



Admissions and Enrolment Policy & Procedure

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History of Changes

Version	Description of Change	Authorised by	Date
1.1	Minor changes to original policy	S Earp	May 2019

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation. All college policies and procedures can be provided in an accessible format.

1 Purpose

To provide an operational framework for the fair and equitable admission and enrolment of learners within the context of the Access and Inclusion Strategy, Local Outcomes Improvement Plan and other supporting policies.

2 Policy Statement

West Lothian College will put in place arrangements for admission and enrolment which will offer appropriate guidance, information and support to achieve the best possible match between the individual learner's needs, prior learning and placement on a course. The College is committed to equality and diversity and this will inform admission processes.

Where care experienced students are identified at application stage an interview will be guaranteed for the appropriate course.

3 Responsibilities

- 3.1 The Vice Principal, Curriculum & Planning is responsible for the overall management of this policy.
- 3.2 The Head of Quality & Learner Services, Centre Heads and Service Managers are responsible for the development, internal approval and implementation of appropriate courses with levels, locations and flexibility to maximise choice and opportunity for learners.
- 3.3 Centre Heads and Service Managers are responsible for producing clear, accurate and comprehensive information on entry requirements, course content and progression opportunities.
- 3.4 The Marketing team is responsible for liaising with managers to produce recruitment and publicity materials, and arranging open days, information sessions.
- 3.5 The Student Systems team and course team staff are responsible for providing full and prompt information to support enquirers in agreeing the course best suited to individual learning needs.
- 3.6 The Access and Support Service Leader will coordinate and ensure reasonable adjustment within Admissions processes.
- 3.7 Course team staff, supported by Student Systems, are responsible for interviewing applicants to ensure that they are matched to appropriate courses. The interview process will include the early identification of basic learning needs, recognition of prior learning, and planning support for those applicants with additional support needs.

- 3.8 The Student Systems Manager is responsible for liaising with other managers to organise and manage appropriate interview enrolment processes for full-time and part-time courses.
- 3.9 The Student Systems Manager is responsible for ensuring that enrolled learners are informed of the requirements of the General Data Protection Regulations (GDPR) 2018 and the use made by the College and other external agencies of data collected on individual learners.
- 3.10 The Student Funds Officer is responsible for liaising with managers to provide course team staff and learners with general information on financial support, and specific information and advice to individual learners.
- 3.11 Centre Heads, course team staff and relevant managers are responsible for planning and monitoring induction.

4 Procedure

4.1 Marketing and Recruitment

- 4.1.1 All prospectus and other publicity and marketing materials will be produced by the Marketing team, in consultation with relevant areas of the College, and to meet the requirements of the College operational calendar. Publicity materials will be designed to address gender imbalance and to target recruitment from priority groups.
- 4.1.2 A programme of appropriate recruitment activities will be planned by the Marketing team, in consultation with relevant areas of the College, to meet the requirements of the College Operating Plan.
- 4.1.3 The Student Systems team will respond to enquiries and liaise with relevant staff to manage applications and invitations to attend for interview.
- 4.1.4 The Unit-E system will be updated by the Student Systems team to keep the College management and staff informed of the status of enquiries, applications, interviews and offers of place for full-time courses (refer to Appendices A, B & C).

4.2 Interview and Selection

Admissions process will be adapted (wherever possible) to meet individual needs in relation to protected characteristics and individual circumstances (eg carers and care experienced applicants).

- 4.2.1 Applicants for full-time and, where appropriate, some part-time courses will be invited to attend an interview.

