



# **Adult Skills Admissions Policy & Procedure**

<b>This policy applies to :</b>	Adult Skills students
<b>Author/Department:</b>	Assistant Principal Higher Education, Skills & International
<b>Area/Person responsible:</b>	Senior Admissions Officer, Marketing Officer & HE and Skills staff
<b>Date approved:</b>	June 2015
<b>Related Documents/ Policies:</b>	H.E. & Skills Fees Policy CEIAG Strategy
<b>Date of Next Review:</b>	February 2017

<b>Date of most recent review:</b>	February 2016
<b>Changes made:</b>	Separated higher education and adult skills students – now two policies.

### Equality Impact Assessment

An Impact Assessment should be carried out if any of the following apply to the policy. If it:

- affects primary or high level functions of the College; or
- is relevant to the promotion of equality; or
- is one which has particular relevance to an equality group protected under the Equality Act 2010

<b>Does an Impact Assessment need to be completed:</b>	<b>Yes</b>		<b>No</b>	
<b>If not, please provide a reason:</b>				
<b>Impact Assessment Reference/Location:</b>				

<b>Initial Impact Assessment Completed</b>	
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<b>Date</b>	
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<b>Review of Policy</b>	
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<b>Date</b>	
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# Contents

1. Introduction
2. Principles of Fair Admissions
3. Learner Eligibility
4. Admission Procedures
5. Appeals Process
6. References

Appendix A – Current Entry Requirements

Appendix B – Admissions Appeal Process

Appendix C – Course Closure Form

Appendix D – Higher Education & Skills Enrolment Form & Learning Agreement

## 1. Introduction

1.1 The purpose of this policy is to provide prospective students and staff with a guide to the admission of Adult Skills students at Ashton Sixth Form College. This policy has been drawn up following examination of sector best practice guidance from Supporting Professionalism in Admissions (SPA) and the Quality Assurance Agency (QAA) and aims to provide an efficient, fair and transparent admission function for Ashton Sixth Form College.

1.2 The College vision is to be outstanding and pursue excellence. We value the diversity of our students and are committed to providing a high standard admissions service for all.

1.3 This policy covers admissions to all part time and full time Adult Skills courses at the college.

## 2. Principles of Fair Admissions

2.1. The College staff support the core activities of fair recruitment, admissions and widening participation/access for our students.

2.2. The HE & Skills Department is committed to providing a fair admissions system which provides equal opportunity for all individuals, regardless of background, to gain admission to a course suited to their ability and aspirations. We uphold the principals of fair admission through being transparent, fair, honest, consistent, accessible, personalised and timely [Schwartz Report (2004)].

2.3. The aims of the department are to ensure that:

2.3.1. Applicants are provided with as much information as possible to enable them to make informed choices and appropriate applications. We will provide high quality information and advice on all aspects of recruitment, selection and admissions including our entry requirements, course information, duration and fees through our Senior Admissions Officer,

Marketing Officer, specialist teaching staff, external advertising, course leaflets, open evenings/days and employer events.

- 2.3.2. Applicants are treated fairly and equitably in their application to the college.
- 2.3.3. Applicants can achieve success on the appropriate level of course, in light of previous experience, qualifications and career plans.
- 2.3.4. Applicants are dealt with in a timely and professional manner.
- 2.3.5. Students receive a high quality service.
- 2.3.6. Applicants are given clear details about entry criteria and application procedures for admission.
- 2.3.7. Applicants are provided with an initial guidance discussion or interview (if applicable).

### 3. Learner Eligibility

- 3.1. Detailed guidance is followed in line with the latest version of the SFA Funding Rules. The College will use this document to support enrolment and funding decisions during admissions.
- 3.2. On admission, the following checks will be made:
  - 3.2.1. Is the learner a UK National or EEA National? If NO, a copy of their passport will be requested and nationality established. A passport or birth certificate is required at enrolment for all learners.
  - 3.2.2. Has the learner been ordinarily resident in the UK or EEA for the past 3 years? If NO further assessments will be made regarding eligibility to be in the UK and/or be funded. Even where a learner indicates YES, if the enroller believes a status check is required, this will be pursued.
  - 3.2.3. The following documentation may be requested:
    - Passport
    - Visa details (or parent/spouse details)
    - Exam Certificates
    - Home Office documents
  - 3.2.4. Where a student has a visa that allows them to be in the UK and to undertake funded or unfunded learning, a check will be made to ensure that the visa expiry date is after the course end date.
  - 3.2.5. Where the student does not meet the criteria set out by the SFA funding eligibility guidance then fees will be charged for tuition/examination costs subject to confirmation of rights to live and study in the UK.
  - 3.2.6. This Admissions Policy does not cover International Student Admissions. Please see separate policies.

