

6. Access, Transfer & Progression (ATP)

ICD's policies on Access, Transfer, and Progression (ATP) for learners is informed by QQI's (2015b) 'Criteria for access, transfer and progression for providers of further and higher education' and ensures compliance with the Quality Assurance and Qualifications (Education and Training) Act 2012. ICD uses QQI's (2019b) definition of ATP: ""Access, Transfer and Progression" describes the pathways available to learners to enter and transfer between, and progress from programmes of education and training, which are the main route to achieving awards and qualifications." For detail on specific access, transfer, and progression pathways for each of ICD's programmes, the programme manuals should be consulted. However, the present section (and subsections) of the QA policy provides general ICD policy in this regard.

Policy on Sharing Information About Validated Programmes with Applicants:

ICD has a policy of ensuring that clear, transparent, and accessible information about its programmes can be found at its website: www.icd.ie. Applicants for access to, transfer to/from, and/or progression to/from ICD's programmes are directed to access this website, where they can find information about:

- Course Titles
- Validating Bodies
- Programme Durations
- NFQ Levels and award types
- Entry Requirements
- Entry Dates
- Recognition of prior learning
- Course synopses
- Course content
- Academic progression
- Professional accreditation and exemptions (e.g. ACCA exemptions which result from completing accounting programmes at ICD)
- Career prospects and graduate pathways
- The college learning environment
- Information about student Visas

- Protection of enrolled learners
- External and internal quality assurance

This information is periodically reviewed by the college's Registrar, in collaboration with the Academic Council, and updated using a content management system hosted by Cliques Media Ltd. (note: ICD's website is currently (summer 2019) undergoing a major redesign oriented towards ensuring that it can be updated more frequently with the information listed above). Governing Body participate in (and approve) decision making regarding website service procurement and website updating. Implementation of information changes is the responsibility of the Managing Director (whether these are hard copy or website information resources).

6.1 Access and Admissions

Access refers to “the process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required” (QQI 2019b). ICD is acutely aware of how challenging it is for many people to access higher education across the world. Therefore, ICD is equally focused on providing access to higher education and qualifications for both traditional learners and non-traditional learners. As an institution, ICD is determined to minimise (and ideally remove, where possible) barriers to entry to education, whether these barriers are:

- unnecessarily complex application processes
- prohibitively expensive fees structures
- social/cultural barriers

ICD is responding “to the need for institutional change if non-traditional students are to thrive within a system that purports to be directed towards widening participation” (Bowl 2001 p. 141). Research into educational access opportunities “reveals the non-traditional student as a frustrated participant in an unresponsive institutional context” (ibid). Research highlights “the financial and institutional barriers experienced by mature minority ethnic students” in particular (ibid).

ICD’s culture avoids, wherever possible, excluding learner access to its programmes, not wishing to repeat the exclusionary culture found at some other HEIs which leads to “systemic and institutional factors which act to exclude certain sections of the population...[where] the institution has little interest in the life circumstances of non-traditional students” (Bowl 2001 p. 157). ICD promotes access to its programmes to learners from a diverse range of backgrounds in the following ways:

- **Affordable education:** A focus on lower tuition/registration fees. ICD sets its student fees as low as practically possible (lower in most cases than alternative HEIs for similar programmes). This strategy provides increased higher education access opportunities to learners who cannot afford the higher fees of other HEIs. ICD does not believe education should be unaffordable for some segments of society. This is a direct response to research, which highlights how for many students “lack of money was identified as the most pressing difficulty in their studies” (Bowl 2001 p. 155).

