

## ADVANCED STANDING POLICY

### 1. Purpose and Objectives

- 1.1 Le Cordon Bleu Australia's (LCBA) Advanced Standing Policy provides information to students and assessors on Advanced Standing and how it can contribute to a 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. Related Policies

- Academic Progress Policy
- Assessment Policy
- Assessment Policy and Procedures Manual Postgraduate
- Student Grievances and Appeals Policy
- Work Integrated Learning Policy

### 4. Definitions

'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 undertaking a component of a course of study.

'Articulation arrangements' 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.

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'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.
- 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.

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### 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 Status 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.
  - Advanced Standing applications are assessed in accordance with the principles that assessment should be fair, valid and reliable.
- 5.4 Evidence supporting successful applications for Advanced Standing must be authentic, current, sufficient and valid.
- 5.5 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.
- 5.6 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.
- 5.7 Appeals against Advanced Standing assessments must be in accordance with the *Complaints and Appeals Policy*.
- 5.8 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.
- 5.9 Where Advanced Status is granted for a unit the unit result is recorded as 'S – Status (Advanced Standing)' (see *Results and Grades Policy*).

### 6. Procedure

- 6.1 Information about Advanced Standing is provided to students prior to the commencement of their course of study.
- 6.2 It is the student's responsibility to collect and provide the evidence required to support his or her application for Advanced Standing.
- 6.3 Applications for Advanced Standing will be assessed by the Academic Dean of LCBA or suitably qualified delegate.
- 6.4 Standard assessments based on articulation agreements or established precedents may be delegated to the Admissions Manager.
- 6.5 Applications must be made on the Advanced Standing Application Form and submitted either to the Admissions Manager two weeks before commencement or to the Academic Dean after the term has commenced but before the census date of the student's first term.
- 6.6 Certified copies of all relevant original documentation must be supplied at the time of the application.
- 6.7 If the documentation is not in English, certified translations must be supplied.

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- 6.8 There is no charge for an Advanced Standing application or assessment.
- 6.9 Applicants are normally notified within fifteen working days; however, a longer time may be required at peak admission and enrolment times.
- 6.10 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.
- 6.11 If the Advanced Standing is granted before a student visa is granted, the Confirmation of Enrolment (CoE) indicates the net course duration.
- 6.12 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.
- 6.13 If Advanced Standing is granted after the student visa is granted, the change of course duration is reported via PRISMS.

### 7. Guidelines

- 7.1 Students are advised to familiarise themselves with this policy before applying for Advanced Standing.
- 7.2 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.

### 8. Change and Version Control

Version	Authored by	Description
1.0	Academic Director (RH)	Policy replaces old 'Course Credit' Policy, reformatted and reviewed
2.0	The Policy Drafting and Review Working Group of the Learning and Teaching Quality Committee	Policy reformatted to revised template.
3.0	The Policy Drafting and Review Working Group of the Learning and Teaching Quality Committee	'Informal learning' included as a type of learning that qualifies for recognition.