### 4. Admissions Procedures

- 4.1. Admission to courses is continuous throughout the year. The process of applying varies depending on the course and level of study. Pages on our website provide a step-by-step guide to the application process for our Adult Skills courses. The college acts fairly towards applicants for admission and exercises equal treatment without unlawful discrimination. We are committed to providing transparent recruitment and admissions activities ensuring all applicants are considered and evaluated on an individual basis. The college is committed to fair access and admissions encouraging and welcoming applications from all social and educational backgrounds.
- 4.2. All students have an admission discussion with specialist staff to assess suitability for the course. The main purpose of this is to provide advice and guidance about the courses applied for and any alternatives that could or should be considered. Interviews and admission discussions also provide an opportunity for applicants to find out more about the College.
- 4.3. Information regarding learning difficulties, disabilities, health, study needs, attendance or other issues which may affect a learner's progress will be discussed, as well as being requested from the student at the point of application and enrolment. The objective is to discuss the needs of such students so that the college can put in to place a suitable package of support.

- 4.4 The decision about whether to accept a learner onto the course for which they have applied, rests with those with authority during the enrolment period, the final decision rests with the Assistant Principal, H.E., Skills and International. Applications will be assessed on the following criteria:
- Previous qualifications or predicted achievement – do they meet the entry requirements?
  - Previous experience.
  - Potential to succeed and progress from the course.
  - Portfolios (if applicable)
  - Additional needs
  - Ability to support the safety of others.
  - Disclosure and Barring Service (DBS) clearance where appropriate.
- 4.5. We promote equality of opportunity for all, which includes those who may possess a criminal conviction. When considering applicants with relevant criminal convictions, the college applies the legislation relating to the Rehabilitation of Offenders Act 1974. Applicants to some adult skills courses require mandatory DBS checks and this is discussed at the enquiry and enrolment stage. The Head of Subject in conjunction with the Assistant Principal, HE & Skills, are responsible for considering the relevance and impact of any convictions declared. The applicant may be asked to sign a self-declaration confirming that they are aware that their conviction would bar entry to a related profession. Information on applicant's criminal convictions is appropriately safeguarded and only made available to the relevant admissions staff.
- 4.6 Every effort will be made to find a course appropriate for all applicants. However, despite all reasonable adjustments being made, in some circumstances, enrolment may not be possible. Reasons for this include, but are not limited to:
- Not meeting academic standards,
  - Physical requirements are unable to be catered for (e.g. unable to complete assessments for physical reasons).
  - Failing DBS check where this is a requirement.
  - Failure to achieve pass mark in any required pre-entry tests.
- 4.7 Learners are required to disclose any support needs and medical conditions on their application/enrolment form. The college will take all reasonable steps to provide additional learning support or other support needs if a need is declared.
- 4.8 In line with the Equality Act 2010, we promote equality of access to education, training and development. No applicant judged to be academically suitable will be refused admission on grounds of disability without compelling reasons. It is important that students tell us on the application form of any impairment so that, wherever possible, we can ensure that we provide the facilities and support they require.
- 4.9 We welcome applications and support students who are leaving care. Applicants under the age of 18 may be admitted to study and we have a responsibility to safeguard that student's welfare. We welcome applicants of all ages and backgrounds. Applications will be considered from mature students who may not have qualifications which fit into our standard entry criteria and each application will be assessed taking into account any relevant experience and skills.
- 4.10 If an application is received from a learner who is related to a member of teaching staff or has a close personal involvement, this results in a circumstance which may cause a conflict of interest. The student will be made aware on application that an alternate tutor or dual observations/second marking will be put in place for the duration of the course.
- 4.11 Decisions re applications will be made at enrolment (where an enrolment form is completed), or interview and communicated to applicants as quickly as possible. Where we are unable to make an offer for an applicant's original choice of course, we may offer an alternative course for the applicant to consider.