- **International student friendly:** ICD is Ireland’s most culturally diverse higher educational institution and promotes educational access opportunities for students from any country in the world. This is a direct response to research carried out with international students, which finds that “their arrival in the English school system left them feeling inadequate and different from their classmates on the basis of their background language and culture” and this can lead to a “sense of marginalization from school ethos and aims” as a result of being “viewed with caution and distance by their teachers” (Bowl 2001 p. 152). For international students and students from ethnic minorities, “university can be traumatic and isolating in ways not experienced by white working-class students” (Bowl 2001 p. 143). ICD is international student friendly, something which is exemplified by the vast majority of our learners originating outside of Ireland. Many of ICD’s students are non-native English speakers. While, there are requirements regarding levels of English proficiency for entry onto all programmes, ICD also promotes the improvement of every learner’s language proficiency and communication skills through both the diverse assessments methodologies used (e.g. both written and verbal assessments are used) and through ICD’s relationship with the CES (Centre of English Studies, Dublin), which gives ICD students access to its English courses. Education research finds that non-native English speakers on educational programmes often experience “being treated differently from other pupils because of differences in language” (Bowl 2001 p. 148). This is a problem ICD students do not encounter in our experience to date and our objective is maintain this atmosphere of inclusivity, equality, and diversity.
- **Accessing ICD through the CAO:** Information about ICD’s programmes is made available through the CAO. Applications to the first year of ICD’s undergraduate programmes are processed by the Central Admissions Office (CAO).
- **Mature student friendly:** mature students’ applications are processed directly by the College’s admissions office. All international applicants are processed in accordance with QQI and GNIB (INIS) requirements. ICD welcomes applications from mature students but looks for reasonable evidence that they would be able to achieve success on the programme applied for. A mature student is defined as any person who has reached the age of 23 years on the first day of January in the year in which she/he is admitted to a course leading to a QQI award. The college may admit candidates who do not meet its basic entry requirements for individual stages on the basis of demonstrated RPL/APL/APEL.
- **Advanced stage entry:** ICD is responding to the increasing number of students who need higher education, but who also already have substantial experience and skills, which should

be recognised during access and admissions procedures. There are many learners who are looking for greater education through HEI study as a response to “exhortations to workers to reskill themselves for future employment” (Bowl 2001 p. 142). ICD recognises prior learning and skills among applicants through APEL/RPL procedures. Information about advanced entry into stages two or later of ICD’s undergraduate programmes are also provided on the college’s website.

- **Increasing access for non-traditional learners:** Across Ireland, HEIs are doing an excellent job providing educational opportunities to traditional learners (e.g. entering education under the age of 21 and predominantly born in Ireland). However, there is some room for improvement across higher education with regard to the provision of access to higher education for “students with characteristics designated ‘non-traditional’ – over 21 years of age, female and minority ethnic” (Bowl 2001 p. 142). ICD’s provision of access to higher education for non-traditional learners is exemplified by how:
 - The majority of learners at ICD are over 21 (but it is not a requirement)
 - The majority of learners at ICD are female (but it is not a requirement)
 - The majority of learners at ICD are from minority ethnic backgrounds and often originate from outside the EU

ICD also has fully accessible facilities for prospective learners with disabilities. Applicants with a disability/specific learning difficulty or significant ongoing illness will typically complete a ‘supplementary information form’ as part of their CAO application and are encouraged to further discuss their application or support needs with the college registrar at any stage during the application process.

- **Female student and family situation friendly:** ICD recognises that, traditionally, “women have been systematically disadvantaged by educational and occupational structures...[and] barriers which relate to their gender position – as mothers” (Bowl 2001 p. 143). ICD provides equal opportunities for all genders to access its programmes and given the mature demographic age profile of our learners, ICD often works with students wherever possible to respond to family situations such as a student becoming a parent and needing to defer a stage or assessment on a programme. Research finds that many female mature students, in particular, report experiences of the “unresponsiveness of educational institutions to the issues faced by adult students with childcare responsibilities” (Bowl 2001 p 145). Such personal circumstances are treated with confidentiality at ICD and wherever practical and beneficial, ICD will prioritise the learner’s personal needs, working with the student to find a

route (reasonable accommodations) for the student to complete the programme in a way that does not interfere unduly with their personal life.

