



Credit Transfer and Recognition of Prior Learning Policy and Procedure

1. Purpose

The purpose of this policy and procedure is to:

- provide students with credit for learning already achieved;
- support the development and implementation of qualification pathways for students; and
- recognise that learning can be formal, non-formal or informal;

thereby granting credit towards Institute awards, through the processes of credit transfer and recognition of prior learning.

2. Scope

This policy and procedure will apply to all MIT Higher Education courses.

The Institute may award credit towards a student's award, provided that credit is awarded in accordance with this policy, procedure and the annexed guidelines, and for international students, is consistent with the requirements of the ESOS Act 2000.

3. Definitions

Term	Definition
Academic Appeals Committee	The Academic Appeals Committee is the committee established under the Academic Appeals Policy and Procedure to hear appeals against decisions on applications for credit transfer.
Executive Dean	The Executive Dean is the Head of the Academic Department of MIT to whom the Heads of School report.
Academic Registrar	Academic Registrar means the person holding the position of Group General Manager within the Institute.
Assessment	Assessment means the process of collecting evidence and making judgments on whether the level of achievement has been achieved, to

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Term	Definition
	confirm that an individual can perform to the standard expected in the workplace, or by the learning outcomes of an accredited course.
Assessor	An assessor is the relevant Course Co-coordinator for each course holding the delegated authority from the Chief Executive Officer to determine if an application is successful by clearly demonstrating the relevant competencies required. The Assessor must hold competences required under the AQF and the relevant discipline.
Block credit	Credit granted for whole stages or years of a course, such as a trimester, year or credit point equivalent, and may consist of specified or unspecified credit.
Clustered qualifications	Clustered qualifications are a grouping of two or more AQF qualification types at either the same or different AQF level. Each qualification type in the cluster must meet the AQF Qualification Type Specifications for the qualification type.
Credit	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 <input type="checkbox"/>
Credit Arrangements	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 outcomes	Credit outcomes are the results of a process of determining a student's application for credit or credit transfer. Credit outcomes are expressed as block credit, specified credit or unspecified credit.
Credit transfer	Credit transfer is a process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications.

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Term	Definition
Credentialed learning	Learning attained through the successful completion of studies that are recognised in the AQF
Cross- credit	Cross crediting refers to when a unit that a student studies is counted toward both a Bachelor degree and a Diploma; or a Graduate- Diploma and a Masters.
Cross- Institutional credit	Means credit resulting from cross-institutional enrolment, where the student has prior permission to enrol in a unit(s) of another institution and transfer credit from that institution.
Guidelines	Means the Credit Transfer and Recognition Guidelines annexed to this Policy and Procedure.
Integrated qualifications	Integrated qualifications are purpose-designed qualifications that enable explicit articulation pathways and encompass more than one AQF level and/or qualification type and/or education and training sector.
Nested qualifications	Nested qualifications are qualifications that include articulated arrangements from a lower level qualification into a higher-level qualification to enable multiple entry and exit points.
Recognition of prior learning	Recognition of prior learning (“RPL”) is an assessment 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.
Schedule	Means the Schedule to this policy and procedure.
Specified credit	Credit granted towards one or more units where a student’s prior learning is assessed as substantially satisfying the learning outcomes of the specified MIT unit or units.
Unspecified credit	Credit granted where there is no comparable MIT unit equivalent in learning outcomes but the level of achievement is equivalent to a relevant elective requirement of a students’ course.

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Term	Definition
Uncredentialed learning	Learning other than credentialed learning, includes relevant in- service work experience and other life experience learning.
Nested qualifications	Nested qualifications are qualifications that include articulated arrangements from a lower level qualification into a higher-level qualification to enable multiple entry and exit points.
Recognition of prior learning	Recognition of prior learning (“RPL”) is an assessment 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.
Schedule	Means the Schedule to this policy and procedure.
Specified credit	Credit granted towards one or more units where a student’s prior learning is assessed as substantially satisfying the learning outcomes of the specified MIT unit or units.
Unspecified credit	Credit granted where there is no comparable MIT unit equivalent in learning outcomes but the level of achievement is equivalent to a relevant elective requirement of a students’ course.
Uncredentialed learning	Learning other than credentialed learning, includes relevant in- service work experience and other life experience learning.

