CMETB Access, Transfer and Progression Policy

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1.Purpose

The purpose of this policy is to set out Cavan and Monaghan Education and Training Board's approach to supporting access, transfer and progression for prospective and current learners across its Further Education and Training provision. It establishes the principles that inform CMETB procedures and supports fair, consistent and transparent decision-making.

This policy is informed by QQI's current Access, Transfer and Progression policy framework, including the 2015 Policy Restatement. It also takes account of the proposed direction outlined in QQI's Green Paper on Access, Transfer and Progression. The policy will be reviewed when QQI publishes a revised national ATP policy.

2.Context

2.1Legislative

Section 56 of the Qualifications and Quality Assurance (Education and Training) Act 2012 requires relevant and linked providers to establish and implement procedures for access, transfer and progression. These procedures must include arrangements for credit accumulation, credit transfer, and the identification and formal assessment of knowledge, skills or competence previously acquired by learners.

2.2 CMETB Context

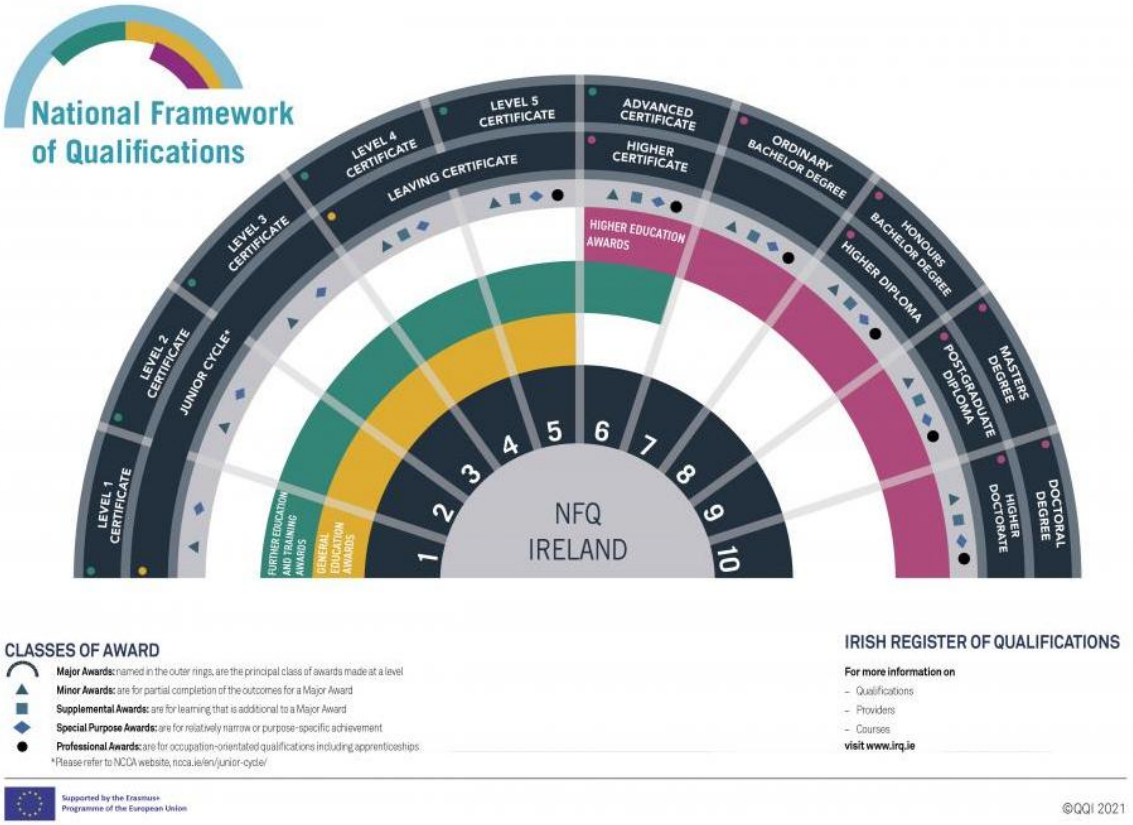
CMETB's Recognition of Prior Learning Policy complements this policy by providing a framework for recognising relevant certified and experiential learning. RPL may support access, exemptions, advanced entry, transfer or progression, subject to programme and awarding body requirements.
The policy is also influenced by CMETB's commitments regarding Equality, Diversity and Inclusion under the Public Sector Duty values (listed below).

