

**Policy Title Admissions & Enrolment**

Author/Responsible Manager	Principal/Student Services Manager
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Risk Assessment (please note here any identified risks of non-compliance with the policy)	<ul style="list-style-type: none"> <li>• Students enrolled on inappropriate course and not retained and do not achieve their qualification</li> <li>• Students are not enrolled and funding is not claimed</li> </ul>

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Equality Impact Assessment				
Characteristic	No impact	Positive impact	Negative impact	Evidence
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pregnancy/Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion/belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Marriage & civil partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carried out by: Adele Mundy				

**Actions required:**

Action	Date	Reviewed by	Date

## 1. Introduction

The policy and procedure, which follows, applies to applicants for the following programmes:

- Full-Time
- Part-Time
- Higher Education
- JobWorks and Pre-employment
- European Social Fund (ESF)
- Apprentices
- Work-based Students
- Commercial
- Pre-16 applicants

The enrolment process is seen as the formal process of agreeing a contract with students following the appropriate level of information, advice & guidance (IAG), delivered in line with Matrix Standards.

## 2. Policy Statements

- Applicants will be entitled to receive accurate and relevant information on the range of courses available and access to a comprehensive IAG service to ensure they are able to make an informed choice on the suitability of the College provision to meet their individual needs.
- There will be a centrally administered admissions system for all full-time programmes and for students applying for places on Apprenticeship programmes and part-time Higher Education.
- The admissions system will be openly accessible and non-discriminatory in line with the requirements of the Equality Act 2010, complying with the College's Equality policy and in line with the Student Services Standards.
- Applicants will be offered a place on a course on the basis of an agreement being reached that the College is able to provide a programme of learning and/or assessment which meets the needs of the student, together with the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standards required for the specific awards.
- Admissions to all learning programmes will be at the discretion of the College.
- The College may withdraw or cancel a programme whenever its viability cannot be assured. In such circumstances, every effort will be made to communicate this as soon as practicable as well as to accommodate the applicant on an alternative programme. However, the College cannot guarantee that a programme which is acceptable to the applicant will be available at the College; in this situation we will work to look at signposting other local providers where appropriate. The College is registered with the Office for Students and adheres to the Consumer Protection Act for HE programmes.
- Applicants will be encouraged to disclose any physical or learning disability or specific need in relation to faith, gender or race at the application stage so that appropriate support can be identified at the earliest opportunity.

- Applicants with a criminal conviction, who have applied independently or who have been referred to the College by their supervisor, will be required to disclose any conviction that may place young people or vulnerable adults at risk in line with the College safeguarding policy.

### **3. Procedure**

#### **3.1 Information, Advice & Guidance including Marketing & Enquiry Handling**

- On an annual basis, the College will review and revise the curriculum offer available to all categories of students and communicate the offer through the prospectus, College website, Social Media, UCAS website, other promotional materials and through careers fairs/school open days.
- Course information on every full-time and part-time course can be made available on request in a suitable format for students who have special requirements.
- Enquiries can be made in a variety of different ways e.g. the 'hello' e-mail address, College website, telephone, in person and where appropriate through a third party, to support equality of access.
- Prospective students who contact the College will have their enquiry dealt with by a member of Student Services staff in the first instance. Where an enquiry is made on behalf of a student e.g. Inspira referral, then Student Services will provide information to a third party. This is particularly relevant for students who would be under the age of 16 at commencement of their course (see section 3.4 below).
- Student Services will ascertain the nature of the enquiry and, where the enquiry is made by an employer/corporate client, it may be referred to the relevant curriculum Head of Department, or an apprenticeship manager.
- Where the enquiry relates to an individual student or group of students requiring either a course or programme of study, Student Services staff will record (if provided) their title, name, address, date of birth, telephone number, email address and course interests on ProSolution and will send the prospective student the relevant and appropriate course literature in a format that best suits their need, usually using their email address.
- For some identified part-time courses, students require specialist advice and guidance from a member of the course team. Where this is a requirement, Student Services staff will liaise with/refer to the curriculum area and make the necessary arrangements. Courses requiring guidance will be considered by curriculum Heads of Department on an annual basis and noted in promotional literature
- Where the College is unable to offer the client a suitable course, their course request will be logged under 'Subjects interested in' on ProSolution and where possible the student will be referred to another provider or careers guidance service e.g. National Careers Service, Cumbria Careers Hub, Start Profile etc.
- Where it is inappropriate to offer the applicant a place on their chosen course, they will be advised of other appropriate courses.

