

Credit and Recognition of Prior Learning Policy

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| Description | This document sets out the University's policy and process for granting credit and recognition of prior learning that contributes towards satisfying the requirements for an award of the University. The policy applies to any award program of the University containing a required coursework component. |

Related documents

[Structure and Requirements of Qualifications Awarded by Griffith University](#)

[Undergraduate Programs Admission Policy](#)

[Postgraduate Programs Admission Policy](#)

[Bachelor Degree \(AQF Level 7\) Policy](#)

[Online Credit Application](#)

[Bachelor Honours Degree \(AQF Level 8\) Policy](#)

[Postgraduate Qualifications \(AQF Level 8 & 9\) Policy](#)

[Program Approval and Review](#)

[Student Review and Appeals Policy](#)

[Student Review and Appeals Procedures](#)

[Review of a Decision Form](#)

[Higher Degree Research Policy](#)

[Role Statement Program Director](#)

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1. INTERPRETATION

In this policy, reference to Academic Group, School, Group Pro Vice Chancellor, Dean or Head of School shall have the meaning set out in [Structure and Governance of Academic Groups of the University](#).

2. PRINCIPLES

The University is committed to maintaining the integrity of its academic programs and protecting the academic standards and reputation of its awards. Credit is granted within the constraints of this commitment and where program structures and requirements permit. Credit applications and their assessment are facilitated by systems using technology for the purpose of making fair, transparent, academic and professional decisions in accordance with this policy.

Key principles guiding the University's granting of credit include:

- The applicant's achievement of learning or acquisition of prior learning outcomes are demonstrated, evidenced and authenticated at the appropriate Australian Qualifications Framework (AQF) level (See *Structure and Requirements of Qualifications Awarded by Griffith University*).
- The applicant's learning outcomes are assessed as relevant and current ([See Section 12.0](#)).
- The program's volume of learning, discipline context, content, learning and assessment approaches are considered in determining comparability and equivalence of prior learning ([See Section 7.0](#)).
- The learning for which credit is sought is for a successfully completed prior qualification or for a successfully completed component of learning ([See Section 8.0](#)). Further credit is not to be granted for a successfully completed component of learning that is part of a prior qualification which forms the basis for credit awarded as advanced standing.

3. AIMS

The aim of the credit and recognition of prior learning policy is to:

- provide students with credit towards completing their program based on prior learning, where it can be demonstrated the prior learning and outcomes achieved satisfy the objectives of components of their Griffith program;
- assist students who have been granted credit to progress through their award program in less than the normal length of the program without credit;
- facilitate the movement of students between sectors e.g. VET, institutions and between programs of various types and levels;
- establish the institutional framework, policies and procedures for the development of credit transfer and articulation agreements between the University and other education institutions, issuing organisations or accrediting authorities;
- outline the parameters for determining credit, including the maximum level of credit that can be granted within programs; and
- assist in the efficient use of educational resources.

4. DEFINITIONS

4.1 Qualification related definitions

Australian Qualifications Framework (AQF) is a national system of qualifications encompassing all post-compulsory education. Higher education awards are located at AQF Levels 5-10.

AQF level is the nomenclature used in the AQF to demonstrate the relative complexity and/or depth of achievements and the autonomy required of graduates of AQF qualifications to demonstrate that achievement e.g. AQF level 1 has the lowest complexity and AQF Level 10 has the highest complexity.

Bachelor Honours Degree (AQF Level 8) is typically equivalent to one year of full-time study, normally taken after the completion of a three year bachelor degree, referred to as "**end-on honours**".

The Bachelor Honours Degree (AQF Level 8) may also comprise four or more years in length and may be studied concurrently with the bachelor degree, with the honours typically included in the final year/s of the program, referred to as "**concurrent honours**".

The term "**embedded honours**" refers to the award of Honours on the basis of a differentiated study program within a Bachelor degree (AQF Level 7) program which is four or more years (full-time equivalent) in length.

Components of a qualification refer to units of academic work or courses, the completion of which leads to an AQF qualification.

Discipline refers to a defined branch of study or learning.