- 4.12 Where assessments are part of the admissions process, full details of the process will be sent prior to the assessment. Any course specific additional information required will be sent with the invitation.
- 4.13 Decisions reached following assessments/interviews will be communicated to the applicant directly from the college by letter or email (if applicable).
- 4.14 When a particular course has too few applications from learners to proceed, the college will advise applicants as soon as possible of alternative courses available in the event of the original course being closed.
- 4.15 In this circumstance a course closure process is followed and the H.E. & Skills Course Closure Form is to be completed and signed off by the Assistant Principal H.E, Skills & International (please see Appendix C). Initial discussions take place between course closure proposer and the Assistant Principal, H.E. Skills & International. The Assistant Principal H.E., Skills & International discusses the course closure at SLT. If approved, the process at course level will begin. The Curriculum Leader or Head of Area completes the H.E. & Skills Course Closure form. The Assistant Principal H.E., Skills & International signs the form. The Senior Admissions Officer informs the MIS department and partner organisation (if applicable).

## 5. Appeals Process

- 5.1 Unsuccessful applicants have the right of appeal. Applicants are requested to write in the first instance to the Senior Admissions Officer, via H.E. & Skills Admissions, using the Admissions Appeal Process. Please see Appendix B for more details. The applicant will be informed in writing of the outcome of the appeal and given an explanation for the decision which has been reached.

## 6. References

- 6.1 This policy is informed by the college's internal Equality and Diversity Policy, College Complaints Procedure, H.E. Teaching, Learning & Assessment Policy, Fee Policy, CEIAG Strategy, Enterprise and Employability Strategy and by the following external Acts:

- Children Act 2004
- Education Act 2011
- Rehabilitation of Offenders Act 1974
- Equality Act 2010
- Counter Terrorism and Security Act 2015
- Safeguarding and Vulnerable Groups Act 2006
- Data Protection Act 1998

The College will review this Admissions Policy annually.

## Appendix A

### Entry Requirements 2015/16

Our entry requirements and fee information is regularly reviewed to ensure parity of requirements between qualifications and consider whether additional qualifications may be included within our published entry requirements.

This information is published on the college's web pages, in printed materials and on external websites and is shared with all relevant staff, and added to this policy annually.

Subject	Entry Criteria
<u>Functional English</u>	
Entry 3	Demonstrate the ability to read, write and speak at Entry 2
Level 1	Demonstrate the ability to read, write and speak at Entry 3.
<u>Functional Maths</u>	
Entry 3	Demonstrate the skills at Entry 2.
Level 1	Demonstrate the skills at Entry 3.
Level 2	Demonstrate the skills at Level 1.
<u>STALIS Level 2</u>	Must have a literacy qualification or Functional English qualification Level 2 and/or English GCSE grade C or above. Must have previous qualification/experience and have been in employment (paid or voluntary) for a minimum of 6 weeks. Employment in a school must be for a minimum of 10 hours per week working with children aged 5 and above.
<u>STALIS Level 3</u>	Must have a literacy qualification or Functional English qualification Level 2 and/or English GCSE grade C or above. Should hold a Level 2 STALIS qualification. Must be in paid or voluntary employment both supervising and being responsible for children for a minimum of 10 hours per week. A Numeracy Level 1 qualification is preferred however this can be gained alongside the course.
<u>EYE Level 2</u>	Must have a literacy qualification or Functional English qualification Level 2 and/or English GCSE Grade C or above, employment (paid or voluntary) for a minimum of 10 hours per week and must be in paid or voluntary employment in an early years setting for at least 6 weeks.
<u>EYE Level 3</u>	Level 3 candidates need to be working without direct supervision and hold an English GCSE grade C or above and a Maths GCSE grade C or above. Should hold a Level 2 Certificate for the Children and Young People's workforce. Must be in paid or voluntary employment both supervising and being responsible for children for a minimum of 10 hours per week.
<u>Playwork Level 2/3</u>	Must have a literacy qualification or Functional English qualification Level 2 and/or English GCSE grade C or above, employment (paid or voluntary) for a minimum of 10 hours a week and must be in an early years setting for at least 6 weeks. Level 3 candidates need to be working without direct