#### **3.2 Full-Time Courses**

- Applications for full-time programmes are made through completion of an application form, available online at [www.kendal.ac.uk/apply](http://www.kendal.ac.uk/apply) or a paper copy can be requested via Student Services.

- Where a student identifies an interest in a full-time course either through the application process, open days or careers events, the College will enter the enquiry on to the ProSolution applications database.
- Any applicant who was previously enrolled on a course will be flagged to interviewing tutors as a previous student by the Admissions Officer. Their history report will be included in their admissions file.
- Existing 14-16 South Lakes Federation School students progressing within college will need to complete an application form. If they wish to progress within the same course area, their tutor will arrange an interview during the college day and complete the full-time interview record form (appendix 1). If they wish to switch course area, they will be treated as a new applicant and will be invited to an admissions event for their interview.
- Post-16 progression applicants, who wish to progress within the same course area, do not need to complete an application form. Their tutor will arrange the interview and complete a progression interview record form (appendix 2). Progression applicants who wish to switch course area will be treated as a new applicant and thus will need to complete an application form.
- All new applicants and progressing students switching course area will be invited to an admissions/interview event. Parents/carers/family members or support workers may attend. If the student fails to attend, they will be recorded as a 'did not attend' and contact will be made to offer another interview date and to ascertain whether they wish to continue with their application.
- The admissions/interview event will provide an overview of the College including the rights & responsibilities of students, the College culture, financial and welfare support, pastoral & tutorial support with specific reference to disability, faith or cultural needs and include a 1:1 interview with a subject specialist. The tutor will complete the full-time interview record form (appendix 1).
- The interview with a curriculum specialist will include specific reference to the entry requirements in line with the College prospectus, personal ambition and progression opportunities.
- Where either the applicant or the school identifies that the applicant has a specific learning difficulty or special circumstances, then a member of the Learning Services team will be available to contribute to the interview process and will address any fears/concerns raised by the applicant or the parent/carer and start the process of identifying appropriate support including specialist equipment.
- After the interview, the applicant may receive a conditional/non-conditional offer in writing by email. Conditional offers will be based on publicised prerequisite entry requirements and any other conditions, which the tutor feels is appropriate. Exceptional offers may be made where a candidate does not reach the prerequisite grades but shows exceptional talent.
- If an offer is unable to be made due to concerns that the course might not be the right course or the right level for the student, or if a decision cannot be made until a referral to Learning Services, careers advice or safeguarding has been made, the procedure detailed in appendix 4 will be followed.
- Where it is not possible to make an offer of a place the applicant will be contacted by the Student Services Manager and will be provided with alternative options e.g. referral made to Inspira or an alternative provider.
- All offers and non-offers will be monitored for discriminatory practice.

- Where the applicant confirms acceptance of the place, the Admissions Officer will keep in regular contact with them, giving details of transport, additional pre induction sessions etc., either through e-mail, text or postal communication.
- Applicants are encouraged to complete the 'Your Journey So Far' survey, hosted on Survey Monkey, which is emailed to applicants when they have accepted their place. This is monitored by the Student Services Team and tests the effectiveness of the information, advice and guidance/application process and the results are analysed and used to inform regular reviews and revision to the process. The student induction questionnaire is also used to gain student feedback on the admissions process and student experience.
- Where an applicant fails to confirm acceptance of a place, the Admissions Officer will send them a text and send a reminder email.
- Where it has been decided to cancel a full-time course, the curriculum team will check if another course and/or level is suitable and if so, will contact the applicant to discuss. Where this is not a possibility, the Student Services Manager will contact the applicant to offer information, advice and guidance.
- Students are advised that they can appeal in writing to the relevant academic Director within 10 days of receipt of the communication notifying them of the decision, if they are not satisfied with the decision made.

### 3.3 Apprenticeships

- Prospective apprentices who have not yet secured employment, are encouraged to complete the enquiry form on the college website: <https://kendal.ac.uk/apprenticeships/considering/contact-us>  
The Student Services Team will send them, via email, more information and advice on how to find & apply for an apprenticeship.
- Specific 'Apprenticeship Information Evenings' are arranged once per term, and all prospective apprentices without employment are invited.
- Prospective apprentices who already have employment are advised to ask their employer to contact the College, so that the relevant training can be discussed and arranged.

