

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.”

REFERENCES

QQI (2013b) Assessment and Standards, Revised 2013. Quality and Qualifications Ireland, Dublin.

Available from:

https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf

QQI (2019b) Access, Transfer, and Progression. QQI Website, Quality and Qualifications Ireland,

Dublin. Available from: <https://www.qqi.ie/Articles/Pages/Access,-Transfer-and-Progression.aspx>

Qualifications and Quality Assurance (Education and Training) Act (2012, Revised 2014) Government of Ireland. Available from

[https://www.qqi.ie/Downloads/Qualifications%20and%20Quality%20Assurance%20\(Education%20and%20Training\)%20Act%202012%20-%20Revised%20November%202014.pdf](https://www.qqi.ie/Downloads/Qualifications%20and%20Quality%20Assurance%20(Education%20and%20Training)%20Act%202012%20-%20Revised%20November%202014.pdf)