

ADVANCED STANDING POLICY (HIGHER EDUCATION)

1. Purpose and Objectives

- 1.1 This policy provides information to students and assessors on advanced standing and how it can contribute to a Le Cordon Bleu Australia (LCBA) higher education qualification.
- 1.2 It sets out the rules, regulations and related information on advanced standing to make the process of applying for and assessing advanced standing fair and transparent.

2. Scope

- 2.1 This policy applies to all students enrolled in LCBA undergraduate and postgraduate higher education programs.

3. Legislative Context

- Australian Qualifications Framework (AQF)
- Education Services for Overseas Students Act 2000
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

4. Policy Statement

- 4.1 LCBA supports the granting of academic credit where students are not disadvantaged in achieving the expected learning outcomes, and the integrity of the course of study and the qualification are maintained.
- 4.2 In assessing applications for advanced standing, LCBA will act in the interests of students, taking into consideration the impact of receiving academic credit on their course of study.

5. Policy

- 5.1 LCBA may grant advanced standing towards a course or qualification to a student for any relevant previous learning and/or work/life experience they have gained.
- 5.2 LCBA provides the opportunity for students to apply for advanced standing through Credit Transfer or RPL processes.
- 5.3 For credit to be granted as a result of an application for advanced standing, the candidate's previous study must be comparable and equivalent in content, volume and academic level to the part of the LCBA course for which the student is requesting credit.
- 5.4 LCBA will not grant advanced standing for prior learning from lower AQF levels that was not credibly assessed as being at or approaching the level of the LCBA course for which the student is requesting credit.
- 5.5 Advanced standing for prior learning may be granted only once towards any course or qualification at LCBA.
- 5.6 Advanced standing for formal or non-formal learning may be granted only for study completed within the last ten (10) years.
- 5.7 The assessment of advanced standing applications is an evidence-based academic judgement about equivalence of learning. Evidence supporting successful applications for advanced standing must be authentic, current, sufficient and valid.

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- 5.8 Advanced standing may be granted for units where students can demonstrate evidence of achievement of the equivalent learning outcomes for up to a maximum of 50% of the credit points within a course, except when progressing through a nested course sequence or as specified in an articulation arrangement.
- 5.9 Students may elect to enrol in a unit for which they have been granted advanced standing. In this case, the unit result will be the grade received by the student after completing the unit.
- 5.10 Appeals against advanced standing assessments must be in accordance with the *Student Complaints and Appeals Policy*.
- 5.11 Advanced standing is granted in relation to a specific LCBA course. Students transferring to a different LCBA course must reapply for advanced standing towards the new course.
- 5.12 Where advanced standing is granted for a unit the unit result is recorded as 'S – Status (advanced standing)' (refer to the *Results and Grades Policy HE*).
- 5.13 LCBA tracks the progress of student cohorts which have been admitted to courses with advanced standing, including by provider where a significant number of students have been granted advanced standing based on prior learning at that provider, and confirms that their progress is comparable to that of students who have not been granted advanced standing.
- 5.14 LCBA publishes information on the arrangements for advanced standing it enters into, including any standing credit transfer arrangements with other providers.

6. Roles and Responsibilities

Roles	Responsibilities
Academic Board	Approve arrangements for advanced standing with other education providers
Learning and Teaching Quality Committee	Make recommendations on potential arrangements for advanced standing with other education providers
Executive Dean	Execute and administer arrangements for advanced standing with other education providers Approve or reject application for advanced standing (or delegate)
Admissions Manager	Verify the authenticity of the evidence provided in support of the Application for advanced standing Approve or reject application for advanced standing based on articulation agreements or established precedents only

7. Definitions

'Academic credit' is a benefit provided to a student by waiving one or more of the normal requirements for completion of a course of study. (from TEQSA Guidance Note: Credit and Recognition of Prior Learning)

'Advanced standing' is a form of academic credit for any previous learning including formal, informal and non-formal learning. It is achieved through processes such as Credit Transfer and Recognition of Prior Learning. A student granted advanced standing will be exempt from enrolling in part of a course of study.

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‘Articulation arrangements’ enable students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway. Articulation arrangements may be agreed between education providers.

‘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.

‘Informal learning’ refers to skills and knowledge gained outside of a structured education program, whether formal or non-formal. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.

‘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.

‘Non-formal learning’ refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.

