

## **Learner Admission Policy and Procedure**

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**VERSION** 5

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## **1. Purpose**

To ensure potential learners of Calderdale College have access to a high quality, professional, customer focused and accessible Admissions Service.

## **2. Scope**

This policy applies to all types of provision including Further and Higher Education, alongside Apprenticeship pathways irrespective of the location of provision. It is applicable to potential learners aged 14 and over and covers those with additional needs and Education and Health Care Plans.

## **3. Details of policy**

### **3.1. Policy statement:**

### **3.2. Widening Participation**

Calderdale College is committed to increasing and widening participation in education and training; it offers a broad range of courses to a varied learner population and welcomes applications from all individuals.

### **3.3. Advice and Guidance**

In conjunction with the Careers Education, Information, Advice and Guidance (CEIAG) Policy (2021-Appendix A) and in line with the recommended Gatsby benchmarks, all applicants will have access to high quality impartial advice and guidance CEIAG throughout their Admissions journey to enable them to make informed and accurate decisions, free from bias. The applicants will be actively encouraged to discuss their aspirations and requirements with the College staff to ensure they receive the most appropriate individual learning programme and environment to suit their needs. Calderdale College is accredited through the Matrix Standard Award and C&K Careers Quality Standard, which is reviewed annually, for the provision of information, advice and guidance to all learners and applicants.

### **3.4. Confidentiality and Data Protection**

All data processing carried out by Calderdale College complies with the GDPR and is in line with the six data protection principles and the registered purpose groups. To ensure compliance with the Data Protection Act 2018 Calderdale College has established a Data Guide system. Familiarity and understanding of the Data Guide will ensure that all data processors and agents of the College contribute effectively in complying with this policy and underpinning legislation.

Calderdale College adheres to the Data Protection Act 2018 and is constantly reviewing internal processes to ensure that they meet the guidelines as set out in the General Data Protection Regulations (GDPR) 2018. Any requests regarding individual's data should be made in line with the Calderdale College General Data Protection Regulations Policy (GDPR).

### **3.5. Equality of Opportunity**

All College staff involved in the Admissions process and Admission Events will ensure that procedures and processes are delivered in accordance to minimise barriers to all protected characteristics and that reasonable adjustments are made to allow opportunity for all, as referenced in the Calderdale College Single Equality Scheme.

### **3.6. Quality**

The quality and effectiveness of the Admissions Policy is monitored, evaluated and updated during the year by the Manager of Student Services and Admissions, alongside the Deputy Principal (Quality, Curriculum Development & Student Experience). Feedback is evaluated and data is recorded in the Units Self-Assessment Report (SAR). Areas identified within this process for improvement are incorporated into the department Quality Improvement Plan (QIP).

### **3.7. Entry Requirements**

The College welcomes applications from all sectors of the community and the College's recruitment process is designed to get the right person on the right course pathway, based on their career intention, previous study grades or experience and commitment to study.

Entry requirements for courses will vary between programmes of study, with English and maths grades a major factor in the level, and or makeup of the study programme. Applicants are supported according to their individual requirements.

The College uses the Universities and College Admissions Service (UCAS) tariff system and welcomes applications from learners for all recognised full-time qualifications.

Applicants aged over 19 at the start of the academic year, who do not have the specified formal qualifications, may be considered for admission by Recognition of Prior Learning (RPL) and/or relevant experience if they are able to demonstrate the required level of skill and academic ability at interview.

#### **3.7.1 Disclosure and Barring Service (DBS) disclosure**

In addition to all course entry requirements, for some courses, as specified by government, a criminal record check of the applicant is required in conjunction with the Disclosure and Barring Service (DBS). The DBS is a non-departmental public body of the Home Office. Its Disclosure Service offers organisations such as the College, a means to check the background of applicants to ensure that they do not have a history which would make them unsuitable for the training/employment they will be undertaking. Disclosure checks are required for some students joining courses which lead to employment in areas involving contact with children and/or vulnerable adults, for example courses which are governed by professional bodies such as The National College for Teaching and Leadership, The Nursing and Midwifery Council and the Health and Care Professions Council.

The College shall:

- ensure that applicants are advised in writing of the requirement for a DBS disclosure, where applicable;
- ensure that applicants are aware of the potential effects a criminal record may have on their application;
- direct applicants to the appropriate website of the DBS Code of Practice;
- ensure that all academic staff involved (Safeguarding team) in the recruitment and admissions processes have been suitably trained to identify and assess the relevance and circumstances of offences. The College also ensures that they have received appropriate guidance and training in the relevant legislation relation to the employment of ex-offenders, for example the Rehabilitation of Offenders Act 1974.

At an early stage in the application process, applicants for some courses are required to complete and deliver a self-declaration disclosure form to the College in order that any issues may be identified. For applicants who accept the offer of a place on such courses the applicant will also be required to apply to the DBS for a disclosure check. The College reserves the right to exclude a student from the course should he/she have omitted to declare relevant information on a self-declaration disclosure form or DBS application.