- Eliminating discrimination
- Reasonable accommodation
- Positive action
- Promoting equality of opportunity and treatment
- Protecting human rights

2.3 The National Framework of Qualifications (NFQ)

The NFQ provides a common reference point for understanding the level of qualifications and can support discussions about access, transfer and progression pathways.
The NFQ fan diagram (see figure 1) visually supports the learner's understanding and should be utilised as a tool relating to all ATP queries.

Figure 1 The NFQ fan diagram



3. Definitions

Access, transfer and progression are the commonly known pathways available to learners to enter into, transfer between and progress through various programmes of education or training that result in awards and qualifications that foster lifelong learning.

Access: Refers to the process by which prospective or current learners may commence a programme of education and training, in CMETB, having received recognition for the knowledge, skill or competence required for entry.

It should be noted that this is separate to access in the context of widening access and participation and refers specifically to the point of entry onto a programme.

Transfer: Refers to the process by which prospective or current learners may transfer from one programme of education and training in CMETB to another programme at the same NFQ level having acquired the requisite knowledge, skills and competence.

Progression: The process by which learners may progress from one programme of education and training to another programme at the next level on the NFQ. Stage progression is the progression by a registered student from a specific stage on a programme moves to the next stage of the programme e.g. moving from one year of a multi year programme to the next. More detail on the National Framework of Qualifications | Quality and Qualifications Ireland can be found here.

Credit: Formal acknowledgement that a learner has successfully completed a programme, or part of a programme, to a specified standard.

Credit accumulation: The process of building credit over time through the successful completion of recognised learning.

Credit transfer: The process of recognising credit achieved through one programme for use towards another programme, where the learning is relevant and compatible.

Advanced entry: Entry to a programme at a stage later than the normal starting point, based on recognised prior learning or achievement.

Articulation arrangement: A formally agreed pathway between programmes, which identifies how learners may transfer or progress.

4. Acronyms and Abbreviations

Acronym	Meaning
ATP	Access, Transfer and Progression
CMETB	Cavan and Monaghan Education and Training Board
EEA	European Economic Area
ESOL	English for Speakers of Other Languages
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FET	Further Education and Training
HE	Higher Education
NFQ	National Framework of Qualifications
NARIC	National Academic Recognition Information Centre
PLSS	Programme and Learner Support System
QA	Quality Assurance

QAES	Quality Assurance and Enhancement Service
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
RPCL	Recognition of Prior Certified Learning
RPEL	Recognition of Prior Experiential Learning

5. Scope

This policy applies to CMETB Further Education and Training provision. Apprenticeship programmes are also subject to national apprenticeship requirements and programme-specific quality assurance arrangements. Where a national or programme-specific requirement differs from this policy, the applicable apprenticeship requirement takes precedence.

6. Policy Statement

CMETB is committed to providing prospective and current learners with clear, accurate and accessible information about entry requirements, available transfer routes and progression opportunities. ATP decisions will be fair, consistent, evidence-based and aligned with programme, awarding body and regulatory requirements.

7. Benefits

It is anticipated that the benefits of the ATP Policy will include:

- Supporting a fair and consistent approach to ATP applications
- Providing learners with equality of opportunity
- Promoting lifelong learning opportunities and learner mobility in accordance with the National Framework of Qualifications NFQ system
- Supporting transparency around ATP processes and procedures

8. Objectives

The objectives of this policy include:

- improve access to education and training;
- provide clear information on entry requirements;
- facilitate appropriate transfer between programmes;

- support recognition of relevant prior learning and credit;
- support learner progression within and beyond FET;
- reduce unnecessary barriers and duplication of learning;
- promote inclusive and flexible learning pathways;
- support transparent and consistent ATP decisions.

9. Principles

- All accredited CMETB courses are aligned to the appropriate level and standards as defined by the NFQ
- CMETB's ATP arrangements are informed by the Qualifications and Quality Assurance (Education and Training) Act 2012 and QQI's current ATP policy framework. CMETB will monitor developments arising from QQI's Green Paper and will review this policy following publication of any revised national policy.
- ATP information will be accurate, current, accessible and provided early enough to support informed learner decisions.
- ATP decisions will protect both the interests of the learner and the integrity of the programme and award.
- CMETB is committed to maintaining the highest academic standards in its programmes while enhancing the quality of provision through learner centred practices and offering flexible pathways for learning
- CMETB promotes equality, diversity and inclusion both as an organisation and to the learner, throughout the learner journey
- CMETB promotes the widening of participation to learners through the Recognition of Prior Learning (RPL) process
- CMETB is committed to continuous improvement and guided by feedback and internal governance, CMETB will keep all processes under constant review.