	<p>supervision.</p> <p>Minimum age of 16 for Level 2 and 18 for Level 3. Must have an adult literacy or Functional English qualification Level 2 and/or English GCSE grade C or above.</p>
<p><u>Children &amp; Young People's Workforce Level 3</u></p>	<p>Should hold a Level 2 childcare qualification or relevant experience. Must be in paid or voluntary employment both supervising and being responsible for children for a minimum of 10 hours per week.</p>
<p><u>Setting up a Childminding Business</u></p>	<p>Required to attend a pre-registration briefing session prior to enrolling on the course.</p>
<p><u>Forest School Taster Day</u></p>	<p>No entry criteria.</p>
<p><u>Level 3 Forest School Leader</u></p>	<p>Be over 21 years old. If working with children, a Level 3 childcare/playwork qualification and experience of working with the young is essential. For teenagers and adults, a relevant Level 3 qualification is required or equivalent experience. If working with learners with learning difficulties and disabilities, have a relevant qualification and experience of these groups.</p>
<p><u>GCSE Maths</u></p>	<p>Must attend an assessment session prior to the start of the course and must achieve a satisfactory score.</p>
<p><u>GCSE English</u></p>	<p>Learner will need to complete a short piece of diagnostic writing.</p>
<p><u>GCSE Science</u></p>	<p>A suitable knowledge in science, preferably a grade in GCSE Science. GCSE Maths grade C or above. GCSE English grade C or above.</p>
<p><u>Foundation Year Art &amp; Design</u></p>	<p>Preferably 200 UCAS points from level 3 qualifications, such as A levels or a BTEC National Diploma, BTEC Extended Diploma etc. Prior experience in Art &amp; Design is preferred.</p> <p>Be able to demonstrate your ability and capacity to write at an appropriate level for the programme (identified ALS needs that may impact on written English skills will be taken into account). Be able to demonstrate the capacity to study at the appropriate level (assessed by application, interview and performance in previous study). Applications from mature students and students with non-academic qualifications are also welcome. Applicants will be required to attend a portfolio interview.</p>



## **Appendix B**

### **Admissions Appeal Procedure**

All applications are considered on their individual merits and treated in a fair and equal way based on all information provided to the College through the application process. The responsibility of making offers for available places is with the Admissions Team and Head of Subject areas.

We reserve the right to refuse admission to applicants who do not meet entry requirements or who the College believes, for specific reasons, would not be fit to be a student at the College.

Our approach to the admission of mature applicants and applicants from non-traditional or non-standard academic routes is flexible. Each application is considered individually. The College recognises that previous experience gained in work or other areas of life may have prepared mature applicants for a course of study.

Applicants should only be rejected:

- If the Head of the subject area has informed admissions to stop recruiting for the programme (i.e. the course is full).
- The student cannot possibly meet the standard entry requirements in the time frame –e.g. the student has a level 2 but not in a relevant subject and cannot demonstrate suitable subject knowledge.
- An applicant who cannot be assessed against standard entry criteria cannot demonstrate capacity to study for example at a particular level and/or relevant subject knowledge.

A reason must be provided when an applicant is rejected, particularly where the applicant cannot be assessed against standard entry criteria. The College recognises that it is important that unsuccessful applicants have the opportunity to receive feedback on their application.

The College recognises that on occasion an applicant may wish to appeal against a selection decision. An appeal is a request for a formal review of an admissions decision or the wording/terms/conditions of an offer.

1. If an applicant considers that they may have cause for an appeal, they are requested to write in the first instance to the Senior Admissions Officer, via H.E.& Skills Admissions, using the Admissions Appeal Form, and this must be received in writing within 10 working days of the decision to which the appeal relates.
2. The College will provide a response to the appeal within 10 working days inviting the applicant to a meeting with the Assistant Principal H.E., Skills and International and the Head of the subject area to discuss whether the appeal is upheld or rejected and the reasons for the decision.
3. The applicant will be informed in writing of the outcome of the appeal and given an explanation for the decision which has been reached.
4. The decision is final and there is no further right of appeal.
5. No applicants will be discriminated against in any future application on the basis of appealing a previous admissions decision.

Admissions will collate annual statistics relating to the number of formal appeals received and the outcomes.

In accordance with principles of the Data Protection Act 1998, appeals will only be accepted from the individual who applied to the programme of study. Appeals will not be accepted from parents, carers, friends, teachers or any other third person unless the applicant has provided written confirmation that we may correspond with a named alternative contact.

### Complaints

A complaint is a specific concern related to a procedural error, irregularity or maladministration in the admissions procedures or policies.

Complaints relating to adult skills admissions will be managed in accordance with the College Complaints Procedure which can be found at:

<http://www.asfc.ac.uk/university-courses>

This procedure should be used when an applicant is dissatisfied with the service they have received from the college with regard to an application.

## Adult Education Admissions Appeal Form

Applicant's full name:	
Programme:	
Postal address:	
Email address:	
<b>Date decision received</b> – appeals must be submitted within 10 working days of receipt of the unsuccessful decision. Late appeals will only be accepted in exceptional circumstances and reasons for the delay should be stated here.	
<b>Please provide a statement below giving further details of the grounds on which you appeal. Any available evidence which the applicant wishes the College to consider must be submitted with this form. (Continue on separate sheets if necessary).</b>	
Sign name:	Date:

Please return this form to:

Senior Admissions Officer  
H.E.& Skills Admissions  
Ashton Sixth Form College  
Darnton Road  
Ashton-under-Lyne  
OL6 9RL

**Appendix C**  
**Higher Education & Skills Course Closure Form**

This form is to be completed for any HE or Adult Skills course that is to be closed. This includes any partner franchised course, and any course validated by a partner HEI. All sections should be completed. A signed copy of the form should be forwarded to the Assistant Principal H.E. & Skills & International.