Learning Outcomes are 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 qualifications are purposely designed qualifications that enable explicit articulation pathways and encompass more than one AQF level and/or qualification type.

Qualification type is the nomenclature used in the AQF to describe each category of AQF qualification e.g. Bachelor Degree, Bachelor Degree Honours, Graduate Certificate, Masters Degree (Coursework). Each qualification type is defined by a descriptor expressed as learning outcomes.

Vertical degree is an approved program of study of at least four years (full-time equivalent) duration, in which the core requirements of a bachelor degree and a masters degree program or a bachelor honours degree and masters are undertaken simultaneously and for which two separate awards are granted: Bachelor of X and Master of Y. In a vertical degree the core requirements of each degree are able to be satisfied in less time than is required to complete each degree separately.

4.2 Learning related definitions

Learning Profile is a statement of an applicant's achievements of learning outcomes, knowledge, skills and competencies, supported by appropriate evidence, relevant to the particular program for which advanced standing or transfer is requested or for specific course/s for which credit is sought. The Learning Profile forms part of the Online Credit Application.

Prior Learning is learning that has taken place prior to admission to a program of the University or prior to undertaking a relevant component of a program.

Recognition of prior learning (RPL) is a process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit. RPL assessors (Program Director or nominee as designated by the Dean and Course Convenors) document their decision on the RPL Assessment Matrix which forms part of the Online Credit Application.

Formal learning is the learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification. Examples of formal learning include study undertaken with other Australian Higher Education Providers and study at recognised overseas institutions. It also includes credentialed programs provided by recognised professional bodies, employers and other authorities,

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

Informal learning is learning gained through work, social, family, hobby or leisure activities and experience. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.

4.3 Credit related definitions

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.

Credit arrangements are formal negotiated arrangements within and between issuing organisations or accrediting authorities and are about student entitlement to credit. They may also be formal arrangements made between issuing organisations and students.

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

Credit outcomes are the results of a process of determining a student's application for credit.

Specified credit is granted for one or more specific courses in a program, exempting students from those courses, and awarding the appropriate credit points in their place. Specified credit may be granted where the applicant has met the learning outcomes, attained the knowledge and/or developed the skills related to a specific course.

Unspecified credit is granted in the form of credit points which take the place of elective courses (listed or free choice) or other optional components in a program. Unspecified credit may be granted where prior learning is judged to be relevant to the learning outcomes of a program as a whole.

Block Credit is credit granted towards whole stages or components of a program of learning leading to a qualification. For example when a group of courses undertaken at another institution is recognised as broadly equivalent to the learning outcomes of a group of courses within a Griffith program block credit is granted.

Provisional Credit is the granting of credit or the recognition of prior learning subject to prescribed conditions being met. Provisional credit is granted where there is uncertainty about the relevance or standard of particular prior learning.

Advanced standing is the granting of block credit of a trimester or more. Advanced standing indicates that the student is deemed to have satisfied all the program requirements that are embedded in the trimester (s) for which block credit has been awarded. Advanced standing reduces the number of courses the student must undertake to successfully complete the program.

Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway.

Articulation agreement is an agreement between Griffith and another institution to document and publicise a specifically approved pathway for progression between a program at the other institution and a Griffith award program, involving specific credit arrangements.

5. ROLES AND RESPONSIBILITIES

The following have a role in the recognition of prior learning:

Program Director is the academic staff member responsible for the management of an academic program leading to an award of the University who exercises his/her professional and educational judgement in making:

- a decision to admit applicants to the program on the basis of prior learning, where the program is a postgraduate or an undergraduate program for which there is direct admission, in accordance with the entry requirements for the program; and/or
- an assessment of an Online Credit Application and Learning Profile for the purpose of granting advanced standing for a successfully completed prior qualification or approving credit for a successfully completed component of learning in accordance with the criteria specified [in 7.6](#) and the [RPL Assessment Matrix](#) as meeting the requirements of the program to which admission has been granted or in which the student is enrolled; and/or
- a course substitution where credit has been granted for a course but alternative coursework is required to achieve the requirements of the qualification.

