



Leeds City College

## Admissions Policy

**Version: Final**

**Aim / Scope:**

This policy aims to support college staff to guide all potential students onto a course that is most appropriate for their needs, skills and aspirations; thus improving motivation, retention, achievement, success rates and outcomes for students. It sets out the overarching principles of a fair and transparent approach to all full and part-time college F.E. and Admissions, including Job Centre+, Academy students, Apprentices, School Partnership, Flexible Start, Full-Cost, Community and ESOL provision.

Author / Lead	Authors: Kate Couzens
Impact Assessment status (Enter A, B, or C) A = Impact Assessment Equality Audit completed B = Full Impact Assessment started C = Full Impact Assessment Completed	
Approved by Policy Panel on	
Effective date	30/11/2019
Target audience	All Staff, potential students
How communicated to users / location	Staff intranet, College Website.
Review interval	12 Months
Date of Next Review (month and year)	30/11/2019

**Specific objectives:**

- To specify applicant entitlements
- To set out the principles to which all procedures for admission to the college will adhere.
- To outline the appeals procedures

### **Summary policy statement**

Leeds City College is committed to providing a fair and transparent admissions process which maximises inclusion, widens participation and gives all potential learners access to:

- Impartial Information, Advice and Guidance (IAG)
- Support in identifying the program of study which best meets their current needs, skills and their aspirations
- Transparent and clear procedures
- Support to address barriers to engagement

This policy will be supported by a range of Admissions procedures relating to specific cohorts of students. The policy also makes reference to related college policies and procedures and to appropriate relevant legislation.

Staff involved in any part of the admissions processes will actively engage applicants with related support services where appropriate. The needs and interests of potential learners will be central to all admissions processes.

All applicants to Leeds City College are entitled to fair and equal consideration for learning opportunities in line with national equality legislation and in adherence to college Equality and Diversity policies.

### **Monitoring and evaluation of implementation:**

The Director of Student Recruitment and Marketing and the Head of Student Recruitment, Admissions and School Liaison will ensure that implementation is monitored and continuous improvement sought via:

- Statistics presented and analysed regularly for Senior Leadership Team.
- Meetings with Assistant Principals, Admissions Manager, Student Recruitment and School Administration Campus Team Leaders and College Information Systems.
- Feedback from staff involved in the process
- Setting and monitoring of Quality Standards and targets times for each stage of the process
- Student and key influencer feedback

### **How will the policy be communicated to users?**

- Using the College Information portal
- Dissemination through College Management teams
- Through training sessions for admissions and curriculum staff
- College Website

### **Approving body for this policy:**

Executive Leadership Team

### **How often will this policy be reviewed?**

Annually

## Values

This table outlines how the Admissions process demonstrates commitment to, and embedding of, the core college values. These values will apply to and underpin all Admissions processes to the college.

<b>Inspiring</b>	The admissions team will seek to continually inspire students to take the next step towards their dreams, careers and futures by providing guidance and helping them to realise opportunities available to them.
<b>Passionate</b>	The admissions team is passionate about customer service and placing the needs of the individual applicant at the center of all Admissions processes and procedures. Our admissions teams will ensure timely comprehensive, customer-focused support at all points of contact.
<b>Celebrate individuality</b>	The admissions team will strive to understand the individual strengths, experiences and beliefs of every applicant to ensure they receive tailored individual guidance and advice for the future.
<b>Aspirational</b>	The admissions team aspire to continually improve the admissions process to ensure a highly effective system that puts the student at the centre of the process.
<b>Respectful</b>	The admissions team will respect the needs of each individual applicant providing a welcome, caring and supportive introduction to the college.
<b>Collaborative</b>	The admissions team aim to collaborate effectively with curriculum departments to ensure a high quality interview process and effective IAG. We will work with schools and external agencies to ensure a smooth transition from school to college.

## Applicant Entitlements

All applicants are entitled to the following:

### 1. Pre-Application

- Appropriate and accurate Information; this should be comprehensive and published in a timely manner such that it helps inform choice and be available in a variety of formats to ensure accessibility for all applicants.
- Information that includes details of course content, costs, entry criteria, progression opportunities and other relevant detail including method of application.
- Advice and Guidance to enable applicants to make informed and appropriate choices prior to application.
- To be signposted to appropriate support services at the earliest opportunity

### 2. Application

- Access to an appropriate format and method of applying or registering interest in

a course.

- Have help to complete an application if necessary
- Give details of any Learning support needs they may have knowing that that they will be assessed in confidence in accordance with published service standards.
- Have their application or register of interest acknowledged within 3 working days.
- Use the college Information, Advice and Guidance service and to be offered alternative provision or referred to other Learning Providers where appropriate
- Be referred to appropriate support services in college or provided by external agencies
- Confidential and appropriate use of personal data in line with legislation and the college Data Protection policy

### **3. Interview / Applicant Briefing**

The interview / applicant briefing (where appropriate) forms part of the lengthier process of holistic assessment where information is collected from a variety of sources. The information is needed to guide applicants onto the most appropriate course and level of course to give students the best chance of succeeding and achieving their aspirations.