- 4.2.2 The interview will be a two-way process to agree the best match of courses to individual learning needs.
- 4.2.3 At interview, applicants with English as a second language should produce evidence of their English level. In the event that they have no evidence Student Advice can be contacted to arrange an ESOL levelling assessment. All ESOL applicants should have the equivalent of National 5 ESOL in order to function within full-time programmes. ESOL students are not eligible to receive support with English on a full-time course.
- 4.2.4 An interview checklist will be used to ensure that all key areas are covered. This will vary from course to course depending on requirements. This will be supplemented by additional points specific to individual course requirements.
- 4.2.5 A range of interview models will be used to allow departments flexibility in conducting interviews. Where appropriate, the interview model will be adapted to take account of the individual needs of prospective learners.
- 4.2.6 The outcome of the interview will be communicated to the applicant within 10 working days of the interview.
- 4.2.7 Offers of place, applications for financial support and childcare, and information on induction will be forwarded to applicants.
- 4.2.8 The Student Funds Officer will provide financial advice and support to applicants.
- 4.2.9 If a course does not meet the learning needs of the applicant, and no alternative level is offered within the curriculum area, they will be referred to the Admissions team to explore other learning opportunities.
- 4.2.10 Applicants for part-time and flexible courses will generally not be invited to attend a formal interview but will discuss their learning needs with staff at enrolment or information sessions. Exceptions are courses with specific entry and/or legislative requirements.
- 4.2.11 The College, through its Access and Inclusion Strategy and policies on inclusiveness, seeks to be as open to its communities as is practicable within resources available. The College recognises that it has a duty of care to all learners, particularly those under the age of 16 years and those regarded as vulnerable learners. In the selection process, the College reserves the right to balance the needs of an individual against the interests of the wider community which it serves.
- 4.2.12 Any attempt to bribe, coerce or inappropriately influence staff decision making will:

- be reported to the Vice Principal, Curriculum & Planning
- may be reported to the Police
- result in a rejection of the application.

4.3 Enrolment and Induction

4.3.1 The Student Systems Manager will liaise with Centre Heads and course teams to plan and organise arrangements for the enrolment process to meet the needs of different modes of attendance and other course requirements.

Student ID cards will be issued to full-time students during the enrolment process.

4.3.2 Enrolment forms will include a statement on the GDPR 2018 to inform learners of the use made of data gathered on individual learners.

4.3.3 A range of pre-course induction models will be used to allow flexibility in carrying out induction to meet individual course needs and modes of delivery. This will be supplemented by course specific induction information.

4.3.4 Ongoing or follow-on induction will be arranged to meet the requirements of individual courses and modes of attendance.

4.3.5 The induction process will be evaluated by the learners, the outcomes analysed by the Access and Support Service Leader and course teams, and appropriate action agreed.

4.4 Guidance and Support

4.4.1 Guidance and support will be provided to learners by course team staff pre-entry, interview and selection, enrolment and induction, on-course, pre-exit and post-exit.

4.4.2 Lecturers will provide first-line guidance to learners, and will agree and plan support for any additional learning needs. This will be recorded on a personal learning plan.

4.4.3 The lecturer may refer the learner to the Access and Support Service Leader for guidance and/or to meet additional learning and support needs. The learner may wish to self-refer.

4.4.4 Learners who have additional learning needs will be referred to the Access and Support Service Leader by the lecturer, or the learner may wish to self-refer. Where this has been highlighted by the applicant on their application form a scheduled report will be sent directly to the Access and Support Service Leader.

5 Professional Development

Regular professional development will be organised for all staff involved in the College processes for admission, enrolment, guidance and support.

6 Evaluation by the learner

Evaluation of the admissions, enrolment, guidance and support processes will be managed by the Marketing Team through the Scottish Funding Council's Student Satisfaction & Engagement Survey.

7 Review of Policy and Procedure

The Admissions Committee are responsible for the review and update of the policy and procedure.

8 Documentation

This policy should be read in conjunction with the undernoted:

Access and Inclusion Strategy
Marketing and Communications Strategy
Equality, Diversity and Inclusion Policy
Enquiries and Admissions Process – Appendix 1

Appendix 1

ENQUIRIES AND ADMISSIONS PROCESS LEARNER RECRUITMENT AND SELECTION

ENTRY CRITERIA

Entry criteria for each course is established by the Course team and advertised to prospective candidates through the college Prospectus and Web Site.