Course Convenor is the academic staff member responsible for the management of a course who exercises his/her professional and educational judgement in assessing:

- an Online Credit Application and Learning Profile for the purpose of recommending to the Program Director the approval of specified or unspecified credit towards a course.

Manager, Academic Credit Transfer is responsible for a team of University staff who administer this policy by advising and guiding:

- applicants through the credit transfer process, arranging for the assessment of credit applications, notifying students of the outcomes of credit applications and keeping a record of all credit precedents.

6. ADMISSION

Admission to the University is based on academic merit and approved criteria as provided by its Admission Policies and schedules. Admission schedules represent equivalencies and relativities between different qualifications and learning experiences (non-formal and informal) in terms of fitness

for and likelihood of success in university study. RPL recognises learning which has occurred before admission to a program or to the relevant stage of a program for the purpose of determining an applicant's eligibility for credit. An applicant who is eligible for credit is not guaranteed an offer of a place, except where this is included as part of the agreement between the University and the other institutional partner. The granting of credit to any particular applicant will be subject to the admission of the applicant to the relevant University award program.

7. GRANTING OF CREDIT

7.1 Basis on which credit is granted

The University may recognise:

- [prior formal learning](#) which is assessed by determining the extent to which the applicant's prior studies and assessed standards are equivalent to the content and learning outcomes of one or more courses in the award program. The educational judgement concerning equivalence is based on the discipline context, content, standards and assessment in the program or course the applicant has undertaken;
- [prior informal](#) and [non-formal learning](#) which is assessed by determining the extent to which the applicant has achieved the learning outcomes of one or more courses in the award program. The educational judgement concerning equivalence is based on the extent to which the applicant can demonstrate they have achieved the required learning outcomes;

for the purpose of granting credit.

7.2 Types of Credit

Credit may be granted as specified credit, unspecified credit, block credit, provisional credit and advanced standing. These types of credit are defined in [Section 4.3](#).

7.3 Credit on the Basis of Pass Conceded Grades

Credit is not granted for courses for which a grade of Pass Conceded has been achieved.

7.4 Transfer of Grades with award of credit

Normally when credit is granted for prior study completed at Institutions other than Griffith, the grades achieved in the prior study are not included in the Griffith academic transcript and are not included in the calculation of grade point average. Courses for which credit is granted are recorded in the Griffith academic transcript with a grade of "T" (Transfer) only.

Where the Program Director considers that the grade achieved in the prior study is comparable to the grade which would have been awarded if the course had been studied at the University, approval may be given for the grade achieved in the prior study to be included in the student's academic transcript and included in the calculation of the program grade point average.

When credit is granted for prior Griffith study at the same level, the grade achieved in the prior study is included in the Griffith academic transcript and is included in the calculation of the program grade point average.

7.5 Credit on the Basis of Recognition of Prior Informal and Non-Formal Learning

Recognition of relevant and current prior informal and non-formal learning may be used for credit. Responsibility for providing appropriate evidence for the recognition of prior informal and non-formal learning that demonstrates the relevant skills, knowledge and understanding lies with individual applicants. Professional and para-professional experience, subsequent professional development activities or training and other experience, through work or life, may be taken into account in the granting of prior informal and non-formal credit, provided that the learning can be documented and the applicant can demonstrate the standard they achieved from participating in these activities is comparable to the standards in the course in which they are seeking credit. This prior learning is to be evidenced by the applicant in the form of a Learning Profile which forms part of the Online Credit Application.

The upper limit for the granting of credit based on recognition of prior informal and non-formal learning will be one-third of the requirements of the award program.

7.6 Assessment of Prior Learning

The University's assessment of prior learning is based on an evaluation of the evidence presented, using the following criteria:

- Valid - the prior learning matches both the qualification type and the discipline learning outcomes for the relevant course. The applicant's standard of achievement in the prior learning is consistent with the qualification level and type specified for the course.
- Authentic – the prior learning has been undertaken by the applicant and the standard of achievement in the prior learning is based on the applicant's own work.
- Current – the prior learning has been achieved within the specified time limit for credit set out in [section 12](#).
- Sufficient - the evidence of prior learning is sufficient for the Program Director to reliably verify the learning outcomes achieved are at the appropriate standard. In recognising prior learning consideration needs to be given to whether the volume of learning is sufficient in the context of the discipline for the AQF level and qualification type, as well as whether there is a sufficient portion of qualification components at the AQF level.

