an additional layer of review to ensure that their case is thoroughly and fairly considered.

## 6. Authority and Compliance

File Number	HEP02
Status	Current
Approval Authority	Academic Board.

<b>Legislative Compliance</b>	<ul style="list-style-type: none"> <li>Education Services for Overseas Students Act 2000 (ESOS Act);</li> <li>Australian Qualifications Framework (AQF);</li> <li>Higher Education Standards Framework (2021); and</li> <li>National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2018)</li> <li>Fair Work Act 2009.</li> <li>Privacy Act 1988</li> </ul>
<b>Supporting Documents</b>	<ul style="list-style-type: none"> <li>Credit Transfer/Recognition of Prior Learning Application Form</li> <li>Credit Mapping and Equivalency Template</li> <li>Assessor's Evaluation Report Template</li> <li>RPL/Credit Outcome Letter Template</li> <li>Credit Acceptance Form</li> <li>Credit Register</li> <li>RPL Portfolio Template</li> <li>RPL Guidelines</li> <li>Unit Mapping Sheet</li> <li>RPL Assessment Procedure</li> <li>RPL Assessment Rubric</li> </ul>
<b>Related Documents</b>	<ul style="list-style-type: none"> <li>CAIT Hi-Ed Complaints, Grievance and Appeals Policy and Procedure</li> <li>National Office for Overseas Skills Recognition (AEI-NOOSR)</li> <li>National Academic Recognition Information Centre (NARIC) database</li> </ul>
<b>Higher Education Standards Framework (Threshold Standards) 2021</b>	<ul style="list-style-type: none"> <li>Standard 1.2</li> <li>Standard 1.3</li> <li>Standard 3.1</li> <li>Standard 5.2</li> <li>Standard 6.3</li> <li>Standard 7.2</li> <li>Standard 7.3</li> </ul>
<b>Responsible Officer</b>	Academic Dean.
<b>Responsible Executive</b>	CEO.
<b>Enquiries Contact</b>	Academic Dean.
<b>Effective Date</b>	
<b>Expiry Date</b>	Not applicable
<b>Next Review</b>	3 Years from the effective date

## 7. Review Schedule

This policy will be reviewed by the Academic Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes

1.0	Academic Board	20/12/2024	