

POLICY:	FET Policy on Access, Transfer and Progression (ATP)	POLICY REFERENCE:	P4
QSI SECTION:	S7: Supports for Learners	VERSION:	1.0
RELATED QSI:	<ul style="list-style-type: none"> • Learner Assessment Malpractice Procedure • Learner Reasonable Accommodation • Access Transfer and Progression Procedure (ATP) • Extenuating Circumstances Procedure • Examination Procedure • Admission Policy • Recruitment Appeals Procedure • LWETB Security of Assessment Material Evidence 		

TABLE OF CONTENTS

INTRODUCTION.....	2
PURPOSE OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION	2
DEVELOPMENT OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION.....	2
OPERATING PRINCIPLES OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION	2
REVIEW OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION.....	5

INTRODUCTION

The following policy describes the purpose of the Longford & Westmeath ETB FET Service commitment to have effective, appropriate, transparent, and fit for purpose Access, Transfer and Progression (ATP) policies and procedures.

PURPOSE OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION

The purpose of this policy is to set out LWETB FET Service's approach to ATP for all learners and prospective learners. To ensure fit for purpose learner access transfer and progression opportunities and programme delivery structure. The procedures and processes outlined in this policy will support the provision of clear and accurate information relating to access to programmes and courses of learning, transfer and progression options and opportunities for all learners.

DEVELOPMENT OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION

In developing the FET Policy on Access, Transfer & Progression, LWETB has conducted an analysis of its own requirements and had regard to the Core, Sector-Specific, and Topic-Specific Statutory QA Guidelines of QQI and of the QA requirements of other awarding bodies. As a result, the following factors have influenced its governance system

- The scale and size of LWETB
- LWETB Human Rights and Equality Statement
- Qualifications and Quality Assurance (Education and Training) Act 2012
- Disability Act 2005
- Data Protection Act 2018
- All relevant Awarding Bodies, Core & Statutory Guidelines will be kept under review

Policy and Criteria for Access, Transfer and Progression in relation to Learners for Providers of Further and Higher Education and training (NQAI 2003, restated 2015).

OPERATING PRINCIPLES OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION

This policy applies to all LWETB FET Service's Provision managers, coordinators, centre managers, educators/assessors and learners.

- Access, Transfer and Progression is about promoting lifelong learning by ensuring equality of access to all programmes and courses, providing pathways that facilitate transfer between programmes and courses and clear progression routes. QQI (2015) provides the following definitions:
- Access - the process by which Learners may commence a programme of education and training having received recognition for the standard of knowledge, skill or competence required (QQI, 2015).
- Transfer - the process by which Learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.
- Progression - the process by which Learners may progress from one programme of education and training to another programme, usually to the next level.

Policy Implementation

This policy has been informed by the QQI policy restatement “Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training” (NQAI 2003, restated 2015). LWETB FET Service commits to the following:

Access

Providing clear information on programme entry requirements that is accurate and relevant to the type of programme and NFQ level. Access criteria will vary between provisions and as such each FET centre should ensure they adhere to such criteria. See links to provision guidelines below:

https://www.ncge.ie/sites/default/files/ncge/uploads/Adult_Literacy_Operational_Guidelines_to_VECs_03-02-12.pdf

<https://www.lwetb.ie/wp-content/uploads/2021/12/71-BTEI-Operating-Guidelines-2012.pdf>

<https://navc.ie/site/wp-content/uploads/2017/03/VTOS-Handbook.pdf>

Decisions on allocations of places are transparent and all applicants are treated in a fair, equal, and consistent manner. LWETB FET Service is committed to providing flexible learning opportunities by offering where possible:

- Provision that accommodates modularised study
- thematic provision for specific cohorts (employers, interest groups)
- offering both full and part-time provision
- offering day and evening provision

LWETB FET Service recognises both formal and non-formal learning for access to programmes – refer to LWETB Recognition of Prior Learning Procedure. Where applicable, documentation will be requested to evidence formal learning. An assessment or screening may be carried out to ensure the required skills, knowledge, and competencies for entry to a programme.

All programmes offered will include the following information:

- eligibility criteria
- a statement of the knowledge, skill and competence needed for successful participation on the programme.
- Arrangements to assess student’s eligibility to enter.
- Further selection arrangements such as aptitude tests and interviews, where applicable.
- A statement of arrangements available for recognition of prior learning, for entry to each of their programmes, and for access to an award.
- Possibilities for transfer and/or progression associated with the programme, including any relevant specific progression linkages.

Details of learner supports available. Depending on the type of provision, supports can include some or all of the following:

- Resources (learning packs, books, IT equipment)
- Induction, information and, for some provision, handbooks
- Universal Design for Learning
- Return to learning (grammar, spelling and writing skills, note taking)
- English language bridging course
- Referencing handbook, where applicable
- Adult Education Guidance, where applicable
- Organisational Skills / Time Management
- Exam preparation
- Reasonable accommodation for exams will be provided and will need to be supported by evidence.
- An opportunity to provide feedback
- provide learners with canteen facilities/subsidised meals.

All learners commencing on a programme will be provided with the following information where relevant:

- Title of the programme and the title of the award to which it leads
- Name of the awarding body
- Award type - Major, Minor, Special Purpose or Supplemental
- Award level on the NFQ
- Any fees and payment methods and protections in place for learners if the course ceases.
- Course structure
- Assessment structure and criteria
- Module summaries
- Modes of delivery
- Assessment Plan
- Available learner supports
- Mechanism to request / apply for learner supports
- Indication of transfer and progression opportunities

Learners accepted on to a programme of learning will be provided with an induction.

Induction

Induction is the process of welcoming a learner on to the course and into the LWETB FET Service and the venue where the course will be delivered. Induction will vary depending on the mode of delivery, duration of the course and whether it is full-time or part-time.

The purpose of induction is to:

- Familiarise new learners with all aspects of their learning environment
- Introduce all relevant staff
- Build a learning community by establishing relationships with their peers and with staff

- Provide learners with an opportunity to address any concerns or questions they may have
- Provide a space to distribute general information packs (handbooks, quality assurance handouts/manuals, list of learner supports)
- Distribute course specific materials
- Distribute/collect relevant forms
- Outline available supports

Transfer and Progression

LWETB FET Service provision includes programmes that are validated on the National Framework of Qualifications (NFQ) from levels 1 to 6 as well as provision validated by other awarding bodies including, City and Guilds, Microsoft, Vocational Training Charitable Trust (VTCT) and many other industry specific awarding bodies.

The wide range of provision provides opportunities for learners to transfer to others awards, to progress between levels on the NFQ and to progress from FET to HET. Modularised provision provides learners with the opportunity to accumulate credits and work towards achieving a major award at a pace that suits them.

The progress of each learner is monitored by using both formative and summative assessment. Data relating to achievements and progression is collected and used to review and monitor the fair and equitable application of this policy.

Responsibility

The provision Coordinator/Centre Manager has responsibility for the management of entry to the programme. Allocation of places on a programme will be decided by the Coordinator/Centre Manager who will be supported by the relevant LWETB staff.

Educators/Assessors have a responsibility to liaise with the Coordinator/Centre Manager in respect of transfer opportunities.

REVIEW OF FET POLICY ON ACCESS, TRANSFER & PROGRESSION

LWETB is cognisant of the importance of monitoring the effectiveness of the FET Policy on Access, Transfer & Progression. The FETQS will review the policy in accordance with the quality system index unless there is an identified need for an update.