Applicant should refer to the NACRO website for more information on unspent criminal convictions:

<https://www.nacro.org.uk/resettlement-advice-service/support-for-individuals/disclosing-criminal-records/>

Disclosure information will be:

- Passed only to those who are authorised to receive it in the course of their duties, which may in certain circumstances include external agencies;
- Used only for the specific purpose for which it was requested;
- Stored separately and securely with access strictly controlled and limited to those who are entitled to see it as part of their duties;
- Destroyed by suitable secure means and not retained for longer than is necessary.

The College will not unfairly discriminate against the subject of disclosure information on the basis of conviction or other details received.

### **3.8. Responsibilities**

All College staff have a responsibility to support the recruitment of new learners through the Admission process. Specific responsibilities include:

#### **3.8.1. Admissions Team:**

- Provide training to Tutors/Training Officers to ensure they have a clear understanding of their responsibility within the Admissions process
- Liaise with the Heads of Faculty and Apprenticeship Managers to plan a yearly Admissions schedule for all College Admissions Events.
- An Admissions Adviser will be allocated an area of responsibility to be a main support contact for that department
- Work closely with the Marketing Team to offer a high quality Admissions services for applicants; specifically, around recruitment and keep warm activities
- Respond to course and application queries from all sources
- Update and maintain EBS to accurately track enquiries, applications and outcomes from the Admission Events and enrolments; following up throughout the applicant journey.
- Develop effective recording and monitoring of applications in order to better track numbers and provide the reports which will be presented at recruitment meetings
- Communicate with applicants in a timely manner via email or text.
- Communicate with applicants who did not attend their interview by means of email and text within two weeks of the Admissions Event
- Assist Marketing with updating course information on the College and external Websites, as and when provided by the Tutors/Training Officers
- Work with the Apprenticeship Team to record, monitor and support unsuccessful applications, in order to offer a high-quality service to potential Work based learners.
- Provide the Inclusive Learning Team with details of all applicants who have declared support needs prior to Admissions Events and enrolment

- Working with the Data Services, Advice & Guidance and appropriate Heads of Faculty to offer a high-quality enrolment experience
- Working to the University and Colleges Admissions Service (UCAS) deadlines and processes for full time Higher Education applicants

### **3.8.2. Tutors/Training Officers (where applicable):**

- Manage their part of the Admission Event ensuring that the process accurately informs and assesses the applicant's suitability for the course/Apprenticeship
- Understand the requirements for their role with the Admissions Process
- Update the shared Microsoft form with updates on the Applicant journey within three days of the Admissions Interview.
- If an applicant is deemed not suitable for the course/Apprenticeship, the Tutor will inform Admissions and refer the applicant for advice and guidance, informing them of the reason for the rejection.
- Advise the Admissions Team, or their manager as soon as possible if they become unavailable for interview
- Work closely with the Admissions Team to offer a professional, customer focussed and accessible service for all potential learners
- Be available for internal and external events that support recruitment.

### **3.8.3. Heads of Faculty:**

- Heads of Faculty and Apprenticeship Managers to work with the Admissions Team to plan a yearly Admissions schedule for all College Admissions Events.
- Ensure Tutors/Training Officers are engaged with the Admissions process
- Should ensure that their staff provide a high-quality interview experience
- To advise Admissions of the dates for the 'Hello College' taster days and any other keep warm activities
- Should ensure that cover is available at Admissions Events for both Tutors/Training Officers as appropriate.
- Should ensure that tutors are available for Remote/Telephone interviews when required.
- Arrange alternative cover if illness affects availability at short notice.
- Take overall responsibility for the accuracy of course information and keep the Admissions Team informed of any changes in a timely manner
- Provide copies of course timetables and/or dates for Induction at or before Enrolment events
- Ensure that there is a course code with learning aim and correct fee information on EBS for every course offered
- Provide Admissions and Marketing with the dates and times for the 'Hello College' taster days

### **3.8.4. Advice and Guidance Team:**

- Be available at Further Education, Adult Education, Higher Education and Apprenticeships Admissions Interviews to provide information regarding Careers Education Information Advice and Guidance (CEIAG), and Labour Market Information to enable prospective learners to make informed career decisions; incorporating the Gatsby recommendations into their working practices.
- Provide support, funding and financial information and presentations at internal and external events where required to support with the Admissions process.
- Produce and give guidance on documents to assist with the enrolment of learners including Advanced Learner loan letters and other funding related documents.

- Provide telephone or face-to-face guidance for 'unfocussed' applications received through the Admissions systems, referring on to a Careers Adviser for follow up support.

### **3.8.5. Data Services Team**

- Be available, when required, during Admission Events for applicant enrolment
- Liaise with the Admissions Team to agree schedules for learner enrolment, particularly when these are outside of normal office hours.
- Ensure EBS is updated with course codes for every course offered and relevant funding stream information to assist the Advice and Guidance team with up to date funding advice.
- Produce timetables and Learner agreements for learners once enrolled.

### **3.9. Availability of Course and College Information**

- Access to course and College information is available in a range of sources including the Course Guide, specific course publications, College Website, other external Websites such as Careers services and UCAS, course helplines and the Student Services reception area.
- Different formats of the information can be made available to suit the needs of any prospective learner.
- Open events are held during the year to provide on-site discussions with College staff and tours of the premises and facilities including taster events to try the skills activities.
- All College provision is promoted through secondary schools via the Student Recruitment and Events Officer and Careers Services and through the NCOP.
- Hosting and supporting with Taster Events throughout the year for Year 10 and Year 11 students at schools.

