



Student Recruitment and Admissions Policy

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RECRUITMENT AND ADMISSIONS POLICY

This Admissions policy applies to students seeking admission to the College's full-time Level 3 courses for 16-18 year old students and applicants

The college also offers some degree provision in association with Universities, entry criteria for these courses is determined by the partner institutions; for further detail please contact the college admissions team

1. College Admission numbers

The College will determine annually the total number of students that can be admitted taking into account the following criteria:

- availability of accommodation
- availability of teaching and other resources
- capacity of individual courses
- curriculum balance across the College

2. Conditions of offer

The College aims to provide all applicants with a programme of study that suits their individual needs provided that:

- a) applicants recognise, and are willing to engage with, the Catholic nature of the college
- b) applicants have complied with our application and enrolment procedures.
- c) applicants meet the college subject entry requirements for the individual subjects comprising each personal programme of study.
- d) sufficient places are available for offers to be made
- e) supporting information provided by the student's school or college indicates no significant concern regarding record of attendance, punctuality, general behaviour, attitude to study or aptitude for the proposed course of study.
- f) there are no reasonable grounds to suspect that an applicant poses a clear risk to members of the college community.

Due regard will be given to the College's Safeguarding and Child Protection Policy and Equality and Diversity Policy.

Once an offer of a place has been made, the College will aim to allow students to follow a combination of subjects discussed at interview. Where this is impossible, for reasons such as timetable clashes or over-subscription of particular subjects, guidance will be offered about suitable alternatives and /or appropriate advice.

In exceptional circumstances, the Principal may use their discretion in making offers to individual students who do not meet the required criteria, where extenuating factors apply.

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2.1 Level 3 Priority for Recruitment

The college recognises the duty to admit students if the institution is named in an Education Health and Care (EHC) plan and the academic requirements for the programme have been achieved.

When applications are considered, first priority will be given to students achieving the course entry requirements provided that the College has a programme which can offer a realistic progression route or chance of success.

An applicant may be made an offer of an unconditional place if there are extenuating circumstances e.g. severe ill-health.

Students can be admitted into the College as an "Occasional Admission" at any time of the year according to circumstances and availability of places, e.g. transfer from another College during term-time.

2.2 Waiting List

The College expects to receive applications for entry in September each year by the published deadline of that year. Applications received after this deadline will be considered where an EHCP names the college.

Other applications received after this deadline will be considered if space is still available or if space subsequently becomes available at a later stage in the admissions and enrolment process. This will be determined by subject availability.

2.3 Enrolment

Students holding offers will have their place confirmed following receipt of proof of examination results by the College, provided that they meet the grade requirements for specific subjects

Non-attendance at either the Preliminary (Subject guidance) or Enrolment interviews will result in the offer of a place being withdrawn.

In the extremely unlikely event that the college is oversubscribed at enrolment enrolments the college following criteria will be applied:

- Applicants from Catholic schools
- All other applicants by distance from college

2.4 Applications to enter college to enrol onto the second year of Level 3 courses.

The College will consider any external applications on an individual basis and only accept students onto the second year of a Level 3 programme in exceptional circumstances.

Students would need to provide the College with details of examination specifications being followed and examinations taken/to be taken, so that the College can confirm that a transfer of examination board (where necessary) is acceptable.

Entry would be dependent on there being sufficient room in classes and may be subject to satisfactory references, including comments on performance and attendance, from applicants' previous institutions.

2.5 Older applicants

Applications to Carmel College (other than for Foundation Art and 'Vulnerable Adults') from students who will be 19 years and older when they plan to start studying at Carmel College will not normally be considered. However, students will be advised to contact the College if they have very exceptional circumstances which they wish to be taken into consideration.

2.6 Students wishing to re-start or to re-enrol

The College will consider a re-application on an individual basis and only in exceptional circumstances. In the event that a student is re-admitted, he/she may also have specific conditions placed on his/her re-enrolment which they must meet, for example, a certain level of attendance.

3. Appeals procedure

Please refer to Appendix 2

4. Other courses

Pre Level 1, Level 1 and Level 2

Please refer to Appendix 1

Art Foundation

L3/L4 UAL Art Foundation

A level Art and Design or Technology Grade C or equivalent and a portfolio of recent Art/ Design based work. Additionally, applicants may be required to evidence current attendance on their Level 3 programme of study.

Appendix 1

Foundation Learning

Inclusive Education

Carmel College is committed to fulfilling the requirements of the Department for Education's Special Educational Needs and Disabilities Code of Practice (2014) and works closely with our Local Authorities to ensure the needs of young people with Education, Health and Care Plans are met. Depending on student individual needs, we also work collaboratively with external agencies as necessary including Social Workers, Speech and Language Therapists and Educational and Clinical Psychologists.