4. Policy Statement

4.1. The Institute will establish and maintain credit transfer and RPL in accordance with the Australian Qualifications Framework (AQF) Pathways Policy so that:

- pathways for credit will be available into and between qualifications;
- credit pathways may be horizontal across qualifications with outcomes at the same AQF level as well as vertical between qualifications with outcomes at different AQF levels;
- such pathways will be clearly published;
- credit is available for courses;
- decisions regarding applications for credit will be fair, transparent and evidence-based;

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- credit can facilitate student progress, completion and mobility; however, the integrity of MIT awards is paramount and credit will not be granted if it would impair the integrity of the award or reduce a student's likelihood of success in the program.

4.2. This policy and procedure is based on the following assumptions-

- a) Students must apply for credit.
- b) Credit is granted based on an application and submission of the required evidence.
- c) Applications for credit may be declined under this policy and procedure and also any conditions associated with the professional accreditation of the award.
- d) Once credit has been granted, unless compelling educational reasons are presented, it will not be rescinded.

4.3. When considering applications for credit, the decision of the Institute will-

- a) be evidence-based, equitable and transparent;
- b) be applied consistently and fairly, with decisions subject to appeal and review;
- c) recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has an equivalence to the learning outcomes of the qualification;
- d) be academically defensible and take into account the student's ability to meet the learning outcomes of the qualification successfully;
- e) be decided in a timely way so that students' access to qualifications is not unnecessarily inhibited;
- f) allow for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program of study leading to a qualification or for the partial fulfillment of the requirements of a qualification, and
- g) be formally documented for the student including any reasons for not giving credit.

4.4. The Institute may enter into articulation agreements and credit arrangements with other tertiary institutions, and with industry partners. Articulation agreements may include agreements to provide students with entry into and/or credit towards a course. To this extent, articulation agreements are considered credit agreements and the provisions of this policy governing credit agreements apply. The Institute will maintain a register of credit agreements that it has entered into.

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5. Procedure

5.1. Assessment of credit

5.1.1. With the exception of clustered credit (detailed under 5.4), assessment of the amount of credit within courses offered by the Institute is determined by the Assessor, and reported to the Academic Registrar in accordance with the process detailed in 5.3. The assessment is informed by, but not limited to, the nature of the evidence provided by the applicant, this may include:

- a) having been an enrolled student of the Institute or of another tertiary, higher education or TAFE institution recognised by Academic Board and contained in the Schedule; or
- b) graduation from another tertiary, higher education or TAFE institution recognised by the Academic Board and contained in the Schedule; or
- c) having achieved a standard in any area of learning from a recognised provider or which has been acquired in an uncredentialed context such as work or life experience and which, in the opinion of the Assessor, will fit the person to undertake the course; and is otherwise eligible for enrolment as a student at the Institute and for admission to the course.

5.1.2. If a person seeking admission to a course with credit has been an enrolled student of, or has graduated from, another tertiary, higher education or TAFE institution not recognised by Academic Board, then before making a determination, the Academic Board will determine whether the relevant tertiary, higher education or TAFE institution should be recognised by Academic Board and the level of credit that should be given.

5.1.3. Normally, no credit, advanced standing or exemptions which may affect a student's study load will be granted after a student makes application for enrolment, however to enable flexible awards pathways and an application for credit or exemptions may be submitted at the time of enrolment or when enrolled.

5.1.4. The Credit Transfer and Recognition Guidelines will detail the maximum number of units available to students as credit towards Institute courses.

5.2. Application for credit

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5.2.1. Normally, before a person is admitted to a course the Institute shall specify any units and/or portion of the course for which credit is to be given, and the work to be performed by the person to complete the course.

5.2.2. Applicants seeking credit must apply at the time of making their application for admission to the Institute directly to the Enrolment and Admissions Department on the prescribed form. Where an application is submitted late, there is no guarantee that it will be assessed in time for a student to withdraw from a unit and avoid liability for fees.

5.2.3. In the case of international students, credit will be assessed and the outcome determined prior to a student's initial enrolment or prior to arrival in Australia. Normally, no credit, advanced standing or exemptions which may affect a student's study load will be granted after an international student's first enrolment, however in some circumstances international students may apply for credit at the time of enrolment or when already enrolled. Where credit is granted a new International Student Offer and Acceptance Agreement is created listing the credit granted and the length of study adjusted on the student management system. If duration of study is changed this is reported via PRISMS and a copy kept on the students file.