### **3.10. Enquiries**

Enquiries can be made in a number of ways: -

- Course telephone helpline
- College website
- E-mail
- Student Services reception
- External events e.g. School Promotions or community-based events
- Through the post

Admissions aim to respond to enquiries within 2 working days, however, during busier periods this may take longer. Applicants are asked at the application process how they want contacting, they can choose from text, email or letter.

Enquires are dealt with by the Admissions Team who assess against the guidance criteria for courses offered by Calderdale College; recording the information on EBS and updating systems throughout the application process. If the enquirer is unfocussed or needs more specialised information advice and guidance, they will be contacted by a member of the Advice & Guidance Team or a qualified Careers Adviser.

### **3.11. Careers Guidance:**

#### **3.11.1. The Advice and Guidance Team**

Student Services offers a drop in for potential learners which is open at published times throughout the year. Appointments for individual advice and guidance are available. Such interviews will adhere to the standards set out in the national guidelines under the Matrix Standard Kite Mark and is reinforced through the Calderdale College CEIAG policy (See appendix A – CEIAG policy).

#### **3.11.2. External Careers partnerships**

Calderdale College works in partnership with C & K Careers, for applicants aged 16-18, and the Education Development Trust for applicants aged 19+ and has relevant service level agreements in place for these partnerships to benefit applicants during their Admission journey and track progress.

### **3.12. Applications**

Applications for College courses can be made in a number of ways, on-line via the EBS Ontrack system or in paper format and are processed by the Admissions Team.

Applications to the College will be processed in a timely manner on receipt. If an applicant applies online, they will receive an immediate email confirmation. If an applicant applies by paper format, Admissions will contact them within 2 weeks with an invite to interview.

An Initial screening of the application is done to check that the course applied for is suitable. This screening considers the course and level applied for and includes a review of the application; to assess course level, past qualifications/experience, entry requirements and in line with local and national funding guidelines.

Applicants who apply online for a course or Apprenticeship will be able to track the progress of their Admissions journey through EBS Ontrack.

The Admissions Team will ensure that EBS Ontrack is up to date with Admissions appointments

#### **3.12.1. Applications approved at initial screening**

Admissions will contact all applicants with an interview invite within 14 working days. If the applicant has not applied online or has applied online and not made an interview, Admissions will contact them with an invite to an Admissions Interview within 14 days of their application.

#### **3.12.2. Applicants aged 16-18 applying for Study Programmes are made an immediate provisional offer.**

##### **The invite will include:**

The course area they are applying for

- A provisional offer
- That they will need to attend an Admission Interview to confirm which level is suitable with the date and time of the event
- They may need to produce details of any specific items e.g. portfolio, DBS requirements
- whether they will be required to complete an assessment during the Admission Interview

Applicants who are 19+ are not made an immediate offer nor are applicants who apply for Apprenticeship or Higher Education courses. These applicants will be invited to an admissions interview or their application will be passed to the relevant tutors who will contact the applicants separately.

### **3.13. Admissions Interviews**

Admission Interviews are conducted either in-person, remotely or via telephone. If an applicant is invited to an in-person Admissions Interview, these are scheduled and held at the main Francis Street Campus. The Motor Vehicle interviews will be held at the Automotive Centre on Lightowler Road Halifax, and the BA Community Art & Design course interviews will be held at Dean Clough, Halifax. We also hold interviews at the TEC Engineering Centre in Brighouse.

#### **3.13.1. Communication to staff and Applicants for interviews**

Prior to the Admissions Interview, the Admissions Team provides Tutors/Training Officers and Curriculum Area Leaders with details of all applicants invited to the event. Tutors will receive a calendar invite providing details of the students, time and location of the interviews.

A report is sent to the Inclusive Learning Team showing details of appointments for applicants who have declared support needs to ensure that appropriate support needs are put in place at the event.

On the day of the Admission Interview, the Admissions Team issues Tutors/Training Officers, Curriculum Area leaders with an email reminding them of the interviews taking place.

A text (or alternative form of contact where there is not a mobile phone number available) message is issued to all applicants on the day of the Admission Interview reminding them of their appointment.

### **3.14. Unsuitable/Unfocused applications**

If an application is received and the course is unsuitable or the applicant is unfocused, the details will be forwarded to Advice & Guidance or an interview booked with a Careers Adviser. They will speak with the applicant to discuss an appropriate course based on their career aspirations.

### **3.15. Applications for Apprenticeships**

If the applicant is applying for a work-based learning course and has indicated on the application form that they are in relevant employment, the application will be passed to the relevant Training Officer and Apprenticeship Team Leader for the appropriate area.

If an applicant enquires or applies for a Work Based Learning course/Apprenticeship, they will be invited to the monthly Apprenticeship Admissions Event.

### **3.16. Other Further Education applications**

If the application is for a course with an imminent start date, it will be passed directly to the Tutor to make direct contact with the applicant to check suitability.

Some courses do not require applicants to attend an Admissions Event. If the application is for one of these courses, the applicant will receive an acknowledgement and be advised that the College will contact them again closer to the start date of the course. These will be diarised by the Admissions Team and they will be contacted at the appropriate time inviting applicants to enrol.

