

P O L I C Y

TITLE:	Admissions Policy
AIM:	To ensure that the College's admissions procedures operate fairly and effectively
RELATED POLICIES & PROCEDURES:	Fees and Charges Policy Charter for Success Equality Policy and Equality Objectives Safeguarding Policy Fitness to Study Policy Learner Disciplinary Policy HE Programme Changes and Closure Policy English, mathematics and Learning Support Policy Higher Education Access and Participation Plan
DATE FOR IMPLEMENTATION:	<i>Please complete if different from 'Approval date' below.</i>
APPROVED BY:	College Executive Team Board of the Corporation
DATE OF APPROVAL:	October 2019
DATE OF NEXT REVIEW:	October 2020
DISTRIBUTION:	All staff and students via the intranet. Public domain via the external website
VERSION CONTROL:	Previous version approved October 2019
PERSON RESPONSIBLE:	Assistant Principal: Information, Planning, Learner Experience, Inclusion and Curriculum Operations

EQUALITY IMPACT ASSESSMENT		
Phase 1 Initial Screening completed	Date:	19 May 2010
Phase 2 Full impact assessment completed/ not required	<input checked="" type="checkbox"/> Not required	<i>(please tick if appropriate)</i>
	Completed on <i>(if applicable):</i>	
This document is available in alternative formats, please contact reception or, alternatively, e-mail info@eastridingcollege.ac.uk to discuss how we can help you.		

ADMISSIONS POLICY

SCOPE AND PURPOSE

East Riding College, in accordance with the Further and Higher Education Act, 1992 is primarily a provider of education and training for persons over compulsory school age. In addition, the College works with the Local Authority and schools to provide successful partnership programmes across the East Riding.

The College is committed to considering applications from potential learners consistently and without prejudice and in ways which will ensure that potential learners make an informed and appropriate choice of course. The Admissions Policy aims to provide a framework with clearly defined responsibilities and procedures to create the best opportunities for learners intending to enrol on an appropriate course at East Riding College. Admissions policy, practice and procedure reflects prevailing UK legislation including;

- Data Protection Act 2018 and the General Data Protection Regulations
- Freedom of Information Act 2000
- Human Rights Act 1998
- The Equality Act 2010
- Special Educational Needs and Disability Act 2001
- Children and Families Act 2014
- Relevant Student Support and Fee Regulations for England including applicable Education and Skills Funding Agency guidance relating to funding entitlement, fees and fee remission

The College will apply the principles set out within this policy to all prospective learners including those applying for full-time, part-time and higher education courses.

STATEMENT OF INTENT

1. To ensure equality of opportunity for all and to ensure that no applicant is disadvantaged by reason of ethnicity, sex, disability, sexual orientation, age, culture, religion, other protected characteristic, family or socio-economic circumstance
2. To promote diversity and actively encourage participation by under-represented groups
3. To actively encourage and support non-stereotypical participation e.g. male learners studying hairdressing and beauty therapy and female learners studying construction
4. To widen access and participation of under-represented groups onto Higher Education programmes, as outlined within the College's Access and Participation Plan, available on the College's website
5. To provide opportunities for potential learners, their parents and carers to visit the College prior to application by holding open days and taster events
6. To provide accurate and timely information to prospective learners on learning opportunities offered by the College
7. To work together with partner organisations including the Youth and Family Support Service, local schools, Job Centre Plus, community groups, employers and universities to ensure that information, advice and guidance on the opportunities offered by the College and its admissions arrangements is accessible to all
8. To work in partnership with local schools and other post-16 providers to provide information, advice and guidance to years 9, 10 and 11 on the range of opportunities available to young people at 16, in accordance with the obligation placed upon schools to provide impartial careers education and guidance
9. To provide course information to young people via the 'Log-on Move-on' web portal
10. To provide course information to both current and potential learners via the National Careers Service Course Directory
11. To provide higher education course information to potential learners via the University and College Admissions Service (UCAS)

12. To provide appropriate support, including the availability of a Designated Disability Adviser for Higher Education, during the admissions stage, particularly for learners with a disability or learning difficulty
13. To comply with, and support, the arrangements for applications from young people with an Education, Health and Care Plan (EHCP) within Further Education
14. To ensure that standards in the admissions process are consistent and that staff involved are appropriately trained
15. To place all intending learners on programmes which provide appropriate stretch and challenge, and where they have a realistic chance of success and progression to their declared goals.

These general principles apply to applications for all forms of learning offered by the College.

HIGHER EDUCATION

Admissions arrangements are consistent with the good practice guidance provided within the QAA UK Code for Higher Education.

