



QUANTUM INSTITUTE OF HIGHER EDUCATION

**Advanced Standing, Credit Transfer and
Articulation Policy**

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Advanced Standing, Credit Transfer and Articulation Policy

Purpose

Quantum Institute of Higher Education ('QIHE') is determined to ensure that students are able to have access and ease of mobility in their pursuit of higher education through recognition of their prior learning. The Advanced Standing, Credit Transfer and Articulation Policy ('the Policy') outlines the collaborative arrangements for academic pathways, the procedures for credit transfer as well as recognition of prior learning, as well as determining limits in order to assist students in their academic pathways.

Scope

This Policy applies to all applicants and enrolled students of QIHE, as well as staff and external parties that will be involved in collaborative arrangements with QIHE.

I. Policy Principles

Regarding advanced standing, credit transfer and articulation, QIHE upholds the following principles:

- i. **Proper Recognition.** QIHE recognises prior learning, regardless of how it is obtained as long as it is relevant to the program they are planning to pursue;
- ii. **Enhancement of Students' Opportunities.** QIHE attempts to assist students and its own graduates by expanding pathways, enhancing student's mobility and enhancing opportunities;
- iii. **Fairness and Consistency.** Advanced standing is to be granted fairly and consistently without disadvantaging anyone from achieving the learning outcomes set by QIHE;
- iv. **Ensuring Support.** QIHE encourages students to graduate from their program in the required timeframe whilst achieving all intended learning outcomes and graduate attributes through provision of supports;
- v. **Proper Practices.** All decisions regarding advanced standing, credit transfer and articulation are to be made appropriately using evidence-based, equitable and transparent practices by relevant staff.

2. Advanced Standing and Credit Transfer

2.1 General Guidelines for Advanced Standing and Credit Transfer

- i. QIHE understands that learning may be done in a broad range of contexts and students that are proficient in the skills required in their program should not be obligated to repeat their successfully learned knowledge, therefore QIHE will ensure that advanced standing shall be granted where appropriate.

- ii. In accordance with the AQF Glossary of Terminology on the types of learning, advanced standing may be granted on the basis of:
 - a. Formal learning: Completed studies in recognised institutions such as universities, higher education institutions, TAFE, and registered training providers in Australia.
 - b. Informal learning: Training programs or courses from professional organisations or which are undertaken in workplaces, with the condition that a relevant certificate can be presented to QIHE for verification.
 - c. Non-formal learning: Ability to demonstrate skills and acquired learning that is relevant to the program, although without an officially accredited qualification.
- iii. All evidence submitted for informal or non-formal learning must demonstrate alignment with the learning outcomes and volume of learning at the relevant AQF level for the subject or program for which credit is sought. Applicants are encouraged to provide at least one of the following:
 - a. A mapping document linking prior learning to specific AQF level descriptors (knowledge, skills and application);
 - b. Statements of equivalency from prior institutions or professional bodies (where available);
 - c. Portfolios that include critical reflection aligned with program-level AQF outcomes.
- iv. Granting of advanced standing will be on a case-by-case basis, except if it's part of a standing agreement between QIHE and another provider.
- v. Decisions for the granting of advanced standing shall be made by the Course Director and the Dean.
- vi. The types of credit that may be granted will be:
 - a. Specified credit: in cases where prior learning is in equivalence with specific courses in the program.
 - b. Unspecified credit: in cases where prior learning is relevant to the program as a whole and not specific courses.
- vii. Where relevant, credit decisions will reference the AQF level descriptors to determine equivalency in learning outcomes, volume of learning, and skills application.
- viii. Eligibility for credit will not be a guarantee for entry to QIHE.

2.2 Procedure of Advanced Standing and Credit Transfer Application

- i. Advanced standing application can be made by filling up the *Advanced Standing and Credit Transfer Application Form* that can be found on QIHE's website.
- ii. Applicants must also submit the following documents:
 - a. Certified copy of the academic transcript
 - b. Document that provides information regarding the detail of the previous studies, this could be from institutional handbooks, official documents from the institution, diploma supplement, or others.

