

ADMISSION POLICY HIGHER EDUCATION

POLICY NO. 10a

Issue Date: February 2016
Approved by: Approved by SLT on
24 February 2016
Review Date: February 2019



POLICY STATEMENT NO. 10a

TITLE:

ADMISSIONS POLICY – HIGHER EDUCATION

INTRODUCTION/OVERVIEW:

- a) In line with its Equality and Diversity policy, the College aims to make access to learning opportunities as open as possible whilst ensuring that all students are provided with a programme appropriate to their needs, abilities and aspirations.
- b) All potential students will be treated in a way which ensures equality of opportunity.

STATEMENT:

- 1 The overriding criterion for admission to any programme of study is the potential of the student to complete the programme and achieve the course qualification(s) in the achievement of the student's goals. All programmes are subject to a minimum number of applicants. In making an offer to an applicant, the College will also consider whether it has the accommodation, equipment, staffing and other resources consistent with a successful student outcome.
 - 1a **Full Time Undergraduates** - Those who are applying for admission to a full time undergraduate course will normally do so through the Universities and Colleges Admissions Service (UCAS) or may apply directly to college using the HE Application form.
 - 1b **Part time Undergraduates** – Those who are applying for admission to part time courses will use the college application form.
- 2 **Selection**
 - 2a **Selection Framework** – The Academic Board will set the standard entry requirements, subject to the regulations of the awarding bodies that validate the particular courses. There may be variation from the standard entry requirements for each course which will be set by the appropriate teaching staff in the relevant area with the agreement of the Director. For centralised admissions, Student Services staff will use these requirements to screen applicants and to issue either an offer or a rejection.
 - 2b **Interviews and auditions** – All full time applicants will be invited to interview. For applicants to Music and Performing Arts there will be an audition. This will be arranged by Student Services but the decision about suitability at the event will be made by the relevant teaching staff.
 - 2c **AP(E)L** – New College Stamford has processes to enable the gaining of credit towards courses for prior qualifications and/or learning through the Accreditation of Prior Experiential Learning (AP(E)L). However, this is subject to the regulations of the awarding bodies that validate the particular courses applied to.
 - 2d **English Language Proficiency** – For applicants whose first language is not English, each course will publish a minimum score for the International English Language Testing system (IELTS) and this forms part of the selection criteria. We will normally expect an IELTS score of 5 or above in English language.

- 3 Wherever possible, all costs of attending a programme will be communicated to students prior to enrolment.
- 4 In order to keep access to learning opportunities as open as possible, a customer-friendly application procedure will operate; information on all courses/programmes will be readily available; appropriate initial guidance will be offered to all applicants' clear entry criteria with scope for flexibility based on prior learning will be available to applicants; and where it is agreed that a programme is appropriate, a place will be offered subject to the financial viability of the programme and the availability of places.
- 5 The College reserves the right to refuse admission to applicants who have convictions that have not been spent or can never become spent. This procedure may also be invoked where information is available concerning activities outside the law or the expression of beliefs, which prima facie present a clear and immediate danger of infraction of the law.
- 6 Where it is decided that the College will not admit an applicant to a programme although the entry criteria are met and places are available, the applicant will be informed in writing together with the reasons and will have a right of appeal to The Admissions Review Panel.
- 7 Where there is a dispute regarding the College's assessment of the achievement of entry criteria, the student will have a right of appeal to The Admissions Review Panel.
- 8 The Admissions Review Panel will be a sub-committee of the Academic Board. The membership to hear an appeal will comprise of a Director, a lecturer from another Sector and a member of the Student Services Team.

GUIDELINES:

Guidelines and Procedures for Higher Education Admissions as attached.

IMPACT ASSESSMENT:

This policy has been assessed and considered for impact upon people who share the following protected characteristics and factors: race, gender and gender identity, disability (including learning difficulty), religion and belief, sexual orientation, age, pregnancy, maternity and marital status.

