



Adult Education Admissions Policy & Procedure

This policy applies to :	Adult Education students
Author/Department:	Assistant Principal - Higher and Adult Education & Practitioner Research Lead
Area/Person responsible:	Senior Admissions Officer, Marketing Officer & HE and Adult Education staff
Date approved:	June 2015
Related Documents/ Policies:	Fees Policy CEIAG Strategy
Date of Next Review:	April 2020

Date of most recent review:	April 2019
Changes made:	Annual update

The Equality Act 2010: The Equality Duty

The College has a duty to consider the needs of all individuals in our day-to-day work – in shaping policy, in delivering services and in relation to our employees. The Equality Duty has three aims, which require the College to have due regard to the need to:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Does the policy support the aims of the Equality Duty?	Yes	✓	No		N/A	
If no, please state which groups may be affected and complete a full equalities impact assessment (guidance and forms available on the intranet)						
Impact Assessment Reference:						

Initial Impact Assessment Completed	
Review of Policy	

Date	
Date	

Contents

1. Introduction
2. Principles of Fair Admissions
3. Learner Eligibility
4. Admission Procedures
5. Appeals Process
6. References

Appendix A – Current Entry Requirements

Appendix B – Admissions Appeal Process

Appendix C – Course Closure Form

Appendix D – Adult Education Enrolment Form & Learning Agreement

1. Introduction

- 1.1 The purpose of this policy is to provide prospective students and staff with a guide to the admission of Adult Education students at Ashton Sixth Form College. This policy has been drawn up following examination of sector best practice guidance from Supporting Professionalism in Admissions (SPA) and the Quality Assurance Agency (QAA) and aims to provide an efficient, fair and transparent admission function for Ashton Sixth Form College.
- 1.2 The College vision is to be outstanding and pursue excellence. We value the diversity of our students and are committed to providing a high standard admissions service for all.
- 1.3 This policy covers admissions to all part time and full time Adult Education courses at the college.

2. Principles of Fair Admissions

- 2.1. The College staff support the core activities of fair recruitment, admissions and widening participation/access for our students.
- 2.2. The HE & Adult Education Department is committed to providing a fair admissions system which provides equal opportunity for all individuals, regardless of background, to gain admission to a course suited to their ability and aspirations. We uphold the principals of fair admission through being transparent, fair, honest, consistent, accessible, personalised and timely [Schwartz Report (2004)].
- 2.3. The aims of the department are to ensure that:
 - 2.3.1. Applicants are provided with as much information as possible to enable them to make informed choices and appropriate applications. We will provide high quality information and advice on all aspects of recruitment, selection and admissions including our entry

requirements, course information, duration and fees through our Senior Admissions Officer, Marketing Officer, specialist teaching staff, external advertising, course leaflets, open evenings/days and employer events.

- 2.3.2. Applicants are treated fairly and equitably in their application to the college.
- 2.3.3. Applicants can achieve success on the appropriate level of course, in light of previous experience, qualifications and career plans.
- 2.3.4. Applicants are dealt with in a timely and professional manner.
- 2.3.5. Students receive a high quality service.
- 2.3.6. Applicants are given clear details about entry criteria and application procedures for admission.
- 2.3.7. Applicants are provided with an initial guidance discussion or interview (if applicable).

3. Learner Eligibility

- 3.1. Detailed guidance is followed in line with the latest version of the ESFA/GMCA Funding Rules. The College will use this document to support enrolment and funding decisions during admissions.
- 3.2. On admission, the following checks will be made:
 - 3.2.1. Is the learner a UK National or EEA National? If NO, a copy of their passport will be requested and nationality established. A passport or birth certificate is required at enrolment for all learners.
 - 3.2.2. Has the learner been ordinarily resident in the UK or EEA for the past 3 years? If NO further assessments will be made regarding eligibility to be in the UK and/or be funded. Even where a learner indicates YES, if the enroller believes a status check is required, this will be pursued.
 - 3.2.3. The following documentation may be requested:
 - Passport
 - Visa details (or parent/spouse details)
 - Exam Certificates
 - Home Office documents
 - 3.2.4. Where a student has a visa that allows them to be in the UK and to undertake funded or unfunded learning, a check will be made to ensure that the visa expiry date is after the course end date.
 - 3.2.5. Where the student does not meet the criteria set out by the ESFA funding eligibility guidance then fees will be charged for tuition/examination costs subject to confirmation of rights to live and study in the UK.
 - 3.2.6. This Admissions Policy does not cover International Student Admissions.

