

Policy Identifier: Admission, Access and Transfer

Policy Title:	Admission, Access and Transfer
Description:	The purpose of this policy is to describe the procedures used by Marino Institute of Education for the admission, access and transfer of students to all programmes including those who enter via the Higher Education Authority (HEA) approved access routes.
Author (Position):	Registrar & Vice President (Academic Affairs)
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Admission, Access and Transfer Policy

1 Purpose

The purpose of this policy is to inform the procedures used by Marino Institute of Education (MIE) for the admission, access and transfer of students to all programmes including those who enter via the Higher Education Authority (HEA) approved access routes. This policy is complemented by MIE's [Recognition of Prior Learning](#) Policy which enables eligible candidates who meet the entry criteria to gain entry to a programme. Admission, access and transfer ensures life long learning, through the recognition of student learning and student mobility through the different levels of the NFQ and recognition of the formal, informal and non-formal learning and associated learning outcomes by providers in Ireland or overseas.

2 Context

MIE processes applications from applicants with a broad range of talents across a number of undergraduate and postgraduate courses each year. The [Registrar's Office](#) has responsibility for the admission of all students. It provides all the requisite documentation and information required by students in an accessible format and on-line, please see link to [MIE's Website](#).

[Section 84\(15\)](#) of the 2012 Qualifications and Quality Assurance (Education and Training) Act requires providers to establish procedures for access, transfer and progression of learners in accordance with the procedures established by the National Qualifications Authority of Ireland (NQAI) under section 8(2)(d) of the Act of 1999. NQAI was dissolved and its functions were passed to Quality and Qualifications Ireland (QQI). The procedures regarding progression are included in the [Academic Assessment and Progression](#) policy.

3 Benefits

- 3.1 This policy informs procedures used for the admission, access and transfer of students to ensure that they are unambiguously fair and consistent, and that they support MIE's objective of having a diverse student body.
- 3.2 MIE is committed to providing students with equality of opportunity in education. All policies and procedures relating to admission, access and transfer have

undergone an Equality Impact Assessment by MIE's Governing Body¹ to ensure they are fair and consistent.

3.3 This policy promotes lifelong learning and facilitates student mobility in accordance with the [National Framework of Qualifications](#) (NFQ) system.

4 Scope

4.1 This policy applies to all [undergraduate degree programmes](#) and [postgraduate degree programmes](#) delivered in MIE with varying [access](#) and transfer² routes depending on the nature of the programme.

4.2 It applies to programmes that carry academic credit.

4.3 As a linked provider, MIE satisfies the criteria of Trinity College Dublin, the University of Dublin (hereafter referred to as Trinity), for the delivery of programmes and academic regulations.

4.4 The scope for applying the access and transfer procedures to the following professional qualification programmes at MIE:

- i. Bachelor of Education (Primary) – B.Ed.
- ii. Baitsíléir san Oideachas trí Mheán na Gaeilge
- iii. Professional Master of Education (Primary) – PME

are defined by the entry criteria set by the [Department of Education and Skills](#).

The minimum entry requirements must be met by all applicants. A limited number of places are reserved for Mature students, Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) applicants, who can also enter on reduced points, provided they meet the minimum entry requirements. MIE have outlined the process for HEAR and DARE applicants through their [Access Programme](#) criteria. This is to ensure that primary teachers have the capacity to lead learning in these vital areas.

Specific entry requirements for the B.Ed. and PME can be found on the [Department of Education & Skills webpage for Initial Teacher Education](#).

¹ See MIE's [Code of Governance](#) and [Matters Reserved for the Governing Body of MIE](#)

² See [Internal Transfer Policy](#)

4.5 Students on courses with professional placements will be subject to Garda Vetting under the provisions of the [Garda Vetting for Students Procedure](#), [Safeguarding Policy: Vulnerable Persons](#), [Child Safeguarding Statement](#) and [Safeguarding Policy: Children](#) in accordance with the [Children and Vulnerable Persons Act, 2012](#) prior to commencing placements.

5 Principles

5.1 All courses at MIE are aligned to the appropriate level of the [NFQ](#) and use the [European Credit Transfer System](#) (ECTS).

5.2 The procedures for access, transfer and progression are in line with the requirements of the [Qualifications and Quality Assurance Act \(2012\)](#).

5.3 MIE is committed to the highest academic standards in its academic courses.

5.4 MIE is committed to non-discrimination, diversity in its student body and the protection of the dignity³ of the student at all stages in the student life cycle from application to graduation.

5.5 MIE welcomes and supports applications from all appropriately qualified students irrespective of social, cultural, ethnic and educational backgrounds³.

