Admissions Policy

Agreed: At SMT on 10 March 2017

To be reviewed: March 2018

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

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   Heads of Department

- 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. Process and Procedures

3.1   Working with Customers to reduce barriers to learning

- The college will engage with the Local Authority EHCP consultation process as set out in the SEND Code of Practice (January 2015) and will provide information to the Local Authority as to the college's ability to meet the educational support needs of the young person. A positive confirmation of this will not necessarily mean acceptance to the vocational programme of study applied for, and applicants will still be required to follow the application and interview process set out in this policy.

- Where admittance of a student with an EHCP will require additional funding from the Local Authority (to ensure all needs can be met), it may be necessary for the college to issue a conditional offer of a place until such time as the Local Authority has confirmed that funding is approved.

- Where a student applies to the college and receives an offer of a place without disclosing their EHCP or learning needs, it may subsequently be necessary for the college to review any offer issued in order to ensure its ability to meet the statutory duty as detailed in the SEND Code of Practice.

- Students with EHCPs should also refer to the Additional Learner Support Policy.

- 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.

3.2   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.

3.3   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 Head of Department and may include reasons such as interrupted schooling, portfolio instead of grades on entry, medical difficulties. The final decision is made by the Head of Department and may contain conditions of enrolment.

3.4   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.

3.5   Set out the role of the Fair Access Panel

- The Fair Access Panel will consist of the Director of Student Services, the Heads 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 far and appropriate.

4. Implementation

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

5. Associated Documents

- 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 and Quality Manager will report regularly to SMT and annually to the Board of Governors and the Quality and Curriculum Committee.

Document Information

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Version	1
Status	
First Issued	April 2015
Maintained by	Director of Student Services & Marketing

Revision History

Version	Date	Details
1.0	2015	New Policy
2.0	August 2015	Policy update
3.0	March 2017	Policy Update