



# STUDENT GUIDELINE TO THE CREDIT TRANSFER POLICY & PATHWAYS

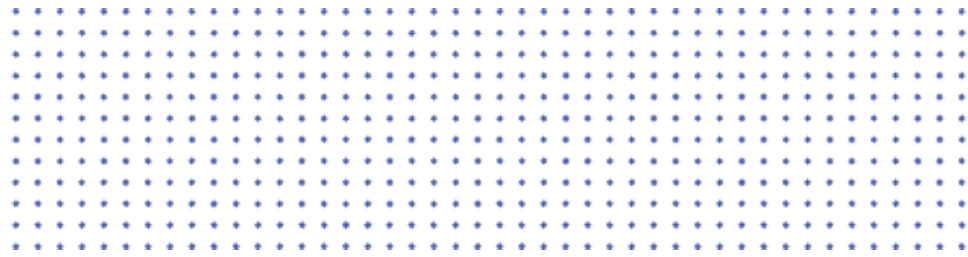
Metavision Institute / v.1 / 24/2/2024



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Version: 2024\_V1.0

Date Modified: 21/2/2024

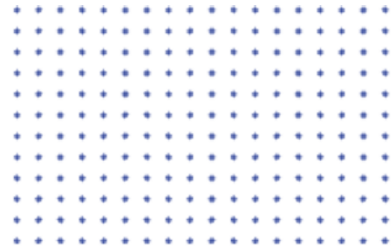
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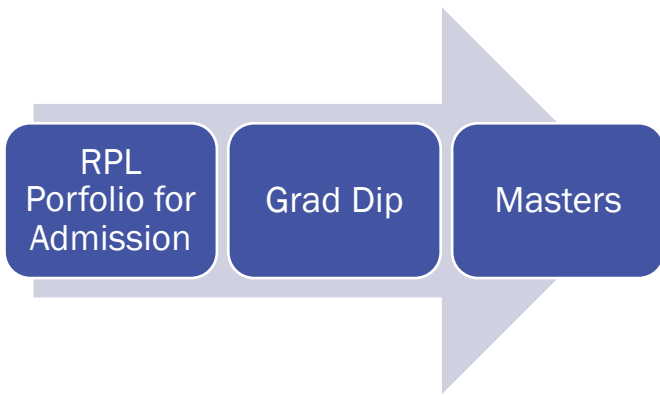
# Purpose



These Guidelines have been developed to assist students to understand the Metavision Institute’s Credit Transfer and RPL Policy & Procedure. It also explains how you can do a postgraduate degree without an undergraduate degree.

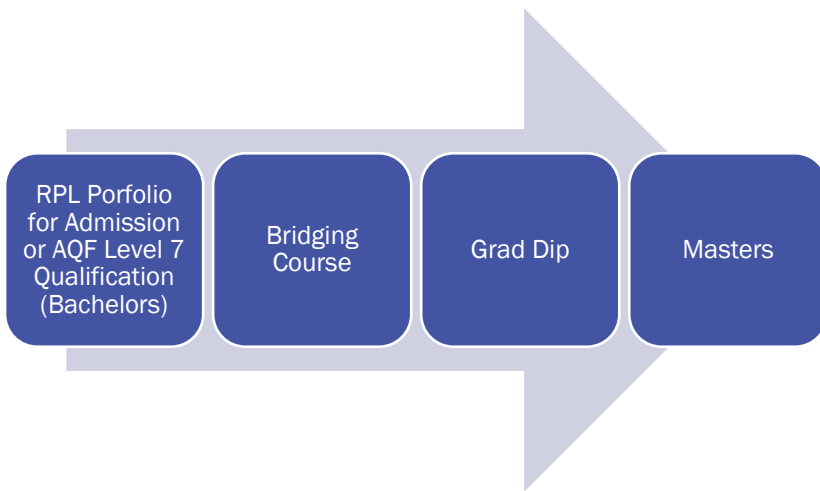
## How to do a Masters degree without an undergraduate degree

While it is not possible to enroll directly into the Masters without an AQF level 7 qualification (a Bachelor’s degree), it is possible to access the Masters through Metavision Institute’s pathways (if a student meets the criteria for prior counselling training). An ‘RPL Portfolio for Admission’ **does not need to provide evidence against learning outcomes**. Its purpose is to demonstrate general equivalence to a Level 7 qualification (a Bachelor’s degree).