7.7 Credit on the Basis of Advanced Secondary School Level Studies

Normally, credit towards an undergraduate award is not granted for study at secondary school level. However, in specific cases, where it is considered that the study successfully completed at secondary school is judged to be substantially comparable in level and content with undergraduate award study, credit may be granted. This may apply, for example, where students, as part of their senior school certificates, have undertaken the International Baccalaureate; studies where a School and the University have jointly developed the curriculum; and higher level VET certificates.

In cases where the University has not jointly developed the curriculum with a secondary school, requests will be assessed by the relevant Program Director on a case by case basis.

Credit will not be granted where professional accreditation requirements limit the granting of credit based on secondary school level studies.

8. CREDIT LIMITS

The amounts of credit that may be granted depend on the level of the prior study and the level of the award program. Credit limits are prescribed in the sections below.

8.1 AQF Level 7 Bachelor Degrees and AQF Level 8 Bachelor with Honours (concurrent) (refer to *Bachelor Degree (AQF Level 7) Policy*)

8.1.1 Minimum Requirements for the Award of the Degree

Notwithstanding the amount of credit which may be granted towards a bachelor degree as set out in [8.1.2](#) below, the student undertaking a three year degree (240CP) is required to complete a minimum of 80 credit points of level 2 and 3 courses which are part of the degree requirements of the Griffith degree which the student is undertaking. In the case of a four year bachelor degree (320CP), students are required to complete a minimum of 110 credit points at level 2, 3 and 4. Alternative coursework may be substituted in accordance with Section 11.1 of the *Structure and Requirements of Qualifications Awarded by Griffith University*, in order to achieve the requirements for the degree, where the prior study is considered to have such a high degree of overlap to the content of a course/s in the bachelor degree.

Credit may not be granted for any dissertation component in a four year bachelor degree with Honours.

For bachelor degrees of other lengths, the application of this rule relates to the minimum portion of the program for which credit may not be granted as set out in [8.1.2](#) and requires that these courses must not be level 1 courses.

8.1.2 Maximum Amount of Credit

For bachelor degrees where the program is three or more years of full-time study or equivalent, the maximum amount of credit which may be granted is two-thirds of the program. For sub-degree qualifications (AQF Levels 5 & 6) offered by the University where the program is less than three years of full-time study or equivalent, the maximum amount of credit which may be granted is one-half of the program.

8.1.3 Guidelines for credit in bachelor degrees are as follows:

Where the bachelor degree provides for electives, unspecified credit may be granted on the basis of prior study at Diploma level or higher. [Table 1](#) sets out the maximum amount of unspecified credit which may be granted on the basis of study at the level indicated, provided that the bachelor degree has sufficient free choice electives to accommodate the credit. In this case, the prior study may be in an area unrelated to the area of the bachelor degree.

Where the prior study is related to the bachelor degree, specified credit can be granted for particular course(s) in the bachelor degree on the grounds that the student has substantially completed the content of the course. [Table 1](#) sets out the standard amount of credit (specified and unspecified combined) or advanced standing which is granted in this case.

The maximum amount of credit (specified and unspecified combined) or advanced standing set out in [Table 1](#) may only be granted where the prior study is considered to have such a high degree of overlap to the content of the bachelor degree, that program structure requirements can be met by the completion of the minimum amount of further study.

Regardless of the amount of credit indicated in [Table 1](#), the conditions of [section 8.1.1](#) must be satisfied.

The amount of credit awarded may not be greater than the amount of study successfully completed at the same or lower level (expressed as Griffith equivalent credit points) on which the award of credit is based.