Core Skills:

Where core skills units are included in the course, interviewers should establish whether the applicant has the appropriate entry level of core skills necessary to achieve the course. This decision can be supported by the application of core skills diagnostic tools.

COURSE TEAM RESPONSIBILITIES

- 1 Course team agrees suitable selection process including requirements for interview, test and skills diagnostics. ***Please ensure that tests are robust and provide authentic evidence of the applicant's skills.***
- 2 Arrange locations for interviews, accessible to all. This should be in a room where there is no chance of being overheard by others, but with enough space for applicants, learners and other parties to meet.
- 3 Course team accesses applications through Columbus.
- 4 Course team reviews applications and compiles a list of applicants to interview and arranges the interviews with the Admissions team.
- 5 Course team identifies who the interview panel will be for each interview date. The panel consists of a member of the course team or centre management.
- 6 Course team to decide on interview check list. Each team may use one suitable to their requirements or the blank one attached to this document.

ADMISSIONS TEAM

- 1 Admissions team send out invitations to attend interview at least two weeks in advance of interview date.
- 2 Support for Learning team will be advised of the applicant/course that has requested additional support and the dates for interview so that additional needs assessment can be carried out on the same day if required.

SUPPORT FOR LEARNING TEAM

- 1 Support for Learning team receives referred applicants through automatic reports and will contact the applicant to provide an appointment time for additional support needs assessment.
- 2 Support for Learning team complete interview checklist with summary of the additional support needs assessment and retain for their records.
- 3 Support for Learning team sends notification of additional support needs assessment results back to course team to inform final interview decision.

INTERVIEW

- 1 At interview the interviewer should discuss the candidate's performance and arrive at a result.
- 2 Record the results of the interview on to a checklist. Retain test results for own records. The information must be passed to the Admissions team within 3 days of interview. If a place is **not** to be offered **full details** should be communicated to allow Admissions to feed back if an enquiry is made.
- 3 Where conditional offers of place are made. Conditions should be clearly detailed and measurable: e.g. Attainment of 2 Highers by mid-August.
- 4 Ensure you clearly identify what the conditions are and the timescale for these to be met in order to translate the offer into a full offer of a place.
- 5 Course team will confirm status of conditional offers to the admissions team. Admissions team will update records from conditional to unconditional offer, or to conditions not met.
- 6 Where an additional support needs assessment is required before a place can be offered, a referral will be passed to Support for Learning team and trigger an assessment.
- 7 Take up references where appropriate.

FOLLOWING INTERVIEW

- 1 Admissions team contacts all applicants to advise the results of interview.
- 2 Applicants who have conditional offers of place are informed, by the Admissions team, of the conditions and timescales to meet these conditions.

- 3 Support for Learning team contact referred applicants to arrange additional support needs assessment, feed summary of support recommendations back to interviewer.
- 4 Conditional offers of place are translated into full offers.
- 5 Applicants should only be placed on a reserve list where all places have been offered on either unconditional or conditional basis.
- 6 Reserve lists are recorded on Columbus.
- 7 Course lists are prepared from accepted offers of place.
- 8 Proceed to enrolment and induction.

LEARNER RECRUITMENT AND SELECTION - INTERVIEW CHECKLIST

COURSE TITLE:

DATE OF INTERVIEW:

Interviewer 1:

Interviewer 2 (if applicable):

Name of applicant:		
Returning Student: (Please circle)	YES	NO
Previous Course:		

Criteria	Meets Criteria	Comments (Mandatory comment if 'N' selected)
Applicant demonstrates a commitment to chosen course	Y / N	
Applicant responded well to interview questions	Y / N	
Applicant was enthusiastic and engaged in the interview process	Y / N	
Applicant evidences relevant skills / talent appropriate to course	Y / N	
Applicant evidenced relevant work experience	Y / N	
Practical and / or written test results were satisfactory	Y / N	

(Applies to courses that include core skills units)

