

Adult Education Admissions Policy & Procedure

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| **This policy applies to :** | Adult Education students |
| **Author/Department:** | Assistant Principal - Higher and Adult Education & Practitioner Research Lead |
| **Area/Person responsible:** | Senior Admissions Officer, Marketing Officer & HE and Adult Education staff |
| **Date approved:** |  |
| **Related Documents/ Policies:** | Fees Policy CEIAG Strategy |
| **Date of Next Review:** | January 2025 |

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| **Date of most recent review:** | January 2024 |
| **Changes made:** | Annual update |

### The Equality Act 2010: The Equality Duty

The College has a duty to consider the needs of all individuals in our day-to-day work – in shaping policy, in delivering services and in relation to our employees. The Equality Duty has three aims, which require the College to have due regard to the need to:

* **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
* **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
* **Foster good relations** between people who share a protected characteristic and people who do not share it.

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| **Does the policy support the aims of the Equality Duty?** | | **Yes** |  | **No** |  | **N/A** |  |
| **If no, please state which groups may be affected and complete a full equalities impact assessment**  (guidance and forms available on the intranet) |  | | | | | | |
| **Impact Assessment Reference:** |  | | | | | | |

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| **Initial Impact Assessment Completed** |  |
| **Review of Policy** |  |

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| --- | --- |
| **Date** |  |
| **Date** |  |

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# Introduction

* 1. The purpose of this policy is to provide prospective students and staff with a guide to the admission of Adult Education 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.
  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.
  3. This policy covers admissions to all part time and full time Adult Education courses at the college.

# Principles of Fair Admissions

* 1. The College staff support the core activities of fair recruitment, admissions and widening participation/access for our students.
  2. The HE & Adult Education 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)].
  3. The aims of the department are to ensure that:
     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.

* + 1. Applicants are treated fairly and equitably in their application to the college.
    2. Applicants can achieve success on the appropriate level of course, in light of previous experience, qualifications and career plans.
    3. Applicants are dealt with in a timely and professional manner.
    4. Students receive a high quality service.
    5. Applicants are given clear details about entry criteria and application procedures for admission.
    6. Applicants are provided with an initial guidance discussion or interview (if applicable).

# Learner Eligibility

* 1. Detailed guidance is followed in line with the latest version of the ESFA/GMCA Funding Rules. The College will use this document to support enrolment and funding decisions during admissions.
  2. On admission, the following checks will be made:
     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.
     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. The following documentation may be requested:
        + Passport
        + Immigration share code
        + Exam Certificates
        + Home Office documents
     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.
     5. Where the student does not meet the criteria set out by the ESFA funding eligibility guidance then fees will be charged for tuition/examination costs subject to confirmation of rights to live and study in the UK.
     6. This Admissions Policy does not cover International Student Admissions.

# Admissions Procedures

* 1. Admission to courses are at various times 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 Education 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.
  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.
  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.

* 1. 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 - Higher and Adult Education & Practitioner Research Lead. 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 - Higher and Adult Education & Practitioner Research Lead, 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.

* 1. 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.
  2. 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.
  3. 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. 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.
  5. 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.
  6. 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.

* 1. 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.
  2. Decisions reached following assessments/interviews will be communicated to the applicant directly from the college by letter or email (if applicable).
  3. 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. In this circumstance a course closure process is followed and the Higher & Adult Education Course Closure Form is to be completed and signed off by the Assistant Principal - Higher and Adult Education & Practitioner Research Lead (please see Appendix C). Initial discussions take place between the course closure proposer and the Assistant Principal. The Assistant Principal will then discuss the course closure at SLT. If approved, the process at course level will begin. The Curriculum Leader or Head of Area completes the Higher & Adult Education Course Closure form. The Assistant Principal then signs the form. The Senior Admissions Officer informs the MIS department and partner organisation (if applicable).

# Appeals Process

* 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. & Adult Education 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.

# References

* 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 2018 and General Data Protection Regulations The College will review this Admissions Policy annually.

## Appendix A Entry Requirements

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.