### 3.17. Higher Education applications

#### **See appendix C – Applicant Journey Higher Education, Access and Professional studies**

Applications for full time Higher Education courses need to be made through UCAS via the UCAS Website. If a Calderdale College application form is received, the applicant will be taken through the usual Admissions process but will be informed that they need to submit an application through UCAS.

Applications for part time Higher Education course can be made on the Calderdale College application form and submitted on-line or in paper format.

All applications go through the initial screening process by the Admissions Team.

- Where the course is unsuitable or the applicant is unfocused, the details will be forwarded to Advice & Guidance who will contact the applicant to discuss an appropriate College course or career direction.
- Where the application passes the initial screening process, it will be passed to the HE Tutor to carry out their assessment of the applicant. They can:
  1. Make an immediate conditional or unconditional offer;
  2. Invite the applicant to an Admissions Interview;
  3. Interview the applicant over the phone
  4. Reject the applicant, the applicant will be contacted by the Advice and Guidance Team to provide further direction

Applicants will be able to track the progress of their offer through UCAS track or EBS Ontrack. Once examination results become available the College will review and update any 'Conditional offers making them either 'unconditional or reject'.

### 3.18. Admission Interviews

Admissions Interviews are held, on average, every two weeks for Further Education Study programmes. If the interview is in-person, members of the Admissions Team meet and greet all applicants and record their attendance; guiding them through the process of the event.

For Higher Education, Access and Professional courses, applicants will be contacted by Tutor and advised of one of the following:

- Immediate offer
- Invite to an interview or audition
- Telephone interview

Representatives from Student Services will be available at in-person events to discuss support around the Study Programme.

Follow up Careers guidance meetings can be arranged through Student Services and Admissions as required throughout the applicant journey.

Some courses areas will give a presentation to groups of applicant's others will speak on a one-to-one basis, the presentation and/or interview should include:

- Course structure assessment process;
- Teaching and Learning strategies
- The qualification gained
- Methods of study
- Industry information
- Equipment required;
- Trips and visits;
- Work placements
- Progression
- Pastoral, additional learner support and tutorial support;
- Entry requirements for the course;

Applicants may be asked to provide a reference from their last school or an employer or asked to provide a character reference at the discretion of the interviewing Tutors.

## **OFFERS**

All offers are submitted through an online Microsoft form which asks for the following details:

- Curriculum Area
- Applicants full name
- Student ID Number
- Did applicant attend the interview?
- Previous School
- Predicted Grades for English, Maths and other qualifications
- Interview Notes
- Level Offered
- Course Title Offered / Course Code / Offer e.g conditional or unconditional
- Conditions of offer
- Has the applicant accepted their offer
- Further contact required by Learner Services, Inclusive Learning, Safeguarding, IAG etc.
- Has the learner got a criminal record or any unspent criminal convictions to declare?

### **1. Provisional Offer**

A provisional offer is agreed between the Tutor and the applicant based on specific condition(s). It may depend on the results of GCSE or any other qualifications, evidence of prior qualifications, receipt of a satisfactory reference or Disclosure & Barring Service (DBS) check or portfolio etc.

### **2. Unconditional Offer**

An unconditional offer is made when the applicant is able to join the course with no conditions.

For Higher Education courses, Unconditional offers may only be made where all entry requirement for the programme are fully met at the point the offer is made

### **3. Accept Offer**

Applicants are asked if they would like to accept their offer, if applicants do not accept at the interview the Admissions Team follow this up at half term intervals to ask if applicants would like to accept their offers.

### **4. Enrolment**

When an unconditional offer has been made and the course is available on EBS, the applicant can enrol immediately onto the course. Tutors should complete an enrolment form and arrange for them to be enrolled.

Where a learner is invited into early or main enrolment, they will be issued with a date and time for their enrolments. If the applicant is aged 16-18 they will be asked to produce evidence of their GCSE or other qualifications.

If they are aged 19+ the letter states, the full cost of the entire programme and if relevant the Advanced Learner Loan information and funding letter. This information will also be available from Student Services and Admissions and Admissions for people on a drop in basis.

### **5. Applicant is referred**

During discussions with the applicant, the Tutor may decide that the course is inappropriate – e.g. failed assessment, disclosed previous history that could be deemed to be an irreversible barrier to employment within the selected industry. The Tutor should advise the applicant of the reason why they have been unsuccessful and immediately direct them to Admissions; informing Admissions of the referral reason so this information can be logged in case of appeal, and passed onto the Advice and Guidance Team. A member of the Advice & Guidance Team will provide further direction to an alternative course either at the College or with another training provider.

### **6. Risk Assessment Meeting required**

Where an issue such as an unspent criminal conviction, safeguarding issue or Prevent risk is disclosed then a Risk Assessment Meeting may be convened to assess the risk and decide on an outcome (see paragraph 3.24.3). We pass this information onto our Safeguarding Officers.

## **3.19. Unsuccessful 'referred' Applicants**

Tutors will utilise their professional expertise and questioning skills when interviewing at the Admissions Interviews; acting free from bias and based on the information that is provided by the applicant at the time. If the applicant feels that they meet the entry requirements to the course and have a valid reason as to why they feel that they want to appeal the referred decision, they should in the first instance contact the Admissions department to appeal.