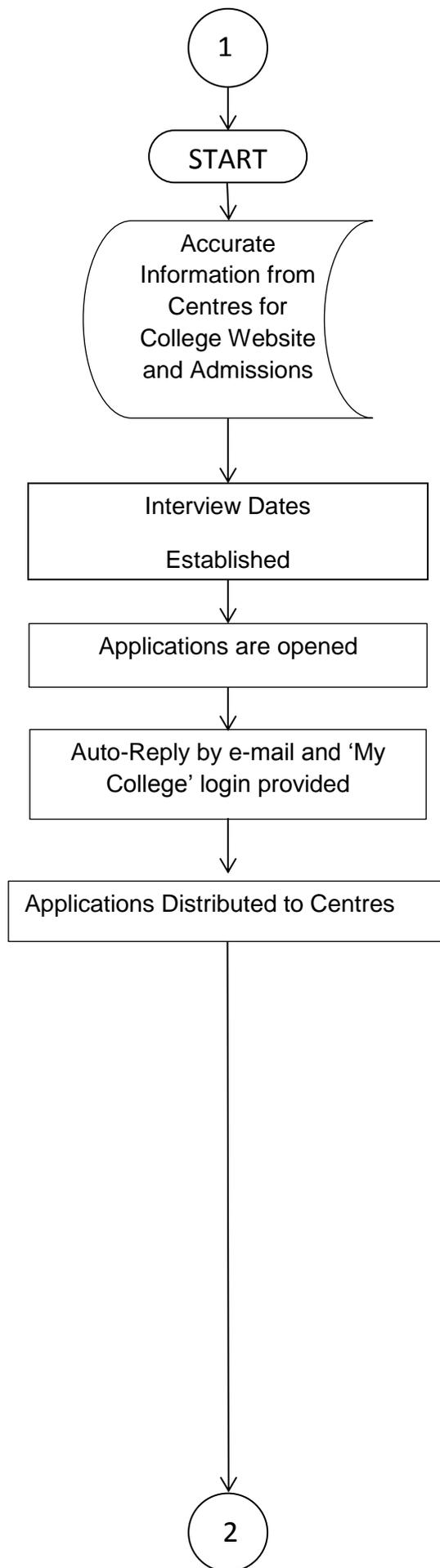
Core skills level appropriate for the course and supported by diagnostics test(s)	Y / N	
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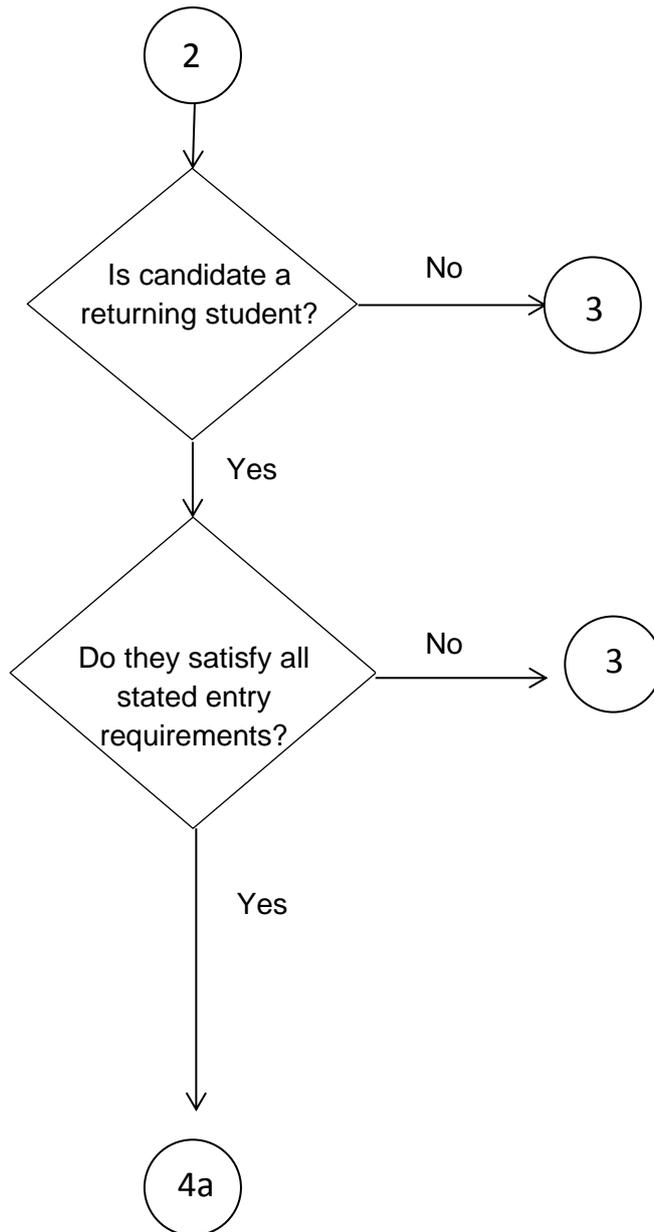
ADDITIONAL SUPPORT NEEDS