4. Admissions Procedures

- 4.1. Admission to courses is continuous throughout the year. The process of applying varies depending on the course and level of study. Pages on our website provide a step-by-step guide to the application process for our Adult Education courses. The college acts fairly towards applicants for admission and exercises equal treatment without unlawful discrimination. We are committed to providing transparent recruitment and admissions activities ensuring all applicants are considered and evaluated on an individual basis. The college is committed to fair access and admissions encouraging and welcoming applications from all social and educational backgrounds.
- 4.2. All students have an admission discussion with specialist staff to assess suitability for the course. The main purpose of this is to provide advice and guidance about the courses applied for and any alternatives that could or should be considered. Interviews and admission discussions also provide an opportunity for applicants to find out more about the College.
- 4.3. Information regarding learning difficulties, disabilities, health, study needs, attendance or other issues which may affect a learner's progress will be discussed, as well as being requested from the

student at the point of application and enrolment. The objective is to discuss the needs of such students so that the college can put in to place a suitable package of support.

- 4.4 The decision about whether to accept a learner onto the course for which they have applied, rests with those with authority during the enrolment period, the final decision rests with the Assistant Principal - Higher and Adult Education & Practitioner Research Lead. Applications will be assessed on the following criteria:
- Previous qualifications or predicted achievement – do they meet the entry requirements?
 - Previous experience.
 - Potential to succeed and progress from the course.
 - Portfolios (if applicable)
 - Additional needs
 - Ability to support the safety of others.
 - Disclosure and Barring Service (DBS) clearance where appropriate.
- 4.5 We promote equality of opportunity for all, which includes those who may possess a criminal conviction. When considering applicants with relevant criminal convictions, the college applies the legislation relating to the Rehabilitation of Offenders Act 1974. Applicants to some adult skills courses require mandatory DBS checks and this is discussed at the enquiry and enrolment stage. The Head of Subject in conjunction with the Assistant Principal - Higher and Adult Education & Practitioner Research Lead, are responsible for considering the relevance and impact of any convictions declared. The applicant may be asked to sign a self-declaration confirming that they are aware that their conviction would bar entry to a related profession. Information on applicant's criminal convictions is appropriately safeguarded and only made available to the relevant admissions staff.
- 4.6 Every effort will be made to find a course appropriate for all applicants. However, despite all reasonable adjustments being made, in some circumstances, enrolment may not be possible. Reasons for this include, but are not limited to:
- Not meeting academic standards,
 - Physical requirements are unable to be catered for (e.g. unable to complete assessments for physical reasons).
 - Failing DBS check where this is a requirement.
 - Failure to achieve pass mark in any required pre-entry tests.
- 4.7 Learners are required to disclose any support needs and medical conditions on their application/enrolment form. The college will take all reasonable steps to provide additional learning support or other support needs if a need is declared.
- 4.8 In line with the Equality Act 2010, we promote equality of access to education, training and development. No applicant judged to be academically suitable will be refused admission on grounds of disability without compelling reasons. It is important that students tell us on the application form of any impairment so that, wherever possible, we can ensure that we provide the facilities and support they require.
- 4.9 We welcome applications and support students who are leaving care. Applicants under the age of 18 may be admitted to study and we have a responsibility to safeguard that student's welfare. We welcome applicants of all ages and backgrounds. Applications will be considered from mature students who may not have qualifications which fit into our standard entry criteria and each application will be assessed taking into account any relevant experience and skills.
- 4.10 If an application is received from a learner who is related to a member of teaching staff or has a close personal involvement, this results in a circumstance which may cause a conflict of interest. The student will be made aware on application that an alternate tutor or dual observations/second marking will be put in place for the duration of the course.
- 4.11 Decisions re applications will be made at enrolment (where an enrolment form is completed), or interview and communicated to applicants as quickly as possible. Where we are unable to make an

offer for an applicant's original choice of course, we may offer an alternative course for the applicant to consider.

