


POLICY		
<p>Ref. to Legislative Frameworks:</p> <p>HESF2021: Standard 1.1 / 1.2 / 1.3 / 1.4 / 3.1 / 5.1 / 5.2 / 5.4 / 6.3 / 7.2</p> <p>SRTO2015: Standard 1.2 / 1.4 / 1.8 / 1.12 / 3.5 / 5.1</p>	Internal Articulation Arrangements	
Version: 2.2	Approved by: Academic Board	Issued on: 07/07/2023 Review by: 07/07//2025

Revision History

Current Version	Description of Change	Policy Developer	Effective Date
2.2	Updated to HESF 2021	Compliance Manager and Academic Dean	07/07/2023
2.1	<p>Changed the template to be consistent with Academies Australasia</p> <p>Updated some organisational references</p> <p>Added references to HESF 2015 and other AAPoly's policies and procedures</p>	Quality Assurance Support Officer	28/10/2016

PURPOSE

This policy serves as a guideline of the framework for internal articulation practices within Academies Australasia Polytechnic (AAPoly).

POLICY STATEMENT

Academies Australasia Polytechnic (AAPoly) is committed to providing pathways of learning to assist students in moving between chosen courses and qualifications. Such arrangements will add significant value to learning outcomes of individuals and are part of AAPoly's general responsibility to individual learners and the wider community. Pathways will be established which allow students flexibility in accessing study programs to meet their needs and/or which meet an identified viable demand for the qualification/s.

Pathways are critical to the achievement of an efficient, open, integrated and relevant education and training system that can meet the challenge of rapidly changing needs and priorities for knowledge and skill development, including continuous skilling and lifelong learning. The development of pathways between qualifications will therefore be maximised and in doing so AAPoly will take advantage of its dual-sector structure. The development of cross sector pathways is strongly encouraged. Where appropriate, pathways may be between general and specialised qualifications. All pathways will define transparent and coherent relationships between the qualifications, including admission arrangements while maintaining the quality standards and learning objectives of the higher-level qualifications.

Pathway arrangements will be reviewed whenever there is a change in any of the courses that are linked in that arrangement.

CROSS-SECTOR LINKS

Cross-sector qualification links can be established between any of the qualification titles in the Australian Qualification Framework and can take a variety of forms including sequential and concurrent studies. Cross-sector qualification links will seek to add value to the learning outcomes for students through the development of different approaches to qualification structures.

CREDIT TRANSFER OR EXEMPTIONS

Where credit transfer or exemption arrangements are established through a pathway, the credit or exemption will be awarded to individuals who have evidence of achieving the qualification or component of the qualification without the need for further assessment or demonstration of the relevant knowledge/skills.

When developing or reviewing Higher Education courses, consideration should be given to the competencies in VET Training Packages or the content in VET curriculum-based courses in order to maximize the credits or exemptions available. When planning the implementation of VET courses, consideration should be given to customising units so that opportunities for credit are enhanced.

The following relationships are identified as guidelines in developing articulation arrangements and double award qualifications in the same area of study between Diploma and Bachelor qualifications:

- Up to 12 units for an Advanced Diploma when linked to a three-year Bachelor degree.
- Up to 8 units for a Diploma when linked to a three-year Bachelor degree.

The exact number of exemptions will be subjected to disciplinary advice from Course and Program Coordinators via the Associate Dean (Education), and approved by the Academic Dean, and reported to Academic Board.

Information about qualification links will be widely disseminated to prospective and current students as part of AAPoly's marketing promotions and enrolment information.

FEEDBACK

Queries or feedback about this procedure should be directed to the AD through academicdean@aapoly.edu.au. The AD will respond to the written question or feedback within two (2) weeks from the receipt unless an extenuating circumstance requires an immediate response or action. The feedback and subsequent outcome will be documented in the version register, which will form a part of quality assurance and continuous improvement of AAPoly.

REFERENCES

Source	Document Title
Internal	Academic CT and RPL (HE) Policy
	Academic CT and RPL (HE) Procedure
	Higher Education Course Enrolment Policy
	Higher Education Course Enrolment Procedure
	Marketing Information and Practices Policy and Procedure
	Academic Quality Assurance Policy
	Articulation Arrangements Policy and Procedure
	Higher Education Student Assessments policy and procedure
External	Higher Education Standards Framework (Threshold Standards) 2021
	TEQSA Guidance Note: Academic Governance
	TEQSA Guidance Note: Nested Courses
	TEQSA Guidance Note: Third Party Arrangement
	National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018