Admissions will send a follow up formal offer email to all applicants who have received an offer on a course.

## **3.20. Higher Education (HE), Professional studies and Access to Higher Education applicants at Admissions Event**

From application being processed the applicant will be contacted within 10 -14 working days, with either an immediate offer or an invite to an Admissions interview where the Tutor will confirm to the applicant the outcome.

The Admissions Team follow up and send out formal offer emails within 7 days of the offer being made. If an applicant has applied for a full time Higher Education course and has been made a conditional offer and has not applied through UCAS the College will send out information on applying through UCAS, or in the case of an unconditional offer, the College will send out a Record of Prior Attainment (RPA) form from UCAS to complete and return. The formal offer email will also include information about funding a Higher Education course.

If unsuccessful, the Tutor should advise the applicant of the reason why they have been unsuccessful and immediately refer them to Admissions; informing Admissions of the referral reason so this information can be logged in case of appeal and passed onto the Advice and Guidance team.

### **3.20.1. Additional actions for Higher Education applications**

The Admissions Team update the UCAS website with the outcomes for all applications. This generates the applicant's correspondence from UCAS, which the learner can track via their online account.

Any application received through clearing will be fast tracked; the Tutor will review their application and make then an immediate offer or invite them in for an audition/interview within two weeks. This information will be updated on the UCAS website within 1 week of the offer.

### **3.20.2. Apprenticeship Applicants at Admission Interviews**

The Admissions process for Apprenticeships vary, this depends whether the learner has a work placement or if they are applying for a job vacancy through the college or whether they are interested and applying for an Apprenticeship programme.

### **3.20.3. Employed Apprentices**

If the applicant already has an employer, the application will be forwarded to the relevant training officer and the appropriate Apprenticeship Manager will be copied in. The training officer will contact the applicant within three working days. The Apprenticeship Recruitment Team will undertake a workplace visit, a discussion will take place between the applicant, the employer and the Training Officer to establish whether the range of work is available to ensure that the apprentice can achieve. Existing maths and English skill levels will also be assessed at this meeting.

### **3.20.4. Applicants applying for an Apprenticeship Vacancy**

If an applicant applies for an Apprenticeship job vacancy advertised by the College, these will be passed to the Rise Team.

Any applicants not suitable at the screening process will be referred to Advice and Guidance.

If the applicant's CV is not up to standard, the Employer Engagement Team will provide them with a template and a CV guide.

### **3.20.5. Applicants applying for an Apprenticeship Programme**

If an applicant enquires or applies for an Apprenticeship programme and they are not working in the sector, and they have not applied for a job vacancy they will either be sent to the Rise Team and signposted to any relevant vacancies or invited to a monthly Admissions Interview. If there are no suitable vacancies, Admissions will contact applicants with information on next steps.

After the talk the applicants will be spoken to in a group by a Training Officer for the subject area they are interested in. If an applicant is available for work, and has got a current CV, the Training Officer will actively encourage the applicant to register with the Find an Apprenticeship Service and the Indeed website and apply for relevant vacancies.

Unsuccessful candidates will be referred for advice and guidance to consider full time course opportunities.

### **3.20.6. Applicants still in Education**

If the applicant is not available for work and is still in education, the applicant will be 'kept warm' throughout the academic year, they will be invited to events such as the National Apprenticeship Week and also an employer engagement event in the summer.

### **3.20.7. Did not attend applicants**

The Admissions Team text any applicant who did not attend their appointment at the Admissions Event; with options to rearrange

### **3.21. 'Keep Warm' Activities**

The College aims to convert as many offers into enrolments as possible. As some offers are made a considerable time before the start date of the course, each Curriculum area carries out activities during the year to keep the applicants engaged with Calderdale College.

The Marketing Team will issue a series of communications to all applicants making use social media

Marketing will liaise with Curriculum areas and aim to make potential learners feel like they are part of the College and ready to commence their programme of study. Examples of 'keep warm' activities include: -

- Invited to attend College events including performances, exhibitions, shows etc.
- Taster Events for Year 10 and Year 11 Students at Schools
- Brought in for demonstrations of new techniques, equipment, facilities
- Engage in practical activities where they will meet other potential learners on the course

In early July there will be a College wide 'Hello College' event for all potential learners organised by the Admissions Team for potential learners and Apprentices to meet other applicants, to find out about course and college life from student ambassadors, and have a further taster/lesson in their subject area.

### **3.22. Satisfaction Survey**

All applicants who are invited to Hello College will be sent a text with a feedback questionnaire. Any applicants not invited to 'Hello College' will be sent a text questionnaire to complete.

### **3.23. Advanced Learning Loans**

The Admissions Team will review EBS to determine which courses attract an Advanced Learning Loan. All qualifying applicants who have received offers on these courses will be issued with information of the Advanced Learning Loan scheme. Letters will be issued by the Admissions Team to applicants aged 24+ at the start of their course. Those applicants aged 19-23 will need a funding eligibility assessment from the Advice and Guidance team to first assess for grant funding opportunities before an Advanced Learning Loan letter is given.

