



New College Durham

Policy on

Further Education Admissions

Approved on

October 2019

Approved by

Academic Policy Review Group

This Policy will be subject to review in **5 years** of the approval date or earlier if required under Section 4/4 of the Academic Policy Review and Development Framework

New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

This Policy applies to all activity undertaken by the College in pursuing its purpose as an educational institution whilst serving its learners, community and wider stakeholder interests.

If you require this document in an alternative format and/or language, please contact the relevant Administrative Coordinator.

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments which are carried out to determine whether the policy has, or is likely to have, a different impact on those with protected characteristics.

We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

To make suggestions or to see further information please contact:

Policy Author

Head of Marketing and Student Recruitment

Francesca Smith

Marketing

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Dedicated Text Number: 07425634227

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Equality Impact Assessment

A statement confirming that the policy has been subjected to a rigorous assessment for any potential impact on the full range of stakeholders with those impacts being assessed and considered and, where appropriate, suitable adjustments to the policy have been included prior to the adoption of the policy.

Footnote

In an effort to keep costs to a minimum a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Intranet.

1. Rationale

The reason for the development of this policy is derived from the College's commitment to demonstrating sound practice in recruitment, selection and admission of learners to further education (FE) courses offered by the College. The admissions process extends from pre-application stage up to and including enrolment, and is crucial to establishing a positive relationship between applicants and the College.

This commitment is a key focus of the College's Vision and Values.

2. Aim

The aim of this policy is to ensure an effective, efficient, centralised and coordinated admissions process for all learners wishing to study towards a further education award at the College.

In order to fulfil the stated aim of the policy the College has established the following objectives which are to:

- a. ensure that applicants are treated fairly and impartially;
- b. ensure that applicants are appropriately guided and supported through the admissions process;
- c. confirm that informed and sound decision making by the applicant and the College is assured;
- d. ensure that national, regional and College strategic objectives are recognised and considered;
- e. ensure that information relating to entry criteria is up-to-date, accurate and accessible to applicants and College staff.

3. Applicant Entitlements

Under the terms of this policy all FE applicants are entitled to:

- a. have access to information, promotional materials and activities which are accurate (at the time of publishing), relevant, current and accessible and information that will enable them to make informed decisions about their options;
- b. view the College and its facilities prior to the commencement of a course;
- c. receive confidential and impartial information, advice and guidance;
- d. have access to clear and detailed information about the selection process that is used for the course(s) they are applying to;
- e. expect that the selection process is followed consistently and fairly and that admission to a course is based on the assessment of a range of criteria that includes academic and non-academic criteria;
- f. be informed by the College, of the obligations placed upon them at the time the offer of a place is made;
- g. information regarding learning and/or support needs in advance of enrolment;
- h. have explained, once the place is accepted, the arrangements for enrolment and induction;
- i. an induction that supports their integration and orientation to the College and the course;
- j. where requested, be provided with feedback on why they were unsuccessful in gaining a place on the course.

4. Applicant Responsibilities

This policy requires FE applicants to fully acknowledge and actively engage in fulfilling their responsibilities by:

- a. ensuring they are familiar with the admissions process relevant to the course they are applying for;
- b. following the College procedures associated with the admissions process relevant to the course they are applying for;
- c. keeping the College informed of changes to their circumstances;
- d. attending interviews and keeping warm activities relevant to the course they are applying for;
- e. confirming acceptance or refusal of a place in a timely manner;
- f. engaging fully with the induction and orientation activities delivered at the College;
- g. ensuring that at each stage of the application and appeal process, they provide honest and accurate information and communicate timely any changes to circumstances which could have a bearing on admission decisions;
- h. ensuring they declare any learning difficulty/disability and/or support need at the earliest stage possible within their application journey, or when the need becomes apparent.