Where an interview or applicant briefing is not required for entry to a course, applicants are entitled to notification of the next steps with regard to their application within 15 working days. This may include notification of an enrolment date, or that a date will be given in due course.

All applicants for Full Time Courses, Apprenticeships and identified Part Time Courses are entitled to an Admissions interview / applicant briefing. The opportunity for students to arrange an interview is available within 5 working days of receipt of application or expression of interest, we will continue to contact potential students to offer an interview by various mediums of communication throughout the year. Interview communication should include clear information regarding the time, date and venue for their interview alongside the documentation they will need to bring with them / preparation they need to undertake in advance of interview.

The purpose of the interview / applicant briefing is to:

- Provide information on the college and courses within the chosen school
- Assess suitability in terms of academic ability, aspirations, motivation and personal attributes
- Establish the appropriate level of course for the candidate
- Check the applicant understands the content of their study program, progression pathways, and college expectations
- Provide the candidate an opportunity to disclose support needs of any kind and discuss a support package.
- Inform the candidate of any fees, exam fees and any associated course costs e.g. for equipment, clothing, books, study trips etc.
- Enable the interviewer to direct the applicant to additional college services where required, e.g. Finance, information around Childcare, Learning Support etc.
- Allow candidates to ask questions to enable them to assess suitability of the course for their needs

At interview / applicant briefing (where appropriate) all candidates are entitled to:

- An interview with a positive and informed member of staff who has received the necessary training to carry out this role.
- To be accompanied to interview by a parent, carer or other appropriate adult where necessary and if required.

#### **4. Functional skills Assessment.**

Where appropriate, initial and diagnostic assessments for literacy, language and numeracy (and I.T. where appropriate) form part of the process to help identify the most appropriate main qualification and associated qualifications including English and Maths. This should be completed before or as part of the induction to a course.

#### **5. Offer**

All candidates should be informed of the outcome of their interview, ideally at the end of the interview. Where this is not possible or an offer of a place cannot be made, they should receive information about the outcome of the interview within 10 working days of their interview.

Where a new Learning Support need has been disclosed at interview (particularly where the student may have significant support requirements), it is important that the tutor discuss this with their Head of Department so that student requirements can be agreed before an offer of a place should be confirmed.

Possible outcomes of an interview are:

- a) Conditional Offer** – The candidate is made an offer of a place on a suitable course subject to meeting one or more conditions by a specified time. This may include attainment of particular grades, receipt of a satisfactory reference or attendance of further assessment activities. Some candidates may be made an offer subject to agreement of a probationary behavioral / attendance contract at enrolment stage.
- b) Unconditional Offer** – No formal conditions attached to the offer (subject to funding and availability)
- c) No Offer** – Where it has been discussed with the candidate that no suitable course is available within the faculty.

Where no offer has been made, applicants are entitled to a full explanation of the decision and must be directed to suitable support either within an alternative curriculum area or where this is not clear, the candidate should be referred to IAG services, external support services or other learning providers.

All decisions should be documented at the earliest possible stage using the college Outcome of Interview Record including online, and one of the following methods; College Offer card, letter or phone call.

#### **6. References**

Wherever appropriate, references will be sought at offer stage by the curriculum where needed.

The purpose of a reference is to place applicants on a level of course most suitable for their needs and skills, and to identify areas of support for the candidate. Issues highlighted on the reference such as attendance, punctuality and behavior need to be discussed within the context of the offer, and are not in themselves a reason for refusal of a place.

## **7. Appeals**

Initial queries regarding Admissions decisions should be handled informally by the Head of the curriculum department. Where no satisfactory outcome can be agreed all applicants have the right to appeal a decision by writing formally to the Director of Student Recruitment and Marketing, who will convene a review panel within 15 working days.

## **8. Keep Warm**

The college Student Recruitment and Admissions team in conjunction with Curriculum teams will engage throughout the year with applicants, and those made an offer of a place to provide opportunities for information and access to support services, to enable applicants to confirm the suitability of their course choice. This may take the form of:

- Keep in touch emails / mail shots/ text messages
- Social Media such as Facebook and Blogs
- Invitations to Curriculum/ Open Events
- Schools outreach
- Taster sessions
- Summer School Activities

## **9. Enrolment**

Applicants should be contacted at the earliest possible opportunity to book a suitable enrolment date via our on line booking system. This communication should include clear information regarding:

- The time, date and venue for their enrolment
- Documentation they will need to bring with them to enable enrolment
- Details of fees payable, including additional course costs
- Details of funds available to support students
- Learner loan information for applicants 19+years

At enrolment candidates should be given full opportunity to confirm the suitability of their course choice and be offered appropriate support where necessary.

Applicants who have disclosed Learning Support Needs are entitled to appropriate support during their enrolment where necessary and if required, this is to be arranged through the curriculum team.

Late applicants (1st August onwards for Full-time courses) who have not completed the Admissions process already, should be given the opportunity to access appropriate support and information to help them make informed course choices.