EQUALITY IMPACT ASSESSMENT SUMMARY:

This policy has been impact assessed and has identified the following:

- Negative impacts (N)
- Appropriate actions/mitigations to address the negative impacts have been put in place (N/A)
- Positive impacts (Y)

For further detail of the impacts and associated actions, please see the EIA which is attached to the filed copy of this document.

LINKED POLICIES:

Code of Practice for the Accreditation of Prior Learning.
This policy fall is in line with Expectation of B2 of the QAA Quality Framework.

MONITORING PROCEDURE:

The policy will be monitored through the Academic Quality and Standards Committee.

RESPONSIBILITY:

Head of Higher Education

ENDORSED BY SLT:

J. Meeragh

Principal

Guidelines and Procedures for Higher Education Admissions

1. Information about all HE programmes is available in the HE Prospectus and on the college website. Prospectuses are provided to all schools and colleges with 6th forms within about 30 miles of the college. Further details can be provided on request and the HE Admissions Advisor can give advice and guidance or refer requests for information to programme leaders. Advice and information is also given at Open Days and the HE and Careers Fair.
2. Applications can be submitted for all full time courses via UCAS or direct to the college – a form is contained within the prospectus or a copy can be provided on request. Applications for part time courses are made by using the college HE application form. Application forms are also available on the website.
3. When applications are received either through UCAS or direct a hard copy is produced and an Applicant Folder is created. The applicant details are entered onto the college IS system. All HE applicants are interviewed and the Programme Leaders are informed on an interview in one of their pre-arranged interview slots.
4. At the interview or audition a standard HE Interview and Offer Record form (attached) is completed for the applicant which ensures that during the interview every candidate is informed of all the college and course details and information about the applicant and their suitability is gathered. A decision is made by the Programme Leader as to whether the applicant is made a conditional or unconditional offer or is rejected – normally at the end of the interview. Programme Leaders may include additional conditions which will also be part of the offer.
5. If an offer is made, a Conditional Offer form is produced and given to the applicant after the interview and the student is given the opportunity to accept if they wish immediately. If an applicant has applied through UCAS the appropriate response is made on the UCAS system by us. If an applicant is rejected they have a right of appeal (details in the attached policy). Once an applicant has accepted an offer of a place this is recorded on the college IS system.
6. Information about the college facilities, student finance, accommodation etc. is provided at the interview.
7. Applicants are kept informed over the summer period of HE news but are also invited to a range of events such as final art shows, taster sessions, drama productions etc. depending on the course they have applied for.

HE INTERVIEW AND OFFER RECORD 2016/2017

| Applicant Name: | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--------------------------|---|--------------------------|--|--------------------------|---|--------------------------|---|--------------------------|--|--|---|--------------------------|---|--------------------------|---------------------|--------------------------|---|--------------------------|--------------------|--------------------------|
| Interviewer Name: | | | | | | | | | | | | | | | | | | | | | | | |
| Course applied for: | | | | | | | | | | | | | | | | | | | | | | | |
| Date and time of interview: | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>WELCOME</u></p> <p>Welcome the applicant to the College, Explain the purpose of the interview is to see if they are suitable for the course and whether the course is right for them. Explain how the interview will be conducted.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>QUESTIONS</u></p> <p>Use the Interview guidance document to help determine your questioning. Remember although your questions should be challenging they should be asked in a supportive and encouraging manner. Ask questions that allow the applicant to demonstrate their:</p> <ul style="list-style-type: none"> • Communication skills • Motivation for the course and for HE study • Subject knowledge • Ability to meet the academic demands of the course • Relevant experience • Personal commitment | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>INFORMATION</u></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 80%;">Inform the applicant of the following:</th> <th style="text-align: right;">Discussed</th> </tr> </thead> <tbody> <tr> <td>Contents of the course</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>How is the course divided up (i.e. number of years, number of units, units per year.</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>How the course will be assessed – assignments, examinations</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>How assessment takes place on the course</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>Explain how progress is tracked including tutorials</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>Explain the expectations of attendance, commitment and college expectations</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>Extra activities - trips, work experience</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>How HE is different</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>What can they do after they have completed this course (progression, further study, employment)</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>What happens next?</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> </tbody> </table> | | Inform the applicant of the following: | Discussed | Contents of the course | <input type="checkbox"/> | How is the course divided up (i.e. number of years, number of units, units per year. | <input type="checkbox"/> | How the course will be assessed – assignments, examinations | <input type="checkbox"/> | How assessment takes place on the course | <input type="checkbox"/> | Explain how progress is tracked including tutorials | <input type="checkbox"/> | Explain the expectations of attendance, commitment and college expectations | <input type="checkbox"/> | Extra activities - trips, work experience | <input type="checkbox"/> | How HE is different | <input type="checkbox"/> | What can they do after they have completed this course (progression, further study, employment) | <input type="checkbox"/> | What happens next? | <input type="checkbox"/> |
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| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Will you need learning support?</td> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 10%; text-align: center;">No</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> </tr> </table> | | Will you need learning support? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
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If not, have you advised the applicant of the possible outcome? Yes No