Table 1: Guidelines for Amount of Credit in Bachelor Degrees

| Level of Prior Study | Maximum CP of Unspecified Credit | Standard CP of credit (specified & unspecified combined) | Maximum CP of credit (specified & unspecified combined) |
|--|----------------------------------|--|---|
| AQF Level 5 Diploma Volume of learning typically 1-2 years | 40 | 80 | 100 |
| AQF Level 6 Advanced Diploma Volume of learning typically 1.5 – 2 years | 60 | 120 | 160 |
| AQF Level 6 Associate Degree Volume of learning typically 2 years | 80 | 120 | 160 |
| AQF Level 7 Bachelor degree & AQF Level 8 Bachelor with Honours (concurrent) Volume of learning typically 3-4 years | 80 | 160 | 160 or as in 8.1.1 |

No credit will be granted for studies completed at Certificate I and II levels.

Credit for studies completed at Certificate III and IV level may be granted where the assessed learning outcomes are judged to be equally acceptable within the structure of the University award.

Where Certificate III and IV studies have been completed as part of a Diploma program, credit will be granted on the basis of partial completion of Diploma studies.

Courses undertaken in programs within the University which may formally articulate with the bachelor degree may be counted towards satisfying the requirements of the degree. These arrangements are approved through the University's normal process for program approval and may not be limited by the restrictions on the amount of credit which may be granted as set out above.

8.2 AQF Level 8 Bachelor Honours Degrees – end-on and embedded (refer to *Bachelor Honours Degree (AQF Level 8) Policy*)

An Honours candidate may be granted credit for up to 20 credit points of honours level courses or postgraduate courses which have been undertaken in other degrees at this or another University prior to admission to the Honours degree.

The student's grade in a course for which credit is granted shall be included in the calculation of the Honours classification.

Credit will only be granted where:

- the Honours Program Director considers that the prior study has been undertaken and assessed at a level applicable to an Honours candidature;
- the granting of credit does not compromise the coherence and quality of the Honours degree or the student's candidature;
- the prior study for which credit is granted has been completed within the maximum time allowed for the completion of an honours degree, that is three years; and

- sufficient information is available about the assessment of the prior study to satisfy the assessment conditions in section 8.1 of the *Bachelor Honours Degree (AQF Level 8) Policy*.
- Credit may not be granted for AQF Level 5-7 coursework.

8.3 Double Degrees

Credit may be granted up to a maximum of the full credit point value of the single degree when a student with a partially completed Griffith University double degree transfers to one of the component single degrees. To complete the other single degree, the normal processes of admission and credit transfer apply in relation to a completed prior qualification.

Notwithstanding the amount of credit which may be given towards a bachelor degree, a student will be required to complete a minimum of 80 credit points of courses at level 2 and 3 from each of the degree programs in order to be awarded the double bachelor degree.

Notwithstanding the amount of credit which may be given towards a double masters degree program, a student will be required to complete a minimum of 60 credit points of courses from each of the degree programs in order to be awarded the double masters degree.

8.4 Vertical Degrees

Credit may be granted up to a maximum of the full credit point value of the bachelor degree when a student with a partially completed Griffith University vertical degree transfers to the single Bachelor degree. To complete the masters degree the normal processes of admission and credit transfer apply in relation to a completed prior qualification.

Notwithstanding the amount of credit which may be given towards a bachelor degree or a masters degree a student will be required to complete a minimum of 80 credit points of courses from each of the degree programs in order to be awarded both a Bachelor degree and a Masters degree.

8.5 AQF Level 8 Graduate Certificates (refer to *Postgraduate Qualifications (AQF Level 8 & 9) Policy*)

The maximum amount of credit that may be granted is one half of the program (20 CP).

8.6 AQF Level 8 Graduate Diplomas (refer to *Postgraduate Qualifications (AQF Level 8 & 9) Policy*)

The maximum amount of credit that may be granted is 20CP for a program of one year (80CP) in length and less than one and a half years (120CP). In Graduate Diploma programs which are one and a half years (120CP) or more in length, the maximum amount of credit which may be granted is one half of the program.

8.7 AQF Level 9 Masters (refer to *Postgraduate Qualifications (AQF Level 8 & 9) Policy*)

In Masters programs which are one and a half years (120CP) or more in length, the maximum amount of credit which may be granted is one half of the program. Credit may not be granted for any dissertation or research component. [Table 2](#) sets out the advanced standing or maximum amount of credit which may be granted. In this case the maximum amount of credit may be granted where the prior study is considered to have such a high degree of overlap to the content of the Masters degree, that program structure requirements can be met by the completion of the minimum amount of further study.