### **3.24. Enrolment**

When the course file for the next academic year is uploaded to EBS, the Admissions Team provide enrolment appointments to all applicants who have received offers. If the applicant has a conditional offer, they will be asked to bring in proof that the condition(s) have been met. Details of financial support and/or details of fee remission will be included in this letter where appropriate and is available to applicants at main enrolment.

#### **3.24.1. Enrolment Appointment**

During the enrolment appointment, the Admissions Team will carry out the following:

- The tutor or Admissions Team will complete the enrolment form (if outside the main enrolment period)
- At the main enrolment the Faculty staff will complete the enrolment form and enrol the learner.
- Check that any conditions of the offer are satisfied and take copies of evidence where appropriate; The majority of offers are standard conditions, if the offer is a non-standard offer the Tutors (under qualifications on entry rulings) will inform Admissions who will record this in EBS notes for audit purposes.
- Inform 19+ applicants that they require a funding eligibility assessment; referring them to Advice & Guidance prior to enrolment.
- Issue applicants with copies of the course timetable; in cases where the timetable is already in place for early enrollers. If no timetable is in place, the student will be informed of their timetable nearer the course start date by the curriculum office.
- Refer the applicant to the Enrolment Team who will enrol them onto the course and issue their learner ID card and a learning agreement.

#### **3.24.2. Right to Refuse Admission**

The College reserves the right to refuse or withdraw admission to a course to any individual. It will only do so under certain conditions.

In some cases, it may be that the College cannot provide the appropriate mitigation to support an individual's participation, the level of support required, or the individual poses an unacceptably high risk. In these cases, the College may refuse or withdraw admission.

Where the information given on an application form is found to be untrue or incomplete and this has a material effect on an applicant or learner's suitability for a course then this may also be grounds for refusal of admission or withdrawal of the offer of a place on a course, or permanent withdrawal of a learner from a course.

The following list provides some further examples of where the College may refuse or withdraw admission; where:

- An applicant or learner has been previously been excluded from Calderdale College or another education institution, and there is no information to show that the individual's situation has changed;
- An applicant or learner has outstanding debts with the College;
- A Disclosure & Barring Service (DBS) enhanced check has been carried out and certain convictions have been identified – leading to a Risk Assessment Meeting (see 3.24.3);
- A safeguarding and/or Prevent risk is identified – leading to a Risk Assessment Meeting (see 3.24.3).

Where an applicant discloses information about themselves at any stage of the admissions cycle or after enrolment, including: an unspent criminal conviction, disability, long-term health condition, mental health condition or specific learning difficulty then the following should be considered:

<b>Category</b>	<b>Action</b>	<b>Mitigation</b>
<b>Unspent Criminal Conviction</b>	Possible referral for Risk Assessment Meeting by Designated Safeguarding Lead (DSL) and Head of Student Services.	Next step/s decided at the Risk Assessment meeting.
<b>Disability; Long-term Health Condition; Mental Health Condition</b>	<p>Refer to Inclusive Learning Manager to discuss possible reasonable adjustments and support arrangements.</p> <p>An Education and Health Care Plan (EHCP) and/or Personal Emergency Evacuation Plan (PEEP) need to be produced.</p> <p>For HE students refer to University Centre Management Team to discuss possible application for Disabled Students Allowance.</p>	<p>Reasonable adjustments and support arrangements put in place to enable participation;</p> <p>Education and Health Care Plan (EHCP) and Personal Emergency Evacuation Plan (PEEP) retained on record;</p> <p>DSA Application (HE students) to support specific additional needs.</p> <p><u>In addition:</u> Consider whether Stage 1 of Fitness to Study Policy needs to be applied.</p>
<b>Specific Learning Difficulty</b>	<p>Refer to Inclusive Learning Manager to discuss reasonable adjustments and support arrangements.</p> <p>For HE students refer to University Centre Management Team to discuss possible application for Disabled Students Allowance.</p>	<p>Reasonable adjustments and support arrangements to enable participation;</p> <p>DSA Application (HE students) to support specific additional needs.</p>

The Inclusive Learning Manager is ultimately responsible for ensuring that the College is able to make reasonable adjustments for learners with learning difficulties and disabilities. In exceptional cases where an applicant is refused admission on the grounds of relevant additional support not being available, detailed records must be kept.

Where an individual is refused admission or had their admission withdrawn, the Advice and Guidance team will provide support to enable the applicant to find more appropriate learning opportunities or environments and will automatically refer to CK Careers for 16-19 applicants (16-25 if they have Special Educational Needs with an Education and Health Care Plan).

### 3.24.3. Risk Assessment Meeting

At any stage during the admissions cycle or after a learner's enrolment on a course has been completed, a Risk Assessment Meeting may be convened. This will be based on the information provided by the applicant or learner, or on new information that has come to light. Disclosure of an unspent criminal conviction, a safeguarding issue or Prevent risk may trigger a Risk Assessment. However, it might be held for other reasons where there is reasonable evidence of a risk to other members of the College community.

As much supplementary information as possible should be provided by the member/s of staff involved to support the decision-making process, including information – where applicable – from third-parties, such as social services, the police or other emergency services, the local authority or another agency or organisation.