5.3. Student Application Process

Process	Responsibility	Comment
a) Student applies to the Admissions Office for credit in application to study at MIT or (in some circumstances) at enrolment or when enrolled, using prescribed form.	Student	Student to supply original or certified documentation to support the application for credit.
b) Student's application with supporting documentation is forwarded to Assessor in the relevant School.	Admissions office	Admissions Office forwards application with cover sheet marking credit assessment requested.
c) Assessor assesses application for credit according to	Assessor	

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Guidelines and Credit Register* information.		
d) Assessor provides written report to Academic Registrar outlining credit granted.	Assessor and Academic Registrar	
e) Details of credit granted listed in Letter of Offer and Acceptance Agreement.	Admissions office	Length of study adjusted to reflect credit granted. If not confirmed (guaranteed) at time of offer this is stated in letter of offer.
f) Student accepts offer into program.	Student	International students return signed International Student Agreement.
g) Confirmation of Enrolment is issued reflecting the change of length of program study	Admissions office	Student will receive written notification of confirmed credit which will either include a statement advising a date after which if student has not contacted the school it is assumed credit is accepted OR require the student to sign a letter accepting the credit and return the signed letter to the School. Credit cannot be rescinded unless compelling education reasons are presented. Cop of letter to be placed on students' file.
h) Credit granted is normally confirmed at enrolment	Student Services	
i) Credit is recorded in student management system.	Student Services	
j) Credit not granted – seek review of assessment decision.	Student and Head of School	Students may submit a written review to the Head of School within 7 days.

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k) Appeal against review decision	Student and Academic Appeals Com	Student may submit a written appeal to the Academic Appeals Committee within 20 working days.
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5.4. Clustered qualifications

5.4.1. Nested and integrated qualifications or awards at the Institute are examples of clustered qualifications that are intended to enable students to progress from lower to higher-level qualifications in the same discipline in a structured way to facilitate accessible pathways. Clustered qualifications are designed to provide students with the option of direct entry to higher-level qualifications.

5.4.2. The Institute will grant students automatic cross-credit equivalent to 120 credit points of the first two trimesters in the following MIT clustered qualifications in the same discipline:

- Diploma to Bachelor courses;
- Graduate Diploma to Masters courses.

5.4.3. Subject to ensuring that the specifications for each qualification type have been met and the learning outcomes have been achieved, graduates are entitled to receive testamurs and records of results for each qualification attained from the cluster.

5.5. Obtaining a credit assessment

5.5.1. Evaluation and Timeframe

An assessment by the relevant Assessor will normally be based on formal individual negotiation with students including a portfolio prepared by the student and completed prior to the commencement of a student's program of study. Credit is only available for learning deemed current by the Assessor.

5.5.2. Preparing a Portfolio

A person seeking admission to a course with credit from another institution or RPL shall provide a certificate or any other evidence that may be required of work completed or results achieved. The Institute may obtain any information from the other tertiary educational institution it thinks fit in relation to the applicant.

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The Portfolio should contain:

- Evidence of the student's prior learning experiences and, in the case of credentialed learning, a certified copy of a statement of satisfactory completion of a unit or course offered by an education provider recognised by the Institute including; professional bodies, public and private educational institutions and private or public enterprises. In the case of uncredentialed learning, details of the uncredentialed learning, a curriculum vitae and a letter from an appropriate person/organisation verifying the extent and depth of the learning.
- Documentation stating the objectives, learning outcomes and content of the previous unit or course.
- Details of the contact hours of the previous unit or course.
- Details of the organisation in which the credentialed or uncredentialed learning occurred.
- A case which links the stated learning experiences and the outcomes of the unit or course in which the student is seeking credit. The case may be supplemented by the student being required to undertake an assessment conducted by the Institute to verify that the student has achieved the learning outcomes claimed in the prior learning experiences.

The Portfolio together with a completed Application for Exemption/Credit Transfer Form listing the unit(s) for which credit transfer is sought must be lodged with the Enrolments and Admissions Department.

5.5.3. Outcome of Applications for Credit

Credit outcomes may allow for entry into an Institute award course and/or provide credit towards the course.

The Assessor will map and evaluate the unit for which credit is sought to determine the extent the learning outcomes, discipline content and assessment requirements are equivalent to a specific MIT unit and make a judgment as to the credit to be assigned between the matched components of the two units.

Where direct mapping is not applicable, the Assessor will determine if there is substantial equivalence in the learning outcomes between the two units, and that the unit for which credit is sought satisfies the learning outcomes of the unit taught at the Institute.

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The Assessor will determine:

- the level of credit sought;
- credit in excess of the level sought;
- credit at a lower level than that sought; or
- no credit.

Alternatively, further information may be requested from the student. This may be provided in either a written or an oral manner.

