

2.1.1 Access, Transfer and Progression

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Purpose

The purpose of this procedure is to detail how KWETB facilitates and supports the entry and successful participation of all learners. This procedure also identifies how KWETB identifies the knowledge, skill(s) and competence required for successful participation in programmes delivered through FET Provision and FET Provision-Second Providers. KWETB is committed to equality of opportunity and will work with learners who require additional supports through reasonable accommodations to ensure the learner can participate in programmes across FET Provision and FET Provision-Second Providers.

Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision-Second Providers.

Preamble

‘Access, transfer and progression’ describes the pathways available to learners for entry, transfer between courses and progress from a programme to another programme in FET Provision and FET Provision-Second Providers in order to achieve awards and qualifications.



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The terms are defined as:

Access	<p>The process by which the learner may commence a programme in FET provision or FET Provision-Second Providers having received recognition for knowledge, skill(s) or competence required.</p> <p>Learners can access courses through:</p> <ul style="list-style-type: none"> • FETCH • Self-referral • DSP referral • Adult guidance • External agencies • Disability Services
Transfer	<p>The process by which the learner may commence a programme in FET Provision or FET Provision-Second Providers to another programme having received recognition of knowledge, skill(s) and competence acquired.</p>
Progression	<p>The process by which the learner may transfer both internally within FET Provision and FET Provision-Second Provision and also externally to other institutions</p>

Procedure – 2.1.1 Access, Transfer and Progression

1	<p>The Programme Manager or Course Recruitment should ensure that course details and information are inputted correctly on advertising platforms i.e.</p> <ul style="list-style-type: none"> • The FETCH Course Directory, click here . • The Kildare and Wicklow ETB website, click here • Centre websites • Social media • Information leaflets • Local and national media including radio advertisement and newspaper advertisements • Marketing materials
2	<p>The Programme Co-ordinator or Course Recruitment should ensure that course details and information are inputted correctly on PLSS.</p> <p>The Programme Co-ordinator or Course Recruitment should ensure that courses published to FETCH are in an appropriate and accessible format. Course details should include:</p> <ul style="list-style-type: none"> • Entry arrangements - with reference to how decisions regarding allocation of places are made, including any restrictions that may apply (as set out in funding regulations) this may include literacy requirements. • Details on knowledge, skills and competencies required as a basis for entry to the programme (where appropriate). • Eligibility requirements (where appropriate)

3	The Programme Co-ordinator or Course Recruitment should ensure that potential learners are assessed prior to enrolment to ensure they meet the required knowledge, skills and competencies to undertake the programme.
4	For entry to programmes applicants seeking entry have achieved a minimum of an NFQ level 4 Major Award at the previous level or its equivalent prior to entry to the programme, or have achieved the relevant skills, knowledge, and competencies to allow full participation in the programme.
5	For all programmes, the Programme Co-ordinator or Course Recruitment should ensure that learners have a minimum English language and literacy competency sufficient to allow them to appropriately participate in the programme. Co-ordinators may access the ALISS service to support this work. (Where there is a stated requirement for the achievement of B2 or equivalent on the CEFRL for admittance to specific programmes, assessment must be conducted). Decisions on programme admittance in this regard rest with the Co-ordinator.
6	<p>KWETB currently do not have an RPL policy in place. The Programme Co-ordinator or Course Recruitment should ensure that potential learners have achieved the necessary skills to undertake the programme. For programmes at Level 5 and Level 6 on the NFQ, if the learner has not achieved the minimum NFQ entry requirement or its equivalent prior to entry, the learner may be accepted on the programme on the basis of achievement of the relevant skills, knowledge and competencies through work experience.</p> <p>Where relevant, the Programme Co-ordinator or Course Recruitment should provide exemption from programme requirements.</p>
7	<p>The Programme Co-ordinator should ensure that learners receive a comprehensive induction at the commencement of a course including information on:</p> <ul style="list-style-type: none"> • Programme Content • Structure and duration • Assessment information • Placement of award on the NFQ (where appropriate) • Fees, grants (if appropriate) • Supports available • Information on exemption from programme requirements or credit towards an award • Code of Behaviour • Supports available
8	To support diversity, the Programme Co-ordinator or Course Recruitment should implement the Public Sector Duty on Equality, Diversity and Inclusion.

9	<p>The Programme Co-ordinator or Course Recruitment or Adult Guidance should identify the transfer routes for learners in relation to the relevant awarding body into and onwards to other awards.</p> <p>The Programme Co-ordinator or Course Recruitment or Adult Guidance should ensure that there is continuous communication with learners in relation to desired pathways either through transfer to other programmes and also progression to external institutions.</p>
10	<p>The Programme Co-ordinator or Course Recruitment or Adult Guidance should inform learners of any particular attainments, in the awards to which their programmes lead, that are required for transfer or progression (i.e. where the achievement of a Distinction in an award is required to facilitate access to a programme leading to an award at the next level).</p>

[Link to other Policies/Procedures](#)

2.1.1	Student Induction
2.1.2	Promoting and Marketing of Programmes
2.1.3	Information to Learners
2.1.6	Information to Stakeholders
2.2.1	Guidance Supports
2.2.5	Reasonable Accommodation in Assessment



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