1. Title of Course: .....
2. If Edexcel or WJEC course, then please state: .....
3. Name of partner organisation if course is being closed: .....
4. Course Codes for all modes applying for closure (e.g. full time, part time): .....
5. Mode(s) of Study it is proposed to close:.....
6. Mode(s) of Study (if any) remaining: .....
7. Last academic year there is to be a first year intake:.....
8. Last academic year it is estimated that there will be any continuing students on the course:.....
9. Provide details of plans for any continuing students:.....
10. If there are current applicants, please explain what arrangements will be made to advise them of alternative courses:.....
11. Reasons for Closure of the Programme:

Print name of proposer of course closure: .....

Print name of Head of Area: .....

This form should be sent to the Assistant Principal H.E. Skills & International

Signature of Assistant Principal H.E., Skills & International.....

Date: .....

The relevant form should be sent to the partner organisation, (if applicable).



#### 4. Employment/Voluntary Work Details

Are you:

Employed	Unemployed
<input type="checkbox"/> In paid employment	<input type="checkbox"/> Not in paid employment, looking for work & available to start work <input type="checkbox"/> Not in paid employment, not looking for work and/or not available to start work
<input type="checkbox"/> Self employed	<input type="checkbox"/> Retired <input type="checkbox"/> Volunteering <input type="checkbox"/> In full-time education or training prior to enrolment
<input type="checkbox"/> Between 16 & 19 hours a week	<input type="checkbox"/> Less than 6 months <input type="checkbox"/> 6 – 11 months <input type="checkbox"/> 12 – 23 months <input type="checkbox"/> 24 – 35 months <input type="checkbox"/> Greater than 36 months
<input type="checkbox"/> Greater than 20 hours a week	<input type="checkbox"/> In receipt of Job Seekers Allowance (JSA) in the Work Related activity group (WRAG) <input type="checkbox"/> In receipt of Employment Support Allowance (ESA) in the Work Related activity group (WRAG)
<input type="checkbox"/> Less than 16 hours a week	<input type="checkbox"/> In receipt of Universal Credit <input type="checkbox"/> In receipt of other state benefit not listed above
Household Situation	
<input type="checkbox"/> No household member is in employment and the household includes one or more dependent children	
<input type="checkbox"/> No household member is in employment and the household does not include any dependent children.	
<input type="checkbox"/> Learner lives in a single adult household with dependent children	<input type="checkbox"/> Prefer not to say <input type="checkbox"/> Not applicable

**My enrolment is related to my employment/voluntary work**   
Please state full name and address of employer: Is this: Paid Work  or Voluntary Work   
Post Code: \_\_\_\_\_ Contact Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_ DBS/CRB Disclosure No: \_\_\_\_\_

**My enrolment is unrelated to my employment/voluntary work**   
Please complete section 8 on GCSE English & GCSE Maths for Level 3 Early Years Educator course.

#### 5. Fee Payment/Fee Remission (Tutor to indicate which is applicable)

Are You:

- Co-funded (paying your own fees)** for learners not entitled to fee remission and paying their fees (please go to section 6) . Not eligible for learners aged 24+ taking a level 3 course.
- 24+ Advanced Learning Loan** – Funding and Information Letter completed
- Enrolling on an unfunded course** (please go to section 6) Please note: Although the college may charge for a course on a full-cost recovery basis, the course may be available elsewhere on a funded or loan basis. I understand this  (please tick to confirm)
- Having your fees paid directly by your employer on receipt of College invoice.** Indicate who to invoice in section 3 (please go to section 6)
- Fully Funded** and entitled to fee remission - select a reason from the list below.

**16 - 18 on 31<sup>st</sup> August 2015**

16 - 18 Study Programme. To be fully funded learners must study GCSE English and GCSE Maths at ASFC alongside their other programme of study here if they have not yet achieved a grade A\*-C in GCSE English and GCSE Maths.