‘Pathways’ allow students to move through qualification levels with full or partial recognition for the qualifications and/or learning outcomes they already have achieved.

‘Principles of assessment’ state that assessments should be fair, valid and reliable:

- Fairness means providing the same opportunity for every student to achieve the unit learning outcomes. A fair assessment clearly communicates the assessment requirements, including the criteria and standards by which the assessment will be marked.
- Validity refers to how accurately an assessment task measures what is designed to measure. A valid assessment task corresponds with the learning outcomes and facilitates accurate judgements about whether the learning outcomes have been met at the required level. Validity suggests a focus on assessing the right things in the right manner.
- Reliability refers to the degree to which evidence presented by the student for assessment is consistently interpreted and graded. It seeks to answer the question ‘Would the same or similar results be achieved on another occasion or by another assessor?’

‘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

‘Rules of evidence’ state that evidence provided in support of an application for advanced standing should be valid, sufficient, authentic and current:

- Validity refers to how accurately evidence corresponds with the unit for which advanced standing is sought.
- Sufficiency assures that the quality, quantity and relevance of the evidence enables a judgement to be made on the student’s learning achievements.
- Authenticity means that the evidence presented in support of an application is, or attests to, the candidate’s own work.

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- Currency means that evidence demonstrates current competencies and capabilities of the student. This requires the evidence presented in support of an application for advanced standing to be from the present or recent past.

‘Status (S)’ is the official grade awarded to students for a unit of study where advanced standing has been conferred.

8. Related Documents

- Academic Progress Policy HE
- Assessment Policy HE
- Assessment Policy and Procedures Manual (MIHM)
- Results and Grades Policy HE
- Student Complaints and Appeals Policy
- Work Integrated Learning Policy

9. Implementation

- 9.1 The Head of School is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan, and presented with the policy to the Academic Board.
- 9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

10. Procedure

- 10.1 All arrangements for advanced standing with other education providers must be approved by the Academic Board on the recommendation of the Learning & Teaching Quality Committee.
- 10.2 The Learning & Teaching Quality Committee must satisfy itself that proposed arrangements with other providers for credit transfer and recognition of prior learning are adequate, in particular that students are not disadvantaged by the granting of credit and that the granting of credit does not degrade either the course of study or the qualification awarded.
- 10.3 The Executive Dean executes and administers agreements with other providers for advanced standing.
- 10.4 Information about advanced standing is provided to students prior to the commencement of their course of study.
- 10.5 It is the student’s responsibility to collect and provide the evidence required to support his or her application for advanced standing.
- 10.6 Applications for advanced standing will be assessed by the Executive Dean or suitably qualified delegate.
- 10.7 Standard assessments based on articulation agreements or established precedents may be delegated to the Admissions Manager.
- 10.8 Applications must be made on the advanced standing Application Form and addressed to the Admissions Manager.

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- 10.9 Applications should be submitted before enrolment and at least one (1) week after commencement of the first term of the course of study.
- 10.10 The Admissions Manager verifies the authenticity of the evidence provided in support of the Application for advanced standing.
- 10.11 Certified copies of all relevant original documentation must be supplied at the time of the application.
- 10.12 If the documentation is not in English, certified translations must be supplied.
- 10.13 There is no charge for an advanced standing application or assessment.
- 10.14 Applicants are normally notified within fifteen (15) working days; however, a longer time may be required at peak admission and enrolment times.
- 10.15 Where an application is made prior to enrolment, applicants are notified of the advanced standing available to them in their letter of offer, or by a separate notification.
- 10.16 If the advanced standing is granted before a student visa is granted, the Confirmation of Enrolment (CoE) indicates the net course duration.
- 10.17 LCBA informs applicants by email of the outcome of their application and any change in course duration. Any advanced standing granted must be accepted in writing by the applicant.
- 10.18 If advanced standing is granted after the student visa is granted, the change of course duration is reported via PRISMS.

11. Guidelines

- 11.1 Students are advised to familiarise themselves with this policy before applying for advanced standing.
- 11.2 Students must ensure that applications are complete and include all evidence and other requirements specified in the application form. Incomplete applications will not be considered.

12. Summary of changes since last review

Authored by	Description
Head of School	Update to clause 5.8 to allow for credit to be granted over the limit set in the policy (50% of total course requirements) when a student is progressing through a nested course sequence or as specified in an articulation arrangement. Editorial changes