



Access, Transfer and Progression Policy

1. Policy Overview

The purpose of this policy is to ensure that fair, consistent and appropriate access, transfer, and progression opportunities are made available to College applicants and students who wish to study the UniHaven Level 5 Specific Purpose Certificate in International Studies Programme ("the programme").

2. Policy Statement

QQI requires that information relating to programmes and arrangements for access, transfer and progression are available to prospective students before enrolment¹. For the College with one foundation pathway programme that falls under the Further Education and Training category, there is no requirement for award credit². The relevant criteria are arranged under the headings of

- Entry arrangements...i.e., access.
- Progression and transfer routes.
- Information provision.

With specific reference to access, transfer and progression, the following meanings are inferred in the context of this policy:

- Access is the process by which a student may gain access to and participate in the programme.
- Transfer is the process by which a student may transfer from one programme to another programme, having received recognition for knowledge, skill or competence acquired.

¹ QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (2015)

² QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (2015), section 2.



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- Progression is the process by which a student may enter another education programme on successful completion of the College programme.

The College seeks to admit all applicants who fulfil the minimum entry requirements for the programme and is committed to providing prospective learners with all information, criteria, and procedures necessary to allow them to make informed decisions regarding their chosen programme of study. Additional guidelines are published for those seeking additional supports or accommodations for the reason of a disability or medical conditions.

3. Roles and Responsibilities

Admissions Board advises on entry criteria for the Academic Director to make determinations on (see QAM, section 2.3.2.6). The Academic Director has overall responsibility for ensuring that this policy is implemented as part of College recruitment, admissions, and progression processes in conjunction with the Recruitment and Admissions Officer. This policy applies to all applicants and students.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/ QQI review and reporting process.

4. Policy

Access

Access is the process by which applicants enter the programme to become registered students. Applicants must have achieved at least the minimum requirement for entry into the



programme. Should the programme be oversubscribed, the College will discuss the potential for applicants that it cannot accommodate, assuming deferral is also not an option, to take up a place in its Irish partner HEI's foundation programme or, as a last resort, an Irish competitor's QQI foundation programme.



Minimum Entry Requirements

The entry criteria listed below are designed to ensure that all applicants interested in studying the programme will not only have a reasonable expectation of successfully completing the programme but also doing so in such a way as to meet the entry criteria for the undergraduate degree programme they wish to study at the partner HEI.

- Age
 - Applicants must normally be 17 years old but will be 18 years old by the end of the programme.
- Academic
 - Applicants must hold a certificate of secondary education at GCSE level or equivalent to include a minimum pass grade in maths and a minimum pass grade in four other subjects. For a detailed list of entry criteria on a country-by-country basis, see the College website.
- English Language
 - All applicants whose first language is not English and who have not been educated through the medium of English must be able to show English language ability as follows:
 - An English level of Council of Europe B1+ Proficiency Level^{3,4} /IGCSE C/IELTS 5.0 or equivalent.
 - IELTS 5.0 overall with no less than 5.0 in the written component and 4.5 in the listening, speaking, and reading components.
 - In certain circumstance, results in examinations other than those outlined above may be accepted as proof of competence in the English language as decided on by the Academic Director under the oversight of the Admissions Board.

³ <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

⁴ QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015)



- English language certification must have been awarded within **two years** of start date of the programme.

Entry requirements will be available to applicants on the College website in advance of applying for a place on the programme as per UPOL026 UniHaven Communications Policy.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning. RPL encompasses all forms of prior learning, including formal learning, and non-formal learning (learning outside the formal education system), through the workplace and experience.

To comply with QQI requirements, RPL must be considered for any student who wishes to access the programme⁵. The College must also comply with Irish study visa requirements for Level 5 (NFQ) programmes as set out by the Department of Justice where students must study in class for at least 15 hours a week with an attendance rate of a minimum of 85%⁶. The College must also make sure that students successfully complete the programme with 120 FET credits to be eligible for the QQI Level 5 (NFQ) Certificate in International Foundation Studies award which in turn facilitates progression to year one of the HEI partner undergraduate degree programmes. With these contexts in mind, the College will discuss RPL with partner HEIs to explore the extent, if any, to which RPL applies to a given applicant's request but such RPL will be conditional on the student passing the programme and complying with the above

⁵ Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)

⁶ <http://www.inis.gov.ie/en/INIS/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf/Files/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf>



visa requirements. In the case of English language, RPL will not be available due to the need for students to satisfy minimum in-class hours of 15 per week which is not possible if students are not studying the English language modules. An example of permitted RPL might be where the HEI partner deems an applicant's Physics score to be sufficient to study an Engineering degree but, to successfully complete the College programme in a visa-compliant way, the student may need to study Biology instead, it being a complementary alternative module for the degree to which the applicant wishes to study at the partner HEI. All student requests for RPL must be submitted in writing to the Academic Director at the admissions stage and will be considered in the context of this policy and subsequently decided on by the Academic Director in conjunction with the HEI partner on a case-by-case basis. If an applicant chooses to appeal an admissions RPL decision, they are entitled to do so. All admissions appeals must be made by email to the Academic Director, within five working days of the decision being communicated. The admissions appeal procedure is outlined in Section 5 of UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.