**Diagram 1: RPL Pathway into the Graduate Diploma**

Metavision Institute also offers a special pathway for students without prior counselling skills training:



**Diagram 2: RPL Pathway into the Graduate Diploma + Bridging Course**

## A student may apply for advanced standing into a course

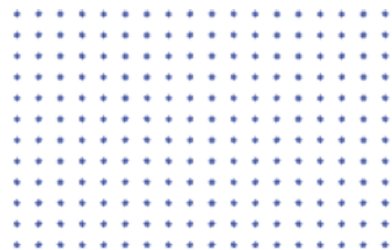
Some students will have evidence that meets admission & pathways requirements AND have additional evidence. Students in this position may apply for 'advanced standing' into a course using evidence to demonstrate prior achievement of Learning Outcomes. The following limits apply:

- Graduate Diploma – up to 13 Credit Points (of a possible 26 credit points)
- Masters – up to 26 Credit Points (of a possible 55 credit points)
- Students who have completed AQF Level 9 units (Masters) at an external institution may be admitted into MI's AQF level 9 qualification and seek advanced standing:
  - on demonstration of equivalence to relevant unit learning outcomes
  - if they hold a relevant level 7 & level 8 qualification
  - to a maximum of 50% credit.
- Students who have completed AQF Level 8 units (Grad Dip) at an external institution may be admitted into MI's AQF level 8 qualification and seek advanced standing:
  - on demonstration of equivalence to relevant unit learning outcomes, and
  - if they hold a level 7 qualification
  - to a maximum of 50% credit.



## Restrictions

Where questions of allowability present themselves that are not included in these 'Restrictions' the Dean (Education) will determine the most appropriate solution that is compliant with TEQSA and AQF regulations and industry standards of practice.



1. Credit will not be granted where prior learning was completed more than ten years ago.
2. Students may not use the same prior learning evidence towards more than one qualification, as this would constitute double counting of credit.
3. Evidence used to gain admission to an award cannot be used to gain advanced standing into the award.
4. Credit will not be granted where there are certain core components of the course structure (e.g. a capstone subject) required for satisfactory completion of the course.
5. Credit will not be granted where professional accreditation requirements limit the maximum amount of credit that can be granted.
6. The existence of an articulation agreement does not guarantee admission or preclude a student from applying for additional credit under this policy.
7. Challenge assessments may be set out by the assessor to ensure that the applicant has the required knowledge.
8. Bridging course: Applicants entering the Graduate Diploma course without prior counselling skills training will be required to attend a one-semester bridging course in foundational counselling skills.
9. Partial credit, or partial 'internal credit' will not be granted.
10. Admission through a portfolio of evidence of prior formal, informal and non-formal learning that is equivalent to an AQF Level 7 qualification will only be approved for entry into the Graduate Diploma.
11. Admission directly into the AQF Level 9 qualification (Masters) will only be granted if the applicant holds a relevant AQF Level 7 and AQF Level 8 qualification.
12. Block credit is not available for previous non-TEQSA-accredited study at Metavision Institute including the Professional Training Program (PTP). Graduates of the PTP will have a personalised credit transfer and RPL pathway, in line with all students applying for the Graduate Diploma or Masters.
13. Applicants who have partially completed an AQF Level 8 qualification at an external institution and wish to transfer to Metavision Institute, will apply in the usual manner to enter an AQF level 8 program. They may not be admitted into an AQF Level 9 program; and *may not* be admitted into an AQF Level 8 program without an AQF Level 7 qualification. This is because Metavision Institute cannot rely on another institution's RPL decisions to guarantee quality. In this situation, an applicant should apply to enroll into the Graduate Diploma by submitting an RPL Portfolio if they do not have a Level 7 qualification.