ICD has a variety of communication channels available to people looking for access, transfer, or progression to ICD programmes, including, but not limited to the following:

Accessing ICD through the website: In order to facilitate learner entry, ICD publishes clear information about entry requirements, mature student and non-EEA/EU applications, language proficiency requirements, and advanced entry on its website. The website also features a contact submission form which prospective applicants can use to request information directly from ICD's registrar. Prospective students can start the applications process through the 'apply online' feature on the ICD website. Students are also invited to visit ICD personally or to telephone or email the college for more information about ICD's application process.

Prospectus/Brochure: ICD produces a brochure/prospectus detailing ICD's course offerings and access criteria. Potential applicants are informed of how to contact ICD by phone, website, or email.

Social media: given the changing nature of communications in the digital age, ICD is currently (August 2019) investing to improve our social media communication channels to augment the already existing information channels, enabling applicants to be informed about and to contact ICD through social media.

The Application Process Access Interviews:

Access interviews at ICD focus on past performance and future potential. ICD has a holistic approach to access and admissions that includes an access interview where learners have an opportunity to be granted a place on a programme. All prospective learners are interviewed by ICD staff and must fill out the application form and provide supporting documentation (e.g. prior learning awards

certificates) before being offered a place. All of the information pertaining to the respective course is given to learners -and explained – at this stage. Applicants are also encouraged to consult the ICD website. Access interviews will include discussion of prior learning and skills that are required to enter a programme and will also include addressing programme specific language-proficiency requirements. Formal interviews are used to assess the applicant’s English language proficiency and suitability for the programme. Requirements for prior learning – and information about RPEL procedures - are also provided as part of the application process. ICD uses interviews to provide a more holistic entry process than simply using paper or electronic applications systems alone. This is a response to education research that finds that, particularly non-traditional learners such as students from minority ethnic groups and people over 21 years of age are often “screened out of further academic opportunities because of assumptions made about their perceived failure, rather than an assessment of their abilities and potential...the doors which should have opened for them remained closed...[creating] a sense that higher education was ‘not for the likes of them’” (Bowl 2001 p. 153-4). ICD believes that access to higher education should be accessible to all students wherever practical and beneficial to the learner educationally, provided entry requirements are met.

6.1.1 Entry Requirements for New Entrants to Stage One of Programmes

Selection of candidates is governed by the rules and regulations of the CAO (Central Applications Office) for the particular year of application.

Details of the minimum entry requirements for new entrants to stage one of programmes (as revalidated by QQI [summer 2019]) are provided below.

<p>Entry requirements for admission to the BA (Hons) in Accounting and Finance</p>	<p>The BA (Honours) in Accounting and Finance is an <i>ab initio</i> programme that that will accept any learner that meets the college's standard entry and RPL requirements.</p> <ul style="list-style-type: none"> - Candidates must have a minimum of 2 subjects at grade H5 and 4 subjects at grade O6/H7 in the Leaving Certificate and must include English and Maths. - Mature learners (over 23 years old) may also qualify
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For EU/EFTA applicants, ICD refers to the 'Agreed entry requirements for EU/EFTA Applicants' published by THEA, IUA, the RCSI and the CAO.

<p>Entry requirements for admission to the BA (Hons) in Business Studies</p>	<p>The BA (Honours) in Business Studies is an <i>ab initio</i> programme that that will accept any learner that meets the college's standard entry and RPL requirements.</p> <ul style="list-style-type: none"> - Candidates must have a minimum of 2 subjects at grade H5 and 4 subjects at grade O6/H7 in the Leaving Certificate and must include English and Maths. - Mature learners (over 23 years old) may also apply
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For EU/EFTA applicants, ICD refers to the 'Agreed entry requirements for EU/EFTA Applicants' published by THEA, IUA, the RCSI and the CAO.