### 3.4 Applications from under 16s

- The college does not actively seek applications from under 16s.
- Applications will only be considered for part-time study.
- All applications for students of compulsory school age must be supported by their school, local education authority or parent in the case of electively home educated.
- Students who are below the equivalent of year 11 are unlikely to be accepted onto a post-16 course
- The appropriacy of the College for this age of student must be established through a case meeting between the parent/carer and Academic Director or nominee before an offer is made. Pre-requisite qualifications will be considered and no offer will be made unless the applicant shows exceptional ability and/or interest in the curriculum area. Access to GCSE Maths and English will be subject to the applicant's prior ability at this level with functional skills offered as an alternative where appropriate.

- In line with the fees policy, students who are electively home educated do not need to pay a fee but will be subject to scrutiny as to whether or not they are suited to the course applied for.
- For students who are still on the school role and who seek to join a College course, a full cost rate will be due from the school in most instances.
- If fees are due, costs will be as indicated in the College fees policy and must include all elements including tuition and exam fees, equipment & resources and additional support including tutorial & attendance monitoring. Invoices for provision will be sent out to the agreed funder, usually the school, on a termly basis.
- A contract will be signed by the college and parents.

### 3.5 Specialist Provision

- All applications from students requiring specialist provision will be passed to the Learning Services Coordinator who will make contact with the school to arrange a pre-meeting. This will be to share information and ensure that in principle the College can provide the correct level of support and the right environment for the student. The applicant may then be invited to attend a taster day and/or interview.
- The College will request that the school complete a final review for any students with an EHCP prior to coming to College. Where appropriate, a member of Learning Services at the College will attend this review.
- At interview, the applicant will have the opportunity to meet with Learning Services to discuss support requirements. This information will then be shared with the relevant course tutors with consent from the applicant upon enrolment.
- Details relating to any looked after children will be collected at application stage. The Designated Teacher for looked after children will work closely with relevant colleagues to ensure that the implications of a child being looked after and any additional support needs are fully understood by relevant College staff.

### 3.6 Applications from looked after children including EBD, Residential Schools and Foster Care

- Students living in local authority or private residential schools, typically EBD schools, should apply to the college via their institution. Provision for these students is unlikely to be funded and will be the responsibility of the sponsoring school. All such applications will be dealt with through a group interview that includes the tutor, school representative and Learning Services representative. At this meeting, the College will seek assurance on the suitability of the applicant for the college course, the level of support needs anticipated, any behavioural issues and how they will be managed.
- The fee for the course, including any support or additional costs, PPE, visits etc., will be obtained from the Assistant Principal - Data, Funding & Information. The fee will then be discussed at the meeting along with the agreement that the school will pay the full cost fees.
- Once an agreement has been reached, the school will be sent a service level agreement including a schedule of costs. The school will be invoiced at the 6-week stage when it has been confirmed that the student has settled into the

course. A pro-rata fee will be charged where the student leaves at this stage.

- The student will then be treated as a full-time applicant and join the admissions process with communication to the student being channelled through the school. Monitoring of progress and reporting back to the sponsoring school will be the responsibility of the linked Learning Services staff member.
- The above funding rules do not apply to children living in foster care. Children living in foster care are funded in the same way as any other student dependant on their age, and intensity of study.
- Students in this category will be supported by the Learning Services Team.

### 3.7 Applications from Offenders

- Full-time applicants are asked at interview to answer yes or no to specific questions in respect of offences that link to College safeguarding i.e. sex offences, violence against others and drug related. Referral is then made to the College's Designated Safeguarding Lead. No offer will be made without a risk assessment confirming that the applicant poses no risk to others or themselves.
- In line with the College Equality policy, applications are welcomed from those who have completed or are near the end of a custodial sentence. If the offender remains under supervision, reference will be made to support personnel such as the offender manager or probation officer to identify specific support needs in College and, where appropriate, a risk assessment will be carried out to agree the level of support required. For ex-offenders no longer under supervision, a DBS check may be carried out with agreement from the applicant if their offence poses a potential risk to other people.

### 3.8 Feeder School Transition

- The College intends to actively build relationships with feeder schools in order to gather relevant information relating to safeguarding and individual support requirements.
- In the interest of sharing safeguarding information, each feeder school will be sent a letter in August from the College's Designated Safeguarding Lead to gather this information.

