

# Admissions Policy (Students)

## Further Education

This document is available in other formats. Please email [qualityunit@lcb.ac.uk](mailto:qualityunit@lcb.ac.uk) to request a different format.

To support our commitment to Sustainable Development Goals, the policy has identified up to three SDG's it is working towards. The full list of SDGs can be found here - [THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/). Please identify the goal, a target and current position.

| Goal                 | Target                                                                                                                                                                                                                                          | Current position |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 4. Quality Education | By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship                                                            | 2                |
| 4. Quality Education | By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations | 2                |

1. Sector leading
2. On target
3. Below target
4. Not started

|                      |           |                                                                                           |                           |
|----------------------|-----------|-------------------------------------------------------------------------------------------|---------------------------|
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## **1. Introduction**

This Policy states the College's position on key matters relating to recruitment, selection, admissions and widening participation activity for its Further Education courses. The College is fully committed to fair, transparent and consistent admissions practices. The policy is underpinned by the College's strategies and policies on Data Protection, Disability Inclusion, Equality & Inclusion and Widening Participation.

The College is committed to equality in education. Students will be selected on the basis of their individual merits, abilities and aptitudes. The College aims to increase the diversity of its student population. It will actively encourage applications from students from all equality groups, students who face a disadvantage and those who are currently under-represented in Further Education.

The College aims to offer clear advice and guidance to prospective applicants to enable them to make informed choices and will help them to apply for courses which are appropriate to their interests, academic qualifications and potential.

### **The admissions process will:**

- a) be transparent
- b) select students who are able to complete the course as judged by their achievements and their potential
- c) strive to use assessment methods that are reliable and valid
- d) seek to minimise barriers to applicants
- e) be professional in every respect and be underpinned by appropriate institutional structures and processes
- f) Offers for a place on a course, will be made on a first come first served basis.

## **2. Purpose**

### **The Policy will aim to achieve the following purposes:**

- a) To provide Policy information to enquirers, applicants, parents and advisors about recruitment, selection and admissions at the College.
- b) This is the Policy framework for all staff who are involved in recruitment, selection and admissions activity at the College.

### **3. Applicability and Scope**

- 3.1 This Policy covers applications for places on the College's 16 -18 Further Education courses and for those who have an Education Health and Care Plan (EHP) from the age of 16-25.
- 3.2 The study mode is full time for applicants aged 16 -18 years including learners with an Educational Health and Care (EHCP).
- 3.3 It is not expected that fundamental Policy differences will exist between Leeds College of Building and institutions who are delivering courses on behalf of the College. Every effort should be made to ensure compatibility between the respective Policy and procedure documents.

### **4. Roles, Responsibilities and Decision-Making**

Recruitment and admissions activities are carried out in partnership between different parts of the College. As such, responsibility for different aspects of recruitment and admissions are shared between Faculty areas and Business Support teams within the College.

#### **4.1 The Enrolment and Exam Planning Group**

The College's 'Enrolment and Exam Planning Group' will hold responsibility to review the Policy and College procedures for admissions on at least an annual basis.

The group will include the following staff:

- Assistant Principal or Head of Faculty
- Head of Marketing and Student Recruitment
- Admissions and Student Recruitment Manager
- Student Safeguarding Manager
- Head of DIS
- Marketing Manager

#### 4.2 Decision Making on applications for a course

Staff who will have responsibility for assessing an application against the selection criteria for a course and taking a decision on an applicant's suitability for the course will include.

- Head of Department
- Curriculum Managers
- Head of Marketing and Student Recruitment
- Admissions and Student Recruitment Manager

#### 4.3 Selection criteria for courses and progression

The Heads of Department and the Curriculum Managers will have responsibility to publish the selection and criteria for the course.

They will also have responsibility to determine the progression selection criteria for courses where students will be assessed for their suitability to;

- Progress to a higher-level qualification in the subject which they are currently studying.
- Or to progress to the second / third year of the qualification which they are studying.

### **5. Fairness and Transparent Admissions**

All applicants should expect and receive fair and reasonable treatment during the application and enrolment process by all staff at Leeds College Building. Decision making will be unbiased and transparent. Applicants are entitled to receive feedback on their application decision if this is requested.

### **6. Equality, Diversity and Inclusion (EDI)**

Leeds College Building recognises that it is an integral part of the local and wider community. The College meets the needs of a wide range of individuals from the diverse ethnic and social mix of multicultural Britain. The College adheres to the Equality Act 2010, values difference and recognises that people with different backgrounds, skills, attitudes and experiences bring fresh ideas, perceptions and encourage harmony and understanding in the College community.