Entry requirements for admission to the MA in Accounting and Finance	<p>The Master of Arts in Accounting and Finance is an <i>ab initio</i> programme that that will accept any learner that meets the college's standard entry and RPL requirements.</p> <p>-candidates must have a minimum Primary Degree at level 8 (NQF) in Accounting and Finance (or cognate discipline such as Economics, Mathematics, or Business)</p> <p>-candidates have completed all 9 papers in the fundamental stage of ACCA (F1 to F9 inclusive) and have a Primary Degree at level 8 (NQF) in Business area</p> <p>-<u>or</u> equivalent Accredited Prior Learning (APL)</p>
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The college may admit candidates who do not meet its basic entry requirements for individual stages (outline above) on the basis of demonstrated RPL/APL/APEL.

For EU/EFTA applicants, ICD refers to the 'Agreed entry requirements for EU/EFTA Applicants' published by THEA, IUA, the RCSI and the CAO.

Irish Citizens, EU citizens, and non-EU citizens welcome:

ICD takes enrolment applications from:

- Irish citizens
- International students:
 - o EU
 - o Non-EU
- Erasmus exchange students (this is a possibility currently being explored)

All applicants for ICD's programmes who present with non-EU school-leaving qualifications apply directly to the college and are assessed by the admissions team on an individual basis. Examinations taken must be judged to be of a standard equivalent to the Irish Leaving Certificate. In all cases, applicants are asked to present with original copies of their examination transcripts, with ICD reserving the right to contact the relevant examining body/entity for further information and verification.

All prospective learners who do not qualify by the CAO route, and where English is a second language, must have an IELTS minimum score of 6.0. Equivalent English Language tests (Cambridge, TOEFL, Pearson and QQI's TIE*) are also considered.

Evidence sought:

All applicants are asked to provide original copies of their results from the relevant English language testing body or educational institution. Applicants are also required to attend an interview in which the college's admissions staff informally assess their English language speaking competence.

Intake dates:

ICD's intake dates for all programmes occur twice each year:

- September (sometimes early October depending on calendar)
- February (sometimes late January depending on calendar)

Prospective students can start their application process to gain entry to any ICD programmes throughout the year to be allocated a place on a programme at the next available intake.

6.2 Advanced Entry/RPEL Requirements for ICD's current programmes

Availability of advanced entry places will be at the discretion of ICD, subject to availability, and decided on a case-by-case basis. To make an advanced entry application, students must be completing, or have successfully completed, a minimum of one year of study in a cognate discipline, at an appropriate NFQ level.

BA (Hons) in Business Studies	
Stage 1	Learners must meet 'minimum requirements for general learning' (specified in programme manual and published on ICD's website).
Stage 2	Candidates applying for entry onto the programme at stage 2 must hold a QQI Level 6 in Business or Business Studies with a Grade Point Average (GPA) of 2.65 or higher. Equivalent qualifications that are recognised on the National Framework of Qualifications for Ireland at Level 6 will also be accepted.
Stage 3	No direct entry onto this stage
Award	Candidates applying for entry onto Year 4 must hold a minimum of an Ordinary Bachelor Degree in Business Studies at Level 7 on the National Framework of Qualifications for Ireland. Equivalent qualifications that are recognised on the National Framework of Qualifications are also acceptable.
BA (Hons) in Accounting & Finance	
Stage 1	Learners must meet 'minimum requirements for general learning' (specified in programme manual and published on ICD's website).
Stage 2	Candidates applying for entry onto the programme at stage 2 must hold a QQI Level 6 in Business or Accounting and Finance with a Grade Point Average (GPA) of 2.65 or higher. Equivalent qualifications that are recognised on the National Framework of Qualifications for Ireland at Level 6 will also be accepted.
Award	Candidates applying for entry onto Year 3 must hold a minimum of an Ordinary Bachelor Degree in Accounting and Finance at Level 7 on the National Framework of Qualifications for Ireland. Equivalent qualifications that are recognised on the National Framework of Qualifications are also acceptable.