### 3.9 Higher Education Applicants

- Applications for full-time Foundation Degree and HNC /D programmes are processed through the UCAS admissions process. Applications for part-time, Top-up and Teaching programmes are processed via a direct application to the College. An online form is available at [www.kendal.ac.uk/apply](http://www.kendal.ac.uk/apply) or students can request a paper copy.
- Admission for HE applicants should follow the quality requirements of The UK Quality code for Higher Education and reflects the following principles:
  - Be transparent
  - Enable the College to select students who are able to complete the programme as judged by their achievements and potential
  - Strive to use assessment methods that are reliable and valid
  - Seek to minimise barriers for applicants
  - Be professional in every respect and underpinned by appropriate organisational structures and processes

All HE applicants are invited into college for information, advice and guidance with a subject specialist and the College's Higher Education Co-ordinator in Student Services who will provide information on how to apply, student finance and support available from the universities. This process should help prospective students to make informed decisions about whether they wish to undertake the programme. All information will be provided within the guidelines of Consumer Protection legislation.

Where a prospective student is not able to gain admission to a programme, an appointment should be offered with the Student Services Team to advise on alternatives. The prospective student should also be advised of the appeals and complaints process.

### 3.10 Appeals and complaints about recruitment, selection and admission

A student may not appeal against an academic judgement made about their capability to complete a programme, however, they may appeal against any procedures followed, for example, if they feel discrimination has occurred. They should lodge an appeal to request a review of the processes. This appeal should be made in writing to the relevant Academic Director, who will handle the appeal within 5 working days to reflect the need for prospective students to pursue their next course of action.

## 4 Enrolment

### 4.1 Full-Time Enrolment Day

- All full-time students will be invited to an Enrolment Day in August/early September before the course starts. Entry requirements will be clear for each course. Qualifications will be checked and certificates will be scanned. If the student meets the entry requirements of the course, they will be enrolled.
- Information relating to students' qualifications on-entry will also be uploaded to ProSolution and used by the CIS Reporter to provide personal tutors with baseline data in ProMonitor to support target setting and inform distance travelled and value added analysis.
- Where a student is 19+ years of age or over a member of Student Services staff will be on hand to take/agree the means of payment.
- Students who do not meet the entry requirements for the course or have not provided the qualification certificates will be referred to the Head of Department. Enrolment will be subject to curriculum approval.
- If the student does not bring their evidence of entry requirements for the programme, they may not be enrolled or may be offered a lower level of course until the evidence is supplied.
- Students will have the opportunity to meet their tutors; apply for a bus pass and financial support and orientate themselves around the site.
- If the student contacts the College and says they are unable to attend the Enrolment Day, this will be recorded by Student Services staff and an alternative date will be given. If this is unsuitable, they must enrol during Induction Week.
- CIS will enrol and check the entry requirements for all late applicants.
- Where a student has not provided evidence of their validated qualifications to the CIS link person by the end of the first week of induction and the information is not available on the Learning Records Service, this will be reported to the personal tutor. Where this is not

made available by students by the end of the induction period the learner may be removed from that particular course.

- All students will be given a copy of the enrolment form, which serves as a contract between the student and the College. This must be signed by the Student and on behalf of the College. Personalised learning agreements will be confirmed within 6 weeks of the student start date.
- In line with the EFA guidance, students who are under 19 and have not previously achieved a grade C (4) or above in English and/or Maths will be enrolled in line with the 'English & Maths' policy.

#### 4.2 Part-Time

- Students on some courses e.g. Teacher Education and GCSE Maths & English will be required to undertake an assessment, or be referred to the course tutor, before enrolment can take place.
- Students can complete enrolment forms online and these are checked & inputted by CIS staff. Students must sign their hard copy form before they begin their programme of study. All paper-based enrolments will be uploaded to ProSolution by Student Services staff and checked by CIS staff for audit and ILR compliance.
- At the point of enrolment, students will be required to pay the appropriate fee or provide evidence of eligibility for fee remission – see fees policy for current charging rates and eligibility criteria. Direct debit options are available.
- Students will be sent a confirmation email (if they completed an online enrolment form) or sent a letter (if they completed a paper form), including information on financial support if applicable.
- All students will be given a copy of the enrolment form, which serves as a contract between the student and the College, and where fees have been paid a copy of a receipt.

#### September Guarantee & Raising of the Participation Age (RPA)

- If any student under 19 withdraws from a course, Lancashire County Council and Inspira Cumbria Ltd, collecting the information on behalf of Cumbria County Council, will be informed through the Early Leavers Report emailed monthly from CIS.
- The College will liaise regularly with other organisations to meet its obligations under Raising of the Participation Age (RPA) and the September guarantee to ensure the NEET group size is kept to a minimum.