**19 or older on the start date of the course (Entry to Level 2)**

FF01 **Unemployed** and in receipt of either Jobseeker's Allowance (JSA), Employment Support Allowance (ESA) in the work-related activity group (WRAG), Universal Credit and required or not required to undertake skills training, Council Tax Benefit, Housing Benefit, Income Support, Working Tax Credit, Pension Credit or Contribution based ESA not in the WRAG, for those learners studying **any learning aim up to and including level 2. Evidence of benefits and a signed declaration form to confirm the learner is unemployed, actively job seeking and taking the course to develop skills to support job seeking is required.**

LDM318 Learners who have been mandated by Jobcentre Plus. Jobcentre Plus letter evidence received

FF02 Studying Functional Skills English or Maths for learners without a level 2 Functional Skills qualification in the relevant subject, or GCSE English Language or Maths for learners without an A\*-C grade in the relevant subject.

**19 – 23 on the start date of the course (Entry to Level 3)**

FF03 Learners studying an entry level or level 1 course (excluding English, Maths and ESOL) intending to progress to a full level 2 qualification, and does not hold a full level 2 qualification, and need a step up from basic skills to progress to a full L2.

FF04 First full level 2 qualification.

FF05 First full level 3 qualification.

FF06 **Unemployed** and in receipt of either Jobseeker's Allowance (JSA), Employment Support Allowance (ESA) in the work-related activity group (WRAG), Universal Credit and required or not required to undertake skills training, Council Tax Benefit, Housing Benefit, Income Support, Working Tax Credit, Pension Credit or Contribution based ESA not in the WRAG, for those learners studying **any learning aim up to and including level 3. Evidence of benefits and a signed declaration form to confirm the learner is unemployed, actively job seeking and taking the course to develop skills to support job seeking is required.**

LDM318 Learners who have been mandated by Jobcentre Plus. Jobcentre Plus letter evidence received

Please note: Fee remission covers tuition and exam/certification fees. Some courses attract no fee remission.  
Your programme could be part-funded by the ESF (European Social Fund)

**Learner declaration if claiming remission**

I am claiming fee remission on the above grounds. I have provided benefit proof /declaration if applicable. I undertake to inform the college of any change in my circumstances affecting my eligibility to remission.

**Staff signature:** \_\_\_\_\_ **Learner signature:** \_\_\_\_\_

## 6. Ethnicity

To help us monitor our Equal Opportunities Policy please tick the option that best describes your ethnic origin. This information will be treated confidentially.

### White

- 31 English/Welsh/Scottish/Northern Irish/British
- 32 Irish
- 33 Gypsy or Irish Traveller
- 34 Any Other White background

### Mixed/Multiple ethnic group

- 35 White and Black Caribbean
- 36 White and Black African
- 37 White and Asian
- 38 Any Other Mixed/multiple ethnic background

### Asian/Asian British

- 39 Indian
- 40 Pakistani
- 41 Bangladeshi
- 42 Chinese
- 43 Any other Asian background

### Black/African/Caribbean/Black British

- 44 African
- 45 Caribbean
- 46 Any other Black/African/Caribbean background

### Other ethnic group

- 47 Arab
- 98 Any other ethnic group
- 99 Not provided

## 7. Support – Disability, Health Issues or Learning Difficulty

Please tick any disabilities in the boxes on the left and indicate your primary disability on the right hand side. This information will be treated confidentially.

- |  | Primary                  |  | Primary                  |
|--|--------------------------|--|--------------------------|
| <input type="checkbox"/> 01 Emotional/behavioural difficulties | <input type="checkbox"/> | <input type="checkbox"/> 13 Dyscalculia  | <input type="checkbox"/> |
| <input type="checkbox"/> 02 Multiple disabilities              | <input type="checkbox"/> | <input type="checkbox"/> 14 Autism spectrum disorder   | <input type="checkbox"/> |
| <input type="checkbox"/> 03 Multiple learning difficulties     | <input type="checkbox"/> | <input type="checkbox"/> 15 Asperger's syndrome  | <input type="checkbox"/> |
| <input type="checkbox"/> 04 Visual impairment                  | <input type="checkbox"/> | <input type="checkbox"/> 16 Temporary disability after illness (e.g. post – viral) or accident | <input type="checkbox"/> |
| <input type="checkbox"/> 05 Hearing impairment                 | <input type="checkbox"/> | <input type="checkbox"/> 93 Other physical disability  | <input type="checkbox"/> |
| <input type="checkbox"/> 06 Disability affecting mobility      | <input type="checkbox"/> | <input type="checkbox"/> 94 Other specific learning difficulty (e.g. Dyspraxia)                | <input type="checkbox"/> |
| <input type="checkbox"/> 07 Profound complex disabilities      | <input type="checkbox"/> | <input type="checkbox"/> 95 Other medical condition (for example epilepsy, asthma, diabetes)   | <input type="checkbox"/> |
| <input type="checkbox"/> 08 Social and emotional difficulties  | <input type="checkbox"/> | <input type="checkbox"/> 96 Other learning difficulty  | <input type="checkbox"/> |
| <input type="checkbox"/> 09 Mental health difficulty           | <input type="checkbox"/> | <input type="checkbox"/> 97 Other disability   | <input type="checkbox"/> |
| <input type="checkbox"/> 10 Moderate learning difficulty       | <input type="checkbox"/> | <input type="checkbox"/> 98 Prefer not to say  | <input type="checkbox"/> |
| <input type="checkbox"/> 11 Severe learning difficulty         | <input type="checkbox"/> | <input type="checkbox"/> <b>99 Not provided</b>  |                          |
| <input type="checkbox"/> 12 Dyslexia                           | <input type="checkbox"/> | <input type="checkbox"/> <b>No disability</b>  |                          |