MA in Accounting & Finance

Each applicant to the programme will be assessed in accordance with programme's minimum requirements for general learning.

Applicants with professional qualifications who might seek exemptions from modules,:

- Applicants must produce documentary evidence of current membership of a professional body. The list of acceptable professional bodies will be set down by the College Academic Board and will be reviewed annually. Initially the list of professional qualifications to which consideration will be given are: ACCA, CIMA, and ICAI
- Only those applicants who have attained membership of the relevant institute within the 3 years immediately preceding his/her commencement on the programme will be considered for exemptions for any modules on this programme.
- Applications for exemptions will be considered by the College Academic Board on an individual by individual basis.

Documentary evidence will be required in order to evaluate if the learning outcomes as set out in this programme module have been adequately covered by the course applicant in completion of his/her professional examinations.

Documents to be reviewed will include (but are not limited to) the following:

- The detailed syllabus of the professional examination successfully completed by the course applicant upon which the application for exemption is based.
- The professional institute's examination paper (and model solutions/marketing scheme – if available) which was successfully completed by the course applicant.
- The actual applicant's results for the relevant professional examination paper upon which the application for exemption from a particular module is based.
- The Continued Professional Development (CPD) record of the course applicant from the date of completion of his/her professional qualification to the date of application to join the programme. This will ensure the concept of lifelong learning is a core part of the assessment process.

As the MAAF programme has a number of modules based on International Accounting/Auditing

Standards, it is essential that all course applicants seeking an exemption from any similar module must have completed his/her professional examinations under the International standards. If this is not the case exemption will not be granted for the relevant modules.

These procedures will be set out in formal guidelines and will be regularly reviewed by the College Academic Board. The review of procedures will be conducted on a bi-annual basis.

The college may admit candidates who do not meet its basic entry requirements for individual stages (outline above) on the basis of demonstrated RPL/APL/APEL.

6.3 Recognition of Prior Learning (RPL): For Advanced Entry or Exemptions

As ICD has begun to grow and expand its provision, so too has it begun to receive a larger number of applications from international, and more particularly mature, students. This has led to a situation in which ICD must evaluate and recognise qualifications that are currently outside of the scope of the National Framework of Qualifications, and indeed of the 'Bologna Process' as it pertains to the European Higher Education Area (EHEA) as well as a variety of forms of formal, non-formal, and experiential learning. Consequently, the college has had to integrate a set of RPL and APEL policies and procedures into its admissions process. Following QQI (2013b) *Assessment and Standards* guidelines (Sectoral Convention 3 on Determination of Award Classification), "a learner may claim exemption from a module whose grade would otherwise contribute to the award classification, provided that he or she can demonstrate the attainment of the relevant knowledge, skill and competence." All applicants and enrolled learners at ICD are provided with a summary of arrangements available with respect to RPL for entry to - or exemption from certain requirements of – respective programmes.

Programme-specific RPL criteria and arrangements for exemptions from modules and advanced entry are specified in the college's programme manuals.

The process for applicants with a prior formal, non-formal, or experiential learning portfolio is as follows:

1. All applicants are provided with a statement of RPL/APEL arrangements for their respective programme (prospective learners can also find this information published on the college's website).
2. Evidence* of RPL/APEL is provided voluntarily by the applicant during the application process. This must include a completed ICD RPL Application Form (see Appendix 6.3 for a copy of this application form).
3. This evidence – including the authenticity of any associated documentation – is evaluated by ICD (typically by the Registrar and administrative staff).
4. A recommendation is made with respect to the applicant's RPL/APEL request.
5. Successful applicants enter their respective programmes with or without exemptions from specific programme requirements.
6. Unsuccessful applications for RPL/APEL exemptions can be formally appealed.

Currently, QQI programme exemptions are provisional dependent on the decision of the external examiner. Students are made aware of this at the outset of the process outlined above.