- 4.12 Where assessments are part of the admissions process, full details of the process will be sent prior to the assessment. Any course specific additional information required will be sent with the invitation.
- 4.13 Decisions reached following assessments/interviews will be communicated to the applicant directly from the college by letter or email (if applicable).
- 4.14 When a particular course has too few applications from learners to proceed, the college will advise applicants as soon as possible of alternative courses available in the event of the original course being closed.
- 4.15 In this circumstance a course closure process is followed and the Higher & Adult Education Course Closure Form is to be completed and signed off by the Assistant Principal - Higher and Adult Education & Practitioner Research Lead (please see Appendix C). Initial discussions take place between the course closure proposer and the Assistant Principal - Higher and Adult Education & Practitioner Research Lead. The Assistant Principal - Higher and Adult Education & Practitioner Research Lead discusses the course closure at SLT. If approved, the process at course level will begin. The Curriculum Leader or Head of Area completes the Higher & Adult Education Course Closure form. The Assistant Principal - Higher and Adult Education & Practitioner Research Lead signs the form. The Senior Admissions Officer informs the MIS department and partner organisation (if applicable).

5. Appeals Process

- 5.1 Unsuccessful applicants have the right of appeal. Applicants are requested to write in the first instance to the Senior Admissions Officer, via H.E. & Adult Education Admissions, using the Admissions Appeal Process. Please see Appendix B for more details. The applicant will be informed in writing of the outcome of the appeal and given an explanation for the decision which has been reached.

6. References

- 6.1 This policy is informed by the college's internal Equality and Diversity Policy, College Complaints Procedure, H.E. Teaching, Learning & Assessment Policy, Fee Policy, CEIAG Strategy, Enterprise and Employability Strategy and by the following external Acts:

- Children Act 2004
- Education Act 2011
- Rehabilitation of Offenders Act 1974
- Equality Act 2010
- Counter Terrorism and Security Act 2015
- Safeguarding and Vulnerable Groups Act 2006
- Data Protection Act 2018 and General Data Protection Regulations

The College will review this Admissions Policy annually.

Appendix A Entry Requirements

Our entry requirements and fee information is regularly reviewed to ensure parity of requirements between qualifications and consider whether additional qualifications may be included within our published entry requirements.

This information is published on the college's web pages, in printed materials and on external websites and is shared with all relevant staff.

Subject	Entry Criteria
<u>Functional English</u> Entry 3 Level 1 Level 2	Demonstrate the ability to read, write and speak at Entry 2 Demonstrate the ability to read, write and speak at Entry 3. Demonstrate the ability to read, write and speak at Level 1.
<u>Functional Maths</u> Entry 3 Level 1 Level 2	Demonstrate the skills at Entry 2. Demonstrate the skills at Entry 3. Demonstrate the skills at Level 1.
<u>Level 2 Supporting Teaching & Learning (TA)</u>	Hold or are working towards a Functional Skills qualification at level 2 or a GCSE Grade C or above in maths and English. Must be in employment (paid or voluntary) in a school for a minimum of 1 full day per week, working with children aged 5 and above. Have a minimum of 6 weeks experience in a school setting prior to starting the course.
<u>Level 3 Supporting Teaching & Learning (TA)</u>	Hold a Functional Skills qualification at level 2 or a GCSE Grade C or above in English. Hold or are Working towards a Functional Skills level 2 or a GCSE grade C or above in maths. Hold a Level 2 in Supporting Teaching & Learning/in Schools qualification. Must be in paid or voluntary employment both Supervising and being responsible for children for a minimum of 1 full day per week. Have a minimum of 6 weeks experience in a School setting prior to starting the course.
<u>Level 2 Certificate in an Introduction to Early Years Education & Care (EYE)</u>	Hold or are working towards a Functional Skills level 2 or a GCSE Grade C or above in English and maths. Must be in either paid or voluntary employment in an early years setting for a minimum of 1 full day per week. Have a minimum of 6 weeks experience in an early years setting prior to starting the course.
<u>Level 3 Diploma for the Early Years Workforce (EYE)</u>	Must hold a Functional Skills qualification at level 2 or a GCSE Grade C or above in English and maths. Must be in either paid or voluntary employment in an early years setting for a minimum of 1 full day per week. Have a minimum of 6 weeks experience in an early years setting prior to starting the course.
<u>Level 2 & 3 Diploma in</u>	Minimum age of 16 for level 2 and 18 for level 3. Must have an adult literacy qualification Level 2 and/or English GCSE