**Admission criteria is outlined in the Student Recruitment Admission and Enrolment Policy (HE).**

## Understanding Prior Learning Terms

You can apply for formal, non-formal and informal learning. What do these terms mean? The Australian Qualifications Framework defines them as follows:

- Formal learning - learning that takes place through a structured program of learning that leads to full or partial achievement of an officially accredited course.
- Informal learning - learning gained through work, social, family, hobby or leisure activities and experiences. It is not organised or structured in terms of objectives, time or learning support.
- Non-formal learning - learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.

The other terms that are important to understand are ‘admission’ and advanced standing’.

- Admission: Admission is the process of gaining entry to a course.
- Advanced Standing: Advanced standing is a form of credit for any previous learning that allows you to gain credit for units within a course.

At Metavision Institute it is possible to apply for entry to the Graduate Diploma without a Level 7 qualification, using an RPL Portfolio for Admission. It is not possible to enter the Masters using an RPL Portfolio for Admission. See Table 1.

## Pathways

See Attachment 1 to see how you can do a Masters degree without an undergraduate degree.

Pathway	Rules
Admission Graduate Diploma	Admission to the Graduate Diploma is outlined in the Metavision institute’s Student Recruitment Admission and Enrolment Policy (HE).
Advanced Standing Graduate Diploma	A portfolio of prior formal, informal, and non-formal learning that was not used to gain admission to the Grad Diploma can be used as evidence against learning outcomes, to gain advanced standing into the Graduate Diploma.
Admission Masters	Admission to the Graduate Diploma is outlined in the Metavision institute’s Student Recruitment Admission and Enrolment Policy (HE). Note that AQF Level 8 (Graduate Diploma) or AQF Level 8 (Graduate Certificate with a portfolio of relevant evidence) may be used to gain admission to the Masters. Admission will not be granted based on informal or non-formal learning alone. Graduates of the Metavision Institute’s Graduate Diploma may gain admission to the Masters on successful completion of the Graduate Diploma.
Advanced Standing Masters	A portfolio of prior formal learning at AQF Level 9 that is aligned to learning outcomes, that was not used for admission purposes, may be used to gain advanced standing in the Masters.
Articulation Pathways	Please refer to Metavision Institute’s Articulation Pathways.
Former Metavision Institute students	Former MI students will need to apply for entry and/or advanced standing in the normal manner.

**Table 1: Pathways for Admission and Advanced Standing**

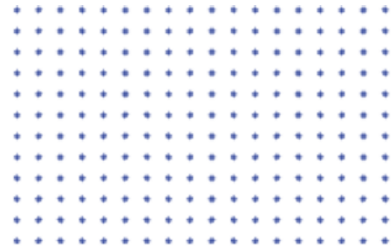
## Making learning count

There are two ways of making your prior learning count.

1. To meet the entry criteria to the Graduate Diploma of Counselling (Holistic Practice) or the Master of Counselling and Psychotherapy (Holistic Practice). See the Student Recruitment Admission and Enrolment Policy (HE).
2. To gain advanced standing in the Graduate Diploma of Counselling (Holistic Practice) or the Master of Counselling and Psychotherapy (Holistic Practice).

Credit transfer may be given for formal learning, and RPL may be given for a combination of formal, informal, and/or non-formal learning (within the limits and restrictions noted above). Students applying for credit transfer and/or RPL do so by making a claim against the learning outcomes of a unit. The process involves the development of an RPL Portfolio which clearly identifies existing learning and provides evidence of it. At Metavision Institute, RPL is available for complete higher education units only; it is not offered for parts of units.





## Deciding whether to apply using prior learning

You are in the best position to make the initial determination as to whether it is worthwhile to apply for recognition of prior learning. You will need to compare your current knowledge or learning with MI unit learning outcomes to identify whether you can present an argument that they are equivalent. If your knowledge is equivalent to the learning outcomes of an MI unit (and you have evidence to support it), then you are in a good position to make a clear case for RPL. To have a good chance of success with an RPL application, you should have a positive answer for each of the following questions:

1. Does my prior learning (clearly) match relevant unit learning outcomes?
2. Do I have sufficient and robust evidence to support my claim?
3. Am I willing to spend time and effort to develop an effective RPL application?
4. Do I accept that a successful outcome of the RPL application is not guaranteed?