10. Access

10.1 Admissions

All entry criteria should be clear, accessible and kept up to date to ensure admissions processes are fair and transparent. CMETB is committed to providing clear communications from pre-entry stage right through the learner journey.

Entry criteria should be clear and accessible for every programme. Programme recruitment will be aligned to programme specific guidelines.

Individual CMETB centres/services may have different methods for application. This is service dependent but will involve a mixture of both online, in person or other application methods.

The various touchpoints include:

10.1.1 Pre-entry Guidance

- Either in person, telephone or email communication
- Research via the ETB or centre website
- Open days, evenings and information sessions

10.1.2 Application

- Online or in person
- Presentation of supporting evidence (ID, qualifications on entry)
- Interview (if required)

10.1.3 Assessment and Decision

- Communicate decision to learner
- The application and supporting evidence are checked.
- Entry requirements and relevant programme conditions are applied consistently.
- Additional academic, support or specialist advice is sought where required.
- The authorised decision-maker records the decision and reasons.

10.1.4 Outcome

- the applicant receives the decision in clear language;
- any conditions attached to an offer are explained;
- where an application is unsuccessful, the reasons and available alternatives are explained;
- information about review, appeal or complaint routes is provided where applicable.

10.1.5 Enrolment

- In person
- Mandatory completion of the PLSS learner record (online)

10.2 English Language Requirements

Some programmes may have a specified English-language entry requirement. For example, level 5 and level 6 programmes usually request a B2 standard. Where a language requirement applies, the required level, accepted evidence and assessment arrangements must be stated clearly in the approved programme information. Requirements should reflect the language demands and learning outcomes of the programme.

Where an applicant does not yet meet a published language requirement, staff should explain the outcome and provide information on appropriate ESOL or other learning opportunities, where available.

10.3 Garda Vetting

Some programmes include placement activities for which Garda vetting or other suitability requirements apply. These requirements must be communicated before enrolment or as early as practicable.

Where a learner cannot meet a mandatory placement requirement, CMETB will consider the implications for completion of the programme in accordance with the relevant Garda Vetting, placement and programme procedures. Any decision and available review or appeal route will be communicated clearly to the learner.

Some programmes (for example Early Learning and Care) may require police vetting or statements from international jurisdictions to record time outside of the jurisdiction.

10.4 Pre-entry Interview

A pre-entry interview may be required, depending on the nature of the programme. This may be utilised when there is a high demand for places or there is a regulatory requirement associated with the programme of study. Where an interview forms part of admission, its purpose, assessment criteria and decision-making arrangements must be clear and applied consistently. An interview should not introduce entry requirements that are absent from the approved programme information.

10.5 Migrant Eligibility for FET

Eligibility to access publicly funded FET may depend on residency or immigration permission, programme type and current funding rules. Staff must consult the latest approved CMETB or ETBI Migrant Eligibility for FET guidance and relevant official government information. Where eligibility is unclear, the enquiry must be referred to the designated manager or service before an offer is confirmed.

10.6 Equality and Diversity

CMETB is committed to equality, human rights and inclusive participation. Decisions under this policy will be made without unlawful discrimination.

A learner who wishes to request a review of an ATP decision should follow the review process set out in this policy. A learner who believes that discrimination has occurred may use the relevant CMETB complaints or equality procedure. Staff will provide information on the appropriate route.

11. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process that enables learners to have their previous learning formally recognised, regardless of where or how that learning was achieved. RPL supports access, transfer and progression by recognising relevant knowledge, skills and competence acquired through education, training, work experience, volunteering or other life experiences.

RPL may be used to support:

- Access to a programme;
- Transfer between programmes;
- Advanced entry to a programme;
- Exemptions from components or modules;
- Progression to further study.

Detailed assessment requirements are outlined in CMETB's Recognition of Prior Learning Policy and associated procedures.

11.1 Recognition of Prior Certified Learning (RPCL)

Recognition of Prior Certified Learning (RPCL) refers to learning that has already been formally assessed and certified by a recognised awarding body or education provider.

Examples may include:

- QQI awards;
- State examination awards;
- Higher education qualifications;
- Professional qualifications;
- International qualifications that can be verified and compared to Irish qualification standards.

RPCL may support access, advanced entry, exemptions, credit accumulation or credit transfer where the previous learning is relevant to the programme requirements and learning outcomes.