<u>Playwork</u>	Grade C or above to complete the level 3. Need to be working or volunteering in a playwork setting for a minimum of 5 hours per week.
<u>Level 4 Certificate for the Early Years Advanced Practitioner</u>	Must hold a Functional Skills qualification at level 2 or a GCSE Grade C or above in English and maths. Must be employed in an Early Years setting at Level 3 to complete this qualification. Must hold a Level 3 Early Years/ Childcare qualification. Must be aged 18 years or over. Must successfully complete a written task prior to enrolment.
<u>Setting up a Childminding Business</u>	This course is for individuals who have plans to set up a child minding business.
<u>Level 3 Forest School Leader</u>	Must have a minimum Level 2 qualification or equivalent in Education, Youth Work or Child Care etc. or a minimum level 2 qualification in Forest School, Countryside or Woodland Management etc. with at least 2 years' experience. Must have an established link with a client group and potential Forest School site with whom they can complete a 6 session programme (we can help them with a placement). Must be 21 years or over at the start of the course. Prior to starting will need to complete a relevant outdoor First Aid Certification. Must hold a current Disclosure and Barring Service clearance certificate.
<u>BTEC Level 3 Award in Education & Training</u>	Ideally have a Level 3 qualification in the subject area that they wish to teach or relevant work experience to enable them to teach their chosen subject. An ability to read and write at Level 2 or above, this might be reflected by a qualification or via assessment at interview.
<u>GCSE Maths</u>	Must attend an assessment session prior to the start of the course and must achieve a satisfactory score.
<u>GCSE English</u>	Learner will need to complete a short piece of diagnostic writing.
<u>GCSE Biology</u>	A suitable knowledge in science, preferably a grade in GCSE Science. GCSE Maths grade C or above. GCSE English grade C or above (one of these can be done alongside the course).
<u>Foundation Year Art & Design (Level 3 & 4 Diploma)</u>	Preferably 200 UCAS points from level 3 qualifications, such as A levels or a BTEC National Diploma, BTEC Extended Diploma etc. Prior experience in Art & Design is preferred. Be able to demonstrate your ability and capacity to write at an appropriate level for the programme (identified ALS needs that may impact on written English skills will be taken into account). Be able to demonstrate the capacity to study at the appropriate level (assessed by application, interview and performance in previous study). Applications from mature students and students with non-academic qualifications are also welcome. Applicants will be required to attend a portfolio interview. A portfolio for interview showing a range of art media and experimentation at level 3 standard.

Appendix B

Admissions Appeal Procedure

All applications are considered on their individual merits and treated in a fair and equal way based on all information provided to the College through the application process. The responsibility of making offers for available places is with the Admissions Team and Head of Subject areas.

We reserve the right to refuse admission to applicants who do not meet entry requirements or who the College believes, for specific reasons, would not be fit to be a student at the College.

Our approach to the admission of mature applicants and applicants from non-traditional or non-standard academic routes is flexible. Each application is considered individually. The College recognises that previous experience gained in work or other areas of life may have prepared mature applicants for a course of study.

Applicants should only be rejected:

- If the Head of the subject area has informed admissions to stop recruiting for the programme (i.e. the course is full).
- The student cannot possibly meet the standard entry requirements in the time frame –e.g. the student has a level 2 but not in a relevant subject and cannot demonstrate suitable subject knowledge.
- An applicant who cannot be assessed against standard entry criteria cannot demonstrate capacity to study for example at a particular level and/or relevant subject knowledge.

A reason must be provided when an applicant is rejected, particularly where the applicant cannot be assessed against standard entry criteria. The College recognises that it is important that unsuccessful applicants have the opportunity to receive feedback on their application.

The College recognises that on occasion an applicant may wish to appeal against a selection decision. An appeal is a request for a formal review of an admissions decision or the wording/terms/conditions of an offer.

