

Credit Transfer and Recognition of Prior Learning Policy & Procedure



1.0 Purpose

This policy provides a framework for prospective students seeking advanced standing on the basis of credit transfer or Recognition of Prior Learning at higher education courses at the Institute.

This policy provides framework for the decisions for granting credit towards the Bachelor of Music in Jazz Performance. Credit may be granted based on recognition of studies from a previously completed or partially completed program or qualification, and recognition of prior informal or non-informal learning.

The intent of this policy is to ensure that credit transfer decisions are made in a fair, equitable and transparent manner and are guided by the specifications of the Australian Qualifications Framework.

2.0 Scope

This policy applies to all members of the Institute's higher education community that are involved in credit transfer decisions and all commencing students seeking advanced standing.

3.0 Objectives

The Institute is committed to the following principles that underpin this policy.

- 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 the award.
- To facilitate the movement of students between institutions and between programs of various types and levels
- To outline the parameters for determining credit, including the maximum level of credit that can be granted within programs
- To ensure the integrity of the award program in making decisions on credit transfer
- To ensure that students receiving credit have an appropriate pre-requisite understanding of jazz-specific concepts and performance ability commensurate to the amount of credit being applied for.
- To assess applications for credit transfer in a fair and equitable manner in conjunction with the Australian Qualifications Framework.

4.0 Implementation

The Head of School, Course Coordinator and Admissions Officer are responsible for implementation of this policy.

4.1 Overarching Principles of granting credit

The Australian Qualification Framework (AQF) provides for examples of limits for the granting of credit. These examples are taken into account in granting credit at the Institute.

Credit will not be granted for subjects where the level of achievement is a Pass Conceded or lower. The grades achieved in prior learning will not be used by JMI in the calculation of a grade point average.

Due to the highly specialised nature of this course, it is imperative to take into consideration the student's level of knowledge and understanding of jazz-specific concepts when assessing their credit transfer arrangement. As such, it is imperative to understand the type of study the student has completed, whether it was in a jazz-specific music course or more generic music course with minimal focus on jazz performance, combined with their current performance ability and understanding of jazz-specific musical concepts, that are essential to achieving prescribed learning outcomes for this course.

Credit transfer arrangements are therefore assessed on a case-by-case basis due to the highly specialised nature of this program to uphold the integrity of the award and to ensure that admissions policies and credit arrangements ensure that students have adequate prior knowledge and skills to undertake the course of study successfully. This in turn will lead to ensuring that articulated students graduate with the prescribed learning outcomes for this course and in alignment with the graduate attributes of a Level 7 qualification according to the Australian Qualifications Framework

4.2 Timing of Application for credit

Any application for credit must be made no later than 4 weeks prior to the commencement of the next academic period for which credit is being applied for. Any applications received after this timeframe will not be assessed.

4.3 Types of Credit

Credit will be granted through the following types of credit:

- a. specified credit for designated subjects, modules, units or competencies;
- b. unspecified credit, resulting in the student being required to complete fewer subjects, modules or competencies (for example, by exempting a student from undertaking elective units);
- c. block credit, resulting in exemption from the requirement to undertake a block component of a course (for example, first semester or first year); and,
- d. exemptions or advanced standing. This involves exempting a student from undertaking preparatory subjects, units, modules or competencies in the early stages of the course or qualification, while still requiring them to undertake the same number of subjects, units, modules or competencies as they would be required to complete if they had not been granted the exemption. This usually involves substituting the exempted subjects, units, modules or competencies with others;

4.4 Application for credit

Credit Transfer

Where a student wishes to apply for credit based upon undertaking or completing a formal qualification the following steps should be undertaken

Step 1:

Students seeking credit transfer shall submit a letter of application to the Head of School, including the following information which is related to the coursework already completed at another institution:

- official academic transcripts (certified copies)
- unit descriptions
- detailed course information upon which their request is based, including content of the subject(s) concerned, mode of assessment and results.

Please note that professional English translations are required for any academic transcripts or awards which are not in English.