In Masters programs which are one year (80CP) in length and less than one and a half years (120CP), a maximum of 20CP of credit may be granted.

Credit is based on prior learning which is equivalent in content and standard to the courses in the Masters program.

Alternative coursework may be substituted in order to achieve the requirements for the Masters degree in accordance with Section 11.1 of the *Structure and Requirements of Qualifications Awarded by Griffith University*, where the prior study is considered to have such a high degree of overlap to the content of a course/s in the Masters degree.

The amount of credit awarded in accordance with [Table 2](#) may not be greater than the amount of study successfully completed at the same or lower level (expressed as Griffith equivalent credit points) on which the award of credit is based.

Table 2: Guidelines for Amount of Credit in Master Degrees

| Level of Prior Study | Masters Coursework & Masters Research Volume of learning typically 1 – 2 years | | | Masters Extended Volume of learning typically 3-4 years | |
|---|---|------------------|-----------------|--|------------------|
| | Advanced Standing or Maximum CP of credit in | | | Advanced Standing or Maximum CP of credit in | |
| | 160CP Masters | 120CP Masters | 80CP Masters | 240CP Masters | 320CP Masters |
| AQF Level 7 Bachelor Volume of learning typically 3-4 years | 40** | 0 | 0 | 40 | 80 |
| AQF Level 8 Bachelor with Honours - concurrent Volume of learning typically 4 years | 80 | 40 | 20* | 80 | 160 |
| AQF Level 8 Bachelor with Honours – end-on & embedded Volume of learning typically 1 year following a Bachelor degree | 80 | 40 | 20* | 40 | 80 |
| AQF Level 8 Graduate Certificate Volume of learning typically 0.5 – 1 year | 40 | 40 | 20* | 20 | 40 |
| AQF Level 8 Graduate Diploma Volume of learning typically 1 - 2 years | 80 | 40 | 20* | 40 | 80 |
| AQF Level 9 Masters Coursework Volume of learning typically 1 – 2 years | 80 | 60 | 20* | 120 | 160 |
| AQF Level 9 Masters Research Volume of learning typically 1-2 years | 50+ | 40 | 20* | 80 | 80 |
| AQF Level 9 Masters Extended Volume of learning typically 3-4 years | 80 | 40 | 20* | 160 | 210 |

* Applicants are eligible for credit where they have been admitted on the basis of a prior qualification and have evidence of completing program/course content beyond that required for admission.

** Foundation postgraduate courses only.

.+ As a Masters by research comprises 2/3 research and credit may not be granted for any research component.

8.8 AQF Level 10 Doctorates - Professional (refer to *Higher Degree Research Policy*)

8.8.1 Prior Higher Degree Research

Prior higher degree research undertaken at this or another recognised institution may be recognised towards the HDR program provided that it has not been recognised for another award and has been completed at the same level. Whilst prior research may be recognised towards the research component of the HDR program, candidates will be expected to complete any coursework requirement relevant to the degree as specified in the program requirements, unless credit has been granted (refer [section 8.8.2](#)).

8.8.1.1 Domestic Candidates

Periods of study towards the research degree within three years prior to commencement in the HDR program will be deducted from both the period of the Research Training Program (RTP) Domestic Fee Offset support and the minimum and maximum submission dates for candidates seeking recognition of this prior research study. Normally, candidates will only be approved to transfer from another institution where they have sufficient RTP Domestic Fee Offset tenure remaining to allow a minimum of one year equivalent full-time enrolment at the University.

If more than 3 years has passed since the previous enrolment recognition of prior higher degree research may be approved at the discretion of the Dean, Griffith Graduate Research School. Normally if more than three years has passed, recognition of prior higher degree research will not exceed one-year equivalent full-time work for doctoral programs, or six months equivalent full-time work for Masters Degree (Research) programs. Recognition will not result in a reduction in the minimum and maximum submission dates, except with the permission of the Dean, Griffith Graduate Research School.

