

Document Title/Reference	Access, Transfer & Progression Policy
<b>Purpose</b>	To ensure fit for purpose student access and progression opportunities and programme delivery structure.
<b>Scope</b>	All phases of the student 'life-cycle', e.g. student admission, progression and certification.
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<b>Contextual Guidelines</b>	<p>QQI Core Guidelines 3.2 'Learner Admission, Progression and Recognition'</p> <p>QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in relation to Learners for Providers of Further and Higher Education and Training.</p> <p>Qualifications and Quality Assurance (Education and Training) Act 2012, s. 56 "Procedures for access, transfer and progression in relation to learners"</p>
<b>Related Policy</b>	<p>Admission Policy &amp; Criteria</p> <p>Learner Charter</p> <p>RPL Admission Policy</p>

<p><b>Audience &amp; Communication</b></p>	<p>Applicable to all staff and learners of LMETB</p> <p>LMETB’s policy on access, transfer and progression will be made available on the LMETB website and Learner Handbooks.</p>
<p><b>Policy Owner &amp; Implementation</b></p>	<p>The Chief Executive of LMETB has overall responsibility to ensure that the policy on access, transfer and progression is embedded within the ETB’s structures.</p> <p>Each FET Centre/Programme manager is recognised as having local responsibility for information related to their area.</p>
<p><b>Key Implementation Mechanisms</b></p>	<p>Each FET Centre/Programme will establish progression pathways between programmes where possible, and determine a student’s eligibility to progress or transfer based on assessment of their prior learning, funding and meeting the criteria set by the provider.</p> <p>Centre/Programme Managers will review data on student progression and identify patterns of concern and take action to remedy underlying causes as early as is practicable in conjunction with annual reviews.</p> <p>Any changes in legislative requirements or changes in course content or the development of new courses or changes to existing course design will be reflected on LMETB’s website and literature. The language used, and methods used in communicating information, will be in keeping with stakeholder requirements.</p>
<p><b>Monitoring, Evaluation and Continuous Improvement</b></p>	<p>Detailed records of all students enrolling in and completing courses is entered on the PLSS system.</p> <p>Centre/Programme Managers will review data on student progression, identify patterns of concern and take action to remedy underlying causes as early as is practicable in conjunction with annual reviews. These reviews will be informed by the Teaching and Learning sub-committee.</p>

	The policy will be evaluated every three years by the Teaching and Learning sub-committee and by the QA Governance Management Committee (QAGMC) in conjunction with FET Centre/Programme Managers.
<p align="center"><b>Revision History, Commencement Date &amp; Date of Next Review</b></p>	<p>Commencement Date: 2019</p> <p>Revision Date: 25/04/2024</p> <p>Date of next review: 25/04/2026</p>

## Access, Transfer & Progression Policy

### 1. Policy Statement

Promoting accessibility for learners is a basic tenet of Louth Meath Education and Training Board’s (LMETB’s) mission. Entry arrangements are clear, decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner.

As a provider of Further Education and Training, LMETB enhances accessibility by the provision of flexible quality education. Each FET Centre/Programme has a teaching and learning regime that stimulates and supports lifelong learning courses in various locations in Louth and Meath that are committed to operating in an open and transparent manner. LMETB supports the educational mobility of learners.

Learners will be encouraged to progress through the various stages of LMETB’s accredited programmes by providing them with clear goals and transparent paths of progression between programmes. LMETB endeavour to develop an integrated framework to facilitate a logical progression. Appropriate learner supports are available to facilitate successful completion of each stage.

The Access, Transfer and Progression Policy LMETB follows the criteria outlined in the QQI policy document “Policy and Criteria for Access, Transfer and progression in Relation to Learners for Providers of Further and Higher Education and Training”.

LMETB are in the process of developing a policy on Recognition of Prior Learning (RPL).