Approved credit may be granted as Block Credit, Specified Credit or Unspecified Credit. The Assessor will report to the Academic Registrar the maximum credit to be granted for each of the courses under the Assessor's responsibility.

5.5.4. Maximum Credit Granted through Credit Transfer

No student shall be exempted from passing the assessments for more than sixty-six per cent of the work prescribed for the student's course and in most cases the limit would be fifty per cent or half of the work prescribed for the student's course, except where:

- a student has been admitted to a course in the Institute and has obtained permission in writing from the Academic Registrar to enrol for any unit of a course of studies at this or another tertiary educational institution with whom credit transfer arrangements exist or have been approved by Academic Board; or
- if the School considers there are exceptional circumstances, the School may allow the student credit: for any work completed in any area of learning from a recognised provider; or which has been acquired in an uncredentialed context, which in the opinion of the School, will fit the person to undertake the course. The School must define the work to be performed by the student to complete the course to which the student has been admitted. The School must report to Academic Board any determinations made under this clause.

5.6. Credit Transfer Agreements

5.6.1. Students receiving credit on the basis of credit transfer agreements should receive the same form and amount of credit as set out in the MIT register or database of credit arrangements, providing they can provide the relevant official evidence. However, the total amount of credit will vary from individual

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to individual, based on which unit(s) or combinations of units have been successfully completed.

5.6.2. The Institution may negotiate credit agreements with other higher education institutions to maximise the credit available to eligible students for entry into and credit towards MIT awards. Credit arrangements will take into account:

- learning outcomes;
- volume of learning;
- program of study, including content; and
- learning and assessment approaches.

Such credit agreements shall be recorded in a register and will be based on the following standards in the same or a related discipline:

- a maximum of 50% credit for an Advanced Diploma or Associate Degree linked to a 3 year Bachelor Degree;
- a maximum of 66% credit for a Bachelor Degree linked to a 3 year Bachelor Degree
- a maximum of 33% credit for a Diploma linked to a 3 year Bachelor Degree
- a maximum of 50% credit into a Postgraduate course

5.6.3. Current and future MIT students may make application for pathways between MIT courses by applying to the relevant Assessor in the School in which the student wishes to gain credit. The standard block of unspecified credit arrangements for previous MIT study will be specified in the Credit Transfer Guidelines.

5.7. Cross-institutional enrolment

A student must make application seeking written permission from the Institution to obtain cross-institutional credit, prior to seeking cross-institutional enrolment.

Where permission is obtained, the Assessor will specify the maximum number of credit points that may be recognised. Credit will be transferred on production of evidence of successful completion of the unit(s) for which permission is granted.

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6. Review and Appeal

6.1. A student may seek a review of the decision of the Assessor by forwarding a written notice seeking a review to the appropriate Head of School within seven [7] working days of receiving the credit transfer decision. The Head of School may:

- determine no error was made and decision should stand;
- amend the decision; or
- re-assess the application.

6.2. A student may appeal the decision of the Head of School by forwarding a written notice of appeal to the Academic Registrar within 20 working days of receiving the decision from the Head of School.

The appeal notice must state the grounds on which the student is seeking to appeal. An appeal can only be based on the following grounds:

- procedural irregularity in the recommending and/or making of the decision appealed against;
- new evidence not known to the student at the date of the decision being appealed which becomes apparent since the date of that decision.

6.3. The grounds of the appeal will be considered by the Academic Registrar and where eligibility criteria is deemed to have been met, the appeal will be considered by the Academic Appeals Committee in accordance with the Academic Appeals Policy and Procedure.

6.4. Where a student believes any decision has been reached by a misapplication of Institute policies or procedures-

International Students may lodge a complaint with

The Overseas Students Ombudsman

GPO Box 442

Canberra ACT 2601

Tel: 1300 362 072

Website: <http://www.oso.gov.au>

Email: overseas.students@ombudsman.gov.au

Domestic Students may apply for external review, for example using Resolution Institute, to source an external mediator.

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Website: <https://www.resolution.institute>

Email: infoaus@resolution.institute

7. Responsibilities

7.1. The Institute is responsible for ensuring that design of courses of learning leading to awards enables students to achieve the learning outcomes for both the award type and the discipline. Decisions about design of awards must take into account students' likelihood of successfully achieving award outcomes and also must ensure that integrity of award outcomes is maintained. In the case of cluster awards a pedagogical rationale.

7.2. The Academic Registrar is responsible for recording the Assessors decision as to the assessment of the application by a student for credit and the operational implementation of this procedure.