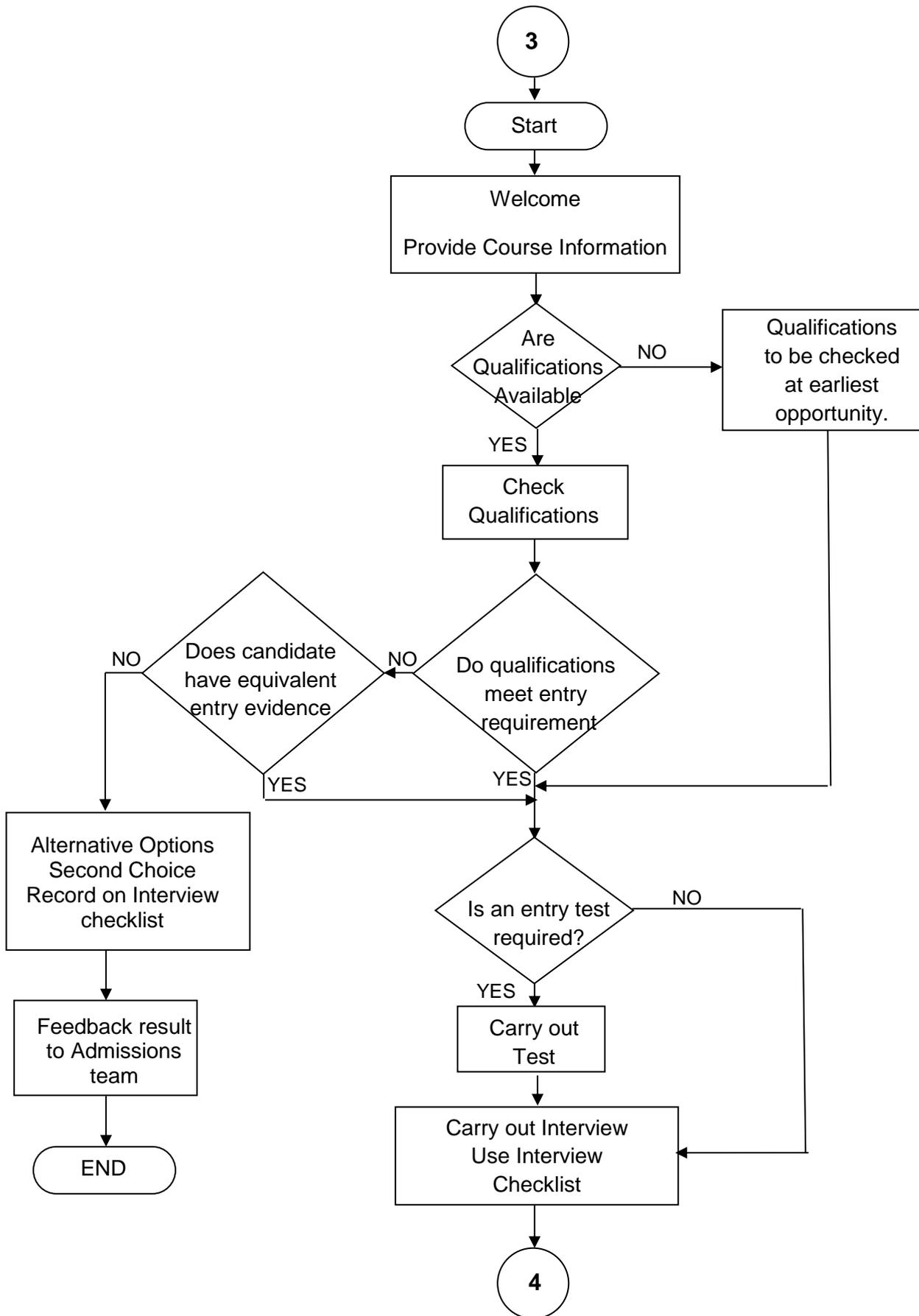
ADDITIONAL SUPPORT NEEDS	Yes/No	COMMENT
If applicant is accepted onto the course, would they require additional support	Y / N	
Assessment required (If yes, input details to section on Columbus and this will automatically be referred to Support for Learning)	Y / N	
Support Recommended (Input details of support needs on Columbus)	Y / N	
Date referred for Support for Learning		

