Access, Transfer and Progression Policy (LID-Pol-046)

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Department	Training Education & Lifelong Learning
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Approving Body	Academic Board
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Related Documents	LID-Pol-026 – Programme Development Policy LID-SOP-029 - Curriculum Development Procedure EDEL-SOP-039 – Programme Set Up & Enrolment SOP LID-SOP-048 – Recognition of Prior Learning Procedure

1. Purpose

The purpose of this policy is to set out RCPIs approach to Access, Transfer and Progression in relation to learners wishing to engage in education programmes. It is based on principles of best practice and guidance in the QQI Policy & Criteria for Access, Transfer & Progression in Relation to Learners for Providers of Further & Higher Education & Training (2015).

SThis policy applies to all Faculty and staff involved in the development and co-ordination of education programmes in RCPI. Implementation of the policy is supported by Recognition of Prior Learning Procedure (LID-SOP-048). Information for learners associated with this policy and specifically in relation to Recognition of Prior Learning (RPL) is available for prospective learners on RCPI website. This can be found on the programme page for the course on CM.

2. Responsibilities

- *It is the responsibility of the Learning, Innovation and Development Manager to ensure compliance with this @@policy during the development of new programmes.*
- *It is the responsibility of the Education Delivery Manager to ensure compliance with this policy in the processing of applications for access or transfer.*

3. Access, Transfer and Progression – Guiding Principles

3.1   Information for Learners

3.1.1   RCPI is committed to the provision of information for prospective and enrolled learners to support decision making regarding access, transfer, and progression as well as the recognition of prior certified and uncertified learning, in respect of entry to a programme and credit towards an award.

3.1.2   RCPI makes information available online to prospective learners when a programme is advertised. It must include information in line with QQI Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers (2013), QQI Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (2015) and QQI Policy and Criteria for Making Awards (2017).

3.1.3   RCPI ensures that this information is easily accessible to RCPI learners on the RCPI website and that application forms and closing dates are prominently displayed.

3.1.4   RCPI ensures that applications for RPL are documented and monitored for process consistency.

3.2 Entry requirements

3.2.1 RCPI ensures that the entry requirements for programmes are clearly and comprehensively stated. It is made clear the award (as per the NFQ) and/or the grade or, where applicable, the professional award required. Where there is a cap on numbers eligible to enrol, this must be stated and the mechanism for selection of learners must be stipulated. See Admissions Policy and Procedure (LID-Pol-051).

3.2.2 Applicants who meet entry requirements but are not successful in attaining a place on the education programme and wish to appeal this can do so via the appeals process.

3.3 Transfer and Progression

3.3.1 RCPI ensures that, where relevant, information regarding progression routes must be made available to prospective learners.

3.3.2 Opportunities for progression will be considered by the individual Programme Board during development stage.

3.3.3 Transfer and progression to another programme must be considered as part of RPL process.

3.4 Recognition of Prior Learning (RPL)

3.4.1 RPL applies to all programmes, unless specifically stated otherwise in the programme information on the website.

3.4.2 RCPI supports learners in applying for RPL as outlined in the Recognition of Prior Learning Procedure (LID-SOP-048) and applicant guidance documents.

3.4.3 The identification, assessment and certification of prior learning confirms that learners have completed a programme which is academically equivalent for the programme to which they wish to apply.

3.4.4 RPL will be programme specific and in line Recognition of Prior Learning Procedure (LID-SOP-048).

3.4.5 RPL is considered in relation to access to a programme or to exemption for part of a programme. The RPL application must demonstrate achievement of learning that matches the learning outcomes, then exemption may apply to the named programme or part thereof.

3.4.6 RPL must apply to no less than a complete module.

3.4.7 The process of assessment of an application for RPL must be thorough, consistent and completed in a timely manner in line with the Recognition of Prior Learning Procedure (LID-SOP-048).

3.4.8 RPL refers to prior certified and/or uncertified learning

3.4.9 Recognition of uncertified prior learning must be validated by an appropriate referee in which learning occurred, including details relating to the learning outcomes.

3.4.10   Where a learner has achieved MIMLOs based on prior learning, the exempted module may not be
            calculated as part of final grade.

3.4.11   All applications for RPL are assessed by the Learning Experience Designer and the Programme Lead.

3.4.12   RCPI will consider relevant credits awarded by other institutions contingent on verified documentation as
            submitted by the applicant. Any additional costs related to verification of documentation must be borne by
            the applicant.

3.4.13   Assessment of an application for RPL is guided by the following principles:

- *Relevance*: The presented evidence will be relevant to the intended module/programme and
  correspond to the minimum intended module learning outcomes (MIMLOs) and to minimum
  intended programme learning outcomes (MIPLOs)

- *Level*: The learning will be at the required level, i.e. it will map to the appropriate NFQ level
  descriptors

- *Sufficiency*: The evidence in support of RPL will support the claim that learning outcomes have
  been achieved

- *Reliability*: The evidence of prior learning will be reliable, and it will be possible to verify that it is
  the learning of the applicant

- *Validity*: The prior learning will match the required MIMLOs and MIPLOs and will be
  demonstrated by valid mechanisms

- *Currency*: The achieved prior learning will fit with current knowledge and practice

All RPL applications and outcomes are recorded in programme files to be included in programmatic and
departmental review.

4.   Reference Documents

ENQA (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Quality Qualifications Ireland (2013) Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act – Guidelines for Providers

https://www.qqi.ie/Publications/Publications/Protection%20of%20Enrolled%20Learners,%20Protocols%20for%20the%20Implementation%20of%20Part%206%20of%20the%202012%20Act%20Guidelines%20for%20Providers.pdf

Quality Qualifications Ireland (2015) Policy & Criteria for Access, Transfer & Progression in Relation to Learners for Providers of Further & Higher Education & Training

https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf

Quality Qualifications Ireland (2016) Core Statutory Quality Assurance Guidelines

https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf

Quality Qualifications Ireland (2017) Policies & Criteria for the Validation of Programmes of Education & Training

https://www.qqi.ie/Publications/Publications/Initial_Validation_policy_7_10_13.pdf

Quality Qualifications Ireland (2018) Topic Specific Statutory QA Guidelines for Providers of Blended Learning Programmes

https://www.qqi.ie/Publications/Publications/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.pdf