



**Policy on**

**Further Education and Apprenticeship  
Admissions**

**Revised: July 2019  
Review Date: July 2021**

Newcastle College is committed to safeguarding and promoting the welfare of children, young people, and adults at risk, and expects all staff and volunteers to share this commitment.

If you require this document in an alternative format and/or language, please contact Ronnie Burn – Head of Education Partnerships/Careers Leader

We review our policies regularly to update them and to ensure that they are accessible and fair to all. Equality impact assessments (EIAs) are carried out on all of our policies to determine whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion/belief, gender reassignment, pregnancy/maternity or sexual orientation.

In accordance with College procedures a Equality Impact Assessment was undertaken for this policy in August 2017.

We are eager to hear from anyone who would like to contribute to these EIAs and we welcome suggestions for improving the accessibility or fairness of this and all College policies.

To make suggestions or to request further information please contact:

**Ronald Burn**

Head of Education Partnerships/Careers Leader

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**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.**

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## 1. Review of the policy

All policies will be subject to a review either as a consequence of the changing landscape against which the policy was originally drafted or in keeping with good governance. The process by which the periodic review of this policy will be undertaken, will be by existing College procedure

Date approved:	August 2019
Approved by:	Policy Group
Review date:	2 years (August, 2021)
Responsible Managers:	Ronald Burn - Head of Education Partnerships/Careers Leader
Group Executive Lead:	N/A
Accessible to Students/Customers:	Yes
Location and Access to the Policy:	SharePoint Site: College Information, College Policies and Strategies

## 2. Rationale

Newcastle College has a proud history of promoting access to education.

The college provides full access to Further and Higher Education and Apprenticeships for all potential students, aiming to remove barriers to entry, especially for those overlooked by the education system and from deprived areas or backgrounds. Newcastle College is an inclusive community, which values diversity and places the needs of the student at the heart of our college to deliver its purpose.

Our purpose: To unlock potential through learning.

A key element in achieving this goal is to ensure that potential students, who undertake studies as part of the college, have access to unbiased information about potential next steps, high quality careers guidance, and opportunities to experience the world of work. Students are encouraged and supported to fully participate in learning programmes where they will make good choices about what they need to do to successfully achieve their personal aspirations and progress in their working lives.

## 3. Aim / Purpose and Scope

The aims of the Further Education and Apprenticeship Admissions Policy are to ensure that:

- a) all applicants are treated fairly and impartially
- b) all applicants are guided and supported appropriately through the admissions process and a range of guidance is made available to them so they can make informed decisions about their future development, aspirations and career choices
- c) information relating to entry criteria is accurate, is annually updated and accessible to all applicants and related stakeholders
- d) judgements and decision making is sound and based on clear information provided by the applicant and college

The purpose of this Policy is to set out the standards for the college admissions processes.

The scope of the policy is to all potential Further Education(FE) and Apprenticeship learners within the College. Admissions for Higher Education (HE) applicants is subject to a separate admissions policy. References are made to the Higher Education policy regarding progression within this policy. Admissions for International (Non UK/EU) students is subject to UKBA regulations.

## 4. Student Entitlements

All students at the College are entitled to:

- a) be treated equally and with fairness. No applicant will be refused admission on the basis of race, sex, marriage/civil partnership disability, age, religion/belief, gender reassignment, pregnancy/maternity or sexual orientation. All applicants are offered alternative course choices, where possible.
- b) receive up-to date information about courses, entry criteria and student support available. This will be through a range of marketing platforms including prospectuses, online through the college website and specifically within course information literature. Alternative formats, when requested, will be made available, wherever possible.

- c) visit the College and experience the facilities prior to the commencement of a course, providing the opportunity to meet a full range of college staff to reinforce their decision-making.
- d) be assessed for their potential to contribute to and benefit from their proposed study programme.
- e) be interviewed, if relevant to their programme and receive confidential and impartial information, advice and guidance prior to commencing study at the college.
- f) be offered a place on a programme based on the assessment of a range of criteria including academic qualifications, professional and personal experience.
- g) be offered appropriate support as part of their course. All applicants are proactively encouraged to declare a special educational need or a learning difficulty/disability prior to commencing a course. This allows appropriate referral to a range of central support services to be arranged and undertaken

Formal references will not normally be required from applicants, however DBS disclosure checks and additional reference checks for students applying for admission to courses which require a work placement with children or adults at risk will be required. This will be specified as part of the offer letter to an applicant. See Appendix A for more details.