Learners may be required to provide:

- Certificates;
- Academic transcripts;
- Statements of results;
- Module descriptors;
- Comparability statements where qualifications were obtained outside Ireland.

11.2 Recognition of Prior Experiential Learning

Recognition of Prior Experiential Learning (RPEL) refers to learning gained through experience rather than through formal certification.

Examples may include:

- Employment or professional practice;
- Voluntary or community work;
- Military service;
- Independent study;
- Life experience;
- Non-accredited training.

RPEL enables learners to demonstrate that they have achieved relevant learning outcomes through practical experience and may support access, advanced entry, exemptions or certification opportunities where permitted.

Evidence may include:

- Curriculum vitae (CV);
- Portfolio of evidence;
- Employer references;
- Work samples;
- Reflective statements;
- Interviews or practical demonstrations.

11.3 Application and Decision Making

Learners wishing to have prior learning recognised should submit an application in accordance with CMETB's RPL procedures.

When assessing an RPL application, CMETB may consider:

- Relevance of the learning;
- Achievement of programme learning outcomes;
- Currency of learning;
- Level and standard of achievement;
- Sufficiency and authenticity of evidence provided.

RPL decisions will be evidence-based, fair and consistent with programme requirements, awarding body requirements and quality assurance procedures.

Applicants will receive a written decision outlining:

- The outcome of the application;
- Any exemptions, credits or access arrangements granted;
- Any conditions attached to the decision;
- Available review or appeal options where applicable.

Where an application is unsuccessful, information on alternative pathways, supports or progression opportunities may be provided.

12. Learner Supports and Guidance

12.1 Learner Disability Supports

A disability, health condition or support need does not, by itself, prevent access, transfer or progression. Entry and progression decisions are based on the programme requirements, with reasonable accommodations considered through the appropriate needs-assessment process.
CMETB can put reasonable accommodations in place to support the learner to achieve success on their course.

Reasonable accommodations can include any of the following:

- modified presentation of assignments/examination papers, for example, scribes or readers.
- notetakers or Personal Assistants
- sign language
- rest breaks
- adaptive equipment or software
- use of assistive technologies
- additional time for assessment
- separate room or space for assessment.

Reasonable accommodations are determined on a case-by-case basis through a Needs Assessment. This is carried out by a nominated staff member in the FET service. A needs assessment takes into account the nature of the learner disability, course requirements, and individual differences. The agreed Reasonable Accommodations are reported in the Learning Educational Needs Summary (LENS).

12.2 Adult Guidance and Information Services

The Adult Guidance and Information Service provides a comprehensive, professional and quality guidance and information service to adults and those over the age of 16, who are not in full time education. This is a free and confidential professional service offered by Cavan and Monaghan Education and Training Board to assist those who wish to return to education and/or training but are unsure of what to do.

The service is available to current learners on certain FET Programmes across Cavan and Monaghan Education and Training Board. It is also available to those who left school early but now want to return, those that are in receipt of social welfare payments or those who wish to upskill or change career.

CMETB offers individual guidance and information on courses both within Cavan and Monaghan Education and Training Board and further afield. The ETB also offers information on funding and certain job seeking supports.

Learners can meet with a Guidance Counsellor for a one-to-one appointment both online and face to face. The ETB also offer an outreach service through libraries in County Cavan and County Monaghan.

13. Transfer

13.1 Transfer Arrangements

Transfer is the process by which prospective or current learners may transfer from one programme of education and training in CMETB to another programme at the same NFQ level having acquired the requisite knowledge, skills and competence. It may be in the best interests of the learner to allow for transfer in the following instances:

- the programme of study is no longer related to the learner's career path
- the learner is finding the programme too challenging
- the learner wishes to pursue something more specific so may change programme within the same discipline
- personal circumstances

Other factors that could impact a decision around transfer include:

- financial support
- flexibility to fit around work-life balance and commitments
- location and accessibility
- the learner's stated preferences and goals
- motivation

A learner may also need to transfer to another provider (FET or HEI). This could be due to relocation or receipt of an offer to pursue another programme elsewhere. In such cases, the ETB will endeavour to supply the learner with all required documentation, such as proof of time already spent in a programme of study, the programme content, learning outcomes and/or results from completed elements of the programme/course assessment already submitted for certification.