8.8.1.2 International Candidates

Recognition of prior higher degree research may be approved at the discretion of the Dean, Griffith Graduate Research School. Recognition will not result in a reduction in the minimum and maximum submission dates, except with the permission of the Dean, Griffith Graduate Research School. Normally, candidates will only be approved to transfer from another institution where they are able to complete a minimum of one year equivalent full-time enrolment at the University.

8.8.2 Credit for Coursework

Credit for coursework may be granted toward the coursework component of higher degree research programs on the basis of study previously completed. The inclusion of a coursework component in a Doctorate or Masters Degree (Research) program, and provision for award of credit, will be specified in the program requirements. Credit may not be granted toward any dissertation or research component (refer to [section 8.7.1](#) above for recognition of prior higher degree research).

For Doctorate programs, credit may be granted for prior doctoral level coursework. The maximum amount of credit that may be granted towards a Doctorate program will not exceed one-year full-time or equivalent (80CP).

For Masters (Research) programs, refer to section 14 of the *Postgraduate Qualifications (AQF 8 & 9) Policy* for credit requirements and amounts.

A candidate can apply for credit at the point of admission. Applications for credit are to be made via the *Online Credit Application*.

Candidates should consult with their HDR Convenor, Program Director, or Course Convenor for further information.

Coursework undertaken in HDR programs within the University which formally allow for a conversion to another HDR program (as per section 8.10 *Higher Degree Research Policy*) may be counted towards satisfying the coursework requirements of the program to which the candidate has transferred. The amount of credit that may be granted for a program as advised above shall not apply and an application for credit does not need to be lodged.

8.9 Multiple Awards as the Basis for Credit

Credit in the form of advanced standing is first determined on the basis of the prior successfully completed qualification which is at the highest level and/or is most closely relevant to the discipline

of the program for which credit is being sought. Any credit in addition to this determination can only be in the form of specified credit.

9. STRUCTURED UPGRADING PROGRAMS

A structured upgrading program is designed and approved by the University to upgrade or extend a qualification which the student already holds. Advanced standing is granted on the basis of a previously attained qualification which is a requirement for admission to the structured upgrading program. Further credit is not to be granted in addition to that awarded on the basis of advanced standing. The structured upgrading program is therefore shorter than the standard length for a program at that level.

Where a student has been admitted to a structured upgrading program and holds additional prior learning in excess of the study that determined the entry to the structured upgrading program, further specified or unspecified credit may be granted in accordance with credit limits specified in this policy.

Each structured upgrading program is approved as a specific program through the University's normal process for program approval (see *Program, Approval and Review*).

10. ARTICULATION AGREEMENTS

An articulation agreement is an agreement between Griffith and another institution to document and publicise a specifically approved pathway for progression between a program at the other institution and a Griffith award program, involving specific credit arrangements. Articulation agreements typically involve (but are not limited to) an agreement to award block credit or advanced standing. The amount of credit granted under an articulation agreement is subject to the credit limits prescribed in this policy.

Articulation agreements within the provisions of this policy are approved by the relevant Dean on the advice of the relevant Program Director where appropriate.

11. MULTIPLE AWARDS FROM A SINGLE PROGRAM OF STUDY

A proposal leading to an award from another institution and an award from Griffith University which involves a single program of study delivered by one institution must be approved through the University's normal process for program approval (see *Program Approval and Review*). Arrangements of this type may not be approved as an articulation agreement.

12. TIME LIMIT ON CREDIT

Credit will not normally be granted for studies (or other prior learning) that have been completed more than 10 years prior to the time of application for credit.

A shorter time limit may be applied where there is concern about the currency of the applicant's knowledge or skills, and/or where professional accreditation requirements limit the granting of credit. The shorter time limit may apply to all applications for credit in a particular program or to a specific student application.

Exceptions to the 10 year time limit may be approved for certain articulation agreements or for individual cases. In considering cases for credit for studies completed more than 10 years earlier, post-qualification experience which may contribute to the currency of knowledge or skills may be taken into account.