Curriculum

The curriculum is based on the SEND Preparing for Adulthood outcomes and has an embedded approach to Maths and English to contextualise learning as appropriate to each student's ability and aspirations. In addition to this, learners also complete the NCFE Functional Skills qualifications in Maths and English alongside BTEC Entry 2, Entry 3 or Level 1 in Vocational Studies.

Entry requirements

Each programme of study is designed for students working at Entry Level and aimed at providing a set of core skills preparing students for the future and adult life. Foundation Learning as a programme of study is suitable for:

- Applicants working at Entry Level 1 – 3 (that links to outcomes identified on EHCP).
- Applications from mainstream education settings from students on discreet provision.
- All other applications will be reviewed on a case-by-case basis.

Application process

After receiving the application and updated EHCP and formal consultation from the relevant Local Authority, the college will consult and seek to respond within the given timescales. When the college has confirmed they can meet the need of the applicant they will then be interviewed by a member of college staff. During the interview the applicant will be asked a series of questions which will then determine whether the application can proceed.

NB All applications must be received by the deadline set by Carmel College.

Following the interview, if it is appropriate, the applicant will then have the opportunity to continue with an enhanced transition.

All applicants will receive a formal response to confirm the outcome following their interview including details of a conditional offer.

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Enhanced transition:

This is to ensure applicants are enrolled on the most suitable programme of study and can include:

- Observation of learner in their school setting
- Transition visits to Carmel College
- Attending an Applicant Taster Day

Appendix 2

Student Admission Appeals Procedure

In the event of a place at Carmel College being refused a student may then request that the Principal review the application, in consultation with guidance staff. If after the Principal's review, the applicant still feels there are grounds for an appeal, he/she has 10 working days in which to appeal from the date of being informed of the admissions decision. The appeal should be addressed to the Clerk to the Governing Body at the college.

Within 21 days of the receipt of the appeal, the Clerk will convene a meeting of the Student Admissions Appeals Panel to consider the appeal.

Parents or another person may accompany the applicant. If the applicant wishes to be accompanied, the Clerk to the Governors must be informed by whom at least 5 working days prior to the meeting.

The Committee shall consist of at least three governors. The Committee shall be an odd number. The Committee will elect a chair for the meeting.

The following procedure will be used:

- An opening statement by the Principal or a representative of the Principal as to why the applicant has been refused, followed by any questions from the applicant/his or her representative or the Panel.
- A statement by the applicant or representative as to why the applicant should be accepted. Closing remarks from the Principal / Principal's representative and the applicant / the applicant's representative.

The sole criteria in adjudging an application will be the admission criteria laid down by the Governing Body.

The decision of the Appeals Committee shall be final.

Meetings of the Student Admission Appeals Committee will be convened by the Clerk to the Governors. No meeting will be valid without a formal notice signed by the Clerk. The Clerk will provide all participants in an Appeals hearing with:

- a copy of the current student admission policy
- a copy of this document

Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Student Recruitment and Admissions Policy
2. Summary of aims and objectives of the policy	<p>The College will determine annually the total number of students that can be admitted taking into account the following criteria:</p> <ul style="list-style-type: none"> • availability of accommodation • availability of teaching and other resources • capacity of individual courses • curriculum balance across the College
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	<ul style="list-style-type: none"> • College's Safeguarding and Child Protection Policy • Equality and Diversity Policy. • Department of Education's Special Educational Needs and Disabilities Code of Practice (2014)
4. Who is affected by the policy?	Potential Carmel students
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be reviewed bi-annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made
Disability	Positive Impact	The policy sets out the College's aims to provide all applicants with a programme of study that suits their individual needs.	N/A
Gender reassignment	Positive Impact	As explained for disability	
Marriage or civil partnership	Positive Impact	As explained for disability	
Pregnancy and maternity	Positive Impact	As explained for disability	
Race	Positive Impact	As explained for disability	

Religion or belief	Positive Impact	As explained for disability	
Sexual orientation	Positive Impact	As explained for disability	
Sex (gender)	Positive Impact	As explained for disability	
Age	Positive Impact	As explained for disability	

Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?		The procedures are applicable to all to follow. There is no perceived discrimination or unfair disadvantage to any individual or group.
Final Decision:	Tick the relevant Box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .	✓	The policy is consistent in the approach to ensure all students have the opportunity to study in an environment where learning, achievement and progression are accessible for everyone.
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		