5.6 As part of a broader commitment to widening participation, MIE supports alternative access routes, e.g. through [DARE and HEAR](#), [Recognition of Prior Learning](#), [Further Education and Training \(FET\)](#) and [Mature Student Routes](#).

5.6.1 MIE recognises that it is not in the interest of an applicant to be admitted into any course of study for which they do not meet the academic requirements or standards or is unlikely to be successful because of a lack of English language competency or lack of necessary skillset.

5.6.2 MIE is committed to continuous improvement and as such its admissions and related processes are periodically reviewed as part of the quality review process⁴.

³ See [Dignity and Respect Policy](#)

⁴ See [Quality Assurance Procedure for Review of Validated Programmes](#)

6 Definitions

- 6.1 Admission:** Refers to the academic standards and any other special entry requirements and procedures by which students are admitted to a programme of education and training in MIE.
- 6.2 Access:** Refers to the process by which prospective or current students may commence a programme of education and training, in MIE, having received recognition for knowledge, skill or competence required.
- 6.3 Transfer:** Refers to the process by which prospective or current students may transfer from one programme of education and training in MIE to another programme having acquired the requisite knowledge, skills and competence⁵.

7 Policy

7.1 Admissions

- 7.1.1 Central Applications Office (CAO) Student Admissions** – Entry to Year 1. All applications for first year undergraduate programmes (except the [Trinity International Foundation Programme](#) (TIFP)) are processed centrally through the [CAO](#). This includes Mature student applications.
- 7.1.2 Direct Application** – Entry to Year 1. In relation to the admission of undergraduate students via direct application, MIE recognises the competitive nature of entry to programmes at any given intake⁶. Applicants who meet the entry requirements and the Department of Education and Skills requirements are admitted on the basis of their individual merits, abilities and aptitudes and the extent to which they can make a meaningful contribution to and benefit from the course of study⁷. This refers to students who undergo internal transfer⁸ and to non-EU applicants.

⁵ See [Internal Transfer Policy](#)

⁶ See [Course Application Procedures \(Non-CAO Courses\)](#)

⁷ See [Recognition of Prior Learning](#)

⁸ See [Internal Transfer Policy](#)

7.1.3 Taught Postgraduate Programmes⁹:

- i. Applications for admission to postgraduate courses are processed fairly and impartially, and in a consistent and transparent manner.
- ii. Candidates apply directly to MIE by selecting their choice of course from the following [list](#).
- iii. Entry Requirements are typically a QQI level 8 award (at grade II.2 or higher) or equivalent. Some courses have additional minimum entry requirements including the Teastas Eorpach na Gaeilge (TEG) Oral Examination, three years teaching or equivalent professional experience or an assignment as appropriate. Specific entry requirements for Postgraduate Programmes for each course can be found by selecting the specific Postgraduate Programme [here](#).
- iv. The complete list of entry requirements is specified in MIE's [Course Application Procedures \(Non-CAO Courses\)](#).
- v. Applicants to the Professional Masters in Education (Primary Teaching) post-application are selected based on a marks system used by all providers of Professional Masters in Education courses. All candidates who meet the minimum entry requirements are invited to participate in a general interview. Marks are awarded (up to 100) based on interview performance. Additional marks are awarded for a higher grade in the TEG Oral Examination.

7.1.4 **Recognition of Prior Learning:** As part of its commitment to supporting lifelong learning MIE has developed a policy for the [Recognition of Prior Learning](#) which it extends to applicants to both [undergraduate](#) and taught [postgraduate](#) programmes.

7.1.5 **Inter-Institutional Entry:** Students who have successfully completed one or more years, in another higher education institution in a similar, full-time, course at degree level may apply for advanced entry to undergraduate degree programmes in MIE. This is subject to meeting entry requirements.

⁹ Points (i)-(iv) relate to all [postgraduate programmes](#) in MIE and point (v) is an additional requirement specific to the Professional Masters in Education (Primary Teaching) course.

- i. Students must satisfy all the requirements for the relevant programme (including minimum requirements and the points that applied at the time of Junior Fresh entry to the programme). They must also have successfully completed at least one year in the institution in which they accepted the CAO offer.
- ii. Each application is dealt with on a case by case basis and an interview is part of the application process.
- iii. An advanced entry place will be offered based on the following criteria:
 - Relevance of course content and mapping of learning outcomes of the completed first year programme to which application is made
 - Student's performance on the first year and subsequent completed years of their chosen programme
 - Student's motivation for wishing to change programmes.
 - A maximum of two advanced entry places is reserved for students entering a specific year of the programme. Only in exceptional cases will students be considered for advanced entry to Junior Sophister of the programme.

7.2 Deferrals: MIE permits applicants who are offered a place on an undergraduate/postgraduate course to seek to defer their place for one year.

