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Áras Chúchulainn, Blackheath Drive, Clontarf, Dublin 3. Tel 01 818 6400 Fax 01 833 3873 Email info@iwa.ie www.iwa.ie		
Policy Title: Access, Transfer & Progression ATP Policy		
Written/Reviewed by: ██████████	Title: ██████████	
Approved by Senior Management Team (SMT)	Date: 16/03/2022	
Document Control Approved: ██████████	Date: 16/05/2023	


1. Policy Statement

It is the policy of IWA to ensure that all learners are aware of the clear pathways available to them to enter, transfer between and progress from programmes of education and training, which are the main route to achieving awards and qualifications. This policy has been developed to meet the QQI Statutory Assurance Guidelines, regarding arrangements in respect of access, transfer, and progression (ATP). IWA is committed to the promotion of access, transfer, and progression to facilitate our learners by ensuring learners have access to information in relation to training programmes, entry requirements, Recognition of Prior Learning (RPL), transfer, progression opportunities and learner supports.

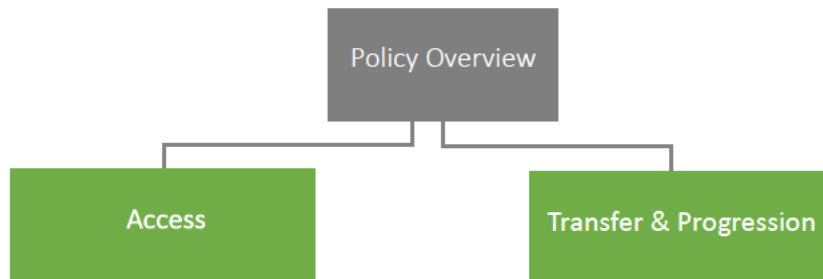
2. Purpose

The purpose of the policy is to:

- To give clear information on how a learner may access a programme of education and training within IWA having received recognition of knowledge, skills or competence required.
- To give clear information on how a learner may transfer from one programme of education and training to another having received recognition of knowledge, skills or competence required.
- To give clear information to learners on how they can progress to the next level on the National Framework of Qualification (NFQ)

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3. Policy Details and Procedure




3.1. Access

- 3.1.1. IWA provide programmes of education and training leading to awards at NFQ Levels 3 and 5. learners will have access to accurate and reliable information outlined on the IWA website to enable the learner to plan their learner journey based on the clear understanding of the awards available through IWA.
- 3.1.2. Entry arrangements to our courses, learner journey procedures and all relevant information will be sent to the potential learner by the QQI Lead by email once interest is expressed.
- 3.1.3. All applications will be reviewed against the approved entry requirements outlined on the website.
- 3.1.4. At Level 5, Competence in written and spoken English is an entry requirement. Applicants whose first language is not English will be required to demonstrate proficiency in English to an appropriate level as specified by the Common European Framework of Reference for Languages (CEFRL) by having an appropriate score in an approved examination in English language. We accept an IELTS test score of 6 which indicates that a person is 'competent', meaning they can cope in a classroom situation even though there may be some mistakes or misunderstandings with language. We also accept IELTS equivalents such as TOELF score 60-78 and Cambridge exam level B2. We ask applicants to provide evidence of a test result from a recognised exam centre when applying.
- 3.1.5. At Level 3, it is necessary learners will have sufficient written English skills to complete this course. Applicants whose first language is not English will be required to demonstrate

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proficiency in English to an appropriate level as specified by the Common European Framework of Reference for Languages (CEFR) by having an appropriate score in an approved examination in English language. We accept a minimum English language competency of IELTS 5.5 for successful completion of this programme. We also accept IELTS equivalents such as TOEFL score 46-59 and Cambridge exam level B2. We ask applicants to provide evidence of a test result from a recognised exam centre when applying.

- 3.1.6. Places will be approved on a first come first serve basis. Eligible Applications may be placed on a waiting list where the number of applicants exceeds the number of places on the programme
- 3.1.7. Successful candidates will be notified by the QQI Lead by email and must accept the offer by email within 7 working days.
- 3.1.8. Applications can defer their acceptance on a programme offer until the next round of offers. Defers are required to be requested to the QQI Lead by email 7 working days after the offer is received. QQI Lead discretion is required.
- 3.1.9. The learner will complete a registration form at application stage and here the QQI Lead can identify supports required.
- 3.1.10. Learners must be resident in Ireland to participate in IWA programmes.
- 3.1.11. IWA will accommodate where possible learners whose studies are disrupted due to unforeseen personal circumstances.


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3.1.12. To promote transparency and clarity for our learners, IWA will provide learners with information on:

- ✓ The name of the awarding body
- ✓ The programme title and type
- ✓ The award placement on the National Framework of Qualifications
- ✓ Entry Requirements
- ✓ The knowledge, skills and competency required to partake in the programme
- ✓ Learner supports provided and available
- ✓ Arrangements of RPL
- ✓ Transfer and progression Routes
- ✓ Level of English speaking and writing skills required and supports provide if required for learners that English is there second language


3.2. Transfer & Progression

- 3.2.1. IWA will liaise and co-operate with all relevant awarding bodies.
- 3.2.2. IWA deliver base modules which allows credits to be accumulated building to an overall major award.
- 3.2.3. Progression opportunities for learners will be discussed at induction stage, one to one meeting with their QQI Lead, as part of individual service plans where relevant and at the post completion 121 with their trainer.
- 3.2.4. IWA recognises Recognition of Prior Learning for previous relevant certified courses. This allows learners to have their previous certified learning considered where they have already been awarded certification for a programme taken at another training provider. This prior certification may entitle the applicant to exemptions from some parts of a major award.
- 3.2.5. An application for RPL can be made by a learner by completing the Recognition of Prior learning Application form.
- 3.2.6. Learners will submit their RPL application to their QQI Lead no later than 10 working days at training@iwa.ie before the module commencement.