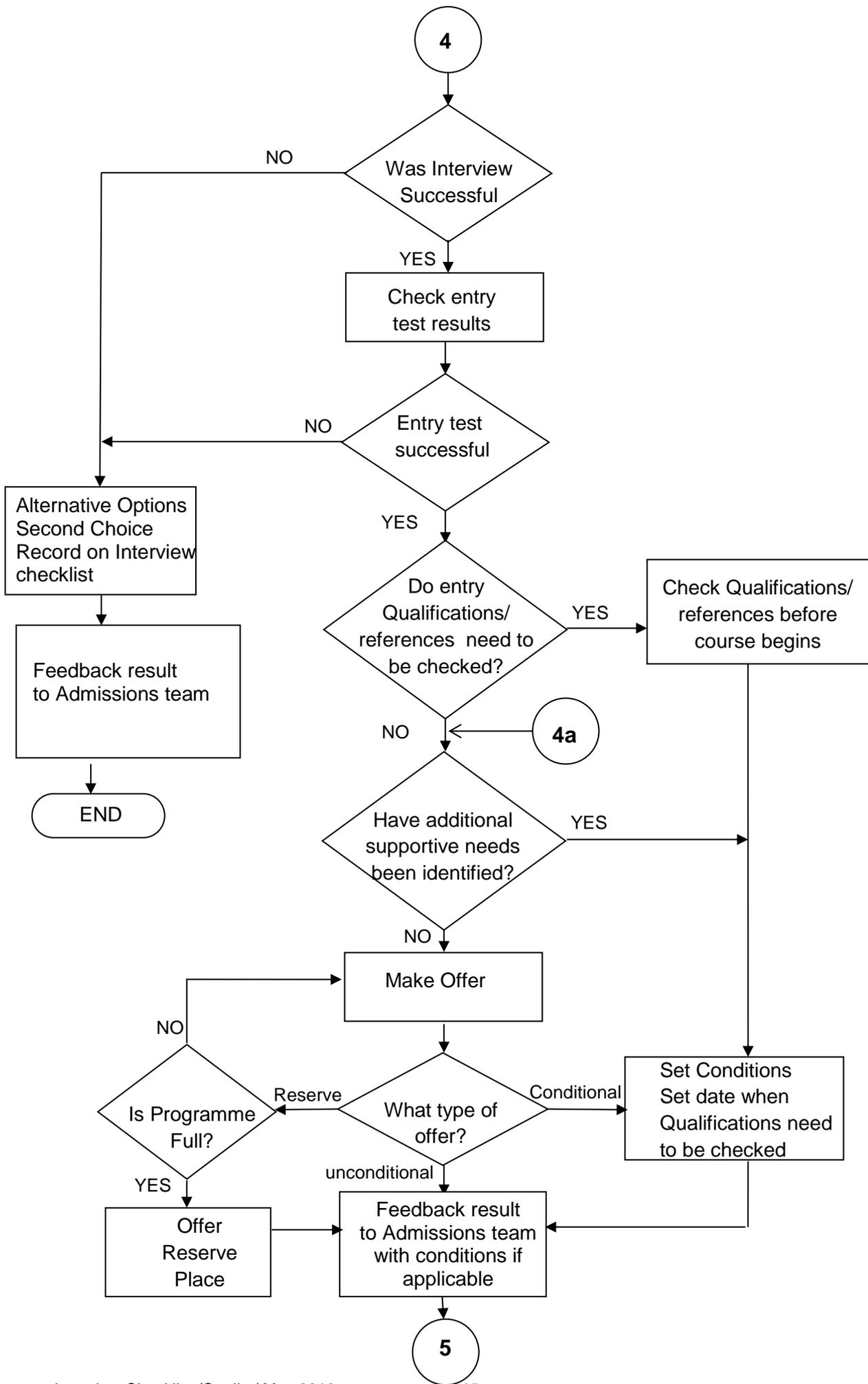
INTERVIEW DECISION	Tick box	Detail to support interview decision
Unconditional offer		
Conditional offer		
Reserve		
Offer alternative programme		
No offer		
Conditions (Conditional offers only)		

