



**Dumfries and
Galloway College**

One step ahead

ADMISSIONS PROCEDURE

Responsibility: Student Journey Manager

Issue Date: 22nd November 2024

Equality Impact Assessment: 12th November 2024

Version: 2



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Admissions Procedure

1. Purpose

To ensure a consistent approach when dealing with applications for College programmes by potential students.

2. Scope

This procedure applies to all College sites and covers applications for full time programme provision delivered or co-ordinated by this College.

3. *References*

- 👉 Admissions Policy
- 👉 Equality, Diversity and Inclusion Policy
- 👉 International Applicants Procedure
- 👉 Recognition of Prior Learning Policy
- 👉 Recognition of Prior Learning Procedure
- 👉 Safeguarding Children, Young People and Adults at Risk Policy
- 👉 Safeguarding Children, Young People and Adults at Risk Procedure
- 👉 Student Funding Application Procedure
- 👉 Student Funding Appeals Procedure
- 👉 Student Funding Absence and Engagement Procedure
- 👉 Student Support and Guidance Procedure

4. *Definitions*

Entry Criteria

These are the qualifications or level of ability/experience required to undertake the programme.

Additional Criteria

These are criteria specified in addition to the entry criteria, which are deemed necessary to ensure candidates are able to meet the challenges of the programme. These may include information and interview sessions, aptitude/skills tests, portfolios, references and student grading.

5. *Responsibility*

- 5.1 It is the responsibility of the Student Journey Manager to review and update this procedure.
- 5.2 The Student Journey Team will provide support and advice to staff and students in relation to student admissions.

6. *Procedure*

- 6.1 Entry criteria is identified by the Executive Director of Student Experience and Academic Performance together with any Additional Criteria such as essential interviews, producing a portfolio of work, writing a piece of written work and submitting a personal statement. These examples are non-exhaustive.
- 6.2 The Executive Director of Student Experience and Academic Performance considers and approves where appropriate the Entry Criteria and Additional Criteria for programmes. The approved criteria are then conveyed to Marketing for publicity purposes and Admissions for application purposes. These details are held on a central programme database and used to produce the College Prospectus and feed the course search information on the College website which provides timely and accurate information to potential students.
- 6.3 In the case of the European Economic Area (EEA) and International Applications (outside of the EEA), additional residency checks will be made and supporting documentation along with payments (where applicable) will need to accompany programme applications. Records are maintained to ensure we comply with the requirements of UK Visa and Immigration and our Visa Sponsorship License duties and commitment. These applicants will also have to attend 2 online interviews, one by Admissions staff and the other by the relevant academic staff. A separate procedure is available to cover International applicants.
- 6.4 Following an application by a potential student, a check is made against the relevant standard Entry and Additional Entry Criteria for each programme. If the criteria are met fully, the candidate is offered an information and interview appointment with the relevant curriculum area. Adult learners may meet the academic entry criteria by way of Recognition of Prior Learning. If a candidate has highlighted within their application that they

have pending or spent criminal convictions, Student Journey team will complete a Risk Assessment Calculator (Appendix 2). If the scoring is referred to Curriculum Manager and Director a Criminal Convictions Risk assessment is required (Appendix 3).

- 6.5 Full-time applicants may be invited to an interview session. Dates for these will be provided by academic staff the week before applications open for the following academic session.
- 6.6 Interview sessions will take place prior to the start of the programme to discuss programme content, candidate expectations and suitability of the programme for the candidate. Should it be determined that a different level of study or an alternative course to that applied for would be best suited to the applicant, the academic member of staff will let the applicant know during the session. Academic staff will complete the attendance and input offers on the online portal by the agreed date after the information sessions. All candidates will be told the outcome of their offer by the academic staff. Admissions will then officially notify all applicants of offers in writing via email. This will be done as soon as all actions for each session have been completed by the Curriculum Team from the subject specialist area. any subsequent changes to offers will be notified immediately to the Admissions Team.
- 6.7 If the applicant is a Christmas leaver there must be evidence from the school of their agreement prior to the start of the course. If the applicant has not completed S4 there must be written confirmation from the Local Education Authority before the applicant can be considered. Christmas Leavers will be subjected to the same rigorous Admissions process as other applicants in terms of information and interview sessions.
- 6.8 If expected exam results are not fully met, the candidate's application will be reviewed by a Curriculum Manager / or Executive Director of Student Experience who will then instruct Admissions to either offer the original place

or transfer to a more suitable course. On meeting the criteria for the alternative course and subject to places being available, the applicant will be offered a place. Where no places are available, the applicant will be placed on the waiting list.