- iii. For informal and non-formal learning, applicants are required to present proofs of the knowledge and skills they have obtained from their previous learning in alignment with the program they are applying to, which could be in the form of either:
 - a. Presentation of authentic or real copy of certification, indicating the learning outcomes from the learning;
 - b. Presentation of a statement of equivalence of the learning activities with AQF level;
 - c. Submission of relevant portfolio of the applicant's previous work, including reports, articles, projects, papers, or other products relating to the learning outcome required;
 - d. Submission of proof of previous work, including curriculum vitae (CV) and reference letter from employers that indicate the performance and work that has been done by the applicant.
- iv. Should it be required, QIHE may also conduct interviews or assessment task as part of the process.
- v. All documents for the application must be in English. Documents in other languages apart from English should be accompanied by their English translation.
- vi. Advanced standing could not be granted for studies that have been completed ten (10) years or more prior to application.
- vii. International applicants shall lodge their advance standing and credit transfer application form alongside their admissions application.
- viii. All advanced standing and credit transfer applications should be accepted by QIHE prior to the commencement of the first semester. Late submissions will impact the grant of advanced standing and credit transfer and may not be approved.
- ix. All information and deadlines for the advance standing and credit transfer process will be made available on QIHE's website.
- x. The assessment process will normally take four (4) weeks from the receipt of the application.
- xi. Once assessments are completed, applicants will be notified via email regarding their granted advanced standing in their Letter of Offer for their admission to the program. In cases where the process requires more time, the applicant will be notified separately and QIHE may contact the applicant should additional information be required. The applicant will then receive another Letter of Offer with their granted advanced standing.
- xii. Students must return the Letter of Offer with their signature to indicate acceptance of the advanced standing.
- xiii. The assessment for applications based on informal or non-formal learning may take longer.
- xiv. Should there be an error or lack of documentation provided, QIHE reserves the right to withdraw the credit transfer decision.

2.3 Limit

- i. Following the Australian Qualification Framework's "Credit for Prior Learning Policy", the maximum advanced standing or credit transfer that shall be approved for a 3-year Bachelor degree program with 240 credit points is 50% or 120 credit points. 50% of the credit towards a Bachelor degree must be completed at QIHE.

2.4 Monitoring of Student Progress

- i. QIHE will continue to monitor students' progress and ensure that granting of credit will not inhibit any student's academic progression and learning experience.
- ii. QIHE monitors the academic progress of students who have been granted advanced standing or articulation entry on a semester basis through:
 - Mid-semester and end-of-semester performance reports
 - Student feedback surveys on learning support and transition
 - Comparative performance analytics with non-RPL students
- iii. The Course Director will review trends in student success and progression and provide an annual report to the Teaching and Learning Committee. Findings will inform improvements to credit recognition practices and support interventions to enhance student success.

2.5 Records Management

- i. All records of advanced standing and credit transfer applications and results will be carefully maintained for future reference to ensure consistency. They will be kept in accordance with the *Records Retention Policy*.

3. Articulation Arrangements

3.1 General Guidelines for Articulation Arrangements

- i. QIHE will negotiate articulation arrangements with other approved providers to ensure that pathways into programs are easily accessible for its students as a commitment to access and equity.
- ii. Articulation arrangements shall be based on mutually beneficial arrangements and must align with the strategic objectives of QIHE, it shouldn't be unfairly advantaging or disadvantaging students in any way.
- iii. In accordance with AQF's pathways policy, considerations for articulation arrangements shall be based on:
 - a. Comparability and equivalence of learning outcomes;
 - b. Volume of learning;
 - c. Program study and level.
- iv. QIHE shall enter into articulation arrangements with approved education providers that have genuine articulation with QIHE's program(s).