## What are ‘Learning Outcomes’?

Learning outcomes are ‘the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning’ (TEQSA Glossary)<sup>1</sup>. The Australian Qualifications Framework requires that institutions ‘recognise learning regardless of how, when and where it was acquired, *provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification* (emphasis added). See <https://www.aqf.edu.au/publication/aqf-qualifications-pathways-policy>

Here is an example of a learning outcome from Unit 102, *Inner Work 1* of the Graduate Diploma of Counselling (Holistic Practice)<sup>2</sup>:  
*a) Utilise the skills of journaling, rapid writing, guided meditation and drawing to increase self-awareness and in counselling work with clients.*

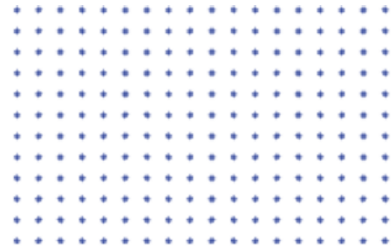
**Learning outcomes are ‘the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning’ (TEQSA Glossary).**

## Where do I find learning outcomes?

1. Go to <https://metavision.edu.au/courses/>
2. Click on the course that interests you.
3. Scroll down below ‘Admissions’ to ‘Core Units’
4. Click on the unit title you think you can claim credit for. A new page will open that provides a Unit Description.
5. Scroll down to see Learning Outcomes.

## The ‘RPL Portfolio for Admission’

A student may gain entry to the Graduate Diploma through special and/or alternative admission (See Diagram 1). Evidence may include professional qualifications and/or relevant professional experience demonstrated to be at sufficient skill level and duration of time that satisfies the Institute that the applicant possesses the capacity to succeed in their chosen course. This includes completion of a minimum of three years of full-time (or part-time equivalent) relevant professional experience and training within the past ten years, with counselling skills training, or participation in a relevant bridging course, satisfy English language proficiency requirements (for those applicants whose first language is not English and who have not completed a qualification delivered in English) and attendance at a MI interview. Applicants seeking admission to the Graduate Diploma without an AQF Level 7 Program must present an ‘RPL Portfolio for Admission’, in the same way that students submit an “RPL Portfolio for Advanced Standing’.



1. Decide if you think you have sufficient evidence to meet the admission criteria for the Grad Dip’ as outlined in ‘Evidence for an RPL Portfolio’.
2. Compile your evidence as outlined in ‘Hints about Collecting & Organising Evidence’ as an ‘RPL Portfolio for Admission’.
3. Contact [admin@metavision.com.au](mailto:admin@metavision.com.au) to ask for access to the RPL application portal
4. Submit your ‘RPL Portfolio for Admission’
5. Attend an Interview.
6. The results of the Interview, and your evidence, will be considered by the Dean (Education) or their nominated delegate, for admission.
7. You’ll be informed of the decision.

## The ‘RPL Portfolio for Advanced Standing’

1. A student may decide they have sufficient evidence to gain admission into the Graduate Diploma **AND** seek advanced standing.
2. Decide if you think you have sufficient evidence at the right level of achievement to make a claim against each learning outcome of the unit you wish to apply for advanced standing. Table 2 may help you. When your Credit Application is assessed, the assessor will be looking to make sure that your evidence is sufficient to meet the relevant standard. To understand more about these levels, have a look at this link: <https://www.aqf.edu.au/framework/aqf-levels>

Applying for advanced standing (Graduate Diploma, GDC)	Applying for advanced standing (Masters, MCP)
Applying for advanced standing using formal, informal and non-formal learning into the GDC means you must meet the standards of what is called AQF Level 8. You cannot use evidence you used to gain admission.	Advanced standing into the Masters will only be granted on the basis of prior formal learning at Level 8 that was not used to gain admission.
<p>Summary</p> <p>Your evidence against Learning Outcomes at this level will need to prove that you have advanced knowledge and skills for professional or highly skilled work and/or further learning.</p>	<p>Summary</p> <p>Your evidence will be transcripts that demonstrate relevance. See the Student Recruitment Admission and Enrolment Policy (HE).</p>

**Table 2: Right Level of Achievement**



3. Compile your evidence as outlined in 'Hints about Collecting & Organising Evidence' as an 'RPL Portfolio for Admission'.
4. Contact [admin@metavision.com.au](mailto:admin@metavision.com.au) to ask for access to the RPL application portal
5. Submit your 'RPL Portfolio for Admission'
6. For the Masters, the evidence would simply be a transcript of formal studies not used for admission purposes.