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- 3.2.7. All learners are made aware of the RPL process during induction and in the learner handbook
- 3.2.8. It is the responsibility of the learner to provide the supporting evidence of prior learning with the support of the QQI Lead.
- 3.2.9. When a decision is made, the learner will be informed by email of the decision.
- 3.2.10. The QQI Lead will inform the relevant Trainer/Tutor if exemptions are being applied and the system will be updated accordingly.
- 3.2.11. If a learner is unhappy with the decision, they can make an appeal within 10 working days to the Head of Learning and Development.
- 3.2.12. All IWA tutors/ trainers and QQI Leads will encourage and promote progression during our programmes and meetings with the learners will be used to articulate progression opportunities.
- 3.2.13. All IWA tutors/ trainers will discuss progression opportunity with learners at the end of their QQI course
- 3.2.14. IWA are dedicated to research of additional progression routes available in the future and to pass this knowledge to all our learners through communication routes.
- 3.2.15. All staff are informed on their roles and the steps involved in the ATP processes through team meetings and information sessions.
- 3.2.16. The following are examples of access, transfers, and progression within IWA policy:

Access to programmes	Example
Using an old, coded module in replacement of a new coded module	A learner has completed Safety Health & Welfare at work D201656 and wants to use it in lieu of the Safety Health Welfare at work 5N1794
Using previous qualifications as a method of gaining an award through an assessment process.	A childcare level 6 worker who wants to use their qualifications to gain the qualification healthcare supports level 5
Claiming a clear-cut exemption.	A degree holder who wants an exemption for communications at level 5 (where the learner is studying for a major award)

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<p>Progression from Level 5 to Level 6</p>	<p>A learner has completed a QQI Level 5 in Community Health Services. Progression routes such as Health Services Supervisory Management are discussed. Learners are directed towards Qualifications framework in Support for Further Education Policy</p>
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4. Scope

<p>List other policies/ Procedures that are connected and or impact on this policy.</p>	<ul style="list-style-type: none"> ○ The learner Handbook level 3 & 5 ○ The learners Journey Level 3 & 5 ○ Registration of a learner ○ Performance Development Policy ○ Supports to Further Education
	<ul style="list-style-type: none"> ○ Head of Learning & Development ○ Learning & Development Team Lead ○ Learning & Development Trainers ○ Learning & Development Administration ○ QQI Team Leads ○ Quality Assurance Department ○ The Learner

5. Roles

The Association, as a collective, actively makes our policies work. Central roles to the policy are:-

<p>Learning & Development Team Lead:</p>
<p>Ensure that all the skills required to complete this Policy are identified and training provided to the team as required.</p>
<p>QQI Lead /Learning & Development Administrator</p>
<ul style="list-style-type: none"> ○ Ensure that potential learners have the information they require to make an informed decision pre and post course completion ○ provide supports to the learner when required ○ provide confidentiality to all learners and their personal data. ○ follow all necessary GDPR guidelines and policy's that support this SOP. ○ enhance and update their own skillset to ensure that the process is completed effectively.
<p>Individual Responsibility</p>
<p>All potential learners have a role and individual responsibility to follow the steps outlined in this policy</p>

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6. Frequency of Review

This policy will be reviewed every two years and in line with IWA document control standards.

7. Implementation Plan


IWA will take all reasonable steps to ensure that all individuals impacted by this policy are made aware of same. This policy is communicated through:

Staff intranet x	Team meeting agenda <input type="checkbox"/>	Accessible formats <input type="checkbox"/>
Email notifications x	Information session for staff and volunteers x	Information session for people availing of our services and supports <input type="checkbox"/>
Staff Guides <input type="checkbox"/>	On-line training session facilitated in IWA Develop <input type="checkbox"/>	Service Guides x
Other <input type="checkbox"/> please outline		

8. References

<https://www.ggi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

9. Appendices

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10. History of Changes

Version	Date	Author	Changes Made/Rational
1	16/02/23	[REDACTED]	Draft – Pilot Version
1B	16/05/23	[REDACTED]	<p>Section 1 Policy Statement: Revised policy statement to include reference to the Policy development to meet the QQI Statutory Assurance Guidelines. Updated to outline the commitment to the promotion of access, transfer, and progression to facilitate our learners</p> <p>Section 2 Purpose: Rewritten to provide more information regarding the Purpose</p> <p>Section 3 Policy and Procedure: Rewritten and separated into 2 sections 3.1 Access & 3.2 Transfer & Progression. Both sections rewritten to include more detail regarding access / transfer & progression to programmes. Reference to QQI Guidelines added throughout.</p> <p>Section 5 Roles: Updated to clarify roles.</p> <p>Section 8 References: Updated with link to QQI Core QA guidelines</p> <p>Addition of 3.2.13 regarding progression opportunity.</p>