- 6.1 The College will not discriminate against applicants on any characteristics such as disability, race, gender, ethnicity, sexual orientation, age, religion, political beliefs or socio-economic status.
- 6.2 The College is committed to widening participation for under-represented equality groups and will run a range of positive action initiatives to encourage applications from those groups.
- 6.3 The College will also monitor applications for courses to the College by Ethnicity, Gender, Disability, Religion, Age and Sexual Orientation.
- 6.4 Special Educational Needs, Mental Health conditions, ill Health or Disability (inc. medical or health conditions). The College welcomes applications from disabled students and has a dedicated team providing support, advice and guidance to applicants and students.
- 6.5 Applications from disabled students will be assessed against the College's entry requirements for courses on the same basis as any other application and will be subject to the same selection process.
- 6.6 Reasonable adjustments which are identified or required will be implemented.  
This may include offering more than one appointment for the interview.
- 6.7 The College recognises that it will not be able to vary the entry requirements for a specific course if this is set by the qualification body, professional body or an industry requirement for a job role.

## **7. Special Educational Needs, Mental conditions) ill Health or Disability (inc. medical or heal conditions)**

The College welcomes applications from disabled students and has a dedicated team providing support, advice and guidance to applicants and students.

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- 7.2 Reasonable adjustments which are identified or required will implemented.  
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- 7.3 The College recognises that it will not be able to vary the entry requirements for a specific course if this is set by the qualification body, professional body or an industry requirement for a job role.

- 7.4 The construction industry and the workshop environment at College can be a hazardous environment for students. If there are overriding health and safety concerns or barriers relating to fitness to study, the applicant will be involved in discussions to explore options and, if necessary, to find a suitable alternative programme.  
In some circumstances, a risk assessment or occupational health report may be requested to help determine a student's suitability for a course or chosen career path.

## **8. How to apply for a course**

8.1 Each course will state how an applicant should make an application for a course. Applications for a course can be made in the following ways;

- Through the College's website
- Via a referral partner (i.e. Local Authority – SENSAP)

Once an applicant has applied for a course, they will be contacted using the email address provided on their application form.

An Information, Advice and Guidance (IAG) call may be required if the applicant has applied for a course for which they do not meet the entry criteria. Where appropriate, applicants may be referred to alternative provision, other learning providers, or Careers guidance services.

For applicants with an Education, Health and Care Plan (EHCP), the Inclusive Learning Support (ILS) Team is automatically notified of consultation requests through the Local Education Authority (LEA) or where there is a match to an existing consultation.

Following the consultation, the Heads of Department, who are part of the decision-making process, will review the application.

### **Enrolment**

8.2 Applicants will be invited to enrolment. An enrolment email will be sent to all offer holders, who have met the course criteria and register for the course on the day.

If you are unable to attend the enrolment session, please email the Admissions team [admissions@lcb.ac.uk](mailto:admissions@lcb.ac.uk)

### **What to bring with you on Enrolment**

- Results slip or certificates of previous study (this is compulsory as you will not be able to enrol without this)
- Proof of ID (we will accept birth certificate, passport or driving licence),
- National Insurance Number

If you have not lived in the UK/EU for three years or more you will need to bring evidence of your settled status in the UK (passport, ID, visa status)

On the day you will be required to sit an online Maths and English assessment, meet your tutors for the course and receive your start date.

## **9. Criteria for admissions and entry requirements (inc. progression)**

The College seeks to admit applicants it believes have the potential to succeed.

Underlying this strong belief are three factors which are key to indicating the likely success of a student:

- Ability at a certain level in thinking, learning and practical skills
- A foundation of skills from which to extend their study (both practical and academic)
- Motivation and commitment.

9.1 The entry requirements for each course will be determined by Curriculum staff in each Faculty. This will be published as the selection criteria for courses.

The Faculty will also have responsibility to determine the 'progression selection criteria' for courses where students will be assessed for their suitability to progress.

The criteria which is used should be a 'standard' and the method used for assessing the criteria should be open and transparent, and reliable and valid. The criteria could include (but not limited to);

- Attendance & Punctuality data (discounting any absence due to illness or disability that can be reasonably accommodated)
- References (School Data)
- Completion of a skill-based assessment (practical or theory based)
- Academic or vocational qualifications
- Maths and English qualifications
- Interview
- Requirements of a professional body
- Progression and potential
- Report on previous behaviour
- Report on the student's motivation and attitude

- 9.2 In considering an application for a course, the decision maker may take into account a range of additional factors which could include a qualification body requirement, professional body or industry requirement.
- 9.3 Leeds College of Building reserves the right to refuse admission. It should be noted that there is no legal right to attend a particular college, and it is permissible for the College to deny enrolment to an individual.
- 9.3(a) if it is persuaded that the applicant does not meet the necessary admissions criteria for a course.
- 9.3(b) if it is reasonably persuaded that the applicant will compromise or will limit the College's ability to comply with a relevant legal duty (Equality Act [2010], Keeping Children Safe in Education [2019] or Health and Safety Legislation).