If you have any health issues, disability or learning difficulties that you need to make staff aware of, please outline any support you feel you will need to successfully complete your course:

When an offer of a place is made, the College may contact you to discuss your needs in more detail. If you would like to visit the College or talk to a tutor, please contact the Senior Admissions Officer on 0161 6668215. If you would prefer to speak to the Senior Admissions Officer in confidence about your needs, please indicate this.

**Students taking out a 24+ Advanced Learning Loan** - If you are in receipt of additional learning support during your course this will be recorded on a separate learning agreement that you will be required to sign.

## 8. Previous Learning (To be completed with tutor) – please state year achieved

<input type="checkbox"/> <b>No Qualifications</b>	<input type="checkbox"/> <b>Entry Level</b> Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> <b>Other Qualifications below Level 1</b> Qual/s:..... Grade/s:..... Year/s:.....
<input type="checkbox"/> <b>Level 1</b> (e.g. Fewer than 5 GCSE A*-C/more than 5 D-G, Foundation GNVQ/1 AS Level) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> <b>Full Level 2</b> (e.g. 5 O Levels/GCSEs at grade A*- C or 5 CSE grade ones/Intermediate GNVQ/NVQ2/BTEC 1 <sup>st</sup> Diploma/1 Full A-Level/2AS) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> <b>Full Level 3</b> (e.g. 2 A Levels/ AVCE/NVQ3/BTEC Nat Cert/Diploma) Qual/s:..... Grade/s:..... Year/s:.....
<input type="checkbox"/> <b>Level 4</b> (e.g. HNC/HND/NVQ4) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> <b>Level 5</b> (e.g. Higher Diplomas/NVQ5/HND/FD) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> <b>Level 6</b> (e.g. Bachelor Degree/graduate certificates & diplomas) Qual/s:..... Grade/s:..... Year/s:.....
<input type="checkbox"/> <b>Level 7 &amp; above</b> (e.g. Masters Degree/postgraduate certificates & diplomas/Doctorate (L8)) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> <b>Other Qualification – Level not known, please give details</b> Qual/s:..... Grade/s:..... Year/s:.....	

Do you hold one of the following in English: Level 1  Level 2  GCSE grade C or above

Do you hold one of the following in Maths: Level 1  Level 2  GCSE grade C or above

**Please note:** For the Level 3 Early Years Educator course, learners will need to have already achieved GCSE English and GCSE Maths at grade C or above before enrolling on the course. Evidence attached:

## 9. Learning Agreement

This agreement explains what services we will provide and gives details of what you can expect from us. It also outlines what we expect from learners.

We value the diversity of our learners and are committed to providing a high standard of provision and service for all.

### Our Commitments:

- We will provide you with accurate information and impartial advice about the provision and services we offer taking into account of your qualifications, interests and career choices.
- We will provide you with clear details about entry requirements and application procedures for courses.
- We will provide information on sources of available financial assistance and advice on obtaining such support.
- We will provide the opportunity to study for an appropriate qualification and also to add breadth to your learning experience.
- We will provide an induction to college.
- We will provide thoroughly prepared and varied teaching and learning that supports individual achievement.
- We will provide information at regular intervals on your progress.
- We will provide access to additional learning support.
- We will provide a range of pastoral support services including guidance, counselling, chaplaincy and careers facilities.
- We will provide opportunities to help you develop your employability skills.
- We will provide the opportunity for you to comment on and influence the college environment and your courses.
- We will provide a safe environment and access to resources.
- We will provide an honest and fair reference for further study or employment.
- We will strive to achieve equality of opportunity for all in a tolerant and supportive environment.