Admissions arrangements for full-time under-graduate higher education courses are in accordance with UCAS protocols, procedures and timescales including those associated with late applications and Clearing.

All aspects of admissions arrangements are reviewed annually internally as part of the HE Quality Review, and externally via specified validating organisation requirements.

RESPONSIBILITIES

The Assistant Principal: Information, Planning, Learner Experience, Inclusion and Curriculum Operations has overall responsibility for overseeing Admissions and ensuring that all staff are appropriately trained.

Heads of Curriculum are responsible for ensuring that:

- clear information about available programmes including content, structure and entry criteria is available;
- tutors are available to interview and advise learners at agreed times;
- tutors attend designated training sessions;
- places are offered and allocated in their Curriculum Area in accordance with the Admissions Policy.

Curriculum staff are responsible for attending designated training sessions, interviewing applicants and offering places in accordance with the Policy.

The Client Services and Enrichment Manager has overall operational responsibility for the administration of admissions, including publishing and monitoring service standards. S/he will also ensure that clear information on course costs, financial support and incentives, public transport and other relevant information is readily accessible to applicants.

The School Liaison and Guidance Services Manager will ensure that information, advice and guidance on course choice, progression opportunities into employment or further training, welfare and financial support are available and readily accessible to all learners.

The Head of Curriculum (Foundation Programmes and Learning Support) will ensure that learners with an additional need are supported through the admissions process, and that appropriate arrangements are in place to ensure learners' additional needs are identified, through disclosure

and/or initial screening, with appropriate support strategies agreed and implemented in a timely manner.

The College's Additional Learning Support Supervisor/SEN Coordinator will be available to SEN learners to ensure that they receive any support required during the admissions phase. The Additional Learning Support Supervisor/SEN Coordinator is also responsible for co-ordinating and responding to referral of applicants with Education, Health and Care Plans (EHCPs).

The Marketing and Communications Manager will ensure that course information is available to learners in a clear, attractive and accessible format.

APPLICATION

For further education courses, applications are accepted via hard copy paper application (available from the College's reception areas) the on-line application available from the College's web site or, for year 11 pupils, via the Hull and East Riding on-line application form.

Applications for full-time under-graduate higher education courses are via UCAS. Applications received via UCAS are administered in accordance with UCAS timescales and protocols. Applications for part-time higher education courses should be made using either the on-line application available from the College's website or the hard copy application available from the College's reception or prospectus.

The College's guidance team are available to provide support with the completion of applications forms upon request.

ENTRY REQUIREMENTS

Decisions relating to the suitability of applicants are made by course tutors. The overriding principle for admission to courses is the capacity of the applicant to successfully complete the course.

Satisfactory interview is normally a requirement for all full-time courses and for many part-time courses as is a commitment to successfully complete the chosen course, including all elements of a Study Programme for 16-18 year olds, which may include English and maths, dependent on grades previously achieved.

Most programmes will have clearly specified entry criteria. These are designed to ensure, as far as is possible, that an applicant on entry has the skills and aptitude necessary to succeed on the course within a defined timescale. Entry criteria will be specified for each course.

Entry criteria may be varied at the discretion of the College, particularly where experience is considered to be an appropriate alternative to qualification.

For Higher Education courses, a typical offer will specify that the entry requirements of the course must be met, however all offers also take account of individual applicants' experience and qualifications. For applicants to courses at level 4 and above (including Higher Education), details of the admissions timeline are available on the College website.

The College reserves the right to request references and/or school reports for a potential learner, and use the information to help determine suitability for the course.

Satisfactory Enhanced Disclosure and Barring Service (DBS) checks may be required where this is a requirement of the course, profession or a period of work placement e.g. child care courses. An unsatisfactory DBS Disclosure *may* adversely affect the potential to progress either to further study or employment in certain vocational areas e.g. child care, nursing and teaching. Some individual

awarding organisations (such as AAT) prohibit individuals with specific criminal convictions from being enrolled to their courses.

Convictions which are spent (as defined by the Legal Aid, Sentencing and Punishment of Offenders Act 2012), cautions and bind-overs are not normally considered to be relevant and would not normally be considered unless the professional requirements of the course expressly require disclosure. Applicants who are on the Sex Offenders' Register will not be permitted to enrol, without the express permission of the Principal.

Applicants with other, unspent convictions, will be subject to a risk assessment, and additional conditions and mitigation action (such as a detailed behavioural agreement) may be put in place before approval is given for enrolment.

If a student receives a conviction after having been notified of the outcome of their application, they should inform their course tutor as a matter of priority. This also applies after a student has enrolled/registered. In such circumstances, the College also reserves the right to conduct a risk assessment and take any necessary mitigating action if a new conviction comes to its attention.

