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### **Access, Transfer and Progression**

#### **Policy Statement**

It is the policy of HealthCo to ensure that all potential learners can avail of fair and transparent entry arrangements to all programmes. We are also committed to recognising learner’s prior learning. This will be achieved by providing learners with accurate and reliable information that will enable them to plan their learning on the basis of a clear understanding of information, such as: the awards available, the objectives of the programme, prior learning requirements, the main subject matters covered and timescales involved. We will ensure that learners are aware of the transfer and progression options available to them. In order to achieve this we undertake to:

- Provide all programme information to prospective and current learners in an accurate and clear manner.
- Utilise selection procedures for programmes that are transparent and fair and ensure that learners are made aware of the process involved in selections.
- Implement reasonable accommodations to facilitate as diverse a selection of learners as possible.
- Identify transfer and progression opportunities associated with programmes offered.
- Where possible, offer awards that have transfer and progression opportunities available.

## Procedures

### Information for Learners

<b>Purpose</b>	The purpose of this procedure is to describe how access, transfer and progression information on programmes and services is made available to both current and prospective learners.
<b>Responsibility</b>	Directors, Tutor(s), Administrator
<b>Key Steps</b>	<ul style="list-style-type: none"><li>• Programme brochures and promotional material produced.</li><li>• Programme information published and distributed, which outlines entry requirements and arrangements, transfer, progression, learner resources, outline of assessment and learner supports etc.</li><li>• Up to date, relevant and accurate information on the website.</li><li>• Calendar of Events (dates, locations, durations, costs)</li><li>• Oral communication, electronic communication, one to one meetings with prospective/current learners.</li><li>• Attendance at conferences, seminars, recruitment events, educational events and organisation of industry specific events.</li><li>• Learner induction.</li><li>• Learners will be supplied with a handbook (if applicable), programme outline, programme action plan.</li></ul>
<b>Records</b>	Promotional Material, Calendar of Events, Record of Meetings, Course Description, Website, Learner Confirmation emails.

## Learner Entry Requirements

<b>Purpose</b>	To ensure that learner entry requirements are clearly identified and communicated and these arrangements are fair and transparent.
<b>Responsibility</b>	Directors, Administrator
<b>Key Steps</b>	<ul style="list-style-type: none"> <li>• Develop clear entry criteria for all programmes.</li> <li>• Develop clear selection criteria/process, if applicable.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pre-programme information (brochures, website etc.) clearly outlines entry arrangements, terms and conditions. These give an overview of the programme, the main learning objectives and a profile of learners who should consider attending e.g. job function, prior knowledge/experience etc.</li> <li>• These also identify any maximum programme numbers.</li> <li>• Learner interview – all prospective learners are interviewed, normally informally via telephone. This is to assess the suitability of the programme to their needs and expectations but also to determine their suitability.</li> <li>• Programme entry appeals procedure in place.</li> </ul>
<b>Records</b>	Promotional Material, Website, Interview Records, Appeals Form.

## Recognition of Prior Learning

<b>Purpose</b>	To ensure that HealthCo systematically assesses learner's previous learning and that it is recognised upon entry to a programme and in gaining an award.
<b>Responsibility</b>	Directors, Administrator, Tutor(s)

<p><b>Key Steps</b></p>	<ul style="list-style-type: none"> <li>• PHECC guidelines and policy statements on how providers should facilitate learners, who request recognition for prior learning; formal, informal and non-formal, will be adhered to.</li> <li>• Advertise &amp; outline RPL process to clients pre course scheduling</li> <li>• RPL will only be considered for the CFR element of the course. Resources required to assess RPL for the remaining FAR learning outcomes outweigh any exemptions gained as part of the process.</li> <li>• RPL is applicable to those wishing to gain entry onto a FAR Recertification course. As such these learners must produce their previous FAR certificate showing that it is within it's expiry period before the course commences.</li> <li>• Individuals who recertify within 3 months of the expiry on their responder level certificate can undertake a shorter re-certification course. Individuals who recertify after 3 months of the expiry on their responder level certificate must undertake the full certification course as per PHECC statement 21<sup>st</sup> Jul 2021</li> </ul>
	<p><a href="https://www.phecit.ie/PHECC/Publications_and_Resources/Newsletters/Newsletter_Items/2021/Update_on_PHECC_Responder_level_certification_21_July_2021.aspx">https://www.phecit.ie/PHECC/Publications_and_Resources/Newsletters/Newsletter_Items/2021/Update_on_PHECC_Responder_level_certification_21_July_2021.aspx</a></p> <ul style="list-style-type: none"> <li>• Participants wishing to avail of RPL are required to email a statement of their usage of the RPL process as well their CFR award with date of award clearly indicated.</li> <li>• The course director will examine the application and if RPL may apply, detail to the participant the assessments they must successfully achieve as per CFR instructor manual.</li> <li>• Consultation with authority as necessary.</li> </ul>
<p><b>Records</b></p>	<p>Record of emails between learner and course director, Record of meetings, Learner certificates, Course Records</p>

## Transfer and Progression

<b>Purpose</b>	To inform learners of the transfer and progression opportunities available to them should they choose to pursue further programmes.
<b>Responsibility</b>	Tutor(s), Administrator
<b>Key Steps</b>	<ul style="list-style-type: none"> <li>• Include transfer and progression options in the promotional material.</li> <li>• Transfer and progression opportunities (if applicable) included in learner induction.</li> <li>• In preparing programmes for validation investigate transfer and progression options available, maximising opportunities where possible.</li> <li>• Learner handbook to include next level programme.</li> <li>• For the programme review invite learners to suggest further training they would like to attend.</li> </ul>
<b>Records</b>	Promotional Material, Learner Induction Checklist, Learner Handbook, Record of Meetings,

## Monitoring and Review

The administrator will monitor all information related to gaining access to programmes and their transfer and progression opportunities ensuring it is up to date and relevant. The directors & administrator will meet prior to scheduling the calendar of events. The team will review learner and tutor feedback and inquiries from the previous quarter. Enrolment figures will be recorded and monitored by the team on a six-monthly basis with an analysis carried out for reporting purposes. Learners past and current will be canvassed for their feedback on how they were managed through the process. The administrator will report all activities at the next scheduled management meeting. The directors are responsible for ensuring the ongoing monitoring and periodic review of programmes takes place.