1. If an applicant considers that they may have cause for an appeal, they are requested to write in the first instance to the Senior Admissions Officer, via H.E.& Adult Education Admissions, using the Admissions Appeal Form, and this must be received in writing within 10 working days of the decision to which the appeal relates.
2. The College will provide a response to the appeal within 10 working days inviting the applicant to a meeting with the Assistant Principal - Higher and Adult Education & Practitioner Research Lead and the Head of the subject area to discuss whether the appeal is upheld or rejected and the reasons for the decision.
3. The applicant will be informed in writing of the outcome of the appeal and given an explanation for the decision which has been reached.
4. The decision is final and there is no further right of appeal.
5. No applicants will be discriminated against in any future application on the basis of appealing a previous admissions decision.

Admissions will collate annual statistics relating to the number of formal appeals received and the outcomes.

In accordance with principles of the Data Protection Act 2018, appeals will only be accepted from the individual who applied to the programme of study. Appeals will not be accepted from parents, carers, friends, teachers or any other third person unless the applicant has provided written confirmation that we may correspond with a named alternative contact.

Complaints

A complaint is a specific concern related to a procedural error, irregularity or maladministration in the admissions procedures or policies.

Complaints relating to Adult Education Admissions will be managed in accordance with the College Complaints Procedure which can be found at:

<https://www.asfc.ac.uk/he-and-adult/he-consumer-rights>

This procedure should be used when an applicant is dissatisfied with the service they have received from the college with regard to an application.

Adult Education Admissions Appeal Form

Applicant's full name:	
Programme:	
Postal address:	
Email address:	
Date decision received – appeals must be submitted within 10 working days of receipt of the unsuccessful decision. Late appeals will only be accepted in exceptional circumstances and reasons for the delay should be stated here.	
Please provide a statement below giving further details of the grounds on which you appeal. Any available evidence which the applicant wishes the College to consider must be submitted with this form. (Continue on separate sheets if necessary).	
Sign name:	Date:

Please return this form to:

Senior Admissions Officer
H.E.& Adult Education Admissions
Ashton Sixth Form College
Darnton Road
Ashton-under-Lyne
OL6 9RL

Appendix C
Higher & Adult Education Course Closure Form

This form is to be completed for any HE or Adult Education course that is to be closed. This includes any partner franchised course, and any course validated by a partner HEI. All sections should be completed. A signed copy of the form should be forwarded to the Assistant Principal - Higher and Adult Education & Practitioner Research Lead.

1. Title of Course:
2. If Edexcel or WJEC course, then please state:
3. Name of partner organisation if course is being closed:
4. Course Codes for all modes applying for closure (e.g. full time, part time):
5. Mode(s) of Study it is proposed to close:.....
6. Mode(s) of Study (if any) remaining:
7. Last academic year there is to be a first year intake:.....
8. Last academic year it is estimated that there will be any continuing students on the course:.....
9. Provide details of plans for any continuing students:.....
10. If there are current applicants, please explain what arrangements will be made to advise them of alternative courses:.....
11. Reasons for Closure of the Programme:

Print name of proposer of course closure:

Print name of Head of Area:

This form should be sent to the Assistant Principal - Higher and Adult Education & Practitioner Research Lead.

Signature of Assistant Principal - Higher and Adult Education & Practitioner Research Lead:

.....

Date:

The relevant form should be sent to the partner organisation, (if applicable).

4. Employment/Voluntary Work Details

Are you:

Employed	Unemployed	
<input type="checkbox"/> In paid employment	<input type="checkbox"/> Not in paid employment, looking for work & available to start work <input type="checkbox"/> Not in paid employment, not looking for work and/or not available to start work	
<input type="checkbox"/> Self employed	<input type="checkbox"/> Retired	<input type="checkbox"/> Volunteering <input type="checkbox"/> In full-time education or training prior to enrolment
<input type="checkbox"/> Between 16 & 19 hours a week	<input type="checkbox"/> Less than 6 months <input type="checkbox"/> 12 – 23 months <input type="checkbox"/> Greater than 36 months	<input type="checkbox"/> 6 – 11 months <input type="checkbox"/> 24 – 35 months
<input type="checkbox"/> Greater than 20 hours a week	<input type="checkbox"/> In receipt of Job Seekers Allowance (JSA) in the Work Related activity group (WRAG) <input type="checkbox"/> In receipt of Employment Support Allowance (ESA) in the Work Related activity group (WRAG)	
<input type="checkbox"/> Less than 16 hours a week	<input type="checkbox"/> In receipt of Universal Credit <input type="checkbox"/> In receipt of other state benefit not listed above	
Household Situation		
<input type="checkbox"/> No household member is in employment and the household includes one or more dependent children		
<input type="checkbox"/> No household member is in employment and the household does not include any dependent children.		
<input type="checkbox"/> Learner lives in a single adult household with dependent children		<input type="checkbox"/> Prefer not to say <input type="checkbox"/> Not applicable