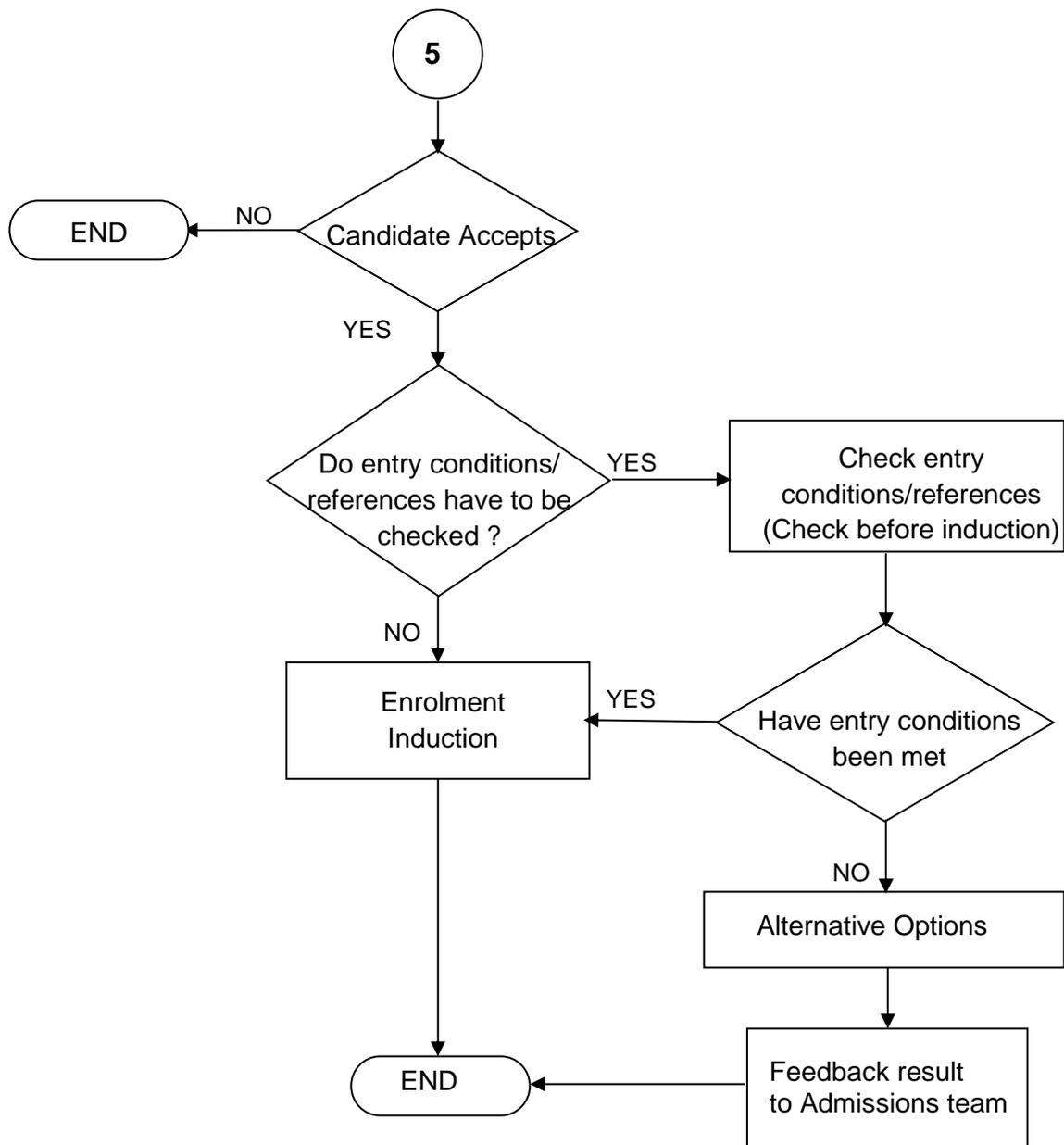
INTERVIEWER SIGNATURES		DATE
Interviewer 1		
Interviewer 2 (if applicable)		