CMETB will also accept learners from other educational institutions on referral or request and each application will be individually considered in line with the entry requirements of the programme/course the learner is seeking to transfer into. Learners transferring into CMETB programmes of study are subject to the same entry requirements and can also avail of the same supports as all learners who, from the outset, commenced a programme/course with the ETB from the formal start date. Where a learner transfers into a programme after it has commenced, CMETB will assess whether previously completed learning and assessment can be recognised. The learner will not be required to repeat equivalent learning unnecessarily where equivalence has been formally established and recognition is permitted under programme and awarding body requirements.

13.2 Progression Pathways

13.2.1 Articulation Agreements

An articulation arrangement is a formally agreed pathway between programmes, often offered by different providers. The arrangement identifies the entry point, required award or results, available places, recognition of credit and any additional conditions. An articulation arrangement does not guarantee admission unless the formal agreement explicitly provides for guaranteed entry and the learner meets all stated conditions.
Current progression and articulation arrangements will be published through approved CMETB programme information and maintained by the relevant service.

13.2.2

National Tertiary Office (NTO) pathways: Tertiary programmes provide integrated pathways that enable learners to commence their studies within Further Education and Training and progress to a partner Higher Education Institution, subject to the requirements of the relevant programme.

13.2.3

Apprenticeship progression: Apprenticeship may provide a progression pathway for learners who wish to continue their learning through an employment-based education and training route. Learners should be provided with information on relevant apprenticeship opportunities and applicable entry, employment and programme requirements.

14. Progression

Progression opportunities should be identified during programme design, approval and review. Information provided to learners should distinguish between:

- a possible progression option;
- a formally agreed progression route;
- advanced entry;
- a competitive application route; and
- guaranteed progression, where such an arrangement formally exists.

14.1 Programme Development

Progression pathways are considered during the programme development process. New programme ideas come from identifying gaps for progression in current provision.

14.2 Credit Accumulation and Transfer

14.2.1 Credit Accumulation

Credit accumulation is the process whereby a learner progressively builds up credit through the successful completion of modules, components or awards over time. Credit accumulated through previous learning may contribute towards the achievement of a larger award where the completed learning remains relevant and meets programme and awarding body requirements. ATP procedures under the 2012 Act must include arrangements for credit accumulation.

CMETB recognises that learners may have varied educational pathways and may complete learning across different programmes, providers or time periods. Credit accumulation supports lifelong learning by enabling learners to build towards qualifications in a flexible manner.

Credit accumulation may be considered where:

- the learner has successfully completed certified learning;
- the learning outcomes achieved remain relevant to the programme being accessed;
- the award or component can be verified;
- the learning is of an equivalent level and standard;
- the proposed use of credit is permitted by awarding body requirements.

Learners seeking recognition of previously achieved credit may be asked to provide:

- award transcripts;
- certificates;
- module descriptors;
- statements of results; or
- other supporting documentation.

The recognition of accumulated credit does not guarantee automatic entry, exemption or advanced standing. Each application will be considered on its own merits against programme requirements. Credit recognition and transfer decisions must be made by a staff member or group authorised under the relevant CMETB

programme and quality assurance arrangements. Specialist academic, awarding body or regulatory advice will be obtained where required.

14.2.2 Credit Transfer

Credit transfer is the process through which credit achieved on one programme of education or training is recognised and applied towards another programme. The 2012 Act defines credit transfer as the transfer of credits awarded for studies undertaken as part of one programme of education and training to another programme.

CMETB supports credit transfer where it facilitates learner mobility, progression and participation while maintaining the integrity and standards of awards.

Applications for credit transfer may arise where a learner:

- transfers between CMETB programmes;
- transfers from another ETB;
- transfers from a higher education institution;
- returns to education following a break in learning; or
- seeks advanced entry to a programme based on previous certified learning.

When considering an application for credit transfer, CMETB may evaluate:

- the level of the award on the NFQ;
- learning outcomes achieved;
- volume of learning and credit value;
- relevance to the receiving programme;
- currency of learning;
- any professional, statutory or regulatory body requirements;
- awarding body requirements.

A decision regarding credit transfer shall be communicated clearly to the learner, including the rationale for the decision and any conditions attached. Where an application is unsuccessful, information on alternative pathways, Recognition of Prior Learning (RPL) opportunities or progression options may be provided where appropriate.