### 5. **Documentation**

Appendix 1	Standard Interview Record Form
Appendix 2	Progression Interview Record Form
Appendix 3	HE Interview Record Form
Appendix 4	Right Course Right Level Process Flowchart

# APPLICATION INTERVIEW RECORD

Name of Student \_\_\_\_\_

Course \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

Date \_\_\_\_\_

Question/Information	✓ Responses/ Notes
<p><b>1. Introduction &amp; Study Programme</b></p> <ul style="list-style-type: none"> <li>Ask the student why they wish to take this study programme and what they know about it already.</li> <li>What would they like to do in the future?</li> <li>What do they know about how it relates to a career?</li> <li>Are they applying to any other colleges/ sixth forms? If so, where?</li> </ul>	
<p><b>2. Programme specific questions</b></p> <ul style="list-style-type: none"> <li>Probe awareness of the vocational, technical or academic area/s to be studied, e.g. A health and safety question "What would you do.....? Have you seen...?"</li> </ul> <p><b>NB Study Programme may include:</b> Vocational programme, English &amp; Maths, add an A Level, A-Level clusters (check compatibility), Progression opportunities &amp; Work Placement.</p> <p><b>NB Work Placement</b> Students who are 16-18 years on either a Level 2 or 90 Credit Diploma are required to complete 35 hours of work placement as part of their study programme. Students are encouraged to source their own placement with support from the Work Placement Team.</p>	<p>Is the student aware that they need to undertake a work placement? Is the student aware of the content of their study programme?</p> <p><b>Yes / No</b></p>
<p><b>3. Previous achievements/predicted grades</b></p> <ul style="list-style-type: none"> <li>Has the student got any previous relevant experience e.g. work placement?</li> <li>Has the student already been on a study programme at Kendal College (including 14-16) – if yes did they achieve?</li> <li>What are their predicted GCSE grades/grades?</li> </ul>	<p><b>Predicted grades Maths..... English.....</b></p>
<p><b>4. Potential Costs - Is the applicant aware?</b></p> <ul style="list-style-type: none"> <li>19+ students – Possible Course/Exam Fees.</li> <li>19+ Advanced Learner Loan for L3/4 students</li> <li>Any additional costs – travel, trips, DBS, equipment etc.</li> </ul>	<p><i><b>NB</b> Many students are eligible for support via the Learning Support Fund (details in the Welcome Guide &amp; on the website). Refer to Student Services if in doubt.</i></p>
<p><b>5. Additional Learning Support Team</b> If a consultation with a member of staff from the Additional Learning Support Team is required, please ask the student to wait in either: Conference Room 1 at MRC or Reception/The Venue at the AMC.</p>	<p><b>Yes / No</b></p>

Question/Information	✓ Responses/ Notes
<ul style="list-style-type: none"> <li>• Have you ever had a Statement of Educational Needs or an Education Health and Care Plan (EHCP)?</li> <li>• Have you ever had <b>exam arrangements</b> at school e.g. reader, scribe or extra time?</li> <li>• Do you have a specific learning difference e.g. <b>dyslexia, dyspraxia, ADHD or an autistic spectrum condition?</b></li> <li>• Do you have a <b>disability</b> you want to tell us about?</li> </ul>	<p><b>NB</b> If the student has/thinks they may have an EHCP please signpost them to the Additional Learning Support Team <b>before offering a place</b></p> <p>If yes to any of these questions - please signpost to the Additional Learning Support Team.</p>
<p><b>6. Things that would be good for us to know, to ensure you're given the best chances of success (please tick any that apply)</b></p> <ul style="list-style-type: none"> <li>• Long time out of study</li> <li>• Long distance to travel /issue with travel cost</li> <li>• Problems at school – excluded/attendance</li> <li>• Poor health</li> <li>• Home schooled</li> <li>• Residential school</li> <li>• Care leaver/in Care</li> <li>• Caring responsibilities eg for family member</li> <li>• Living in supported housing</li> <li>• Medical risk assessment needed</li> </ul>	<p>Referral needed to  <input type="checkbox"/> <b>Safeguarding</b>   <input type="checkbox"/> <b>Learning Services</b>   <input type="checkbox"/> <b>Medical</b></p>
<p><b>7. Safeguarding question</b>  (In order to ensure all our students are as safe as possible we need to ask the following questions to all our students). * If you answer yes to the below it does not necessarily mean you will not be able to attend college, but it will instigate a referral to the College's Safeguarding Officer.</p> <p><b>Do you have a Criminal Conviction (or hearing pending), which relates to the following types of crime:</b></p> <ul style="list-style-type: none"> <li>• <b>Crimes related to violence against others,</b></li> <li>• <b>Possession with intent to supply or supplying controlled substances</b></li> <li>• <b>Schedule 1 offences against an under 18-year-old.</b></li> <li>• <b>Inclusion on the sex-offenders register</b></li> </ul> <p style="text-align: right;"><b>Yes / No</b></p>	