- 6.9 In the case of demand exceeding places following information and interview sessions, excess applicants will be entered onto a college waiting list. As and when places become available, they are filled from the waiting list.

All waiting lists will be closed 3 weeks after classes start, at this point, no further late admission will be accepted. Some courses may close sooner.

- 6.10 **Application Status:** A report can be accessed by all staff detailing application status, through the Staff Intranet, CMIS Reports. Viewing of this is expected to improve internal communications and customer care.
- 6.11 **Enrolment:** An email will be sent to applicants providing them with a link to enrol online, this is likely to be from early July. Applicants should do this prior to attending their Induction Day.
- 6.12 **Induction dates:** will be provided to Admissions by the Curriculum Managers as soon as possible after Interviews have been completed, but no later than the end of June. This is usually communicated to students no later than Mid-July.

7. *Distribution*

All Staff

Quality Manual

8. Revision Log

Revision Log		
Date	Section	Description
12.05.22	Responsibility/Front Cover	Changed from VP Business Development and Corporate Services to Student Journey Manager
12.05.22	5.8	Head of Curriculum changed to Director of Curriculum
02.02.22	Distribution	Quality Manual changed to Repository
03.05.22	Throughout the Procedure	Learner changed to student
16.08.22	Intro	Removed reference to Appendix 1 – COVID procedure, no longer in use
16.08.22	6.3	Tier 4 visa renamed Student Visa, updated to reflect. Changed Skype interviews to online as this may be Teams or other.
16.08.22	6.4	Added in Recognition of Prior Learning as means to meeting entry criteria
16.08.22	6.5	Information and Interview sessions now known as Interview Sessions. Updated to reflect.
16.08.22	6.6	Removed Curriculum Grading Profiles, these are not used
16.08.22	6.7	Christmas Leaver permission is required prior to the start of the course, not before processing the application.
16.08.22	6.8	Students course offer is transferred. Further interview is not required. When courses are full students are offered waiting lists, not alternative course.
16.08.22	6.9	Section removed, not relevant to Admissions Procedure
16.08.22	6.10	Changed unsuccessful applicants to excess when referring to waiting list applicants. Updated applicant progress from waiting list.
16.08.22	6.11	Removed Admissions contacting incomplete apps – this is not automated.
16.08.22	6.12	Removed orientation wording
16.08.22	6.13	Removed induction process – information is incorrect, and not relevant to Admissions procedure.
16.08.22	6.14 and 6.15	Removed, not relevant
08.11.22	6.5	Rewording of interviews
08.11.22	6.6	Academic Staff to tell outcome of offer to candidates
08.11.22	6.6	Interviews changed to information sessions
02.03.23	Appendix 2	Risk Assessment Calculator
02.02.23	Appendix 3	Criminal Convictions Risk Assessment
02.03.23	6.4	Adding in new process for capturing and reviewing of risks
11.05.23	5.	Responsibility Section added as per revised Document Control Procedure. Numbering throughout amended to reflect this.

11.05.23	Appendices	Equality Impact Assessment added as Appendix 1. Risk Assessment Calculator and Criminal Convictions Risk Assessment added as Appendices 2 and 3.
12.11.24	6.5	Removed reference to date applications open.
12.11.24	6.9	Added to show courses will close to new admissions 3 weeks after start of term.
12.11.24	References	References updated to reflect current policies and procedures
12.11.24	6.1, 6.2	Job title changed from Vice Principal (Learning, Skills and Student Experience) to Executive Director of Student Experience and Academic Performance

THIS FORM TO BE UPDATED WHENEVER THERE IS A CHANGE IN ANY SYSTEM DOCUMENT

Document Name	Document Owner	Revision Number	Date of Issue	Date of withdraw
Admissions Procedure	Student Journey Manager	1	01.04.2020	
Admissions Procedure	Student Journey Manager	2	22.11.2024	

Appendix 1: Equality Impact Assessment

Document:	Admissions Procedure
Executive Summary:	Impacts are positive for all protected characteristics for this policy, particularly in relation to avoiding discrimination and the treatment of applicants on the grounds of disability, race and sex.