Full time students aged 16-18 (or 16-24 with an Education, Health and Care Plan) who do not hold English and mathematics GCSE qualifications at grade 4/C or above are required to enrol to the relevant English and mathematics qualifications (either GCSE or Functional Skills) as a compulsory part of their study programme. Further details can be found in the College's English, mathematics and Learning Support Policy.

PREDICTED EXAMINATION RESULTS

Actual and/or predicted grades are a key indicator of the likelihood of an applicant being able to successfully complete their chosen course. Predicted grades are used together with the applicant's previous academic record and other information provided on their application and/or reference (for school leavers) to determine suitability and the offer to be made. The College is aware of the fact that predicted grades cannot be completely accurate and does not rely solely upon them.

ASSESSMENT

All applicants for full-time further education courses complete an initial assessment to determine English and mathematics skill level; this information may be used to determine whether or not an applicant is suitable for a course and or the level of course which is appropriate to the needs of the applicant as well as any additional support requirements which the applicant may have. This may be completed as part of the admissions process, or during enrolment or induction.

The College does not generally require applicants to complete a written assessment to determine suitability, although a practical or written assessment may be used to determine the most appropriate level of course. Applicants may be asked to provide a portfolio of evidence to support their application for courses within certain curriculum areas e.g. art and design, similarly, applicants for performing arts or music courses may be required to complete an audition.

MITIGATING CIRCUMSTANCES

Any unexpected and significant circumstances in the family, applicant's health or school/college's teaching, that may have affected the applicant's performance in assessment, should be made known to the College as soon as possible, by letter from the applicant's school/college. Factors affecting performance will normally be taken into consideration. However, if the circumstances have already been taken into account by the examination board in awarding the final result no further dispensation may be given. The final decision of whether admission can be given rests with the relevant Head of Curriculum.

INTERNATIONAL APPLICANTS

The College does not hold a Sponsor Licence and therefore does not admit International Students.

ENGLISH LANGUAGE

For those applicants for whom English is not their first language, English language skills appropriate to the level and nature of the course applied for is a prerequisite.

INTERNATIONAL QUALIFICATIONS

The College will consider international qualifications and their equivalence to UK qualifications when making judgements relating to the suitability of applicants and their potential to succeed on their chosen course. Applicants are required to demonstrate that they meet the specified entry criteria including the level of qualification specified.

COURSE AND TUITION FEES

All admissions are subject to the terms and conditions of the College's Fees and Charges Policy and its Charter for Success.

ADDITIONAL INFORMATION

College prospectuses and additional information, including that relating to financial support arrangements, course specific entry criteria, support for learners with learning difficulty or disability, course and tuition fees are available on the College's website www.eastridingcollege.ac.uk

APPLICATION DEADLINES

Applications for further education and part-time higher education courses can be made at any time direct to the College.

For applications for full-time under-graduate higher education programmes deadlines dates for the submission of applications and for clearing apply, details are available from www.ucas.com.

APPLICANTS WITH A LEARNING DIFFICULTY AND/OR DISABILITY

We are an inclusive College. We particularly welcome learners with additional needs. These might include:

- General learning difficulties and/or disabilities
- Specific learning disabilities such as dyslexia, dyspraxia or dyscalculia
- Sensory impairments
- Mental health difficulties
- Physical disabilities
- Personal care needs

We will make reasonable adjustments to accommodate the needs of all our learners and will ensure that applicants with disabilities are not treated less favourably.

Course information and the College's application form can be provided in alternative format upon request. The College will make reasonable adjustments to support applicants during the admissions phase. The College's SEN Coordinator is available upon request to support applicants.

EVIDENCE OF QUALIFICATIONS

The College normally requires full-time applicants to provide evidence of prior attainment at the time of enrolment; this would normally be in the form of examination certificates or official results slips. The College will also refer to an individual's online Personal Learning Record to verify results, where this is available.

NON-ADMISSION

There are, occasionally, prospective learners who apply to the College where other factors might affect the College's decision as to whether to offer a place on their chosen course. These factors may include:

- previous exclusion or disciplinary record
- a previous history of absence or disruptive behaviour which includes inadequate attendance; repeated non-submission or non-completion of work; or persistent misconduct or gross misconduct, as defined by the College's Learner Disciplinary Policy.
- where a learner or potential learner is unable to engage in study or make appreciable progress, or whose behaviour may interfere with the ability of others to learn and progress, in connection with a concern regarding the learner's health (physical or mental) or general well-being. Considerations relating to a learner's suitability on health grounds would be similar to those outlined in the College's Fitness to Study Policy, but may be applied in advance of a learner's enrolment if appropriate. Any decisions relating to the admission of a learner with an Education, Health and Care Plan will be undertaken following the agreed local arrangements, and involving the relevant external agencies.
- clear evidence that admission to a College course would be detrimental or potentially detrimental to the safety and well-being of the applicant and/or other members of the College. This may include, but not be limited to, previous convictions, cautions, reprimands or police investigation or failure to disclose such information in accordance with the requirements of the College's application and enrolment documents.