LMETB undertakes to provide information on the possibilities for access, transfer and progression to learners and prospective learners in information and publicity documents and, where appropriate, in direct communication with them. The information provided will be up-to-date, accurate, and clear and will enable potential applications and existing learners to make decision regarding what and when to study.

## 2. Access

### 2.1.1 Admission

2.1.2 Entry requirements are specified in each programme and are appropriate to the programme type and level.

2.1.3 Entry arrangements are clear, decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner. Further information can be found in LMETB's Learner Admission Policy.

### 2.1.4 Flexible Learning Opportunities

One of LMETB's strategic objectives is to develop blended learning opportunities within new and existing programmes. LMETB provides this in a number of ways, including:

- Provision of learning that blends distance education, evening classes and e-learning supports.
- Providing opportunities for modularised study.
- Special accommodations for learners where possible
- Tailor made programmes run in conjunction with government agencies for specific cohorts of individuals.
- Staged awards structures that provide clear targets for learners undertaking longer term (Major award) programmes

## 3. Transfer & Progression

3.1.1 LMETB programme modules have allocated credits that learners can accumulate in a modularised fashion. Once they have successfully completed the required module and credit load for that programme or stage of a programme, they can then progress to the next level.

3.1.2 LMETB permits learners to take a phased approach to their studies as a means of accommodating work and family pressures.

3.1.3 LMETB facilitates progression and transfer arrangements.

3.1.4 LMETB provides programmes that are recognised on the National Framework of Qualifications and therefore facilitates learner mobility.

### 3.2 Progression & Transfer Arrangements for Internal Students

3.2.1 LMETB endeavours to create a Framework that facilitates the progression of learners internally.

### 3.3 Progression & Transfer Arrangements for External Applicants

3.3.1 LMETB undertakes to recognise prior formal learning and academic attainments of learners from other institutions where possible

3.3.2 Where necessary applicants are invited to forward the required documentation to FET Centre/Programme Managers who will decide eligibility of admission in line with admission policy.

3.3.3 Only official transcripts of results will be accepted from the participant.

- 3.3.4 Recognition of prior formal learning is used by LMETB to provide exemption from programme requirements or credit towards an award subject to relevant timeframe. This means that successful applicants may be awarded exemptions from individual modules and/or advanced entry to a programme leading to an award.
- 3.3.5 LMETB reserves the right to request a learner to undertake a bridging studies programme or similar where it considers that such action will benefit the learner.


### 3.4 Monitoring Student Performance & Progression

- 3.4.1 Module and programme co-ordinators, in conjunction with FET Centre/Programme Managers, are responsible for monitoring the progress of students. This involves:
- reviewing assignment and examination marks returned by teachers
  - reviewing the performance of students in the different modes of tuition
  - identifying unusual patterns and discrepancies, and taking action to remedy underlying causes as early as is practicable in conjunction with annual reviews feeding findings into course reviews and amendments
- 3.4.2 Annual statistics will be gathered relating to student progression; pass/failure/withdrawal rates; and the numbers of students in each award classification.
- 3.4.3 LMETB will endeavour to provide supports where possible to assist learners to progress their studies in the event of personal, professional or academic difficulties.

## 4. Information Provision

The following information will be known to students before enrolment:

- the name of the awarding body (or bodies) making the award
- the title of the programme and the award to which it leads
- the award level and type (a Major, Minor, Special Purpose or Supplemental) on the National Framework of Qualifications (NFQ)
- Admission requirements, including a statement of the knowledge, skill and competence needed by the learner as a basis for participation on the programme.
- admission arrangements and selection criteria
- any fees and payment methods
- course structure, assessment criteria, module summaries, delivery methods & locations, academic term dates and proposed examination periods
- details of learning support (if any) available for specific learner groups such as learners with disabilities, or non-English speaking learners
- A sample of post-qualification progression routes and any requirements to access such programmes
- requirements for progression
- a statement of arrangements available for recognition of prior learning

<b>Document Name</b>	Access, Transfer and Progression Policy	
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