## **10. Evidence of Qualifications and Information Verification**

- 10.1 Applicants who fail to provide evidence of qualifications to the College within 28 days of the initial request may have their application or conditional offer rejected or withdrawn
- 10.2 The College reserve the right to withdraw or reject any application found to containing misleading or false information. This information may be shared with other external bodies.
- 10.3 Any applications found to be fraudulent or found to be fraudulently claiming extenuating circumstances, will be rejected by the College.

## **11. English Language**

- 11.1 Programmes are taught in English and applicants must have demonstrated sufficient English language ability to be able to succeed prior to enrolment on a programme.

## **12. Deferred applications**

- 12.1 A deferral is any instance in which an applicant requests to delay their enrolment on a Further Education programme by one year. This can be requested either on the original application form or at any stage in the application process up to enrolment.
- 12.2 Whilst the College accepts deferred applications, it cannot guarantee that a course will run in the requested year of entry.

## **13. Unsuccessful Applicants and Feedback**

In cases where an applicant is unsuccessful in their application, feedback regarding the reasons for rejection can be provided on request. Feedback is not provided as standard following an unsuccessful decision; however all applicants are entitled to request and receive feedback.

## **14. Care Experienced**

The College will have mechanisms in place to identify and support applicants that are eligible as children looked after or care leavers. A relevant child, who has spent time in care will need to identify themselves through their application form, they will be flagged to the safeguarding team and will be eligible for support if this is needed.

## **15. Supporting the Rehabilitation of Offenders**

All current and prospective students must declare any unspent criminal convictions.

This will extend to any ongoing police investigation or criminal proceedings being taken against them.

Declaring this information will help to support the rehabilitation of offenders and reduce the risk of harm to the College community.

15.1 The College is mainly, but not exclusively interested in relevant incidents concerning;

- Offences against a person (Only ABH, GBH or murder / Manslaughter)
- Offences concerning the possession of, or using firearms / offensive weapons
- Convictions for offences relating to sexually harmful behaviour
- Convictions for offences involving unlawfully supplying controlled drugs or substances
- Offences where individuals are currently serving a prison sentence for a relevant criminal conviction (Release of Offender on Temporary Licence - ROTL).

15.2 The College will work in partnership with a range of agencies to carry out a risk assessment to ensure any identified risks can be controlled. These agencies could include the Police, Probation Service, HM Prison Service, Children's Social Work Services and the Youth Offending Service, and any of those partners may at any time contact the College to make a disclosure.

15.3 The Colleges Student Safeguarding Manager or the Safeguarding Risk Assessment Panel will have authority to take decisions on the applicant's suitability for the course.

## **16. International and EU applicants**

International and EU applicants are welcome to apply for courses at the College and will be subject to the admissions conditions outlined in this policy.

16.1 The College will consider a wide range of qualifications for entry onto its programmes for International and EU applicants, taking advice and guidance from sector-wide products and publications such as UK ENIC, The British Council and UCAS publications. This will help to ensure the College's international qualification equivalencies are fair and consistent.

16.2 The College will applicants to indicate their residency status for fee paying purposes.  
The College will use this information to determine the correct course fees.

- 16.3 EU and EEA applicants are welcome to apply for courses at the College and will be subject to the admissions conditions outlined in this Policy. Students who are citizens of EU (or EEA) countries (other than Irish citizens) who enter the UK after 31 December 2020 are not automatically eligible for funding and must be able to demonstrate that they are legally resident in the UK to be funded.

## **17. Applicants Personal Data**

- 17.1 Information held by the College will be treated in confidence, in line with the Data Protection Act 1998 and GDPR. Applications will not be discussed with third parties, unless consent has been granted by applicants.
- 17.2 Applicants have a right to access personal data held about them by the College by making a 'Data subject access request'. Information on how to do this can be found on the College's website [www.lcb.ac.uk](http://www.lcb.ac.uk)

## **18. Course Closures**

If the College withdraws or suspends a programme, applicants will be contacted as soon as possible to inform them. The College will offer guidance, advice and support to students affected by course closures and endeavours to withdraw a programme only in unavoidable circumstances.

## **19. Complaints**

Leeds College of Building is committed to providing a high-quality service to students, employers and the wider college community. To support this, we actively seek feedback and make every effort to address any concerns that are raised.

To make a formal complaint please email [qualityunit@lcb.ac.uk](mailto:qualityunit@lcb.ac.uk)

Any complaint will be acknowledged within 3 working days. We will ensure a speedy and courteous response to any complaint about the service or facility we provide.

In addition, we use feedback from complaints to improve our service for all our customers.

You can read the full complaints procedure below.

View: [Compliments, Complaints and Feedback Policy](#)