- The Meeting shall be carried out in strict confidence, however, it will be necessary to share certain information between a restricted number of colleagues in order to facilitate the process.
- The Meeting shall be chaired by the Designated Safeguarding Lead (DSL) and attended by the Manager of Student Services and Admissions and a note taker. It may also be necessary to co-opt other members where required.
- A record of the referral, evidence and minutes of the meeting shall be retained by the DSL.
- The purpose of the Meeting is to:
  - A. Determine what level of risk the applicant poses based on the evidence available;
  - B. Make a judgment on the necessary mitigation that would reasonably support the applicant's enrolment and participation;
  - C. Decide on whether the applicant should or should not be refused admission, based on A. and B.

A	B	Outcome
High Risk	No mitigation available or it is extremely difficult to achieve	Refusal of admission / withdrawal of the offer of a place on a course / permanent withdrawal of learner
High Risk	Mitigation available and achievable	May be admitted / continue: Action plan should be drawn up and monitored by Manager of Student Services and Admissions and DSL
Low Risk		
Low Risk	No mitigation required	May be admitted / continue: No further action required, however a record of the Risk Assessment should be retained by the DSL

For all outcomes a letter shall be sent to the applicant or learner confirming the outcome of the Meeting and the next steps to be taken.

### 3.24.4. Appeals

Learners have the right to appeal against application outcomes or Risk Assessment outcomes. Appeals must be made in writing to the Vice Principal Curriculum, Quality and Student Services within 10 working days of the notification of the outcome.

#### 4. Monitoring

Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
Oct 2019	Natalie Smith		Policies and Procedures Committee	Oct 2020	1 Year
March 2020	Syed Majid Bokhari & David Clapham			July 2021	1 Year
July 2021	Manager of Student Services & Admissions			July 2022	1 Year
September 2024	Jacqui Wilson - Admissions Team leader	Senior Leadership Team	CQSS Committee	September 2025	1 Year

#### 5. Related policies/procedures/documents

Positive Behaviour Policy  
Safeguarding, Child Protection and Prevent Policy

#### 6. Policy review

Change(s) Made	Reason for Change
<b>April 2020</b> 3.7. Added new section outlining DBS checking in addition to other entry requirements 3.18 section 5 New section itemising a Risk Assessment as an alternative outcome. 3.24.2. Expanded on information provided on right of refusal of admission, giving a table of issues that might arise at admission and the possible steps to mitigate these. 3.24.3. New paragraph outlining the Risk Assessment undertaken if an unspent criminal conviction, safeguarding or Prevent risk is identified. 3.24.4. (Paragraph number changed due to inclusion of new paragraph 3.24.3 - see above) Amended title of addressee for appeals to Vice Principal Curriculum, Quality and Student Services	To give fuller information on DBS checking  For information  To give the admissions team and any staff clear guidance on how to deal with applicants or learners with any of the issues identified  To give information about the process undertaken to assess and decide on an admission or enrolment should a risk arise  For correction, as the equivalent post title has changed

## 7. Equality impact assessment

<b>First EDI Assessment Conducted by:</b>	Chris Eckersley	<b>Date:</b>	04/04/2019
<b>Final/Approved EDI Assessment Conducted by:</b>	Jamie Leahy	<b>Date:</b>	18/10/2019
<b>EDI reviewed for current version by:</b>	Quality Administrator	<b>Date:</b>	March 2020

## 8. Publication

<b>Audience:</b>	<b>Published:</b>
Staff	Staff Intranet
Students	Moodle

## **Appendix**

Appendix A (page 4, section 3.3)

### **CEIAG Policy**

#### **Purpose**

To ensure learners and visitors of Calderdale College have access to high quality impartial CEIAG throughout their learning journey to enable them to make informed and accurate decisions, free from bias.

To work within Government guidelines and legislation to including the Gatsby Benchmarks; meeting the College's statutory duties in providing information relating to careers, up-to-date relevant and realistic pathways and options for consideration of those engaging with Calderdale College.

#### **Scope Purpose**

This policy applies to all types of provision including further and higher education, apprenticeships and traineeships irrespective of the location of provision.

It is applicable to learners aged 14 and over and is inclusive of those with additional needs and Education and Health Care Plans (EHCP's).

#### **Details of policy**

#### **Policy Statement**

Calderdale College is committed to providing high quality impartial careers education, information, advice and guidance to learners and prospective learners across all aspects of the College's provision. Calderdale College strives to achieve local and national accreditation and recognition for the quality of the service provided. In 2021 in recognition of the high standards of impartial CEIAG delivered the Matrix Quality standard was re-awarded to Learner Services. In February 2019 validation for the Calderdale & Kirklees (C&K) Careers quality standard was achieved; measuring against the Gatsby Benchmarks. In addition to these specific awards, the Advice and Guidance Team's impact is measurable through external Ofsted Inspections and through the QAA standard for Higher Education.

The team will provide impartial guidance to support chosen careers but also aims to instil skills into individuals to equip them for the future, including how to map out their lifelong learning and the ability to access external careers guidance and support.