**Conditional place offered** (subject to evidence of qualifications/meeting entry criteria)

Element of study programme offered e.g. Vocational course, GCSE's & A-Levels	Entry requirements for all students	Additional conditions for this student (if applicable eg attend taster sessions)

Reasons place not offered	Suggested alternative provision

**Place not offered**

**The decision cannot yet be made – referral is needed to**

**Safeguarding**       **Other (Please State)** \_\_\_\_\_

**You have been offered a Conditional Place:**

So we can support you at College we need to know whether you consider yourself to have any of the following disabilities, learning differences and/or health issues:

Please tick any that apply.

<b>4</b>	Visual impairment	
<b>5</b>	Hearing Impairment	
<b>6</b>	Disability affecting mobility	
<b>7</b>	Profound complex difficulties	
<b>8</b>	Social and emotional difficulty	
<b>9</b>	Mental health difficulty	
<b>10</b>	Moderate learning difficulty	
<b>11</b>	Severe learning difficulty	
<b>12</b>	Dyslexia	
<b>13</b>	Dyscalculia	
<b>14</b>	Autism spectrum disorder	
<b>15</b>	Asperger's syndrome	
<b>16</b>	Temporary disability (e.g. Post-viral) accident	
<b>17</b>	Speech, language and communication needs	
<b>93</b>	Other physical disability	
<b>94</b>	Other specific learning difficulty (e.g. dyspraxia)	
<b>95</b>	Other medical condition e.g. epilepsy, asthma, diabetes)	
<b>97</b>	Other learning disability	
<b>98</b>	Prefer not to say	

If you have ticked more than one of the above which would you consider to be your primary disability?	
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<b>Interviewer Name:</b>	
<b>Interviewer Signature:</b>	
<b>Applicant Signature:</b>	
<b>Date</b>	

**Thank you for coming. You will receive confirmation of your conditional place in the next two weeks. Information will be posted to you during the summer holidays which will explain:**

- Enrolment day
- Course start date
- Travel pass,
- Bursary and other financial support
- Costs associated with the course/equipment needed
- Trips and visits
- Work placement

***\*If the student needs more information to make the decision about their course choice – please refer them to Student Services.***

## PROGRESSION APPLICATION INTERVIEW RECORD

Name of Student \_\_\_\_\_ Course \_\_\_\_\_

Student Date of Birth \_\_\_\_\_

Name of Interviewer \_\_\_\_\_ Date: \_\_\_\_\_

Question/Information	✓	Response/Comments
<p><b>1. Introduction &amp; Study Programme</b></p> <ul style="list-style-type: none"> <li>• Ask the student why they wish to take this study programme and what they know about it already.</li> <li>• What would they like to do in the future? What do they know about this career?</li> </ul> <p><b>Ensure the student is aware of all elements of the study programme:</b> Vocational programme, English &amp; Maths, Work placement, Add an A Level, A-Level clusters (check compatibility), Progression opportunities etc.</p>		
<p><b>2. Reasons for applying for the course</b></p> <ul style="list-style-type: none"> <li>• Discuss the reasons why the student wishes to take the course.</li> <li>• What would they like to do in the future? What do they know about this career?</li> </ul>		
<p><b>3. Previous achievements</b></p> <ul style="list-style-type: none"> <li>• Ask about progress being made on their current course plus any relevant work experience</li> </ul>		
<p><b>4. Potential Costs - Is the applicant aware?</b></p> <ul style="list-style-type: none"> <li>• Any additional costs – travel, trips, DBS etc.</li> <li>• 19+ students – Possible Course/Exam Fees</li> <li>• 19+ Advanced Learner Loan for L3/4 students</li> </ul> <p><b>NB Many students are eligible for support via the Learning Support Fund – (details in the Welcome Guide and available online at: <a href="http://www.kendal.ac.uk/student-services">www.kendal.ac.uk/student-services</a>).</b></p>		
<p><b>5. Learning Services</b></p> <ul style="list-style-type: none"> <li>• Is the student currently receiving Learning Support?</li> <li>• How is this going?</li> <li>• What support would be needed next year?</li> </ul>		
<p><b>6. Do you have any questions or need any further guidance or information?</b></p>		