Applicants in these categories, which are not exhaustive, will only be readmitted to College where they are able to demonstrate that they have made sustained efforts to address the issues that resulted in their suspension, exclusion or previous disciplinary record, and can show evidence that they have made positive progress during the time that they have spent out of College. The College may attach conditions relating to attendance, behaviour and/or performance, subject to review within agreed timescales, where this is considered to be appropriate.

In accordance with its responsibility to safeguarding children and vulnerable adults the College will 'risk assess' applicants who have previous convictions, cautions, reprimands or who have been subject to police investigation, such that they may pose a risk to children and vulnerable adults, to determine their suitability and any condition which it may be appropriate to attach to their enrolment. The College reserves the right to refuse admission where the risk to children and vulnerable adults is considered to be significant.

Failure to disclose a relevant previous conviction may result in exclusion from the College.

AVAILABILITY OF COURSES

Whilst the College is committed to responding to local need to providing education and training opportunities for the community which it serves, courses are offered subject to the recruitment of viable group sizes. The College reserves the right to close courses where recruitment is such that courses are not viable, or to offer the course at an alternative site.

Places on certain courses are limited; in the event of a course being over-subscribed the College will endeavour to provide a suitable alternative (including a course at an alternative site) although the availability of a suitable course cannot be guaranteed.

For Higher Education provision, students are referred to the HE Programme Changes and Closure Policy which protects individuals and supports relocation to suitable alternative qualifications, in the unlikely event of a programme closure.

COURSE AND TUITION FEES

All applications and enrolments are subject to the terms and conditions of the College's Fees and Charges Policy which is reviewed annually and approved by the Board of the Corporation.

APPEALS

An applicant may appeal against a decision not to be admitted by writing to the Assistant Principal: Information, Planning, Learner Experience, Inclusion and Curriculum Operations who will investigate the case and give a written ruling within ten working days. In the event that the appeal is unsuccessful, and the applicant is still not satisfied, he/she may appeal to the Principal whose decision is final.

Learner Services will track and report annually to the College Executive Team on all full time applicants who are not permitted to enrol (other than those which relate to applicants not meeting the academic entry requirements for the course).

SERVICE STANDARDS

Web applications to be acknowledged within 2 working days
Applicant informed of interview within 3 working days of creation on ebs
An interview outcome to be notified within 5 working days of the interview (start spring term)
Admissions Service: Customer feedback on the quality of service rated as agree or strongly agree

APPLICANT RESPONSIBILITIES

To provide an effective service to our applicants we expect they will:

- Make the best use of our services by making relevant preparations for their application including ensuring that the application form is completed clearly, fully and accurately
- Apply within any relevant published deadline
- Respond promptly to requests for further information
- Provide prompt updates to any information relating to their application including changes of name, email, address and qualifications being taken or completed
- Attend any mandatory selection event or arrange an agreed alternative
- Accept/decline any offer within any deadlines specified
- Provide acceptable evidence of any offer conditions having been met
- Not ask a third party to act on their behalf unless the College has been authorised by the applicant to liaise with that person
- Treat all members of College staff courteously
- Read and acknowledge the Higher Education terms and conditions
- Read and acknowledge the relevant Privacy notices

COMPLAINTS

Complaints relating to the College's admissions procedures and the administration of applications should be made in accordance with the College's complaints procedure, available via the College's website or, alternatively, upon request from a member of the College's learner services team.

EQUALITY AND DIVERSITY

The College is committed to;

- Eliminating discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

All applications will be recorded and monitored to ensure equality of opportunity, in accordance with the Single Equality Policy. Aggregated anonymised data on applications and progress through offer to enrolment will be reported regularly to the College Executive Team and to the Equality, Diversity and Inclusion Committee.

EVALUATION AND IMPACT

Arrangements relating to monitoring and the assessment of the impact of the Admissions Policy shall include:

- Regular internal reporting of applications data including an analysis by sex, age, learning difficulty and or disability and ethnicity
- A consideration of appeals stemming from the College's admissions decisions
- Annual enrolment patterns and levels
- Monitoring of performance against service standards
- Feedback from applicants via enrolment and induction surveys and autumn term learner focus group meetings