6. Access, Transfer & Progression (ATP)

ICD's policy 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 (non-programme-specific) 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 is available to all prospective and enrolled learners who may wish to know more about access, transfer, or progression. ICD will ensure that this information is available across media channels, and that this information is accurate and up-to-date.

Accessing ICD through the website: In order to facilitate learner entry, ICD will ensure that it publishes clear information about entry requirements, mature student and non-EEA/EU applications, language proficiency requirements, advanced entry, the ICD applications process, and progression routes/possibilities on its website. The website must also feature contact information (e.g. email, telephone) that prospective and enrolled learners can use to contact ICD for more information about its programmes. Applicants for access to, transfer to/from, and/or progression to/from ICD's programmes who access ICD's website will 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

Prospectus/Brochure: ICD will ensure it produces a brochure/prospectus detailing ICD's course offerings and access criteria. Potential applicants will be informed in the prospectus/brochure of how to contact ICD by phone, website, or email for further information or to begin the process of applying for access, transfer, or progression.

Social media: given the changing nature of communications in the digital age, ICD will continuously enhance its usage of social media communication channels to communicate with, and provide information to, prospective and enrolled learners.

Maintaining up to date and accurate information

All information shared publicly about ICD programmes, access, transfer, and progression, is periodically reviewed by the college's Registrar, in collaboration with the Academic Council, and updated as required. 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) in conjunction with other members of the Management Team.

For further policy information about:

- ICD's access and admissions policy, see section 6.1 of the ICD QA Policy
- ICD's advanced entry policy, see section 6.2 of the ICD QA Policy
- ICD's policy on the Recognition of Prior Learning, see section 6.3 of the ICD QA Policy
- ICD's policy on progression, see section 6.4 of the ICD QA Policy
- ICD's policy on transfer, see section 6.5 of the ICD QA Policy

6.1 Access and Admissions Policy

The purpose of this policy is to define ICD's approach to access and admissions, to ensure:

- ICD follows all regulatory guidelines and legal requirements (e.g. QQI's (2015b) 'Criteria for access, transfer and progression for providers of further and higher education'; and the Quality Assurance and Qualifications (Education and Training) Act 2012)
- ICD provides an inclusive and equal opportunities approach to educational access for all learners

The key owners of this policy are:

- The admissions office who, under supervision of the Registrar, implement this policy in assessing all applicants who wish to access ICD's programmes
- The Management Team who are a key participant in ICD's marketing and learner recruitment activities
- The Academic Council who continuously review and enhance ICD's policy and procedures on access and admissions
- Governing Body who continuously review ICD's educational provision

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's access policy is equally focused on providing access to higher education and qualifications for both traditional learners and non-traditional learners. As an institution, ICD will continuously enhance its access and admissions process 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 will continuously enhance its approach to access and admissions to ensure it is optimally 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 access and admissions policy is to follow ICD's Principles of Access and Admissions (PAA) to promote access to its programmes to learners from a diverse range of backgrounds.

PAA1. To provide an affordable education: This requires providing lower tuition/registration fees than may be found at many other HEIs. 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).

PAA2. To provide an access system that is international student friendly: This requires ensuring:

i. **A continuous focus on building a culturally diverse staff and learner community** at ICD to provide a welcoming environment to international learners

ii. **Continuously training staff and learners** (e.g. in training workshops and seminars) about the benefits of cultural diversity and to provide staff and learners with skills to operate respectfully and successfully in culturally diverse environments 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).

iii. **A continuously enhancing system of pastoral supports** (e.g. counselling, induction training, English language supports) for international students. This is a response to research which finds that 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).

iv. **Maintaining a relationship with external partners for English language supports** (e.g. CES (Centre of English Studies, Dublin)). 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), but it is ICD's policy to provide all the language supports necessary to help ensure learner success and to ensure inclusivity of access

v. **That all learners who are admitted to ICD programmes as non-native English speakers will meet the minimum English proficiency requirements** before entry to the programme to optimise their opportunity to complete the programme successfully

vi. **Diverse assessments methodologies are used** (e.g. both written and verbal assessments) to cater for learners' diverse educational backgrounds

vii. **Following visa (GNIB/INIS) and regulatory (e.g. QQI) guidelines** when processing all international applicants

PAA3. To provide equal access to traditional and non-traditional learners. ICD must continuously enhance its access and admissions policies and procedures to ensure an access and admissions culture which avoids, wherever possible, "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). This requires a continuously improving approach to access and admissions that provides:

i. **Access to ICD through the CAO (traditional learners):** 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).

ii. **A mature student friendly access and admissions system (non-traditional learners):**

    i. 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.