My enrolment is related to my employment/voluntary work

Please state full name and address of employer: Is this: Paid Work or Voluntary Work

DBS/CRB Disclosure No: _____

Post Code: _____ Contact Name: _____ Contact Number: _____

My enrolment is unrelated to my employment/voluntary work

Please complete section 8 on GCSE English & GCSE Maths for Level 3 Early Years Educator course.

5. Fee Payment/Fee Remission (Tutor to indicate which is applicable)

If you are applying for a Government subsidised course, which normally leads to a professional qualification, and you comply with the Fees Agency residency/settled status criteria requested on enrolment, are not repeating learning already undertaken to achieve a qualification, then you may be entitled to fee remission. Adults aged 19 and over at the start of your learning must be aged 19 or older on 31 August in the academic year in which they are enrolling in to receive any applicable funding (excluding Advanced Learner Loans).

Are You:

- Co-funded (paying your own fees)** for learners not entitled to fee remission and paying their fees (please go to section 6). Not eligible for learners aged 19+ taking a level 3 course.
- Advanced Learner Loan (for learners aged 19 and over studying a level 3 qualification)** – If you are aged 19-23 you can only apply for a loan if it is not your first full level 3 qualification.
Funding and Information Letter completed **Qualification Aim Number:** _____
- Enrolling on an unfunded course** (please go to section 6) Please note: Although the college may charge for a course on a full-cost recovery basis, the course may be available elsewhere on a funded or loan basis.
I understand this (please tick to confirm)
- Having your fees paid directly by your employer on receipt of College invoice.** Indicate who to invoice in section 3 (please go to section 6)
- Fully Funded** and entitled to fee remission - select a reason from the list below.

16 - 18 on 31 st August 2018	
<input type="checkbox"/>	16 - 18 Study Programme. To be fully funded learners must study GCSE English and GCSE Maths at ASFC alongside their other programme of study here if they have not yet achieved a grade A* - C or grade 4 or above in GCSE English and GCSE Maths.
19 or older on the start date of the course (Entry to Level 2)	
<input type="checkbox"/> FF01	In receipt of: <ul style="list-style-type: none"> Jobseeker's Allowance (JSA) including the partner where the claim is joint (not dependants) and including those receiving National Insurance Credits only or Employment Support Allowance (ESA) and are in the Work-Related Activity Group (WRAG) (not dependants) or Universal Credit and earn either less than 16 times the appropriate age-related rate of the National Minimum Wage/National Living Wage a week or £338 a month (individual claims) or £541 a month (household claims) and Jobcentre Plus determine as being in one of the following groups– All Work-Related Requirements Group, Work Preparation Group, Work-Focused Interview Group or Council Tax Benefit (not 25% single person's discount) , Housing Benefit, Income Support, Working Tax Credit, Pension Credit or Contribution based ESA not in the WRAG (not a dependant) and earn either less than 16 times the appropriate age-related rate of the National Minimum Wage/National Living Wage a week or £338 a month (individual claims) or £541 a month (household claims) and want to be employed or progress into more sustainable employment and the learning is directly relevant to your employment prospects and the local labour market needs or
<input type="checkbox"/> LDM code 363 and FFI code1	• Earn less than £15,736.50 (gross) annual income (regardless of hours worked and hourly rate, including Self-employed).
<input type="checkbox"/> FF02	For those learners aged 19 or older studying any learning aim up to and including level 2. Evidence of benefits & income or wage slip within 3 months of the learner's learning start date, or a current employment contract which states gross monthly/annual wages and a signed declaration form to confirm the above. <input type="checkbox"/>
<input type="checkbox"/>	Studying Functional Skills English or Maths for learners without a level 2 Functional Skills qualification in the relevant subject, or GCSE English Language or Maths for learners who have not previously attained a grade A*-C or grade 4 or higher in the relevant subject.