## Evidence for an RPL Portfolio for admission or advanced standing

When assembling a Recognition of Prior Learning (RPL) portfolio, it's important to include comprehensive evidence to support your claim for admission or advanced standing. Here's a list of evidence you may need to include (it's up to you):

1. **Resume/CV:** Provide a detailed resume or curriculum vitae outlining your education, work experience, professional development, and relevant skills.
2. **Educational Certificates and Transcripts:** Include copies of your academic transcripts, diplomas, certificates, and any other qualifications obtained from previous study institutions.
3. **Work Samples/Projects:** Submit examples of work or projects completed in previous jobs, internships, or volunteer positions that demonstrate relevant skills and knowledge applicable to the course or program.
4. **Training Certificates:** Provide certificates or documentation from workshops, seminars, or training programs attended that are relevant to the course content.
5. **Professional Certifications/Licenses:** Include copies of any professional certifications or licenses obtained, especially those directly related to the subject matter of the course or program.
6. **Letters of Recommendation/References:** Obtain letters of recommendation or references from supervisors, mentors, or colleagues who can attest to your skills, knowledge, and experience in the field.
7. **Personal Statement:** Write a reflective personal statement outlining your reasons for seeking RPL, how your prior learning and experiences align with the course objectives, and your future goals.
8. **Work Experience Description:** Provide detailed descriptions of your work experience, including job responsibilities, projects undertaken, and skills acquired.
9. **Portfolio of Work:** Compile a portfolio showcasing relevant work samples, such as reports, presentations, articles, designs, or any other tangible evidence of your abilities.
10. **Reflective Journals/Logs:** Include reflective journals or logs documenting your learning experiences, challenges faced, and lessons learned throughout your career or education.
11. **Industry Recognition/Awards:** If applicable, provide documentation of any awards, honors, or recognition received within your industry or profession.
12. **Professional Development Activities:** Detail any professional development activities undertaken, such as attending conferences, completing online courses, or participating in relevant workshops.
13. **Language Proficiency:** If required for the course or program, provide evidence of language proficiency through language test scores or certificates.
14. **Any Other Relevant Documentation:** Include any additional documentation that supports your claim for RPL, such as publications, patents, or significant achievements related to the field of study.

Ensure that all evidence provided is clear, organised, and directly relevant to the learning outcomes of the units for which you are seeking recognition. Make sure that every piece of evidence **has a heading**, and includes information like **when the evidence was created**, and **what your role was in the creation of the evidence**.

## Ethical considerations when compiling evidence

Your work roles and information generated through your work are likely to be useful sources of evidence. It is possible that you may wish to use sensitive information originally gathered for a different purpose as evidence. Where this is the case, it is essential that you comply with the professional, legal, and/or ethical standards appropriate to the nature of the information used. It is your responsibility to find out what these standards are from appropriate sources. You should always seek to protect any person or organisation named in your evidence by keeping them anonymous, unless you get written permission to use the names of individuals or organisations. Consider the following:

