Metavision Institute Pty Ltd
A.C.N 102 838 844

Credit Transfer and Recognition of Prior Learning Policy

Purpose

This policy sets out Metavision Institute's principles for granting credit (advanced standing) to students for prior learning through previous training, education and professional experience and for ensuring that students are not required to repeat equivalent learning undertaken in other contexts. Credit Transfer (CT) and Recognition of Prior Learning (RPL) enable student pathways into and between qualifications.

This policy is informed by the AQF Qualifications Pathway Policy (AQF Framework, 2nd ed., January 2013, p.77) which recognises 'the multiple pathways that students take to gain to gain AQF qualifications and that learning can be formal, non-formal or informal' and therefore is designed to maximise the credit students can gain for prior learning, and to preserve the integrity of course learning outcomes and any associated professional accreditation requirements.

Metavision Institute's approach to credit transfer and recognition of prior learning is evidence-based, clear, equitable, accessible and transparent.

Scope

This policy applies to prospective and enrolled students in Metavision Institute's higher education courses, and to staff members who assess students' applications for credit transfer.

Relevant TEQSA Threshold Standards

This policy aligns with the requirements of sections:

Related HESF Domain	Section	Standard
Domain 1: Student Participation and Attainment	1.2, 1.4, 1.5	Credit and Recognition of Prior Learning, Learning Outcomes and Assessment, Qualifications and Certification
Domain 2: Learning Environment	2.4	Student Grievances and Complaints
Domain 3: Teaching	3.1	Course Design
Domain 6: Governance and Accountability	6.3	Academic Governance

1. Policy

The following principles underpin this policy:

1.1 Metavision Institute is committed to providing transparent and accessible guidelines for granting credit in its courses in a consistent manner, on the basis of prior learning, inclusive of formal academic study, professional qualifications and professional work experience.

1.2 Metavision Institute will develop and publish articulation pathways on its website to facilitate student enrolment in its courses and course transfer. Articulation agreements will provide eligible graduates who meet admission requirements with block or specified credit in Metavision

Institute's courses. The existence of an articulation agreement does not guarantee admission or preclude a student from applying for additional credit under this policy.

1.3 Metavision Institute will apply this policy to all students, including international students, and will assess applications for course credit for international students in accordance with the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018).

1.4 The credit transfer process involves:

1.4.1 mapping, comparing and evaluating the extent to which the learning outcome, discipline content and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes, discipline content and assessment requirements of the individual components of another qualification, and

1.4.2 making a judgment about the credit to be assigned between the matched components of the two qualifications.

1.5 Metavision may accept statements of attainment awarded by Registered Training Organisations (RTOs) and TEQSA registered Higher Education Providers, subject to learning outcomes of the Meta vision courses being attained. This applies, without prejudice, to equivalent overseas qualifications.

1.6 Course credit from an undergraduate award will not, except in exceptional circumstances, be used as credit for a post-graduate unit of study. (An example of exceptional circumstances would be a student who had taught an equivalent unit of study at a higher education institution.)

1.7 The recognition of prior learning involves:

1.7.1 The student providing evidence which demonstrates the achievement of learning outcomes, which have been attained by on-the-job training or equivalent supervised volunteer work for a minimum of five years.

1.7.2 The agreed credit outcomes may include any form of credit: block, specified or unspecified credit. (AQF Guideline).

1.8 A maximum of 50% credit for advanced standing in Metavision Institute's AQF Level 8 and 9 courses will be granted on the presentation of a portfolio of evidence that is commensurate with learning outcomes for individual units. The evidence used must be within 10 years preceding the date of application. The evidence used for admission cannot be used a second time for advanced standing (double dipping).