* Evidence for RPL/APEL will typically take the form of a Learning Assessment Portfolio (LAP) made up of documentation such as certificates and course-completion documents, alongside references provided by employers. It must also include a completed ICD RPL Application Form (see appendix 6.3 for a copy of this form). In assessing the value of the prospective learner's educational and employment experience, ICD will decide as to the equivalence of the knowledge, skills and competencies they have acquired in these contexts on a case-by-case basis. For an application to be successful, ICD must be satisfied that the learning derived from students' experiences meets or exceeds the learning outcomes at the appropriate level where credit is being sought. Typically, equivalence will be judged on the basis of a comparison between the learning outcomes for the areas where credit is sought and the description of prior learning offered by the student's LAP.

ICD also reserves the right to assess any documentation provided, firstly, in relation to its authenticity. Only after the contents of the applicants LAP have been judged to be genuine will ICD proceed to the next step of mapping their qualifications in terms of their equivalence to the respective programme's learning outcomes, and to the qualification levels outlined in the National Framework of Qualifications (NFQ). Documentary evidence for all forms of experiential learning will also be requested from applicants.

The decision to recommend credit for RPL/APEL rests with ICD's Registrar, who reports to Academic Council and the External Examiner, where appropriate, of any respective validating body. However, ICD has put in place an appeals procedure which is contained in the QA policy, and explained to all applicants. If an appeal is unsuccessful, the decision of the Registrar will be final.

RPL/APEL Appeals

The decision to recommend credit for RPL/APEL rests with ICD's Registrar, who reports to Academic Council, and the External Examiner, as appropriate, of any respective validating body. However, ICD has put in place an appeals procedure which is contained in the student handbook, and explained to all applicants.

This process is as follows:

- 1) If a learner's application for RPL/APEL has been unsuccessful, they will be made aware of their right to appeal and of the formal process required.
- 2) Learners/Applicants will formally email or write to the college Registrar informing them of their intent to appeal. They will also be expected to explain *why* they are appealing the decision, and provide any relevant documentation.
- 3) An *ad-hoc* board, typically comprising *two* academic staff members, will be appointed to review RPL/APEL appeals (alongside more general academic appeals).
- 4) The board will make a decision on each case based on the merits of the written appeal and the provided documentation and report this to the registrar. Learners/applicants are entitled to an oral hearing, if requested, and may also be accompanied by a student representative.
- 5) This decision will be formally communicated to the learner by ICD's administrative staff. The board's decision will generally be treated as final, though learners/applicants may be permitted a further appeal under certain circumstances.

Ongoing Monitoring with respect to RPL/APEL

The criteria provided by QQI in the 'Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training' require a provider to monitor the ongoing success and development of their programme. This also means monitoring students who have been credited with RPL and tracking their success or failure in relation to other students on the programme. In keeping with these requirements, ICD conducts periodic reviews to ascertain the progress of students who have been granted RPL/APEL exemptions for its programmes. This review is the responsibility of

programme directors and the college Registrar, with findings being presented annually to ICD's Academic Council.

6.4 Progression

Progression to a Higher Award Level

Progression is defined by the Qualifications and Quality Assurance (Education and Training) Act (2012, Revised 2014 p. 10) as “progression of learners from a programme to another programme of a higher level.” At ICD, currently, there are three QQI validated programmes (two undergraduate and one postgraduate). Regarding progression from undergraduate to postgraduate study, the current pathway is from the BA Hons in Accounting and Finance to the MA in Accounting and Finance. As part of programme development, ICD is currently developing a masters in brand marketing programme, pending application for validation by QQI, which is envisaged as a progression route for BA Hons in Business Studies graduates.

As part of its programmatic review process, ICD has identified a number of potential progression routes for learners into external HEI’s and plans to begin publishing these online as part of its ongoing website redesign in the interest of maximising graduate opportunities and achievements.