However, permission to defer is not guaranteed:

- i. Deferrals may be granted on financial, *ad misericordiam*¹⁰, medical grounds.
- ii. Deferral requests are considered by the Registrar and Vice-President of Academic Affairs.
- iii. Deferrals are not permitted for applicants to the Professional Master of Education (PME) Primary.

7.3 Access

7.3.1 The term Access is used here for students who are admitted in accordance with the [HEA Approved Access](#) measures for Mature students and for those who qualify for consideration under the [HEAR and DARE](#) programmes. It also

¹⁰ See [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#)

includes those students who transfer into MIE following completion of [QQI approved FET courses/programmes](#).

- 7.3.2 Mature:** MIE welcomes [applications from Mature students](#) to all undergraduate courses. Mature applicants are those who are 23 years of age or over on 1 January in the year of entry to a course. Mature applicants, with the exception of our initial teacher education courses; B.Ed. (Primary) and Baitsiléir san Oideachas trí Mheán na Gaeilge, whose [entry requirements](#) are set by the Department of Education and Skills, are not required to meet the minimum CAO points entry requirements as specified for standard applicants. Mature applicants are required to apply through the CAO by 1st February in the year of entry to a course.
- 7.3.3 HEAR:** MIE is part of the [HEAR](#) national admissions scheme which allocates reduced points, on MIE undergraduate programmes, to eligible school leavers under 23 years old from socio-economically disadvantaged backgrounds. School leavers who meet the HEAR criteria are eligible to complete for a quota of places allocated to applicants on a reduced points basis.
- 7.3.4 DARE:** MIE participates on the [DARE](#) national admissions scheme, which can allocate places on a reduced points basis to eligible school leavers under 23 years old with disabilities.
- 7.3.5 QQI/FET Entry Routes:** MIE provides entry pathways for FET Awards (FETAC)/QQI level 5 award holders, from a number of different disciplines to progress onto our Bachelor of Science in Education Studies programmes.
- 7.3.6** MIE reserves a total of 15% of places on undergraduate courses for students on alternative admission schemes, including those entering through the [HEAR](#) and [DARE](#) schemes and for Mature students. Offers are evenly distributed amongst all eligible applicants. More information on these allocations can be found [here](#).

7.4 Transfer

- 7.4.1 Internal Transfer:** Some students may find that their chosen course of study is not suitable for them. In some cases, students may be permitted to

transfer internally to another course in MIE. MIE's [Internal Transfer Policy](#) outlines how such requests are processed.

8 Appeals

An applicant has the right to appeal a decision in relating to Admissions, Access and Transfer, where they feel that their request was not considered in line with published policy. Please see related documents section (section 10) for relevant policies.

9 Responsibility

The Registrar and Vice President for Academic Affairs oversees the processes for Admission, Access and Transfer.

10 Related Documents

- 10.1 [QQI Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education & Training](#)
- 10.2 [Qualifications and Quality Assurance \(Education and Training\) Act, 2012](#)
- 10.3 [QQI Protection of Enrolled Learners Policy, 2012](#)
- 10.4 [National Vetting Bureau Policy \(Children and Vulnerable Persons\) Act 2012](#)
- 10.5 [Recognition of Prior Learning](#)
- 10.6 [Internal Transfer Policy](#)
- 10.7 [Dignity and Respect Policy](#)
- 10.8 [Garda Vetting for Students Procedure](#)
- 10.9 [Safeguarding Policy: Vulnerable Persons](#)
- 10.10 [Safeguarding Policy: Children](#)
- 10.11 [Child Safeguarding Statement](#)
- 10.12 [Course Application Procedures \(Non-CAO Courses\)](#)
- 10.13 [Appeals Policy \(Academic Progression\)](#)
- 10.14 [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#)
- 10.15 [Tutor System Policy](#)
- 10.16 [Tutor System Procedure](#)

- 10.17 [MIE Equality Policy](#)
- 10.18 [Transfer Application Form](#)
- 10.19 Course Handbooks
 - 10.19.1 [Bachelor in Education Handbook](#)
 - 10.19.2 [Lámhleabhar Clair don Bhaitisiléir san Oideachas Trí Mheán na Gaeilge](#)
 - 10.19.3 [Bachelor in Science Education Studies Handbook](#)
 - 10.19.4 [Bachelor in Science Early Childhood Education Handbook](#)
 - 10.19.5 [Professional Master in Education Primary Teaching Handbook](#)
 - 10.19.6 [Master in Education Studies Handbook](#)
 - 10.19.7 [Master in Education Studies Handbook Year 1 \(MES Visual Arts, MES Inquiry-based Learning, MES Leadership in Christian Education\)](#)