


#	POLICY TITLE:	POLICY AREA:	VERSION:	DATE:
	<b>3.3 ACCESS, TRANSFER AND PROGRESSION</b>	3) PROGRAMMES OF EDUCATION AND TRAINING	2.0	July 2020
<p><b>Introduction and Context:</b></p> <p>This policy applies to all SNMCI programmes. It outlines SNMCI's approach to Access, Transfer and Progression and our commitment to inclusivity and equality of opportunity for prospective learners, enrolled learners and graduates.</p> <p>This overarching policy is the foundation for and is evidenced in a range of related policies:</p> <ul style="list-style-type: none"> <li>- QA 9.1: Compiling and Approving Marketing Material and Public Information</li> <li>- QA 3.4: Admissions</li> <li>- QA 3.6: Recognition of Prior Learning</li> <li>- QA 3.8: Information for Enrolled Learners</li> <li>- QA 3.11: Learner Induction</li> <li>- QA 3.14: Learner Feedback</li> <li>- QA 7.5: Cause For Concern</li> </ul> <p>This policy is informed by:</p> <p>Qualifications and Quality Assurance <i>Education and Training Act 2012</i></p> <p>Quality and Qualifications Ireland (2013) <i>Assessment and Standards, Revised</i></p> <p>Quality and Qualifications Ireland (2015) Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education (Restatement)</p> <p>European Association for Quality Assurance in Higher Education (2015) <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</i>, (2<sup>nd</sup> ed.) Section 1.4.</p> <p>AHEAD and Higher Education Authority (2013) <i>Charter for Inclusive Teaching and Learning</i></p> <p>Quality and Qualifications Ireland (2018) <i>Topic Specific Quality Assurance Guideline For Providers of Blended Learning Programmes</i></p> <p><b>Policy Statement:</b></p> <p>Higher Education is considered a right in the European Higher Education Area and SNMCI is committed to fair and reflective practice in enabling reasonable access to, transfer within and progression from its programmes of education and training</p> <p><b>Access:</b></p> <ul style="list-style-type: none"> <li>- SNMCI seeks to provide access to all learners who meet the entry requirements of a programme</li> <li>- SNMCI will ensure as far as possible that no barriers prevent learners from participation in the programme of their choice</li> <li>- SNMCI will provide</li> </ul>				

- A statement of entry requirement for every programme (academic)
- Programme details to include IT requirements for any programme or part of programme delivered in blended format.
- Advice and guidance to ensure informed choices re all programmes
- An appeals process for learners refused access to a programme (See QA 7.11)
- Details of learning support. SNMCI is committed to ensuring access for prospective learners who may have additional needs, where it is reasonably possible to do so

Learners may enter a programme at various stages or with exemptions through SNMCI's Recognition of Prior Learning (RPL) process.

**Recognition of Prior Learning (RPL):**

- SNMCI's RPL policy and procedure gives value to all learning, both certified and experiential
- SNMCI recognises a learner's prior formal learning (RPL/certified) and a learner's prior life and work experience(RPEL/experiential) for the following purposes:
  - o entry to stage one of a programme
  - o advanced entry to a programme
  - o exemptions from modules on a programme

**Transfer and Progression:**

- Where transfer can be facilitated between SNMCI programmes, it is facilitated, within the rules and regulations of each validated programme
- Where possible, exit awards are embedded in programmes, to support learners who for some reason cannot complete the entire programme, or, learners who wish to exit with an award, which may be used for entry to another institution (via their RPL process)
- During programme design and development SNMCI considers pathways both to its own programmes and to programmes in other institutions.
- These pathways are considered in terms of
  - ease of transfer
  - sideways moves to conversion awards
  - progression to higher awards
- Learners who wish to leave a programme prior to its completion are assisted to do so, with all academic credit clearly documented.
- Learners who cannot successfully complete a programme are assisted to exit it with all academic credit attained clearly documented.
- Learners who pass any module will have the credit for that module recorded on their learner record

	<b>Person/s Responsible</b>	<b>Records generated to ensure evidence of follow through</b>
<p><b>Procedure Outline</b>  This policy is the foundation of a range of policies listed above.  The procedures for each of these policies are clearly documented in each of the relevant policy documents.  The documents also outline the person or persons responsible and the chain of documentation involved in recording.</p>	As per documents listed	

### Policy Control Sheet

Policy	<b>3.3 Access, Transfer and Progression</b>
Version	1.0
Adopted/Effective	June 2019
Supersedes	N/A
Monitoring/ Next Review Date	Yearly June 2020
Responsible Officer(s) Designated Reviewer(s)	Director of Quality Enhancement and Academic Affairs (DQEAA); RPL Committee; Academic Board
Scope	College wide

### References

SNMCI Policy area	<b>3) Programmes of Education and Learning: QA Vol2</b>
Developed with reference to	Qualifications and Quality Assurance <i>Education and Training Act 2012</i> Quality and Qualifications Ireland (2013) <i>Assessment and Standards, Revised</i> Quality and Qualifications Ireland (2015) <i>Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education (Restatement)</i> Quality and Qualifications Ireland (2016) <i>Statutory Quality Assurance Guidelines developed for Independent/Private Providers coming to QQI on a Voluntary Basis</i> European Association for Quality Assurance in Higher Education (2015) <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), (2<sup>nd</sup> ed.) Section 1.4.</i>

	AHEAD and Higher Education Authority (2013) <i>Charter for Inclusive Teaching and Learning</i> Quality and Qualifications Ireland (2018) <i>Topic Specific Quality Assurance Guideline For Providers of Blended Learning Programmes</i>
Related SNMCI Policies /	

**Revision**

Revision Number	Revision Description	Originator	Approved By
2.0/July 2020	General update based on application for Blended Status	Office of DQAA	AB