Progression Through Programme Stages

This refers to a learner completing one stage of a programme (e.g. first year of a degree) and progressing to the next stage of the programme (e.g. second year of a degree). As per QQI (2013b section 4.4.3) *Assessment and Standards* guidelines, at ICD, “before progressing to the next stage, learners are required to pass all modules identified [in programme documents] as essential prerequisites for progression, as specified by the programme assessment strategy and approved programme schedule.”

Progression Through Programme Stages While Carrying a Module to the Next Stage

QQI (2013b section 4.4.3) describes this as “progression with credit deficit.” ICD, following QQI (2013b section 4.4.2) allows “learners...on a case-by-case basis and under exceptional circumstances, to carry a failed module while progressing to the next stage, provided the module is not a prerequisite for any module in this stage and provided this is consistent with the requirements of

the relevant programme assessment strategy...Learners are required to pass a carried module in the stage into which it is carried. As a general guideline, the normal maximum missing credit should be 16% of the credit for the stage, e.g. 10 credits per 60-credit stage.”

6.5 Transfer

Transfer is defined by QQI (2019b) as “the process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.” Transferring between the two undergraduate programmes at ICD is possible provided the student transferring satisfies the criteria for advanced entry to the new programme. Credit transfers between programmes are dependent on learners’ accumulated credits achieved/completed and will entail a comparison between specific learning outcomes achievement already demonstrated by the learner in accumulating these credits on the programme being transferred from (out of) and how they compare (and hence provide exemptions for) with the learning outcomes and modules on the programme being transferred to (into).

Transfer procedures take account of both:

- Learning outcomes and modules achieved/completed so far on the existing programme being studied by the student at ICD
- Prior knowledge, skills, and competencies acquired in or outside of ICD education by the student applying for the transfer

All students wishing to apply for a programme transfer are directed to contact the college Registrar to begin the application process. The Registrar oversees the application which requires assessment of prior knowledge, skills, and competence and already accumulated credit to assess the possibility for credit transfer. Credit is here defined as “an acknowledgement of an enrolled learner’s completion of a programme or part of a programme of education and training to a particular standard” (Qualifications and Quality Assurance (Education and Training) Act 2012, Revised 2014 p. 40). Credit transfer is here defined as “transferring credits awarded for studies undertaken as part of one programme of education and training to another programme” (Qualifications and Quality Assurance (Education and Training) Act 2012, Revised 2014 p. 40).

Appendix 6.3: ICD RPL Application Form

SEE NEXT PAGE



APPLICATION FORM FOR RPL

APPLICATION FORM

This form should be completed by applicants who are applying for Accreditation of Prior Certificated Learning (APCL) on the basis of previous qualifications that are NOT recognised/positioned within the National Framework of Qualification (NFQ)

and/or

by applicants who are applying for Accreditation of Prior Experiential Learning (APEL) achieved through professional experience/independent study.

- Please refer to the ICD's RPL Policy and APEL Procedure when completing this application form, available via Admission Office
- The volume and level of credit assigned following a successful RPL application will be recorded on the student transcript. Any marks and grades associated with this credit will not count in final classification calculations.
- It is the applicant's responsibility to provide certified copies of original documentation, such as official transcripts of results, and appropriate evidence to demonstrate equivalent certificated and/or experiential learning outcomes. All evidence has to be in English.
- This application must be made by the applicable deadline outlined in the RPL Procedure and it is the applicant's responsibility to ensure that they allow plenty of time to gather and upload the evidence, tasks or information required by that deadline. Normally, late applications will not be considered.
- All requested evidence, including this form, must be submitted to the Admission Office.
- If you have any questions regarding the RPL process or the fee for the RPL process, please contact a member of the Admissions team at admin@icd.ie or on 01 6333222.

Section A1
ALL APPLICANTS – PERSONAL DETAILS

Please fill in your details in the table below. Do not leave any rows blank.