### For students with learning difficulties or disabilities we will:

- Provide specialist assessment of your learning needs.
- Provide a wide range of support and services according to individual need.

### For the community we will:

- Promote Higher Education for all.
- Provide new technology and a wide range of strategies to continue to improve access and widen participation.

### Your Commitments:

- You will have high expectations and conduct yourself in a considerate and respectful way.
- You will apply yourself to your studies with commitment in relation to attendance, effort, work rate and behaviour.
- You are expected to aim for 100% attendance and be punctual, and never less than 95% attendance.
- You will submit a copy of your Student Finance Entitlement Letter to the College or if self-funding pay your tuition fee by the required deadline.
- You will never take holidays during term time.
- You will be on time to all lessons and carry your student ID card at all times.
- You are expected to have full attendance at all scheduled examination periods at the college.
- You are expected to report all absences to the College, ensuring they are genuine and valid.
- You will inform us of where you have moved on to when you leave the college.

## 10. Learner Declaration

I understand that this document forms the basis of a learning agreement between myself and the College. This is based upon information on this form and the guidance I have received. I have discussed my learning needs and the support opportunities available to me.

Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

## 11. Data Protection

### Data Protection Act 1998

The College collects information about all students for various administrative, academic, and health and safety reasons. Information will be passed to relevant government bodies and agencies as part of our mandatory duty. Ethnicity, Learning Difficulty, and Disability data will be used to manage obligations under the Disability Discrimination Act (DDA), to offer Additional Learner Support (ALS), and to implement our DDA Policy. Some of these details are also sent to Connexions, work placement employer, the College's feeder high schools, and Value Added (VA) establishments as appropriate. The following information will be stored and processed:

- 1) Personal details: including name, address, date of birth, ethnicity, disability, photograph, qualifications, next of kin, and emergency contacts.
- 2) Details about vocational placements, academic performance and expected results, learning support, references and recommendations, and attendance.
- 3) Health details: including details about specific conditions, such as asthma, epilepsy or diabetes.
- 4) Details about course fees, course registration, library and other equipment on loan, and financial information (if applying for fee remission or financial support).

The College is registered under the Data Protection Act 1998 and we need your consent before we can do the above. Since we cannot operate the College effectively without processing information about you, we need you to sign the following consent-to process clause. If you do not do so, we will be unable to offer you a course place, and may withdraw any offer already made. Further information about data confidentiality is available either on request from the College, or can be found on the College's web site at <http://www.asfc.ac.uk/dpa.html>

### Student Declaration and Consent-to-Process Clause

I confirm that the data captured on the computer during enrolment and given on this form is true, accurate and complete, and I undertake to notify the College should any of the data change whilst I am a student.

I agree to Ashton Sixth Form College processing personal data which the College may obtain from me or other people, whilst I am a student. I agree to the processing of such data for any purposes connected with my studies or my health and safety whilst on the premises or for any other legitimate reason. I agree to some details being disclosed as outlined above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This privacy notice is issued by the Chief Executive of Skills Funding to inform learners of how their personal information will be used by the Chief Executive of Skills Funding and the Department for Education, including the Education Funding Agency (and any successor bodies to these offices) to fulfil statutory purposes, and by other bodies with whom data is shared by the Chief Executive for statutory and other legitimate purposes.

### Privacy Statement 2015/2016

#### How We Use Your Personal Information

The personal information you provide is passed to the Chief Executive of Skills Funding ("the Skills Funding Agency") and the Department for Business, Innovation and Skills (BIS). Where necessary it is also shared with the Department for Education, including the Education Funding Agency.

The information is used for the exercise of functions of these government departments and to meet statutory responsibilities, including under the Apprenticeships, Skills, Children and Learning Act 2009, and to create and maintain a unique learner number (ULN) and a Personal Learning Record (PLR). The information you provide may be shared with other organisations for education, training, employment and well-being related purposes, including for research.

You may be contacted after you have completed your programme of learning to establish whether you have entered employment or gone onto further training.

You can opt out of contact for other purposes by ticking any of the following boxes if you do not wish to be contacted:

About courses or learning opportunities.

By phone.

For surveys and research.

By e-mail.

By post.

You do not wish any photos of yourself to be used for marketing purposes.

Further information about use of and access to your personal data, and details of organisations with whom we regularly share data are available at:

<https://www.gov.uk/government/publications/sfa-privacy-notice>