Applicants with Disabilities

The College is dedicated to implementing a policy of equal opportunities for students with disabilities. Applicants should disclose their disabilities during the application process because non-disclosure may limit their access to appropriate services, procedures, accommodations and supports. Further details on the College disability policy are detailed in our UPOL018 UniHaven Learner Disability Policy Rev 1.

Transfer

A student can transfer internally from one programme pathway stream to another if the modules of study and the completion of same allow in the context of both the learning the student has already completed to date and the entry requirements of the HEI degree they seek



to progress to. Pathway stream transfers must be requested in the first four weeks of the programme to reduce the potential for negative impacts and allow for a natural transfer opportunity. In exceptional cases, a pathway stream transfer will be considered after the first 4 weeks. The stream transfer request would normally only be considered where a natural transfer opportunity occurs, i.e., at the end of a term or a semester.

Any student who wishes to discuss a pathway stream transfer should, in the first instance, raise the matter with their Programme Manager. For the student to make an informed decision, academic guidance will be provided, detailing the options available and the process that needs to be followed. Should the student wish to proceed with a transfer application, this should be put in writing to the Academic Director by email who will determine the suitability of the request under the direction of the Admissions Board.

Transfers from and to similar level 5 Specific Purpose Certificate in International Foundation Studies programmes may be considered. Students should discuss such requests with the Academic Director who will consider such requests in good faith. Transfer into the programme can be considered as RPL and will be dealt with as per the process outlined in the RPL section of this policy.

Progression

As a pathway provider, students have decided while enrolling with the College what HEI and degree they wish to study post programme assuming successful completion of same and subject to the students securing the necessary visa to enter Ireland. Progression to a programme of education and training leading to awards at levels 6, 7 and 8 on the NFQ will be possible when students successfully complete the programme and achieve any specific requirements as specified by the receiving programme or institution. Decisions on the progression of students into undergraduate programmes at the UniHaven College Partner HEIs are ultimately made by the respective partner universities and institutions.



At the admissions stage, applicants will be advised about the degree options at their chosen HEI, what language and academic school requirements they must have, and what grades higher than the programme's standard Pass grade (i.e., 50%) they should achieve in each module, if relevant. All such requirements will be outlined in the Conditional Offer Letter (COL) that applicants will receive and must sign to accept the offer of a place on the programme subject to meeting all stated College and HEI Partner requirements. See UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 1 for full information.

Information Provision

Before commencing the programmes, and before any payments are accepted from or on behalf of an applicant in respect of the programme, applicants will be informed of relevant access, transfer, progression, and other salient programme-related information as per UPOL026 UniHaven Communications Policy Rev 1 and under the below QQI requirements⁷

- All providers are to inform learners commencing programmes of the name of the awarding body and the title, award-type and framework level designation of the award associated with that programme.
- All providers, for each programme, will publish in a standard and accessible format:
 - The arrangements for eligibility to enter, including a statement of the knowledge, skill and competence needed by the learner as a basis for successful participation in the programme.
 - Arrangements to assess learner's eligibility to enter.
 - Further selection arrangements, where these apply.
 - A statement of arrangements available for recognition of prior learning, for entry to each of their programmes, and access to an award.

⁷ QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (2015)



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- Possibilities for transfer and/or progression associated with the programme, including any relevant specific progression linkages.
 - Details of learning support available for specific learner groups such as learners with disabilities, or learners whose mother tongue is not English.
 - All information and publicity documentation referring to a programme leading to an award will include a statement of the arrangements for entry, and a description of the transfer/progression possibilities into and out of the programme.
 - Any supplementary document (i.e., certificate or diploma supplement to promote transparency of an award) issued by providers with independent awarding powers will include information about:
 - The placing of the award in the national framework of qualifications – the name of the awarding body and the title, award type, and framework level designation of the award.
 - The transfer and progression opportunities associated with the award.

5. Procedures and Forms

UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2 and associated procedures/forms outline the core steps which enable applicants to become enrolled and registered students and that are underpinned by the principles of fair access, progression, and transfer opportunities.

Quality Assurance Manual (QAM) Chapter 4	
Document Name	Access, Transfer and Progression Policy
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