ICD student number:	
Forename(s):	
Surname:	
Date of birth:	
Email:	
Telephone:	
Full award/course title you are applying to:	
Month and year that you intend to commence your studies at ICD e.g. Sept 2016:	

Section A2
ALL APPLICANTS – APPLICATION TYPE

Please put an 'x' in the box next to the application type that you wish to make.

<input type="checkbox"/>	I am applying for Accreditation of Prior Certificated Learning (APCL) (Go to PART B)
<input type="checkbox"/>	I am applying for Accreditation of Prior Experiential Learning (APEL) (Go straight to PART C)
<input type="checkbox"/>	I am applying for a combination of Accreditation of Prior Certificated Learning (APCL) AND Accreditation of Prior Experiential Learning (APEL) (Go to PART B)

Go to PART B

PART B

Section B1

APCL APPLICANTS ONLY

Please complete the table below using one row per qualification. Only list qualifications that you intend to use as evidence for your RPL application.

Add a new row if you need to add another qualification.

You must submit copies of the original certificates and/or transcripts (must be in English) of each listed below.

Full title of qualification	Name and address of awarding institution/training centre	Month and year qualification awarded (e.g. June 2010)

Please note that your application may be rejected or delayed if you do not submit these documents with this form.

Go to **PART C**

PART C

Section C1

ALL APPLICANTS – POINT OF ENTRY

Please put an 'x' in the box next to the point of entry that you wish to apply for.

<input type="checkbox"/>	I am seeking direct entry into second year of an undergraduate degree (go to Part D)
<input type="checkbox"/>	I am seeking direct entry into final year of an undergraduate degree (go to Part D)
<input type="checkbox"/>	I am seeking exemption from certain modules of an undergraduate or postgraduate taught degree (go to Section C2)

Section C2

APPLICANTS SEEKING EXEMPTION FROM CERTAIN MODULES OF AN AWARD

Please complete the table below. You must complete a row for EACH module for which you are seeking exemption addressing ALL learning outcomes for each module; add more rows if you needed. You must:

- a) use the ICD course module information provided to you by ICD Admission Office and
- b) cross-reference your own prior learning with the evidence that you have submitted

Please contact ICD Admission Office if you require help with completing this section.

ICD Module Code/Title	Credit value	Learning Outcomes	Evidence
<i>e.g. ICD AT01/ Accounting</i>	<i>e.g. 10</i>		<i>e.g. See Appendix A</i>

Go to PART D

PART D

Section D1

ALL APPLICANTS – REFLECTIVE STATEMENT

Please provide a written statement (500 – 750 words) of that reflects on your prior learning achievements. In your statement, you should include the following:

- how the learning you achieved is **relevant** to the module area you are applying for; and
- how you have kept your learning **current/up-to-date** since you completed that independent learning or gained that experience.

Continue to Section D2

Section D2**ALL APPLICANTS – SUPPORTING EVIDENCE**

Please put an 'x' in the box next to ALL relevant pieces of evidence that you have submitted as part of your application to the Admission Office.

If you are unsure about what work is required of you, please contact our Admission Office.

	Previous course(s)' syllabi/descriptors (to be included by all RPL applicants)
	Attested / original certificates and transcripts (must be in English)
	Portfolio of previous work
	Reference from your previous/current employer
	Assessment(s) set by the Admissions Office (if applicable)
	A recorded performance
	Other (please specify):

Continue to PART E

PART E

Section E1

ALL APPLICANTS – APPLICANT DECLARATION

ALL APPLICANTS

“By signing below, I certify that the information given above is accurate and I understand that giving false information may constitute a disciplinary offence within the regulations of ICD Business School. I understand that ICD Business School can approach the awarding body (such as a training centre or college) or employer, if it chooses, for verification of the submitted qualifications and/or experience. I also understand that submission of an RPL application does not constitute the guarantee of an offer to study at ICD Business School.”

Signed:

Dated:

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