14.3 International qualification frameworks

When considering qualifications from another jurisdiction, CMETB will use the NFQ and authoritative qualification-comparison information to support its assessment. Where direct comparability cannot be established, CMETB may request additional

evidence, such as a transcript, module descriptor, certified translation, learning-outcome information or awarding-body confirmation. Where appropriate, the applicant may also be referred to the RPL process. A decision will be based on the available evidence and programme requirements.
NARIC Ireland provides comparability advice on certain international academic qualifications. A comparability statement informs CMETB's assessment but does not, by itself, guarantee entry, exemption, advanced entry, transfer or progression.
QQI also publish and maintain a guide to comparing qualifications in Ireland and the UK due to the regular mobility of learners and workers across the UK and Ireland. Qualifications can Cross Boundaries 2023 is a guide to comparing these qualifications[1].

15. Monitoring Data and Reporting

CMETB will monitor the implementation and effectiveness of its access, transfer and progression arrangements to support quality enhancement and continuous improvement. Appropriate anonymised and/or aggregated data may be reviewed periodically, including information relating to access, transfer and progression decisions, Recognition of Prior Learning (RPL) applications and outcomes, and reviews or appeals arising from ATP decisions.

Access, Transfer and Progression will be considered as part of ongoing programme monitoring and periodic programme review. Relevant Programme Boards will include ATP as a standing or periodic agenda item, as appropriate, to consider the effectiveness of access arrangements, transfer and progression pathways, learner experience, identified barriers and opportunities for improvement.

Issues, trends or improvement actions identified through programme monitoring and review should inform programme enhancement and, where appropriate, be escalated through the relevant CMETB quality governance structures.

QAES will use relevant information, where available, to identify trends, support consistent implementation and inform the periodic review of this policy and associated procedures. Monitoring and reporting arrangements will be proportionate and have regard to data protection requirements.

16. Review and Appeal of ATP Decisions

Applicants and learners have the right to request a review of an access, transfer or progression decision where they believe that the relevant criteria were not correctly applied, relevant information was not considered, or the appropriate decision-making process was not followed.

[1] Qualifications can Cross Boundaries Aug 2023 qqi.ie

A request for review must be made in writing within **14 days of receipt of the decision** and should clearly state the grounds on which the review is being requested. The review will be undertaken, where practicable, by an appropriately authorised person who was not the original decision-maker. The outcome and reasons for the decision will be communicated to the applicant or learner in writing.

Where an ATP decision arises from a formal Recognition of Prior Learning (RPL) application or assessment, any appeal will be managed in accordance with the Recognition of Prior Learning (RPL) Policy and associated appeals procedure Policies – Cavan and Monaghan Education and Training Board.

Where the matter relates specifically to an assessment result or assessment process, the relevant CMETB assessment appeals procedure will apply Policies – Cavan and Monaghan Education and Training Board)

The outcome of any review or appeal will be appropriately recorded in accordance with CMETB procedures.

17. Roles and Responsibilities

Role	Responsibility
Head of Centre or designated manager	Ensures local implementation, consistent decision-making and appropriate recording of ATP decisions in accordance with approved procedures
Programme coordinator or designated programme staff	Checks programme requirements and evaluates relevant evidence
Guidance staff	Provides impartial information on access and progression options
Learner support staff	Identifies and coordinates appropriate learner supports
RPL personnel	Manages applications requiring formal recognition of prior learning
QAES	Maintains the policy framework, provides guidance, monitors implementation and reviews relevant ATP data and trends to support quality enhancement and policy review
Applicant or learner	Provides accurate information and relevant supporting evidence