7.3. Schools should specify:

- any units and/or portion of the higher education course for which credit is to be given; and
- the work to be performed by the person to complete the higher education course.

8. Implementation and communication

This procedure will be implemented and communicated through the Institute via:

- the Institute's webpage;
- Internal circulation to staff;
- Staff professional development.

Supporting Documents

Government documents-

Australian Qualifications Framework (AQF) AQF Pathway Policy

AQF explanation on proportion of components of a qualification at a level AQF

explanation on clustered qualifications

AQF explanation on credit transfer AQF explanation on articulation

AQF explanation on recognition of prior learning

Institute documents-

MIT's Policies and Procedures

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Other-

Australian Universities legislation and policies

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Credit Transfer and Recognition Guidelines

These Guidelines are subject to the provisions of the Credit Transfer and Recognition Policy and Procedure.

1. Maximum number of units

- Credit may consist of specified units or open electives (where the content is not comparable).
- The figures contained in the tables are maximums allowed and should not be considered as standard.
- A student must achieve a pass grade (at least 50%) for a unit to be considered for credit transfer.
- A single certificate or diploma module/unit will usually not equate to a MIT unit within our course. Several modules may need to be combined to satisfy the syllabus of a specified unit.
- Credit may be granted towards one or more units where a student's prior learning is assessed as substantially satisfying the learning outcomes of the specified unit or units.
- Unspecified credit may be granted as open electives where the content is not comparable.
- An undergraduate business or accounting degree must be obtained in Australia to qualify for credit into the MIT Post Graduate Business courses.
- An undergraduate information technology or networking degree must be obtained in Australia to qualify for credit into the MIT Post Graduate Networking courses.

School of Business- Undergraduate

Australian qualification (or NOOSR equivalence for overseas qualifications)	Dip of Bus	BBus
TAFE Certificate I/II/III/IV	0	0
Diploma (1 year)	4	8 where discipline linked
Advanced Diploma/Associate Degree (2 years)	4	12 where

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		discipline linked
Bachelor Degree (3 years)	4	16 where discipline linked

School of Business- Postgraduate

	GradDipAcc	MPA
Australian undergraduate business degree (3 years)- Eg. BBus/Comm/Mktng/Mgmt/Admin No credit for overseas undergraduate degree	0	4
Australian undergraduate (accredited) accounting (3years)	4	4
Graduate Certificate (0.5 year)	4	4 where discipline linked
Graduate Diploma (1 year)	4	8 where discipline linked
Masters (Coursework) (1.5-2 years)	4	8 where discipline linked

School of Information Technology and Engineering-Undergraduate

Australian qualification (or NOOSR equivalence for overseas qualifications)	Dip IT/Net	BNet	BEngg

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TAFE Certificate I/II/III/IV	0	0	0
Diploma (1-1.5 year)	4	8 where discipline	8 where discipline
Advanced Diploma/Associate Degree (2 years)	4	12 where discipline	12 where discipline
Bachelor Degree (3 years)	4	16 where discipline	16 where discipline

School of Information Technology and Engineering- Postgraduate

	GradDipNet	MNet	MEngg
Australian undergraduate IT or Engineering degree (3-4 years)- Eg. BIT/IS/Software Eng/Computer Systems Eng, etc. No credit for overseas undergraduate degree	0	3	3
Australian undergraduate (accredited) networking (3-4 years)- Eg. BIT(Networking Systems)/BNetworking	3	3	3
Graduate Certificate (0.5 year)	3	3 where discipline	3 where discipline
Graduate Diploma (1 year)	3	6 where discipline	6 where discipline

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Masters (Coursework) (1.5-2 years)	3	6 where discipline	6 where discipline
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2. Minimum amount of study at the Institute to receive an award

For a student to obtain an award from the Institute a student must complete:

- 50% of the Diploma course;
- 1/3 of the Bachelor degree; or
- 50% of the Master degree.

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The Schedule- Credit Transfer and Recognition Policy and Procedure

Academic Board recognises the following tertiary, higher education and TAFE institutions for the purposes of assessment of credit pursuant to clause 5.1 of the Credit Transfer and Recognition Policy and Procedure:

- Australian Higher Education provider approved by the Minister of Education (Comm);
- Australian TAFEs;
- Overseas institutions recognized by the Australian Government National Office of Overseas Skills Recognition [NOOSR] as equivalent or by the regulatory body in their home country, such as the University Grant Commission.

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