8. Previous Learning (To be completed with tutor) – please state year achieved

<input type="checkbox"/> No Qualifications	<input type="checkbox"/> Entry Level Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> Other Qualifications below Level 1 Qual/s:..... Grade/s:..... Year/s:.....
<input type="checkbox"/> Level 1 (e.g. Fewer than 5 GCSE A*-C or grade 4 or above/more than 5 D-G, Foundation GNVQ/1 AS Level) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> Full Level 2 (e.g. Five O levels/GCSEs at A*-C/9-4 or five CSEs at grade 1 or one A level or two to three AS levels or a BTEC 1 st Diploma or NVQ Level 2 or equivalent) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> Full Level 3 (e.g. Two or more A levels or four or more AS levels or BTEC ONC/OND or NVQ level 3 or an Access to HE qualification or equivalent) Qual/s:..... Grade/s:..... Year/s:.....
<input type="checkbox"/> Level 4 (e.g. HNC/HND/NVQ4) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> Level 5 (e.g. Higher Diplomas/NVQ5/HND/FD) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> Level 6 (e.g. Bachelor Degree/graduate certificates & diplomas) Qual/s:..... Grade/s:..... Year/s:.....
<input type="checkbox"/> Level 7 & above (e.g. Masters Degree/postgraduate certificates & diplomas/Doctorate (L8)) Qual/s:..... Grade/s:..... Year/s:.....	<input type="checkbox"/> Other Qualification – Level not known, please give details Qual/s:..... Grade/s:..... Year/s:.....	

Do you hold one of the following in English: Level 1 Level 2 GCSE grade C or grade 4 or above

Do you hold one of the following in Maths: Level 1 Level 2 GCSE grade C or grade 4 or above

Please note: For the Level 3 Early Years Educator course, learners will be supported to achieve GCSE English and GCSE Maths at grade C or grade 4 or above alongside the qualification in order to gain employment.

9. Learning Agreement

This agreement explains what services we will provide and gives details of what you can expect from us. It also outlines what we expect from learners. We value the diversity of our learners and are committed to providing a high standard of provision and service for all.

Our Commitments:

- We will provide you with accurate information and impartial advice about the provision and services we offer taking into account of your qualifications, interests and career choices.
- We will provide you with clear details about entry requirements and application procedures for courses.
- We will provide information on sources of available financial assistance and advice on obtaining such support.
- We will provide the opportunity to study for an appropriate qualification and also to add breadth to your learning experience.
- We will provide an induction to college.
- We will provide thoroughly prepared and varied teaching and learning that supports individual achievement.
- We will provide information at regular intervals on your progress.
- We will provide access to additional learning support.
- We will provide a range of pastoral support services including guidance, counselling, chaplaincy and careers facilities.
- We will provide opportunities to help you develop your employability skills.
- We will provide the opportunity for you to comment on and influence the college environment and your courses.
- We will provide a safe environment and access to resources.
- We will provide an honest and fair reference for further study or employment.
- We will strive to achieve equality of opportunity for all in a tolerant and supportive environment.

For students with learning difficulties or disabilities we will:

- Provide specialist assessment of your learning needs.
- Provide a wide range of support and services according to individual need.

For the community we will:

- Promote Higher Education for all.
- Provide new technology and a wide range of strategies to continue to improve access and widen participation.

Your Commitments:

- You will have high expectations and conduct yourself in a considerate and respectful way.
- You will apply yourself to your studies with commitment in relation to attendance, effort, work rate and behaviour.
- You are expected to aim for 100% attendance and be punctual, and never less than 95% attendance.
- You will submit a copy of your Student Finance Entitlement Letter to the College or if self-funding pay your tuition fee by the required deadline.
- You will never take holidays during term time.
- You will be on time to all lessons and carry your student ID card at all times.
- You are expected to have full attendance at all scheduled examination periods at the college.
- You are expected to report all absences to the College, ensuring they are genuine and valid.
- You will inform us of where you have moved on to when you leave the college.

10. Learner Declaration

I understand that this document forms the basis of a learning agreement between myself and the College. This is based upon information on this form and the guidance I have received. I have discussed my learning needs and the support opportunities available to me.