Calderdale College has embedded careers guidance into the learner journey regardless of the length of time spent at the College. It aims to identify those who are unable to continue on their chosen programme of study and to offer alternatives, either internally or externally, based on individual need. Calderdale College engages with parents and carers through events at the beginning, middle and end of the learner journey.

## Objectives

The College's mission statement is "Invest in Skills, Engage People, Transform Lives." This CEIAG policy reflects the mission through the impartial guidance given based on the individual plans and needs to succeed on their chosen journey and most appropriate pathway for the learner to achieve.

The CEIAG policy is aimed to support the learners and prospective learners, employers and higher education networks. It also aims to address the priorities of the Gatsby report (2018) alongside the Local Enterprise Partnership (LEP) priorities, to develop both the local community and support the local economy.

The careers guidance process will take into account individual circumstances, learning preferences and aspirations to deliver a person-centred approach aimed to motivate and encourage learner's high aspirations and setting realistic goals to enable high levels of achievement and social mobility.

### Gatsby Benchmarks:

1. Stable Careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.
2. Learning from careers and labour market information	Every learner and their parents (where appropriate) should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers

5. Encounters with employers and employees	Every learner should have multiple opportunities to learn from employers about work, employment, and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.
6. Experiences of workplace	Every learner should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and Higher Education	All learners should understand the full range of learning opportunities that are available to them. This includes both
	academic and vocational routes, and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. The college should ensure that access to a level 6 adviser is available when needed. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.

### What this means?

All learners and prospective learners will have access to a Careers Adviser. An Adviser qualified to level 6 will be available on an appointment basis.

All Study Programme learners will receive opportunities to impartial advice and guidance, in groupbased sessions or on a one to one basis as required.

One to one sessions will be available for all that request this, particularly those resulting in significant study or career choices. In addition to this, guidance interviews offered to learners deemed to be at risk; for those with unfocussed or un-realistic career goals are a priority.

All Study Programme learners will have access to impartial advice and guidance through the Step Up to Success progression process.

All College learners identified as having SEN will receive access to an independent Careers Adviser from C & K Careers on the premises that will focus on reviews and additional support workshops, as required

Apprenticeship learners will receive access to the same initial provision as Study Programme learners, with a follow up for progression opportunities as referred by the training officer prior to or at the exit review.

Careers guidance is deliverable in an accessible and transparent manner to enable all learners to understand their choices and have opportunities to query or confirm their understanding and the next steps.

CEIAG is delivered and applied in accordance with the College's Single Equality Scheme and is inclusive to learners from all protected characteristics, positively supporting those learners who have any additional needs or requirements.

### **Directive and Management of this Provision**

The CEIAG programme is managed by the senior management team and delivered by the Student Services Team, and embedded through curriculum and admissions processes. The provision is coordinated and developed by the Head of Student Services, and is embedded within the current Learner Admissions Policy and Procedure.

Student Services staff are trained in relevant Information Advice and Guidance qualifications, with at least one team member qualified to Level 6. Careers guidance staff will undergo continuous professional development, and are committed to their own professional development and ensuring that they are aware of any changes in guidance and statutory legislation relating to CEIAG.

Careers resources are updated and readily available in the Student Services Unit, on Staff Intranet and Student Moodle and in other shared areas such as the Learning Centres. Access to online resources is available through the VLE and is promoted and easily accessible. Alternative formats of resources are made available on request.

Calderdale College will commission the services of C&K Careers and has a service level agreement in place for this partnership for the benefit of learners.

All Heads of Faculty, teaching staff and Coaches contribute to CEIAG, offering pre-entry advice at open evenings, admissions and enrolment events in addition to external events.

The senior management team and Deputy Principal (Quality, Curriculum Development & Student Experience) will be responsible for the monitoring, review and evaluation of the provision. Learners will be consulted on the impact of the CEIAG being offered and any resulting changes will be implemented based on the evidence. External auditing of the CEIAG provision will be organised by the College to assist with reviewing policies and procedures and produce recommendations to support the service where required.

## Available Provision

The CEIAG provision is available to learners from Calderdale College, including those accessing the following provision:

- Further Education
- Higher Education
- Apprenticeships and Work based Learning
- Potential learners making enquiries

The types of CEIAG activities available include:

- Individual sessions offered to all learners
- Access to an independent Careers Adviser
- Group presentations for both current and prospective learners
- Parent and carer talks
- Careers related events such as 'Pop up job shops', National Careers Week information events, Labour Market Information (LMI) events
- Employability related sessions including CV workshops and mock interviews
- Information on university open days and transport to the UCAS convention
- Presentations on UCAS and support with the application process
- Learner finance talks
- Parents evening, open evening and staffing of Admissions and enrolment events by Careers Advisers to support with CEIAG and funding advice
- Close monitoring and supporting of vulnerable learners

When leaving Calderdale College all learners will have:

- Been given the tools to enhance their self-knowledge, career management and the confidence to access relevant information to assist with lifelong learning
- Know how and where to access relevant and up to date careers information and further support
- Had relevant work experience and/or developed their employability skills to broaden their career options
- Been provided with the necessary resources and support to progress to their next stage of their career path, including CVs, preparation for interview and personal statements
- Been given appropriate advice about available funding
- Ability to plan their career pathways, utilising Labour Market information and develop SMART objectives to assist in achieving them