Question/Information	✓	Response/Comments
<p><b>7. Safeguarding question</b></p> <p><b>Criminal Conviction</b>            * If you answer yes to the below it does not necessarily mean you will not be able to attend college, but it will instigate a referral to the College's Safeguarding Officer.</p> <p>Have you had a Criminal Conviction (or hearing pending) which relates to the following types of crime:</p> <ul style="list-style-type: none"> <li>• Crimes related to violence against others,</li> <li>• Possession with intent to supply or supplying controlled substances</li> <li>• Schedule 1 offences against an under 18 year old.</li> <li>• Inclusion on the sex-offenders register or the Children's List</li> </ul>		
<p><b>8. Has any Address or Contact Details changed from last year? – (Complete comments box with new details)</b></p>		

**Outcome**

**1. Conditional place offered on**

Element of study programme offered e.g. Vocational course, GCSE's & A-Levels	Entry requirements for all students	Additional conditions for this student

Conditions:

**NB - All Offer Letters will include the Conditions below:**

- You will be required to provide *evidence of your qualifications (e.g. your certificates/Exams results slip)* at the start of the course.
- Good attendance and progress on the course.

**2. Place not offered**

Reasons place not offered	Suggested alternative provision

**3. The decision cannot yet be made – referral is needed to:**

Safeguarding       Other \_\_\_\_\_

<b>Interviewer Name:</b>	
<b>Interviewer Signature:</b>	
<b>Applicant Signature:</b>	

## HIGHER EDUCATION APPLICATION INTERVIEW RECORD

Name of Student \_\_\_\_\_ Course \_\_\_\_\_

Name of Tutor \_\_\_\_\_ Date of meeting \_\_\_\_\_

Question/information	✓	Response/comments
<p><b>1. Introduction</b></p> <ul style="list-style-type: none"> <li>Brief introduction about the tutor and teaching team experience and progression opportunities, top-up and employment.</li> </ul> <p><b>Please remember the main focus of this session is to interview a prospective student, if the candidate needs more information to make the decision about their course choice – please note below.</b></p>		
<p><b>2. Undertake pre-course task appropriate to programme</b></p> <ul style="list-style-type: none"> <li>Consider whether the exercise is written at a level appropriate for the course level applied for</li> </ul>		
<p><b>3. Reasons for taking the course</b></p> <ul style="list-style-type: none"> <li>Discuss the reasons why the student wishes to take the course</li> <li>What would they like to do in the future?</li> <li>What do they know about this career?</li> </ul>		
<p><b>4. Programme specific questions</b></p> <ul style="list-style-type: none"> <li>Appropriate to programme</li> </ul>		
<p><b>5. Previous achievements</b></p> <ul style="list-style-type: none"> <li>Ask about predicted grades (particularly English) or relevant qualifications which are being taken or have been achieved.</li> <li>Ask about previous relevant experience.</li> <li>Have you already been on a course at Kendal College?.</li> <li>Have you studied at degree level before?</li> <li>Make aware of ELQ and implications for top-up (Foundation degree exempt)</li> </ul>		
<p><b>6. Is there any additional information we need to know about you at this stage</b></p> <ul style="list-style-type: none"> <li>Such as long time out of study, long distance to travel.</li> </ul>		
<p><b>7. Study Services</b></p> <ul style="list-style-type: none"> <li>Have you ever had special exam arrangements at school?</li> <li>Have you ever been assessed for any learning needs?</li> </ul>		