13. WITHDRAWAL OF CREDIT

The University reserves the right to withdraw credit where an error has been made in assessing an application or where the documentation provided by the applicant is incomplete, misleading, false or invalid. The withdrawal of credit must be approved by the Program Director on the recommendation of the Manager, Academic Credit Transfer.

However, where a change is made to a provision of this credit policy, or where a precedent or articulation is reviewed and changed, credit already granted may not be withdrawn.

14. APPLICATION FOR CREDIT

An application for credit for formal learning must be made using the *Online Credit Application*. A credit application must be accompanied by an official academic record except for applications based on previous formal study at Griffith. Except for when credit is sought for previous study at Griffith or where the University already has established course precedents or articulation arrangements advertised on the University's Credit Precedent and Articulation Database (located on the University's website), extracts from institutional handbooks or other official documentation giving sufficient details of the studies to allow an assessment of the application for credit must be supplied. All supporting documentation must be in English.

Where credit is being sought for RPL (the combination of formal, informal and non-formal learning) the *Online Credit Application* and Learning Profile supported by appropriate certified documentation must be completed. Supporting documentation may include references, samples of work, project briefs, reports, publications, employment history and employment position descriptions.

Applications for credit may be lodged at any time. However, they should normally be lodged no later than the last working day in the January, May or September preceding the commencement of any trimester in which the granting of credit may affect the student's study program. An application for credit will not be accepted for a course(s) a student is enrolled in, if the census date has already passed. International students should apply to be pre-assessed for credit transfer at time of lodgement of application for admission to the University.

Where possible, decisions on credit will be notified to applicants, prior to commencement of the trimester. Formal advice specifying credit approved subject to admission may also be given.

15. APPROVAL OF CREDIT

The Program Director (or nominee as designated by the Dean) is responsible for assessing credit applications.

The Program Director:

- determines the credit to be granted, within the provisions of this policy, in response to applications for credit from students admitted or enrolled in the program for which the Program Director is responsible. Where the application relates to credit for courses convened by another School, the Program Director will seek the advice of the Head of the relevant School or staff member designated by the Head of School for the purpose of advising on credit;
- approves requests for extension of time limit on credit ([See 12.0](#)) in appropriate cases; and
- advises the Dean on proposed articulation agreements.

15.1 Credit Precedents

Where an application for credit based on prior complete or incomplete formal study is approved by the Program Director, this becomes a credit precedent which is applied to subsequent credit applications.

The Manager, Academic Credit Transfer is responsible for the administration of articulation arrangements and providing information to potential credit applicants about approved articulation agreements and credit precedents.

15.2 Review of Credit Precedents and Articulation Agreements

Articulation arrangements and credit precedents are reviewed periodically and must be reviewed when a program undergoes a major change. When a review may result in a change to existing arrangements, the partner institution should be consulted.

16. REVIEW AND APPEALS

16.1 Specified or Unspecified Credit Applications

Applicants with an offer of admission to a Griffith University program who are dissatisfied with the outcome of a credit application for specified or unspecified credit may apply for a review of the decision to the Program Director within 10 working days of notification of the decision. The application for review is to be made using the *Review of a Decision Form* in accordance with the University's *Student Review and Appeals Policy* and *Student Review and Appeals Procedures*.

An applicant with an offer of admission who is dissatisfied with the outcome of a review of a decision in relation to specified or unspecified credit may appeal to the Head of School within 10 working days of the notification of the review outcome. The appeal must be in writing using a new *Review of a Decision Form* and in accordance with the instructions in the *Student Review and Appeals Procedures*.

16.2 Advanced Standing Applications

Applicants with an offer of admission to a Griffith University program who are dissatisfied with the outcome of a credit application for advanced standing may apply for a review of the decision to the Program Director within 10 working days of notification of the decision. The application for review is to be made using the *Review of a Decision Form* in accordance with the University's *Student Review and Appeals Policy* and *Student Review and Appeals Procedures*. An applicant with an offer of admission who is dissatisfied with the outcome of a review of a decision in relation to advanced standing may appeal to the Dean (Learning & Teaching) within 10 working days of the notification of the review outcome. The appeal must be in writing using a new *Review of a Decision Form* and in accordance with the instructions in the *Student Review and Appeals Procedures*.