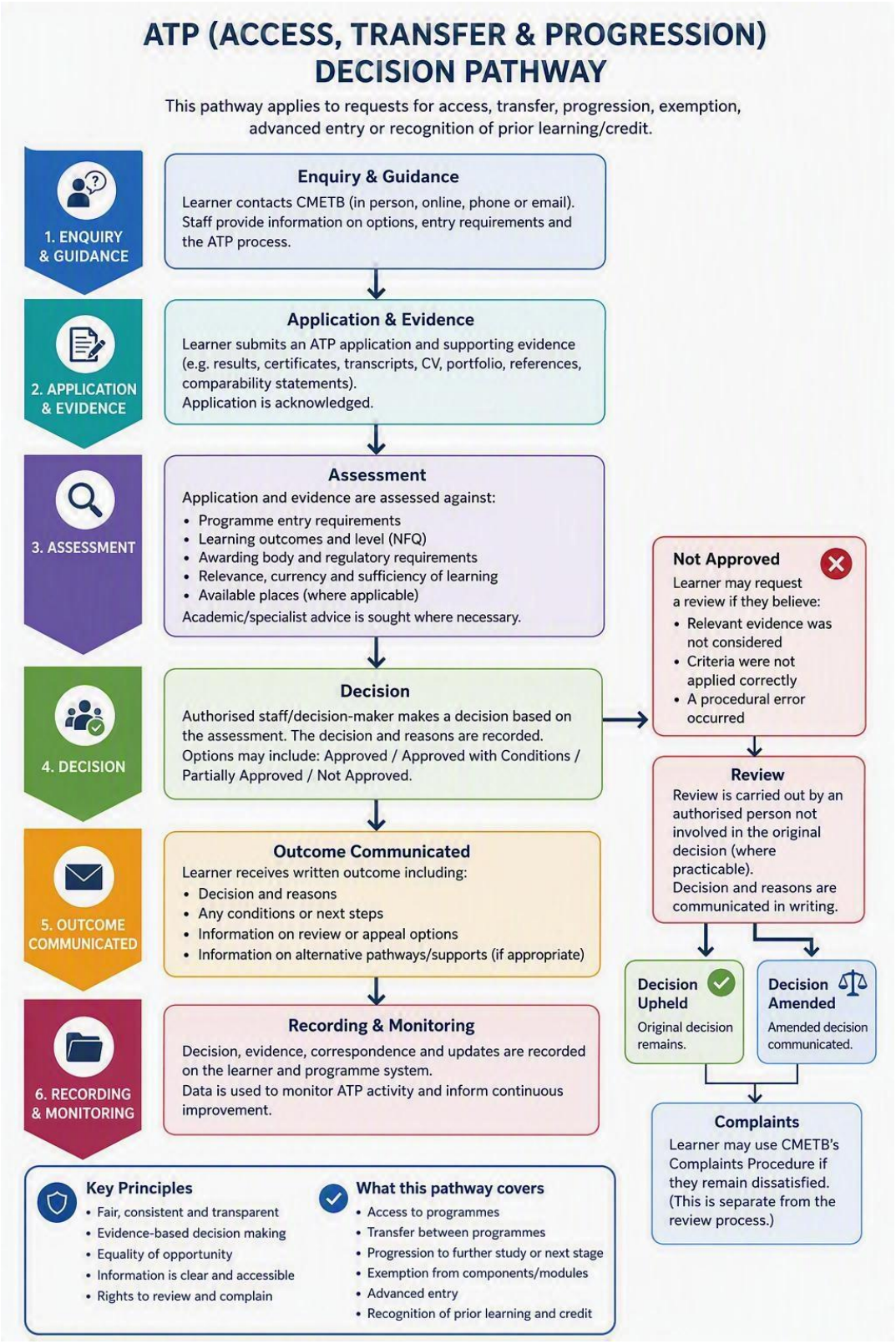
18. ATP Decision Pathway (See Appendix 1)

Enquiry → guidance → application and evidence → assessment → authorised decision → written outcome → review where applicable → recording and monitoring.

19. Conclusion

This policy supports learners to receive clear, timely and accurate information about accessing programmes, transferring between learning opportunities and progressing to further education, training or employment. Its implementation supports consistency, fairness and positive learner outcomes. QAES will monitor the implementation and effectiveness of this policy, using relevant feedback and available aggregated data to identify trends, support consistent practice and inform continuous improvement.

Appendix 1


ATP (ACCESS, TRANSFER & PROGRESSION) DECISION PATHWAY
This pathway applies to requests for access, transfer, progression, exemption, advanced entry or recognition of prior learning/credit.
1. ENQUIRY & GUIDANCE
Enquiry & Guidance
Learner contacts CMETB (in person, online, phone or email). Staff provide information on options, entry requirements and the ATP process.
2. APPLICATION & EVIDENCE
Application & Evidence
Learner submits an ATP application and supporting evidence (e.g. results, certificates, transcripts, CV, portfolio, references, comparability statements).
Application is acknowledged.
3. ASSESSMENT
Assessment
Application and evidence are assessed against:
• Programme entry requirements
• Learning outcomes and level (NFQ)
• Awarding body and regulatory requirements
• Relevance, currency and sufficiency of learning
• Available places (where applicable)
Academic/specialist advice is sought where necessary.
4. DECISION
Decision
Authorised staff/decision-maker makes a decision based on the assessment. The decision and reasons are recorded.
Options may include: Approved / Approved with Conditions / Partially Approved / Not Approved.
Not Approved
Learner may request a review if they believe:
• Relevant evidence was not considered
• Criteria were not applied correctly
• A procedural error occurred
Review
Review is carried out by an authorised person not involved in the original decision (where practicable).
Decision and reasons are communicated in writing.
Decision Upheld
Original decision remains.
Decision Amended
Amended decision communicated.
5. OUTCOME COMMUNICATED
Outcome Communicated
Learner receives written outcome including:
• Decision and reasons
• Any conditions or next steps
• Information on review or appeal options
• Information on alternative pathways/supports (if appropriate)
6. RECORDING & MONITORING
Recording & Monitoring
Decision, evidence, correspondence and updates are recorded on the learner and programme system.
Data is used to monitor ATP activity and inform continuous improvement.
Complaints
Learner may use CMETB's Complaints Procedure if they remain dissatisfied. (This is separate from the review process.)
Key Principles
• Fair, consistent and transparent
• Evidence-based decision making
• Equality of opportunity
• Information is clear and accessible
• Rights to review and complain
What this pathway covers
• Access to programmes
• Transfer between programmes
• Progression to further study or next stage
• Exemption from components/modules
• Advanced entry
• Recognition of prior learning and credit