Question/information	✓	Response/comments
<ul style="list-style-type: none"> <li>Do you have disability you want to tell us about?</li> </ul>		
<p><b>8. Safeguarding question</b> (In order to ensure all our students are as safe as possible we need to ask the following question to all our students).</p> <p>Do you have a criminal conviction (or hearing pending) which relates to the following types of crime:</p> <ul style="list-style-type: none"> <li>Inclusion on the sex-offenders register or the Children's List</li> <li>Crimes related to violence against others,</li> <li>Possession with intent to supply or supplying controlled substances</li> <li>Schedule 1 offences against an under 18 year old.</li> <li>Do you have any criminal convictions or warnings which may have implications when applying for a CRB check.</li> </ul>		
<p><b>9. Student Finance</b></p> <ul style="list-style-type: none"> <li>Overview of student finance and the application process.</li> <li>Make aware of additional costs to the student such as trips / residential and CRB (£66)</li> </ul>		
<p><b>10. PGCE / Cert Ed</b></p> <ul style="list-style-type: none"> <li>Teaching practice arrangements</li> <li>English</li> <li>Maths</li> </ul>		
<p><b>11. Fd Children, Young People &amp; their Services</b></p> <ul style="list-style-type: none"> <li><b>Licence to Practice</b> (Please sign that this has been discussed and you understand that this qualification is not included as part the degree)</li> </ul> <p>Signature.....</p>		
<p><b>12. Any questions or do they need further guidance of information?</b></p>		
<p><b>Notes</b></p>		

**Outcome**

(Un) conditional place offered on (name of programme): \_\_\_\_\_

Conditions agreed (reference/risk assessment if appropriate): \_\_\_\_\_

Referred for further guidance to:  
 Additional Learning Support   
 College Safeguarding Officer

Advice and Guidance   
 HE Co-ordinator

Tutor Signature \_\_\_\_\_

Applicant Signature: \_\_\_\_\_

**Interviews – Making sure students are on the right course at the right level**  
**What to do if you have concerns**

There are concerns that accepting the prospective student onto a course could set them up to fail.  
For example, at interview they may not have:

Demonstrated that they will be able to cope at the level of the course (and there are no lower level alternatives).  
For example, their predicted grades are borderline; their audition/ portfolio were not of the right standard; they require a level of support that college may not be able to provide.

And/or

Shown interest in the course area and you are worried that they aren't making a well-informed careers decision  
e.g. you may suspect parents or friends are influencing their decision.

**The student will be offered a place, but additional conditions are needed.**

E.g. to attend a taster day, to attend a guidance appointment, gain work experience through a successful placement etc. If YES...

The tutor and Learning Services (if applicable) will confirm the conditions and write these clearly on the Interview Record Form under Outcome 1.

This will be returned to the Admissions Officer within 2 working days.

The Admissions Officer will amend the general offer letter to be more appropriate, outlining the specific conditions. This will be posted to the student within 10 working days of the interview.

If a careers guidance appointment is needed, the Admissions Officer will pass on the details to the Student Services Manager. The Student Services Manager will ring the main contact – student and/or parent/carer. The Student Services Manager will offer a guidance appointment (if applicable) to discuss other opportunities e.g. apprenticeships, alternative courses, volunteering etc. Inspira will be invited to the meeting where appropriate.

The Admissions Officer will keep all student files in the 'Interview Attended' file in Student Services, until a decision has been made by the tutor and Learning Services (if applicable).

The tutor and Learning Services (if applicable) will clarify the decision as soon as this is made. The Admissions Officer will send out an offer or refusal letter as appropriate.

**The student does not meet the entry criteria and/or a referral is needed before a decision can be made.** If YES...

The tutor will choose Outcome 2 and/or 3 on the Interview Record Form. This will be returned to the Admissions Officer within 2 working days.

Referrals

*If the student is to be referred to Learning Services before a decision is made, the Admissions Officer will contact Learning Services (where possible all students should see Learning Services at the admissions event).*

*If the student is to be referred to Safeguarding before a decision is made, the Admissions Officer will contact the Designated Senior Person so an appointment can be made.*

*If the student is to be referred for Careers Advice or any other referral before a decision is made, the Admissions Officer will pass these to the Student Services Manager. The Student Services Manager will ring the main contact – student and/or parent/carer. The Student Services Manager will offer a guidance appointment (if applicable) to discuss other opportunities e.g. apprenticeships, alternative courses, volunteering etc. Inspira will be invited to the meeting where appropriate.*

The Admissions Officer will keep all student files in the 'Interview Attended' file in Student Services, until a decision has been made by the tutor and Learning Services (if applicable).

The tutor will clarify the decision as soon as this is made. The Admissions Officer will then send out an offer or refusal letter as appropriate within 10 working days.

If the student and/or parent/ carer are unhappy with the decision, the outcome will be referred to the relevant Director. If they want to make an official complaint this to be referred to the College Principal.

Recommendations

If a recommendation for another course has been given, the Admissions Officer will send out an invite for interview for this course.