



# **Admissions Policy**

**Agreed: At SMT on 2 September 2015**

**To be reviewed: September 2016**

*It is intended that this policy is 'fair to all'. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.*

## **1. Scope and Purpose**

### **Purpose**

Wiltshire College is committed to providing a transparent, fair and inclusive admissions process which meets the customer need. Wiltshire College aims to encourage individuals to realise their full potential, support lifelong learning and help learners, the community and business to prosper. The purpose of this policy is to set out the process of admission to Wiltshire College for all customers. The potential benefits will include students knowing what is required of them during the admissions process and will set out what customers can expect from Wiltshire College.

### **Policy Statement**

Students are at the heart of all that we do. The College aims to offer Information, Advice and Guidance (IAG) at key points of the initial learner journey. The college will also:

- Work with customers to reduce or remove initial barriers to learning
- Provide clear expectations of the college/student partnership during the admissions process
- Clarify exceptions to the admissions process
- Identify the process for determining course entry requirements
- Set out the role of the Fair Access Panel

### **The Scope of the Policy**

The policy is applicable to all students wishing to engage in programmes of study within Wiltshire College and includes sub-contracted provision, workplace learning and Apprenticeships, learners on distance learning programmes and classroom based learners.

## **2. Accountability**

Everyone has a responsibility to give full and active support for this policy by ensuring that the policy is known, understood and implemented across all areas of delivery.

### **2.1 Students**

- To follow the admissions process as explained by the School Liaison and Admissions team and set out in the college prospectuses. To meet college expectations such as attending interview dates and enrolment events.

### **2.2 Admissions Team**

- To set out admissions processes for 16-18 learners through marketing materials such as the college prospectuses, website and other relevant materials
- To ensure all staff involved in the admissions process are aware of it and working within the procedures
- To provide training to staff involved in the admissions process and act as a central point of contact for all queries
- To monitor the quality of IAG provided by staff offering admissions interviews, this includes the timeliness of interview dates being set based on the date the application is received
- To ensure offers made are appropriate and meet college entry requirements
- To ensure appropriate referrals are made to the Fair Access Panel

- To ensure appropriate referrals are made to other teams such as Additional Learning Support (ALS), Careers Guidance (CG), Student Services (SS) for potential barriers to learning
- To assist students through the admissions process until they become enrolled and are current and active learners at the college

### **2.3 Course Representatives**

- To provide accurate and up to date information to the Admissions and Marketing Teams enabling them to give accurate IAG to prospective students
- To offer impartial IAG to applicants during admissions interviews
- To know when to refer and to make appropriate referrals to other college teams such as ALS, CG, SS to help student remove barriers to learning

### **2.4 Marketing**

- Work with curriculum teams to collate up to date and relevant information about courses available
- Agree and clearly set out college and course entry requirements, working with curriculum heads to review these regularly
- Provide accessible information to help prospective students make informed and objective choices

### **2.5 Curriculum Managers**

- To work with Marketing and Admissions to ensure the most up to date information is provided about courses available including entry requirements
- Work to a process that allows the formal and measured review of course entry requirement at appropriate times during the college year. Course entry requirements should be reviewed as part of Quality and Course Review meetings

### **2.6 Senior Management and Board of Governors**

- To support the development of the Admissions Policy
- To seek to include SMT representation on College Committees related to admissions, such as P&Q and CMG meetings

### **2.7 Student Services & Tutorial Managers and Student Engagement Officers**

- To receive referrals from the Admissions Team and interviewing tutors and respond appropriately providing impartial IAG to prospective students
- To endeavor to work with other college teams and/or outside agencies to remove potential barriers to learning.

### **2.8 The Quality Manager**

- Will work with the Admissions Team to monitor and review the quality of IAG offered to all customers
- Will ensure that both informal and formal complaints, appeals and compliments are logged and responded to, in accordance with the Complaints and Compliments Procedure.

### **3. Working with Customers to reduce barriers to learning**

Referrals are made to Additional Learning Support (ALS), Student Services and Careers Guidance by all teams, where appropriate, to reduce or remove barriers to learning. ALS work with schools and agencies to establish potential barriers and work with learners and their families to suggest and implement support packages.

The Local Authority (LA) will contact ALS via a My Plan for an individual where 'college' has been specified as a progression intention of that young person. The college will respond within 15 days of notification from the LA, informing them if a place can reasonably be offered. The college will also inform the LA if it is not possible to offer a place to the young person.

#### **3.1 Provide clear expectations of the college / student partnership during the induction process.**

- All students are inducted into college before taught lessons start. During induction the college expectations should be outlined for students along with what the college commits to offering. This is done using the Student Agreement document.

#### **3.2 Clarify exceptions to the admissions process**

- Although college and course requirements are set and communicated to all students certain exceptions may apply. These are at the discretion of the Curriculum Manager and may include reasons such as interrupted schooling, portfolio instead of grades on entry, medical difficulties. The final decision is made by the Curriculum Manager and may contain conditions of enrollment.

#### **3.3 Identify the process for determining course entry requirements**

- SMT agree and set the college entry requirements. Marketing will work with each curriculum area to determine course entry requirements which may include grades on entry as well as auditions or portfolios.
- The Campus Assistant Principal is responsible for ensuring consistency of entry requirements across curriculum areas and will respond to requests for changes to entry requirements.
- Deadlines for making changes must be in line with Marketing requirements to meet deadlines for prospectus production and student recruitment. Entry requirements cannot be changed once recruitment for the next academic year has started.

#### **3.4 Set out the role of the Fair Access Panel**

- The Fair Access Panel will consist of the Director of Student Services & Marketing, the Head of Student Services & Tutorial, Head of Safeguarding, ALS and Accommodation and the Quality Manager, Assistant Principals (by campus) will also be consulted where appropriate. The aim of the panel is to ensure the right support is being offered for students currently on programme. The panel will also discuss and agree the most appropriate progression for students who have experienced barriers to learning or who have not met college expectations in a previous year of study at the college.
- Other potential support needs and barriers to learning will be identified during the screening process that Admissions carry out. These will be subject to appropriate referrals such as Student Services, ALS, Careers Guidance.

- Where new applicants are declined and wish to appeal this decision, they can ask for their case to be referred to the Panel who will look collect all relevant information and ensure the decision is fair and appropriate.

#### 4. Implementation

- Full-time application procedure
- HE Application Procedure
- Part-time Application Processes

#### 5. Associated Documents (Linked policies etc.)

- Complaints and Compliments Procedure
- Equality and Diversity Policy
- IAG Policy
- Safeguarding Policy
- Data Protection Policy
- Higher Education Admissions Policy

#### 6. Monitoring, Review and Evaluation

- The department/team responsible for each area of learner enrolment has an obligation to analyse and report the effectiveness of provision utilising tools such as observation records service standards and customer feedback.
- Student enrolment results may be aggregated at different levels (by college, campus, subject area etc.)
- Issues arising may be addressed at various levels within the college. Key trends, areas for development, and key responses, form a major element of the annual Quality Cycle. Results of enrolments will be analysed and priority areas for action and improvement targets set within departmental areas and the organisations overall Self-Assessment Report and Quality Improvement Plan. Action Plans will be monitored by the Quality Team.
- The Director of Student Services & Marketing and Quality Manager will report regularly to SMT and annually to Board of Governors and the Quality and Curriculum Committee.

#### Document Information

Document title	Admissions Policy
Version	1
Status	
First Issued	April 2015
Maintained by	Director of Student Services & Marketing

#### Revision History

Version	Date	Details
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1.0	2015	New Policy
2.0	August 2015	Policy update