Equality Impact Assessment

Policy/Practice (name or brief description):	Admissions & Enrolment Policy
Reason for Equality Impact Assessment (choose from the following options):	
<ul style="list-style-type: none"> • Proposed new policy/practice • Proposed change to an existing policy/practice • Undertaking a review of an existing policy/practice • Other (please give detail): 	<ul style="list-style-type: none"> • Undertaking a review of an existing policy
Person responsible for the policy area or practice:	
Name:	Simon Earp
Job title:	Vice Principal Curriculum & Enterprise
An Equality Impact Assessment must be carried out if the policy/practice:	
<ul style="list-style-type: none"> • affects operational or strategic functions of the College • is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance) 	
Why the EIA is being carried out	The procedure will affect operational functions of the college.
Equality Groups	
Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:	
<ul style="list-style-type: none"> • Age • Disability • race (including ethnicity and nationality) • religion or belief • sex • sexual orientation • gender reassignment • pregnancy and maternity 	All as listed.

<ul style="list-style-type: none"> marriage or civil partnership 	
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Record your assessment against the following statements:

Statement	Equality assessment
Detail the evidence of the needs of the identified equality groups and any gaps in information	
Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
State how this policy/practice will foster good relations:	Good relations with staff and learners will be formed since the procedure aligns with current legislation, and is fair to all.
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
Which equality groups or communities have been consulted in the development and review of this policy/practice?	No consultation, since it aligns with statutory requirements.

Equality Impact Assessment Outcome	
Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):	
Option 1: No change required – the assessment is that the policy/practice is/will be robust.	Option 1: No change required – the assessment is that the policy will be robust.
Monitoring	
When will the policy/practice next be reviewed?	April 2022
Publication of EIA	

<p>Can this EIA be published in full, now? Please state Yes or No</p> <p>If No – please specify when it may be published or indicate restrictions that apply:</p>	<p>Yes</p>
<p>Sign-off</p>	
<p>EIA undertaken by</p> <p>Name: Colin Miller</p> <p>Date: April 2019</p> <p>Accepted by person responsible for the policy/practice named above:</p> <p>Name: <i>Simon Earp</i></p> <p>Date: <i>April 2019</i></p>	