Newcastle College reserves the right to refuse entry to any applicant who may jeopardise the security, safety or reputation and integrity of the college

## **5. Student Responsibilities**

Student entitlements are most likely to be met in full when a student fully acknowledges and actively engage in fulfilling their responsibilities by:

- a. providing honest and accurate information and documentation about themselves in order for the college to provide informed advice regarding their programme and progression
- b. ensuring students notify the college of any criminal convictions that they have or may receive
- c. ensure students inform the college of any change in circumstances, personal details such as address or emergency contact details.
- d. informing the college at the earliest opportunity of any special educational needs or disability and/or learning difficulties they have which may affect their entry to a course and their opportunity as a student
- e. take personal responsibility for promoting a safe, secure and healthy environment and comply with the terms of the college and codes of practice as a student of Newcastle College
- f. being prompt, efficient and courteous in dealing with the college, its staff and fellow peers

## **6. Staff Responsibilities**

Teaching and support staff will ensure that:

- a. appropriate information and support to both potential and enrolled students is accurate and readily available to enable them to make informed decisions and choices at relevant stages of the admissions, progression cycle and next steps following successful completion of their course
- b. applicants are made an offer that is reflective and appropriate to both the students aspirations and course entry requirements
- c. applicants are provided with guidance when course entry criteria is not met providing an alternative offer in relation to their current academic and achievement levels
- d. course entry criteria and course content is regularly updated in response to regional, national and international academic and career related benchmarks and in relationship to internal policies and procedural guidelines.

## **7. College Management Responsibilities:**

Management responsibilities should ensure that:

- a. all staff involved at each stage of the FE and Apprenticeship Admissions process are informed and are clear about their roles and responsibilities and have received relevant training and development to ensure they are effective and efficient in their roles
- b. annual review of all aspects relating to the FE and Apprenticeship Admissions procedures will take place which will include:

- 1) reflecting and responding to external curriculum changes in the post 16 qualification sector taking into account applicant data relating to race, sex, marriage/civil partnership disability, age, religion/belief, gender reassignment, pregnancy/maternity or sexual orientation
- 2) review of admissions entry criteria for each programme by SLT Directors
- 3) determining generic and specific entry criteria by subject level in response to the academic and vocational content of the course e.g. portfolio, interview or audition requirements
- 4) changes to procedures will be approved by members of the Principalship Team and communicated internally and externally to all relevant stakeholders in a timely manner as part of the recruitment and admissions cycle
- 5) developing appropriate links with external partners to continuously improve transition arrangements between Newcastle College and associated education partner organisations
- 6) allocation of responsibilities will be annually reviewed, led by the Newcastle College Principalship Team and SLT Directors and Heads of Services to ensure the policy is implemented and delivered accurately and in a timely manner

## **8. Standards by which the success of this policy can be evaluated**

- a. High levels of student satisfaction reported through positive student feedback from student surveys, student representation at focus groups and forums
- b. Positive feedback from associated stakeholders including parents, employers and education organisations as part of external reviews
- c. High levels of student retention and positive destination data
- d. Recognised successful achievement of external benchmarks and kite marking e.g. Matrix Standard accreditation and Gatsby Career Benchmarks

## **9. Responsibility for implementing this policy**

Responsibility resides at all levels of the College:

- a. Newcastle College Principal has the overall responsibility for implementing this policy
- b. Directors are responsible for overseeing the operation of this policy
- c. Heads of Curriculum and Heads of Services are responsible for working collaboratively to implement the requirements of the policy

## **10. Associated policies and procedures**

This policy should be read in conjunction with the following policies / procedures:

- Single Safeguarding Policy and Procedure
- Equality, Diversity and Inclusion Strategy 2019-2023
- Student Behaviour Management and Student Disciplinary Policy
- Student Fitness to Study Policy and Procedure

### **Appendix A – Seeking DBS Checks and additional references**

Courses requiring DBS and/or reference checks can be identified from the college prospectus and course information sheets. Heads of Curriculum will be required to notify Student Services of any new or additional course provision requiring these checks. Additionally, references may be sought from at least one unrelated and responsible person if at any time, a student of any age is considered a risk to themselves, staff or students. If the student refuses to provide a suitable referee the application cannot progress further.

The criteria for students who may present a risk to themselves or others could include:

- Those with disclosed mental health, emotional or behavioural problems
- Those with disclosed prior conviction or imprisonment
- Those who are perceived a risk to themselves; this could include physical, psychological or emotional threat.
- Where there is prior knowledge of situations or information, which indicate that the student may present a risk