Learner Signature: _____ **Date:** _____

Staff Signature: _____

11. Data Protection & Privacy Notice

Privacy Notice

This privacy notice explains how the college use your personal information. If you have any questions about the way we use your personal data, please contact our Data Protection Officer on 0161 330 2330 or by email to carolyn.wright@asfc.ac.uk.

Your personal information is used by us to exercise our official authority to provide further education services within the legislative framework of the Further and Higher Education Act and the Education (Government of Further Education Colleges) Regulations 1992. We also have requirements placed on us by the Department for Education (DfE), and the Education Skills Funding Agency (ESFA).

What information do we collect about you?

We collect information from you when you apply to join the college. Once you enrol as a student at the college, the information we collected at application is updated where necessary during the enrolment process. The information we collect includes your name, address, contact details, date of birth and previous education. We will also take your photograph for security purposes, and will keep a record of emergency contact details.

How will we use information about you?

We will use the information you provide at application to keep you updated on the progress of your application. Once you have enrolled, this information is used to support the provision of your education during your time with us. We also pass information to relevant government bodies and agencies as part of our mandatory duty. You can view a separate privacy notice from the Education and Skills Funding Agency on behalf of the Department of Education at the end of this notice.

During your time with us, new information about you will be created in the form of academic assessments and learner feedback. Student photographs are displayed within the College, and may be used on marketing materials internally and externally for up to 3 years.

Your information will be securely destroyed after it is no longer required for these purposes, in accordance with our retention policy. You can request a copy of this policy from the college's data protection officer.

Marketing

When you apply to join us, we will write to you to share information about your application, our courses and the other benefits of joining our college. We will not share your details with any other organisation for marketing purposes. If you would not like to receive information about the college, please let us know, however, this may result in you not receiving important information to support your application.

The college would also like to maintain contact with you as one of our alumni. This means we need your consent to allow us to send you communications about various activities and events which may interest you, and information about how you can continue to connect with the college into the future.

If you are happy for us to contact you as an alumni, please indicate below:

- To receive newsletters and course information
- To receive information about alumni events

Special Categories of Information

The college will also ask you to provide information relating to your ethnicity and any health or additional learning needs you may have. This information is used to ensure that we meet our obligations under the Equality Duty. We also use any information you provide to us about your health or additional learning needs to ensure that we provide support to you as required during the application and enrolment processes and throughout your time with us at the college.

Under data protection legislation, explicit consent must be received to process special categories of data, including ethnicity and health needs, and therefore we request that you sign the following consent-to-process clause regarding the processing of this data. If you do not do so, we may be unable to offer you a course place and may withdraw any offer already made. If you would like to discuss this further, please do not hesitate to contact us.

I give permission for Ashton Sixth Form College to receive and process information provided by me or any other relevant agency regarding my health or other areas of need, in order to provide the necessary support whilst I am studying at the college. This information may also be used for statistical purposes and to ensure the college meets its obligations under the Equality Duty.

Signature: _____ **Date:** _____

PTO

How we use your personal information

This privacy notice is issued by the Education and Skills Funding Agency (ESFA) on behalf of the Secretary of State for the Department of Education (DfE). It is to inform learners how their personal information will be used by the DfE, the ESFA (an executive agency of the DfE) and any successor bodies to these organisations. For the purposes of relevant data protection legislation, the DfE is the data controller for personal data processed by the ESFA.

Your personal information is used by the DfE to exercise its functions and to meet its statutory responsibilities, including under the Apprenticeships, Skills, Children and Learning Act 2009 and to create and maintain a unique learner number (ULN) and a personal learning record (PLR). Your information will be securely destroyed after it is no longer required for these purposes.

Your information may be shared with third parties for education, training, employment and well-being related purposes, including for research. This will only take place where the law allows it and the sharing is in compliance with data protection legislation.

The English European Social Fund (ESF) Managing Authority (or agents acting on its behalf) may contact you in order for them to carry out research and evaluation to inform the effectiveness of training.

You can agree to be contacted for other purposes by ticking any of the following boxes.

- About courses or learning opportunities
- For surveys and research

Methods of contact:

- By post
- By phone
- By email

Further information about use of and access to your personal data, details of organisations with whom we regularly share data, information about how long we retain your data, and how to change your consent to being contacted, please visit: <https://www.gov.uk/government/publications/esfa-privacy-notice>.