5. Teaching Staff Responsibilities

This policy requires teaching and support staff to ensure that:

- a. promotional materials and recruitment activities provide accurate information about the course that will enable an applicant to make informed decisions about their options;
- b. they deal promptly with applications in accordance with College procedures and guidelines;
- c. the selection process is followed consistently and fairly;
- d. applicants are made an offer which is appropriate to both the applicant and course entry requirements. In the event that the criteria for entry are not met, wherever possible an appropriate alternative offer will be made to the applicant;
- e. they inform the applicant of the obligations placed on them at the time the offer of a place is made;

- f. successful applicants are provided with information about welcome days, induction and enrolment arrangements;
- g. where requested, they provide feedback to an applicant who has not been offered a place on the reason why they were unsuccessful;
- h. all applicants are given the opportunity to declare any learning difficulty/disability and/or support need at every stage of their application.

6. College Management Responsibilities

College Management should ensure that:

- a. all staff involved at each stage of the admissions process are informed and are clear about their roles and responsibilities and have received the necessary training and staff development to ensure they are efficient and effective in their roles;
- b. staff development is made available to staff to support them in implementing this policy and to understand the procedures that underpin it;
- c. the policy is implemented consistently;
- d. links are established and maintained that enhance the transition arrangements between the College and referring organisations;
- e. all courses have accurate, relevant and current admissions strategies and that these are accessible and provide information that enables applicants to make informed choices about their options.

7. Standards by which the Success of this Policy can be Evaluated

The following standards/measures will be considered when evaluating the success of this policy:

- a. positive learner feedback from surveys, forums and tutorials;
- b. positive feedback from other stakeholders including parents and employers and as part of external review;
- c. positive feedback from staff on the effectiveness of the policy and procedure;
- d. high level of learner retention and low learner transfer numbers following the induction period.

8. Responsibility for Implementing this Policy

Responsibility for the implementation of this policy resides at all levels of the College specifically:

- a. the Principal and Chief Executive has the overall responsibility for this Policy;
- b. the Vice Principals, Heads of Department/School are responsible for implementation of sections 3, 5 and 6 of this policy;
- c. Curriculum Managers are responsible for ensuring that the course teams collaboratively address the requirements of the Policy.

9. Associated Documentation

This policy should be read in conjunction with the following supporting/related documentation:

- a. Admissions Procedure (FE);
- b. Careers Education and Guidance Policy;
- c. Learning Support Policy;
- d. Single Equality Scheme

Appendices



New College Durham

Equality Impact Assessment Record

New College Durham actively promotes the basic British values of democracy, the rules of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

1. Department/School:	Marketing and Student Recruitment
2. People carrying out the assessment:	Francesca Smith
3. Policy/procedure being assessed:	Admissions (FE) Policy
4. Main aims of the policy/procedure:	The aim of this policy is to deliver a fair and supportive application process to all further education students regardless of their course of study or background.
5. What examples of current good practice are there relating to the protected characteristics?	<ul style="list-style-type: none">a. Information presented in a variety of durable, accessible formats cognisant of the needs of people with protected characteristics.b. On-going scrutiny of published materials to ensure that all salient information is accessible to all stakeholders.c. Producers of information will take account of the need to communicate unambiguously and clearly to all.

Cont'd...

6. For which of the protected characteristics could there be a negative impact?

Please Tick



Age

Disability

Gender Re-assignment

Marriage and Civil Partnership

Pregnancy and Maternity

Race

Religion or Belief

Sex

Sexual Orientation

7. Describe that impact

N/A

8. What action needs to be taken to remove the impact?

N/A

9. Who will implement the action plan?

N/A


10. By when?

N/A

11. Monitoring Process

N/A

Cont'd...

Completed by: Francesca Smith	Endorsed by: Emma Crosskey
Signature: F. Smith	Signature: 
Printed Name: Francesca Smith	Printed Name: Emma Crosskey
Role: Head of Marketing	Role: Deputy ASC Manager
Date: 7 June 2019	Date: 2 October 2019
Date for Review: 2 October 2024	

Cont'd...

Equality Impact Assessment Action Plan

Please complete the following Action Plan, based on the actions you have identified above, particularly in Section 8.

Department/School:	
Policy Assessed:	

Issues identified	Changes Required Mark with an asterisk (*) any changes that may be generic to other functions	Resource Implications	Responsibility for Implementation	Timescale	Progress Update

Once completed, this should be e-mailed to Christine Padgett (christine.padgett@newdur.ac.uk) and a copy retained by the author.

Please note the policy author is responsible for completion of this action plan.