Step 2:

The Head of School will examine the evidence provided, and align it to the course in which the student is already enrolled to find parallels and equivalence which may potentially allow advanced standing.

Step 3:

The Head of School will take into consideration the student's current performance ability and knowledge of jazz-specific concepts. An assessment of the student's equivalent knowledge and ability in regards to learning outcomes to be fulfilled for the Bachelor of Music in Jazz Performance, will also be considered. The Head of School will make an informed decision regarding the granting of credit based upon the documentation provided by the student along with the assessment of the student's current performance ability and knowledge of jazz-specific concepts. The Head of School will make a decision on the credit to be granted within the provisions of this policy and the entry requirements of the course. The Head of School will have regard for credit precedents in making a decision and shall determine if it should be added to the Credit Transfer Register.

Step 4:

The Head of School will inform the student in writing of the decision. The duration of application assessment may vary depending on the level of assessment required, however applicants should be notified no later than four weeks after the application lodgement.

Should the student wish to appeal the decision, the Appeals Process should be followed.

Recognition of Prior Learning

Students who have been admitted to the course and who have relevant workplace experience may apply to the Head of School for recognition of prior learning (RPL) in respect of units completed that are relevant to the experience gained.

The following procedures shall be followed in assessing RPL:

Step 1:

Students seeking RPL shall submit a letter of application to the Head of School, which includes the following:

- 1.1 Detail of the experience on which the claim is based.
- 1.2 Relevant evidence to support the claim, for example
 - o official documents demonstrating type and level of experience, and any notable outcomes
 - o a letter of reference from a professional who has experienced the student's work on which the claim is based

Please note that professional English translations are required for any documentation which is not in English.

At this stage of the process, students may request the opportunity to demonstrate their claim in some other appropriate fashion, e.g. via recordings or performances where they are appropriate to the claim being made.

Step 2:

The Head of School will examine the evidence provided, and align the specific request for RPL to the category indicated to assess parallels and equivalence which may potentially allow advanced standing.

Steps 3 and 4:

Refer to the steps provided against Credit Transfer.

4.5 Credit Assessment Principles

The type and level of credit that can be awarded to applicants for prior learning will be dependent on the type and level of prior learning undertaken as well as specific course requirements.

Credit applications will be assessed against the evidence provided that demonstrates equivalence with the learning outcomes for which credit is sought. The Head of School may request further information to assess the application.

Principle factors to consider in the granting of credit are:

- the objectives and requirements of a particular course of study or subject
- level of entry for the award for which credit is sought
- the duration of the course or subject
- the methods of assessment of student progress;
- practical training and experience as part of the course or subject
- articulation arrangements
- currency of the subjects or course
- performance ability

Combination of Credit Transfer and Recognition of Prior Learning

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional non-formal or informal learning.

Once a student has been awarded credit on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment, but should be based on credit transfer agreements, articulation arrangements or other agreements between institutions.

5.0 Definitions

Advanced standing

The granting of block credit of a semester or more. Advanced standing indicates that the student is deemed to have satisfied all the program requirements that are embedded in the semester(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 agreement

An agreement between Jazz Music Institute and another institution to document and publicise a specifically approved pathway for progression between a program at the other institution and a Jazz Music Institute award program, involving specific credit arrangements.

Articulation arrangements

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

Block Credit

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.

Credit

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

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

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

The results of a process of determining a student's application for credit or credit transfer.

Provisional Credit

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.

Recognition of prior learning (RPL)

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.

Specified credit

Credit 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

Credit 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.

6.0 Related policies and procedures

The following policies and procedures are related to this policy:

- Entry Requirements Procedures
- Leave of Absence and Withdrawal Policy
- Statement of Tuition Assurance
- Student Support Services Policy

6.0 Review

Three years from commencement.

7.0 Accountabilities

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and the Institute's community via the website and other publications.

8.0 Version Control

Document	Credit Transfer and Recognition of Prior Learning Policy and Procedure	Author	JMI Executive Management
Approver	JMI Academic Board	Approved	11 February 2014
Version No.	3		
Reviewer	JMI Academic Board	Due for Review	February 2016