## **10. Internal Applications/Internal Progression**

The College actively encourages the 'Internal Progression' route for current students wishing to progress to another substantial programme of study at college and will ensure that the process is streamlined and aids progression.

Current students will be notified of a deadline for Progression Applications which should ideally be completed within the tutorial or other part of their current course. All such applicants will have an individual discussion with their tutor about suitability for progression, and will be notified of the outcome of this.

In principle the department from which the student is progressing is responsible for their successful transition and destination

For 14-18 year old students, there is an opportunity to all students to progress subject to them achieving the academic grades required for entry to their chosen course.

Where there is a technical skills element, students may be asked to demonstrate that they meet the required standard. For students aged 19+, all offers are subject to funding regulations.

Leeds City College is an inclusive college and will make reasonable adjustments where appropriate based on individual needs. Conditions may be attached to any offer of a place, such as obtaining required grades, or improvement to attendance/punctuality or behavior in line with the Colleges Positive Behavior policy. If it's a no to a student, the department receiving the application must provide valid reasons in case of decline and offer suitable alternative

The sending department must identify alternative options with the students, including external opportunities where appropriate

It is important that on-going Learning Support needs are considered during the application process. Internal applicants are encouraged to disclose continuing or new support needs on application.

The College has a statutory responsibility to provide all 16-18 year olds with independent information about all progression routes. Where appropriate referrals can be made to the Student Services Guidance teams throughout the process.

Students who are unlikely to continue studying in college and who are at risk of becoming NEET / unemployed will be referred to Student Services Guidance teams or the National Careers Service

Enrolment for Internal Progression students will take place between the beginning of the Easter term and the summer break. Those who need to pay may be invited to special enrolment during the summer period.

The college also has a duty to inform the Local Authority if a young person (aged 16 or 17) has dropped out of learning.

Non-completers and in year transfer- Departments must follow the same processes as listed above.

## **11. Safeguarding**

Leeds City College prioritises the safety of all its students through everything we do. The Admissions service will ensure that safeguarding is embedded throughout all processes supporting this policy, in line with safeguarding policy. We specifically ask feeder schools to identify to us applicants who may have a safeguarding need so that we can actively engage with the feeder school regarding the applicant and put into place any necessary measures, as well as arrange formal handovers for students who enrol. The Local Authority also informs the college of 'Children Looked After', so that we can ensure that appropriate support measures are in place for such learners.

## **12. Criminal Convictions**

Leeds City College welcomes applications from ex-offenders and the college considers each application on its merits. If an applicant declares a criminal conviction the Recruiting Admissions team requests more information using a questionnaire.

The Safeguarding team carries out an assessment of the information, and at this stage further information/references may be collected from Probation Workers /Youth Offending Workers before a decision to interview the applicant is made.

Where the offences demonstrate a higher level of risk, applicants will be invited to a formal meeting with the Safeguarding manager for a full assessment of risk to take

place. The outcome of this is either:

- Decision to forward for curriculum interview, either with our without pertinent information being shared/ conditions being attached
- Decision to refuse the applicant a place. In such a case the application will be informed in writing.

Confidentiality is of paramount importance; all procedures take account of Data Protection legislation and the college Data Protection Policy, and all information relating to an applicant's disclosure is kept within the Recruiting Curriculum Team. Where a course requires a Disclosure and Barring (DBS) check, information may be shared between the safeguarding team and appropriate members of curriculum staff to facilitate this process.

### **13. Complaints**

Initial queries/concerns regarding any aspect of the Admissions process should be handled informally by the student recruitment and admissions team.

Where no satisfactory outcome can be agreed, the college complaints procedure should be followed.

### **14. Monitoring, Review and Quality**

The Director of Student Recruitment and Marketing, the Deputy Head of Student Recruitment, Admissions and Marketing and Director for Quality will ensure that implementation is monitored via:

- Statistics presented and analysed regularly for Senior Leadership Team.
- Meetings with Assistant Principals, Head of Business Operations, Admissions Manager, Administration Campus Team Leaders and College Information Systems.
- Feedback from staff involved in the process
- Sampling of interview records for equality aspects, particularly refusals of a place
- Setting and monitoring of Service Standards and targets times for each stage of the process
- Student feedback

### **15. Related college documents**

- Mission statement
- Equality and Diversity Policy
- Fees policy
- Guidance Policy
- Safeguarding Policy and procedures
- Student Recruitment and Admissions Service Standards
- Learning Support Policy
- Marketing Strategy
- Data Protection Policy



## **16. Associated procedures**

- Full-time and substantial Part-Time course applicants
- Apprenticeship Academy
- School Partnerships
- Flexible Starts
- Apprentices
- Sub-contracted & Full Cost courses
- Higher Education/UCAS
- Job Centre+
- Part-time & Community courses (register of interest/applicant)
- ESOL
- Complaints Procedure

Appendix 1.0 – Leeds City College has entered into a formal agreement with the White Rose Academy Trust (WRAT) Schools to ensure all WRAT potential students are offered the opportunity to apply, interview and where suitable conditionally offered a place on a course within the college, if not suitable for a specific course alternatives are advised to the potential student.