1.9 Credit may be given in the form of block and specified credit.

1.10 Metavision Institute's policy on approving credit applications will:

1.10.1 Ensure academic decisions made on credit transfer applications are evidence-based, clear, equitable, timely and accessible to prospective and current students,

1.10.2 Be applied consistently and fairly, with decisions subject to appeal,

1.10.3 Ensure that the prior learning recognised is relevant and current and has a direct relationship to the learning outcomes of the course to preserve the academic integrity of the course,

1.10.4 Be academically defensible and consider students' likelihood of study success,

1.10.5 Be formally documented and communicated to applicants, including the reasons for not granting credit,

1.10.6 Not grant credit for formal study completed more than ten years prior to application to ensure the currency of the applicant's prior learning, and

1.10.7 Not grant credit for work-integrated learning components of courses where the components are required for professional accreditation.

2. Implementation

2.1 Credit transfer for formal, non-formal or informal studies

2.1.1 Credit may be granted for the successful completion of:

2.1.1.1 Units which form part of an accredited course or non-award course provided by a training provider at the same level which are judged to have equivalent learning outcomes, content, assessments and volume of learning.

2.1.1.2 Short courses provided by a professional association or other similar body which are judged to have equivalent learning outcomes, assessments and volume of learning.

2.1.1.3 Advanced training delivered by employers or other similar training which is judged to have equivalent learning outcomes, assessments and volume of learning.

2.1.2 In the assessment of credit applications for formal, non-formal or informal studies, the following will be considered by the Dean:

2.1.2.1 The general educational practices and standards of the provider(s), and any relevant accreditation.

2.1.2.2 The admission requirements and learning outcomes of the course or training and units, and the teaching methods adopted to achieve the outcomes.

2.1.2.3 The relative emphasis on skills in relation to the study of the discipline, and

2.1.2.4 Any arrangements for practical training and experience as a requirement of the course

2.2 Recognition of Prior Learning (RPL)

2.2.1 Metavision will assess Prior Learning to determine whether an Applicant meets specific eligibility requirements for admission to a Course, provided the Prior Learning is current and relevant to the admission requirements of the Course.

2.2.2 Credit may be granted for learning based on work experience, formal and informal study when the learning is documented to the satisfaction of the Dean and has taken place in the preceding ten years.

2.2.3 The Dean may set a challenge assessment to ensure that the applicant has the required knowledge.

2.2.4 In the assessment of RPL applications, the Dean will take the following principles into account:

2.2.4.1 Authenticity: the applicant has demonstrated the unit learning outcomes, and the quality of documentation is high

2.2.4.2 Currency: the student's learning is contemporary

2.2.4.3 Quality: the learning has reached an appropriate standard for the level of the course

2.2.4.4 Relevance: the learning is applicable to the units for which credit is sought

2.2.4.5 Transferability: the learning outcomes can be applied outside the specific context in which the learning took place; and

2.2.4.6 Comparability: the prior learning is comparable in content and standard with the units for which credit is sought

2.3 Provided enrolment conditions are met, credit may be granted when a student has completed units:

2.3.1 While undertaking a Metavision Institute higher education course (for example, the Graduate Diploma) and wishes to transfer to another higher education course (for example, the Masters) offered by the Institute, or

2.3.2 while undertaking a Metavision Institute professionally accredited training course (for example, the Specialist Training in Holistic Counselling) and wishes to transfer to another professional training course (for example, the Specialist Training in Holistic Counselling and Psychotherapy) offered by the Institute, or

2.3.3 While undertaking a professionally accredited training course (for example, the Specialist Training in Holistic Counselling) and wishes to transfer to a higher education course (for example, the Graduate Diploma), provided any differences in previous study are addressed and made equivalent through for example additional assignments, at the discretion of the Dean.

2.3.4 Students may also transfer from a higher education course (for example, the Graduate Diploma) to a professionally accredited training course (for example, the Specialist Training in Holistic Counselling).

2.4 Applications

2.4.1 Applications for credit transfer are to be made on the Credit Application form at the time of application for admission to Metavision Institute's higher education and professionally accredited training courses.

