

IEFT ADVANCED STANDING AND CREDIT TRANSFER POLICY

PURPOSE

This document sets out the policy for assessment of course credit provided to prospective students. This policy ensures that decisions about course credit do not disadvantage applicants nor diminish the integrity of IEFT's accredited higher education courses.

SCOPE

All applications for admission with credit to the Graduate Certificate in Emotionally Focused Counselling and the Graduate Diploma of Emotionally Focused Therapy will be managed according to this policy.

DEFINITIONS

Credit 'includes specified and unspecified credit, exemptions, advanced standing, credit transfers and other outcomes, in which exemptions are granted for components of a course on the basis of having achieved equivalent learning outcomes in a course previously' [HES Framework 2015 -TEQSA Contextual Overview, p. 31, <http://www.teqsa.gov.au/teqsa-contextual-overview-hes-framework>]

Credit Assessment means an academic assessment of prior learning against the learning outcomes of one or more unit(s) of study by the Dean (Emotionally Focused Therapy).

Credit Transfer means the granting of credit for similar units of study completed successfully in a course at another institution to a maximum of 50% of the total credit points required for the course toward which credit is sought.

Recognition of Prior Learning (RPL) means an assessment process of a prospective student's prior learning (including formal, informal and non-formal learning) to determine the outcomes of an application for credit.

Specified Credit means course credit is granted consistently on the basis that the learning outcomes, content and assessment of a specified core unit of study offered by IEFT can be demonstrated to be equivalent to a unit of study which the applicant has successfully completed at another institution, at the same AQF level or higher, and that the decision to grant credit will not affect the integrity of the IEFT course.

Unspecified Credit means course credit is granted for elective units of study offered by IEFT on the basis that the learning outcomes, content and course outcomes of a unit of study successfully completed at another institution are equivalent to the learning outcomes of the IEFT course, at the same AQF level or higher, and that the decision to grant credit will not affect the integrity of the IEFT course.

RESPONSIBILITIES

The **Academic Board** is responsible for the oversight of the granting of credit to prospective students, ensuring that awarding credit does not diminish the integrity of IEFT's accredited higher education courses, and reviewing this Policy and the Register annually.

The **Teaching and Learning Committee** is responsible for overseeing the process by which credit is assessed and ensuring the consistency of decisions.

The **Dean (Emotionally Focused Therapy)** is responsible for:

- the implementation of this policy;

- ensuring credit transfer policies and decisions do not disadvantage students or impair the integrity of IEFT's accredited higher education courses;
- assessing applications for credit transfer in a timely manner;
- maintaining a formal register of credit decisions.

POLICY

1. IEFT is committed to providing pathways to its higher education courses from education and professional training.
2. Some applicants who have previously undertaken post graduate higher education courses will seek admission to IEFT courses in order to develop their professional skills and enhance their employability.
3. IEFT will assess such applicants' previous formal studies and / or professional expertise, and where appropriate, grant credit for specific units of study in its courses on the basis of applicants' prior learning to a maximum of 50%.
4. IEFT's policy on the granting of credit is based on the following broad principles:
 - the granting of credit for previous education is an important mechanism that encourages individuals to pursue further scholarship.
 - the process for granting of credit will be based on an assessment of applicants' chance of success in IEFT's courses, and will ensure there is alignment between the prior learning outcomes and /or body of knowledge and IEFT's courses, and that the integrity of IEFT courses will not be diminished;
 - the approach to the granting of credit will be robust, transparent and consistent;
 - applicants may be permitted to transfer between courses within IEFT after they are admitted and before they complete their course, and will be granted credit transfer for this purpose.
 - IEFT will maintain a register of credit decisions.

5. Advanced Standing and Credit Transfer - General Principles

- 5.1 Entry to IEFT's courses is based on specific published entry criteria.
- 5.2 Decisions regarding student selection will be in accordance with this policy and the related procedure.
- 5.3 An offer of credit does not guarantee admission into a specific course.
- 5.4 The assessment of the amount of credit to be granted in particular courses shall be determined by the Dean (Emotionally Focused Therapy) in accordance with this policy and the [AQF Qualifications Pathways Policy](#) (as may be updated from time to time).
- 5.5 When credit is granted, the requirements of each course must be fulfilled.
- 5.6 When credit is granted in a course of study, it may be specified and/or unspecified.
- 5.7 Enrolled students who have been granted credit are required to complete fifty percent (50%) of the course through IEFT.
- 5.8 Credit granted for a specific course cannot automatically be transferred from one course to another.

6. Advanced Standing and Credit Transfer Principles for formal studies completed at another institution

- 6.1 Units of study which are part of accredited courses provided by registered higher education institutions may be recognised for credit towards appropriate IEFT's courses.

- 6.2 Credit will not normally be granted for formal study completed more than ten years prior to application.
- 6.3 Credit shall be granted for a unit of study where there is demonstrated equivalence of learning outcomes, content and course learning outcomes of a unit of study successfully completed at another institution. ‘

7. Advanced Standing and Credit Transfer Principles for credit for demonstrated expertise derived from professional experience (RPL).

- 7.1 Credit may be granted for a unit of study on the basis of professional experience when demonstrable expertise derived from that experience can be documented to be equivalent to the satisfaction of the assessor. It is the responsibility of the applicant to provide the required documentation and any other evidence that demonstrates that the learning outcomes have been met.
- 7.2 The maximum credit that can be granted for learning from professional experience is 25% of the total credit points required for the course toward which credit is sought.

8. Internal Credit Transfer

- 8.1 Credit transfer may be granted when a student has completed units whilst undertaking a course with IEFT and wishes to transfer to another course before completing the prior course.
- 8.2 Credit will be granted for those units already undertaken which form part of the course into which the student is transferring.
- 8.3 The grade awarded for the unit completed in the previous course will transfer to the new course.
- 8.4 The maximum credit that can be granted in these circumstances is not limited.

9. APPEALS

A student may appeal against a decision made under this policy. Appeals must be made as outlined in the Student Grievances, Complaints and Appeals Policy.

RELATED

- Advanced Standing and Credit Transfer Procedure
- Grievance Complaints and Appeals Policy
- Grievance Complaints and Appeals Procedure
- Student Selection and Admission Policy
- Student Selection and Admission Procedure
- IEFT Admission Requirements
- Students at Risk Policy
- Students at Risk Procedure

Version Control

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