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| **Subject** | **Entry Criteria** |
| Functional English |  |
| 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. |
| Level 2 | Demonstrate the ability to read, write and speak at Level 1. |
| Functional Maths |  |
| Entry 3 | Demonstrate the skills at Entry 2. |
| Level 1 | Demonstrate the skills at Entry 3. |
| Level 2 | Demonstrate the skills at Level 1. |
| Level 2 Supporting Teaching & Learning (TA) | Hold or are working towards a Functional Skills qualification at level 2 or a GCSE Grade C or above in maths and English.  Must be in employment (paid or voluntary) in a school for a minimum of 1 full day per week, working with children aged 5 and above. Have a minimum of 6 weeks experience in a school setting prior to starting the course. |
| Level 3 Supporting Teaching & Learning (TA) | Hold a Functional Skills qualification at level 2 or a GCSE Grade C or above in English. Hold or are Working towards a Functional Skills level 2 or a GCSE grade C or above in maths. Hold a Level 2 in Supporting Teaching & Learning/in Schools qualification. Must be in paid or voluntary employment both Supervising and being responsible for children for a minimum of 1 full day per week. Have a minimum of 6 weeks experience in a School setting prior to starting the course. |
| Level 2 Certificate in an Introduction to Early Years Education & Care (EYE) | Hold or are working towards a Functional Skills level 2 or a GCSE Grade C or above in English and maths. Must be in either paid or voluntary employment in an early years setting for a minimum of 1 full day per week. Have a minimum of 6 weeks experience in an early years setting prior to starting the course. |
| Level 3 Diploma for the Early Years Workforce (EYE) | Must hold a Functional Skills qualification at level 2 or a GCSE Grade C or above in English and maths. Must be in either paid or voluntary employment in an early years setting for a minimum of 1 full day per week. Have a minimum of 6 weeks experience in an early years setting prior to starting the course. |
| Level 2 & 3 Diploma in | Minimum age of 16 for level 2 and 18 for level 3. Must have an adult literacy qualification Level 2 and/or English GCSE |

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| Playwork | Grade C or above to complete the level 3. Need to be working or volunteering in a playwork setting for a minimum of 5 hours per week. |
| Level 4 Certificate for the Early Years Advanced Practitioner | Must hold a Functional Skills qualification at level 2 or a GCSE Grade C or above in English and maths. Must be employed in an Early Years setting at Level 3 to complete this qualification. Must hold a Level 3 Early Years/ Childcare qualification. Must be aged 18 years or over. Must successfully complete a written task prior to enrolment. |
| Setting up a Childminding Business | This course is for individuals who have plans to set up a child minding business. |
| Level 3 Forest School Leader | Must have a minimum Level 2 qualification or equivalent in Education, Youth Work or Child Care etc. or a minimum level 2 qualification in Forest School, Countryside or Woodland Management etc. with at least 2 years’ experience. Must have an established link with a client group and potential Forest School site with whom they can complete a 6 session programme (we can help them with a placement). Must be 21 years or over at the start of the course. Prior to starting will need to complete a relevant outdoor First Aid Certification.  Must hold a current Disclosure and Barring Service clearance certificate. |
| BTEC Level 3 Award in Education & Training | Ideally have a Level 3 qualification in the subject area that they wish to teach or relevant work experience to enable them to teach their chosen subject. An ability to read and write at Level 2 or above, this might be reflected by a qualification or via assessment at interview. |
| GCSE Maths | Must attend an assessment session prior to the start of the course and must achieve a satisfactory score. |
| GCSE English | Learner will need to complete a short piece of diagnostic writing. |
| GCSE Biology | A suitable knowledge in science, preferably a grade in GCSE Science. GCSE Maths grade C or above. GCSE English grade C or above (one of these can be done alongside the course). |
| Foundation Year Art & Design (Level 3 & 4 Diploma) | 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 & Design is preferred. 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. A portfolio for interview showing a range of art media and experimentation at level 3 standard. |

## 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.& Adult Education 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 - Higher and Adult Education & Practitioner Research Lead 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 2018, 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 Education Admissions will be managed in accordance with the College Complaints Procedure which can be found on the college website or via the Senior Admissions Officer.

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

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| Applicant’s full name: |  | |
| Programme: |  | |
| Postal address: |  | |
| Email address: |  | |
| Date decision received – 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. |  | |
| 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). | | |
|  | | |
| Sign name: | | Date: |

Please return this form to:

Senior Admissions Officer

H.E.& Adult Education Admissions Ashton Sixth Form College Darnton Road

Ashton-under-Lyne OL6 9RL

## Appendix C

**Higher & Adult Education Course Closure Form**

This form is to be completed for any HE or Adult Education 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 - Higher and Adult Education & Practitioner Research Lead.

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:……………………………………………………………………………………………………….

……………………………………………………………………………………………………………………………….

1. 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 - Higher and Adult Education & Practitioner Research Lead.

Signature of Assistant Principal - Higher and Adult Education & Practitioner Research Lead:

…………………………………….. Date: ………………………………….

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