Appendix 2 ATP Application and Decision Record

ATP APPLICATION AND DECISION RECORD

Access • Transfer • Progression

Purpose: Use this form to record an ATP request, the evidence considered, the authorised decision and how the outcome was communicated. Where formal Recognition of Prior Learning is required, refer the learner to the approved CMETB RPL process.

A	**LEARNER AND PROGRAMME DETAILS**
Learner name	
Learner ID / PLSS number (where applicable)	
Centre / Service	
Current programme (if applicable)	
Programme applied for / proposed destination	
NFQ level	
Date of application / request	

B	**TYPE OF ATP REQUEST**
☐ Access to a programme	☐ Transfer to another programme
☐ Progression to another programme or NFQ level	☐ Advanced entry
☐ Credit accumulation or credit transfer	☐ Referral to Recognition of Prior Learning process
☐ Other: _____	

Briefly describe the learner request and the pathway being sought:

C	INFORMATION AND EVIDENCE CONSIDERED

☐ Previous qualification or certificate	☐ Statement of results or academic transcript
☐ Programme or module information	☐ Evidence of previous learning
☐ Published entry requirements	☐ Programme requirements
☐ Awarding body requirements	☐ International qualification or comparability information
☐ Professional, statutory or regulatory requirements	☐ Other: _____

Does this request require formal Recognition of Prior Learning?

☐ No	☐ Yes - refer to the approved CMETB RPL process

D	ASSESSMENT OF REQUEST

☐ Published programme entry requirements	☐ Relevant learning outcomes
☐ NFQ level and award standard	☐ Credit value or volume of learning
☐ Capacity or availability	☐ Currency and relevance of previous learning
☐ Professional, statutory or regulatory requirements	☐ Awarding body requirements

☐ Learner support or reasonable accommodation considerations	☐ Other: _____

Staff assessment and comments:

E	**ATP DECISION**

☐ Approved	☐ Approved subject to conditions
☐ Referred for further information or assessment	☐ Referred to the RPL process
☐ Not approved	

Decision details and reasons:

Conditions attached to the decision, where applicable:

Alternative pathway, guidance or support identified, where appropriate:

F	DECISION AUTHORISATION

Decision made by	
Role	
Date	
Signature / recorded approval	
Additional approval required	☐ No ☐ Yes
If yes, approved by and date	

G	COMMUNICATION TO LEARNER

Outcome communicated to learner	☐ Yes ☐ No
Date communicated	
Method	☐ Email ☐ Letter ☐ In person ☐ Other: _____
Review / appeal information provided	☐ Yes ☐ Not applicable

Communication notes, where required:

H	RECORDING AND MONITORING

Recorded on approved CMETB record / system	☐ Yes
Date recorded	
Recorded by	

ATP category for monitoring purposes

☐ Access	☐ Transfer
☐ Progression	☐ Advanced entry
☐ Credit accumulation or transfer	☐ RPL referral
☐ Other: _____	

I	**DOCUMENT CHECK**

☐ Application/request and supporting evidence retained appropriately

☐ Decision and reasons recorded

☐ Conditions recorded, where applicable

☐ Written outcome provided to learner

☐ Review/appeal information provided, where applicable

☐ Personal data handled in accordance with CMETB requirements

STAFF GUIDANCE

Complete the sections relevant to the request. This form does not replace specialist RPL assessment documentation, programme-specific admissions records, or an approved digital workflow that captures the same information. Decisions should be fair, evidence-based, authorised and communicated in clear language. Use aggregated or anonymised information for monitoring and quality enhancement.