    ii. ICD will ensure an effective system for processing applications from mature students including a holistic, but rigorous, RPL/APL/APEL applications system

iii. **Advanced stage entry (non-traditional learners):** ICD must continue to enhance:

    i. Its applications system for advanced stage entry onto programmes to ensure that it is both rigorous and also effective in recognising, and providing credit for, applicants who may have substantial prior learning and/or experience relevant to a programme's/module's learning outcomes

    ii. The information provided on the ICD website about advanced entry into stages two or later of ICD's undergraduate programmes

iv. **Access to students with disabilities:** This requires:

    a. Ensuring ICD continuously enhances the accessibility of its physical facilities (e.g. wheelchair accessibility)

    b. Ensuring prospective and enrolled learners have access to all reasonable accommodations possible in the teaching, learning, and assessment environment to ensure equal opportunity for all learners to achieve, and demonstrate achievement of, learning outcomes

v. **An admissions system and teaching and learning environment that is female student and family situation friendly:**

    a. In recognition of the fact 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 will ensure that it provides equal opportunities for all genders to access its programmes

    b. ICD will provide all learners with an educational student support system that continuously improves its supports and reasonable accommodations available to respond to family situations (e.g. a student becoming a parent and needing to defer a stage or assessment on a programme).

PAA4. To ensure all prospective and enrolled learners are fully informed about all programmes at ICD by providing clear, transparent, and up to date information about all its programmes using accessible media channels. This requires:

    i. Ensuring that clear and transparent entry requirements are developed for all programmes

    ii. Ensuring that all programme information is made available to all prospective and enrolled learners, and that it is clear, transparent, and up to date

The Application Process Access Interviews:

All prospective learners must be 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. The purpose of the access interview is to:

- **Ensure all of the information pertaining to the respective course is given to learners -and explained**
- **Ensure all applicants are clear about entry requirements (e.g. prior learning and skills) for the programme.** Requirements for prior learning – and information about RPEL procedures - are also provided as part of the application process interview.
- **Inform applicants about language requirements for access**
- **Assess applicant's English language proficiency:** Formal interviews are used to assess the applicant's English language proficiency and suitability for the programme.
- **Provide a holistic approach to applicant assessment:** Access interviews at ICD will focus on past performance and future potential. ICD will use 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 will continuously pursue the principle that access to higher education should be accessible to all students wherever practical and beneficial to the learner educationally, provided entry requirements are met.

Assessing non-EU applicants:

All applicants for ICD's programmes who present with non-EU school-leaving qualifications apply directly to the college and will be 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 (if the applicant is applying to enter the first stage of an undergraduate programme). In all cases, applicants will be 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.

6.2 Advanced Entry 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. ICD will ensure:

1. Learners who apply for advanced stage entry will be rigorously assessed

2. Learners who apply for advanced stage entry, who qualify, will be permitted to enter the programme at the advanced stage

3. Applicants for advanced stage entry will be required to provide evidence of prior learning and experience to be permitted to enter a programme at an advanced stage

4. All programmes have clear criteria for advanced stage entry and that this criteria is published clearly and accurately so that all prospective applicants can reasonably access it

5. It has continuously enhancing policies and procedures for RPEL applicants, whether for advanced stage entry or exemptions (see section 6.3 of ICD's QA Policy)

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 will ensure that

i. It integrates a continuously enhancing set of RPL and APEL policies and procedures into its admissions process.

ii. "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." (QQI 2013b *Assessment and Standards* guidelines, Sectoral Convention 3 on Determination of Award Classification)

iii. 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.

iv. 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.

* 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.

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.

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. ICD will monitor progress students who have been credited with RPL tracking their success or failure in relation to other students on the programme to ensure RPL policy and procedure is fair *and* effective. ICD will conduct 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

ICD will ensure:

i.   Learners are assisted in progression to programmes at a higher level

ii.   All programmes are designed and developed to ensure:

    1.   Clear academic progression routes to awards at a higher level are identified

    2.   Clear career progression routes are identified

iii.   Career and academic progression routes for all programmes are identified and communicated to prospective and enrolled learners using accessible media, including the ICD website

iv.   Exit awards for programmes are designed and embedded into programmes where possible and where approved by the validating body

v.   Learners will be provided with an increasing number of internal progression routes to higher award levels at ICD wherever possible

vi.   Pathways or progression routes for learners to study at a higher award level at other institutions will be identified and communicated to prospective and enrolled learners using accessible media, including the ICD website

vii.   Learners who exit a programme at any stage will be assisted to do so with all academic credit clearly documented and provided

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."

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) will allow "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."

ICD will ensure:

    i.   Learners will be facilitated to transfer into ICD's programmes where allowed by programme requirements and where the learner can provide relevant evidence of equivalent programme and module learning outcome achievement

    ii.   Learners who wish to or who must transfer out of an ICD programme will be provided with assistance and clear documentation of academic credits already achieved/demonstrated

    iii.   Applications for credit transfers between programmes at ICD, or into a programme at ICD, are evaluated based on the applicant's accumulated credits achieved/completed and this 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
- 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.

	I am applying for Accreditation of Prior Certificated Learning (APCL) (**Go to PART B**)
	I am applying for Accreditation of Prior Experiential Learning (APEL) (**Go straight to PART C**)
	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.

	I am seeking direct entry into second year of an undergraduate degree (**go to Part D**)
	I am seeking direct entry into final year of an undergraduate degree (**go to Part D**)
	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
e.g. ICD AT01/ Accounting	*e.g. 10*		*e.g. See Appendix A*

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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