2.4.2 Applications for articulation are to be made on the Articulation Application form at the time of application for admission to Metavision Institute's higher education courses and professionally accredited training courses.

2.4.3 The Dean will advise the applicant in writing of the result within two weeks of receipt of the application.

2.4.4 All decisions, including the grant of credit or reasons for not giving credit and the duration reduction, will be formally documented on the student's record and stored for audit purposes.

2.4.5 A record of credit granted will be signed by the Dean and documented on the student's record and in the Student Register.

2.5 Credit and International Students

2.5.1 Where course credit (advanced standing) is granted to an international student, Metavision Institute will formally advise the student in writing of the resulting reduced duration of their course of study.

2.5.2 The international student must formally acknowledge and accept the notice of reduced course duration prior to the variation of the CoE. A record of this acceptance will be maintained on the student's file.

2.5.3 Metavision Institute will issue a new Confirmation of Enrolment (CoE) or vary the existing CoE through PRISMS to reflect the reduced course duration, as required by the National Code 2018.

2.5.4 The granting of credit will not result in an international student having less than a full-time study load in any compulsory study period, nor will it reduce the course length to below the minimum duration required for the visa.

2.6 A student may appeal the Dean's decision on the granting of credit within the framework of the *Student Grievance, Complaints and Appeals Policy (Academic)*.

3. Responsibilities

3.1 Academic Board:

- 3.1.1 Approves articulation pathways
- 3.1.2 Oversees policy implementation
- 3.1.3 Reviews credit outcomes

3.2 Dean:

- 3.2.1 Assesses applications
- 3.2.2 Maintains assessment records
- 3.2.3 Ensures course integrity
- 3.2.4 Reports on credit outcomes

3.3 Chief Executive Officer (CEO):

- 3.3.1 Ensures publication of articulation agreements
- 3.3.2 Maintains institutional quality standards
- 3.3.3 Oversees document management system
- 3.3.4 Provides necessary resources for assessment
- 3.3.5 Reviews and approves institutional agreements

3.4 Applicants:

- 3.4.1 Submit complete applications
- 3.4.2 Provide required evidence
- 3.4.3 Meet timeframe requirements

Definitions

Term	Definition
Advanced Standing	Recognition placing a student at a more advanced course point, achieved through credit transfer, RPL assessment, or professional recognition
Articulation Pathway	Formal arrangement enabling progression between qualifications, typically with predetermined credit arrangements
Block Credit	Recognition for completed structured learning equivalent to a whole stage or semester, reducing total required units
Credit	Value assigned for prior learning deemed equivalent in content, volume, and depth to specific qualification components
Credit Transfer	Process for granting consistent credit based on demonstrated equivalence between matched qualifications
Formal Learning	Structured education through accredited providers leading to recognised qualifications

Informal Learning	Knowledge and skills acquired through experience, work, and non-structured activities
Learning Outcomes	Specific, measurable achievements demonstrating knowledge, skills, and application
Non-Formal Learning	Structured learning activities not leading to formal qualification
Prior Learning	Previously acquired knowledge, skills and experience through formal, non-formal or informal learning
Professional Experience	Documented practice demonstrating achievement of specified learning outcomes
Recognition of Prior Learning (RPL)	Assessment process evaluating prior learning to determine credit outcomes
Specified Credit	Credit for specific units with equivalent content and outcomes
Volume of Learning	Duration of all activities required for learning outcomes achievement

Related Documents

Category	Documents
Policies	Records Management Policy
	Student Recruitment, Admission and Enrolment Policy
	Student Grievance, Complaints and Appeals Policy (Academic)
	Student Information and Communication Policy
	Quality Assurance Policy
Forms	Credit Application Form
	Articulation Application Form
	Course Application Form
Other	Mapping of External Articulation Pathways

Version Control

Field	Detail
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Approved by	Academic Board
Version No.	v1.9.1, Reviewed: October 2025
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Next review due	3 years from approval
Custodian	Dean