- 1. Accuracy and Authenticity:** All evidence included in the RPL portfolio must accurately represent the individual's prior learning experiences, skills, and knowledge. It is imperative that documents, certificates, and testimonials presented are authentic and verifiable.
- 2. Confidentiality and Privacy:** Respecting the confidentiality and privacy of individuals is fundamental. Personal information shared within the RPL portfolio should be handled with the utmost care and only disclosed with explicit consent or where necessary for the assessment process.
- 3. Attribution and Ownership:** Proper attribution of work and acknowledgment of sources are essential ethical practices. Any materials or contributions sourced from others should be appropriately credited, and intellectual property rights respected.
- 4. Relevance and Appropriateness:** The evidence selected for inclusion in the RPL portfolio should be directly relevant to the course or program for which recognition is sought. It should accurately demonstrate the individual's competency and proficiency in the subject matter.
- 5. Transparency and Disclosure:** Full transparency regarding the sources and origins of evidence is crucial. Any discrepancies or concerns regarding the authenticity or validity of evidence should be promptly disclosed and addressed through established procedures.
- 6. Professional Integrity:** Individuals compiling RPL portfolios are expected to uphold professional integrity and refrain from misrepresentation or falsification of information. Any attempt to deceive or manipulate the assessment process undermines the credibility of RPL and compromises its integrity.

## Hints about Collecting & Organising Evidence

Preparing an RPL Portfolio takes a lot of planning. The assessor can only assess your RPL Portfolio if it is well organised.

Hints:

1. Create a folder saved as 'SURNAME\_RPL Portfolio\_YEAR' to begin the process of collecting evidence in one place on your device.
2. Create a file saved as 'SURNAME\_Evidence List\_YEAR' and create the following table to populate.

Evidence #	Name of Evidence	Description of Evidence
#1	CV	My CV details my work history, registrations, associations, publications, and achievements.

- Choose the first Unit you plan to apply for. Create a file in landscape format. Create a table of the Learning Outcomes with the following headings. Fill in the table under the headings.

UNIT NAME:

Learning Outcomes (LOs) (list one at a time)	Evidence against Learning Outcomes – refer to the # you are referring to on your Evidence List.	How this learning meets the LO

- Create a Folder called 'SURNAME\_Portfolio\_YEAR'. In this folder collect all the evidence you plan to submit, **Important!** Make sure it is NUMBERED to correspond to your Evidence List.
- When you go through the application process, you will be asked to upload these documents.

## Applying

When you are ready to apply, contact [admin@metavision.com.au](mailto:admin@metavision.com.au) and you will be sent information about how to apply.

## Background Reading

Articulation Pathways	<a href="https://metavision.edu.au/documents/72/Mapping_of_external_articulation_pathways.pdf">https://metavision.edu.au/documents/72/Mapping_of_external_articulation_pathways.pdf</a>
Australian Qualifications Framework (AQF Levels)	<a href="https://www.aqf.edu.au/framework/aqf-levels">https://www.aqf.edu.au/framework/aqf-levels</a>
The Australian Qualifications Framework Qualifications Pathways Policy	<a href="https://www.aqf.edu.au/publication/aqf-qualifications-pathways-policy">https://www.aqf.edu.au/publication/aqf-qualifications-pathways-policy</a>
Metavision Institute's Credit Transfer Policy	<a href="https://metavision.edu.au/institute/policies/credit-transfer-policy/">https://metavision.edu.au/institute/policies/credit-transfer-policy/</a>
Metavision Institute's Student Recruitment Admission and Enrolment Policy (HE)	<a href="https://metavision.edu.au/institute/policies/student-recruitment-admission-and-enrolment-policy-he/">https://metavision.edu.au/institute/policies/student-recruitment-admission-and-enrolment-policy-he/</a>
Metavision Institute's Credit Transfer Application form	<a href="https://metavision.edu.au/study/current-students/student-forms/">https://metavision.edu.au/study/current-students/student-forms/</a>
Student Grievance Complaints and Appeal Policy (Academic)	<a href="https://metavision.edu.au/institute/policies/student-grievance-complaints-and-appeal-policy-academic/">https://metavision.edu.au/institute/policies/student-grievance-complaints-and-appeal-policy-academic/</a>
Student Recruitment Admission and Enrolment Policy (HE)	<a href="https://metavision.edu.au/institute/policies/student-recruitment-admission-and-enrolment-policy-he/">https://metavision.edu.au/institute/policies/student-recruitment-admission-and-enrolment-policy-he/</a>

**Table 3: Background Reading**

## Document history

Effective Date: 22nd Feb 2024

Review Date: Not applicable

Approval Date: 21st Feb 2024

Expiry Date: Not Applicable

Responsible Officer: Dean (Education)