3.2 Procedures for Articulation Arrangements

- i. Information from the prospective partner that is required for QIHE to establish a partnership, including articulation arrangements, are as follows:
 - a. Profile of the prospective partner, including registration, legal status and accreditation;
 - b. Record of partnership with other institutions or organisations;
 - c. Goals and objectives for both parties;
 - d. The mapping of the curriculum and learning outcomes between the two institutions' programs.
- ii. The Governing Council will review and approve proposed articulation arrangements;
- iii. Once a proposed articulation arrangement has been approved and a partnership has been established, a Memorandum of Understanding (MOU) will be created to formalise the terms of the articulation arrangements;
- iv. MOU for articulation arrangement agreements will be signed by the Dean, as referred to in the *Delegations Policy and Procedure*;
- v. The duration of articulation arrangements will normally be set for three (3) years;
- vi. Information regarding QIHE's articulation arrangements will be made publicly available, and records of partnership will be maintained by QIHE;
- vii. The Admissions Officer will also be continuously updated regarding changes in articulation arrangements;

3.3 Monitoring of Articulation Arrangements

- i. Articulation arrangements will continuously be monitored and subject to regular annual review. The report will then be presented to the Governing Council.
- ii. The key performance indicator for the review includes the number of enrolments and success rate of participants from articulation arrangements in QIHE's program. The relevancy of the content and continuous alignment of the arrangements to QIHE's strategic objectives will also be considered during the review.
- iii. A full review may be called at any time should there be a serious issue of concern regarding the articulation arrangement.
- iv. Should there be any changes to the articulation arrangements, QIHE will advise all parties within the Institute regarding the adjustment.

3.4 Termination of Articulation Arrangements

- i. Articulation arrangements may be terminated should:
 - a. There be any breach in the provision of articulation arrangements by the partner;

- b. The review results in unsatisfactory outcomes with an inability to reach a satisfactory agreement with the partner.
- ii. QIHE will advise the partner in writing about the termination of the arrangements.
- iii. Credit that has been granted to any student prior to the termination cannot be withdrawn.

4. Rights to Appeal

Applicants or students may submit a request to appeal the decision made by QIHE, particularly in regard to the advanced standing and credit transfer process. Appeals can be made in accordance with the *Complaints and Appeal Policy and Procedure*.

5. Monitoring and Review

The content of this Policy and the procedures regarding advanced standing, credit transfer and articulation will undergo regular reviews in accordance with the *Policy Review Schedule*. QIHE will also regularly seek feedback from its students, staff and stakeholders to ensure further enhancement of QIHE's overall quality and operations.

Glossary

Articulation Arrangements refer to the process of agreement between institutions to compare the content of their course in order to open admission routes for students of one institution into another institution in a defined pathway.

Advanced Standing is the condition when students are awarded credit towards an award course that is granted to them based on prior studies or work experiences.

Assessment refers to a process used to determine a student's achievement of expected learning outcomes (AQF 2013 p.92).

AQF refers to the Australian Qualifications Framework, the national policy for regulated qualifications in Australian education and training.

Course refers to QIHE's units of study or subjects.

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, recognition of prior learning or advanced standing (AQF, 2012)

Governing Body refers to all the functional bodies QIHE.

Members of the Committee refers to all members of QIHE's Governing Body, including members of the Governing Council, Academic Board, Course and Industry Advisory Committee, Teaching and Learning Committee, Risk Committee, and Executive Management Team.

Program refers to the Bachelor of Business and Bachelor of Information Technology degree that QIHE is preparing to establish.

TEQSA (Tertiary Education Quality and Standards Agency) refers to the independent national regulator for the higher education sector in Australia.

Version Control

Version	1.1
Last Review	22 August 2025
Policy Category	Academic Board
Related Documents	<i>Admission Policy and Procedure</i> <i>Complaints and Appeal Policy and Procedure</i> <i>Delegations Policy and Procedure</i> <i>Records Retention Policy</i>
Legislation References	TEQSA Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Guidance note: Credit and recognition of prior learning Australian Qualification Framework (AQF) Policy ESOS Act 2000
References	Australian Institute of Higher Education Holmes Institute La Trobe University Western Sydney University Macquarie University University of Southern Queensland The University of Melbourne