Advise the applicant that all courses are subject to viable numbers, but we will endeavour to inform you as soon as we can, if we decide to cancel a course Yes No

BENEFITS OF NCS

Use the 10 reasons to choose NCS guidance to promote the benefits of studying with NCS. Try not to read this as a checklist but integrate into your conversation.

SCORING

Communication Skills

The applicant should be scored based on evidence of personal attributes and an ability to relate well to others. Evidence of attributes may include initiative, enthusiasm, flexibility, attitudes towards others.

- 3 very good and interesting communicator; engaged with interviewers; responded well to questions; very articulate; ability to argue a point
- 2 good communicator; responded satisfactorily to questions; reasonably articulate
- 1 limited communicator; poor engagement with interviewers; limited responses to questions; limited vocabulary
- 0 poor communicator; little or no engagement with interviewers; very limited vocabulary; significant difficulties.

Subject Knowledge

The applicant should be scored based on evidence of suitability for subject.

- 3 demonstrates understanding of profession in its broadest sense; evidence of relevant work experience; evidence of enthusiasm and passion for subject
- 2 evidence of some research into subject; enthusiastic in a general sense; some related work experience
- 1 little evidence of understanding of subject; uninformed enthusiasm; very little relevant work experience
- 0 no understanding of profession; no enthusiasm for profession; no relevant work experience.

Motivation to study at HE level

The applicant should be scored based on evidence of motivation to study at HE level and engage with their studies.

- 3 demonstrates understanding of the demands of HE study; clearly articulates reasons for going into HE; demonstrates evidence of self-motivation
- 2 some understanding of demands of HE study; fairly clear about reasons for going into HE; some evidence of self-motivation.
- 1 little understanding of demands of HE study; lack of clarity about reasons for going into HE; little evidence of self-motivation
- 0 no understanding of demands of HE study; cannot explain reasons for going into HE; no evidence of motivation.

Academic Writing

The applicant should be scored based on written work submitted at interview.

- 3 work is well structured, engaging and shows excellent use of grammar, punctuation and spelling
- 2 work is generally well structure and shows good use of grammar, punctuation and spelling
- 1 little structure evident in work, significant grammatical, spelling and punctuation errors.
- 0 No structure evident, Very poor use of grammar, punctuation and spelling.

Additional Comments

Please record any comments, which will be of value in providing feedback to the applicant.
Comment on quality of portfolio / Performance if relevant.

DECISIONS

Unsuccessful

If you do not feel this course is appropriate for this applicant, please explain your reasons below in detail and refer the applicant to the Advice and Guidance Team.

Unconditional offer

Conditional offer

Conditions

INTERVIEWER: Please complete the conditional offer form specifying the correct entry requirements and give this to the applicant. The bottom copy needs to remain in the applicant folder.