Duties:

1: Eliminate discrimination, harassment and victimisation

2: Promote equality of opportunity

3: Promote good relations

* Human Rights to privacy and family life, freedom of thought and conscience, education, employment

PSED Impacts

	Commentary
Age	The procedure states that course choices should be offered to suit the academic or skills ability of students, so that we do not set students up to fail. The individualised nature of the interview/assessment means that the procedure should reduce the opportunity for discrimination, advance equality of opportunity and, through clarity, ensure that people feel they are being fairly treated so that it promotes good relations too.
Disability	Having a disability will not prevent a student from taking a course. This will be dependent only on their ability to succeed academically. The provisions for additional support are there to ensure that disability is not a barrier. In the case of some learning disabilities the procedure allows for the student to be matched with the course which best suits their abilities and skills.
Gender	
Gender Based Violence	
Gender identity/ reassignment	The procedure states that course choices should be offered to suit the academic or skills ability of students, so that we do

Marriage/civil partnership	not set students up to fail. The individualised nature of the interview/assessment means that the procedure should reduce the opportunity for discrimination, advance equality of opportunity and, through clarity, ensure that people feel they are being fairly treated so that it promotes good relations too.
Pregnancy/maternity	
Religion or Belief	
Race	Having a disability will not prevent a student from taking a course. This will be dependent only on their ability to succeed academically. The provisions for additional support are there to ensure that disability is not a barrier. In the case of some learning disabilities the procedure allows for the student to be matched with the course which best suits their abilities and skills.
Sexual Orientation	The procedure states that course choices should be offered to suit the academic or skills ability of students, so that we do not set students up to fail. The individualised nature of the interview/assessment means that the procedure should reduce the opportunity for discrimination, advance equality of opportunity and, through clarity, ensure that people feel they are being fairly treated so that it promotes good relations too.

Additional Considerations

Care experienced	
Carers	The procedure states that course choices should be offered to suit the academic or skills ability of students, so that we do not set students up to fail. The individualised nature of the interview/assessment means that the procedure should reduce the opportunity for discrimination, advance equality of opportunity and, through clarity, ensure that people feel they are being fairly treated so that it promotes good relations too.
Mental Health	
Socio-economic status	
Veterans	

Human Rights*	The Human Rights to education and employment are positively progressed by this procedure.
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Lead Officer:	Student Journey Manager		
Facilitator:	Student Journey Manager		
Date initiated:	12.11.24		
Consultation:	The procedure is shaped and informed by entry requirements and academic standards set by examination bodies, as well as by legislation relating to equality and border control.		
Research:			
Signature	C. Marshall	Date	12.11.24

Appendix 2: Risk Assessment Calculator

Taking into account the following attach the attributable scoring and add each score from A +B +C+D to give an indication of Low, Medium , Medium to High or High Risk.

A – Nature of the offence, B- When the offence occurred, C- The age of the applicant when the offence occurred, D. Multiple offences

B. When the offence occurred

Section A – Nature of the Offence – Scale 1-10							
Crime Against a Person		Crime against Property		Crime against Justice		Road Traffic Offences	
Murder	10	Arson	7	Obstruction of Justice	3	Driving under the influence of alcohol or drugs	7
Manslaughter	10	Burglary	6	Bribery	3	Careless/Reckless Driving	5
Sexual Assault	10	Theft	6	Perjury	3	No car Insurance	3
Rape	10	Embezzlement/Fraud	6			Driving without a valid licence	2
Assault with Grievous Bodily Harm	10	Forgery	6			Driving through red light/not wearing seatbelt	1
Assault with Bodily Harm	7	Extortion	4	Other areas of common law		Speeding offence	1
Common Assault	3	Computer	3	Drug offences (Possession /Dealing/using)	7	No car tax	1
Breach of the Peace/Section 5 of the Public Order Act	1	False Pretences	2	No T.V. Licence	1		

Section B – When the offence occurred					
<2 yrs	3	2-5 yrs	2	>5 yrs	1

Section C – Age of applicant when the offence occurred					
>30yrs	3	21-30 yrs	2	<21 yrs	1

Section D – Number of offences							
4 +	3	3 offences	2	2 offences	1	1 offence	0

Total Score:

Score	Outcomes
3 to 4	Take student
5-7	Find out further info and refer to CM
8-11	Refer to CM & Director. Depends on area of study and progression whether student should be encouraged to proceed.
12 or more	Reject student

Appendix 3: Criminal Convictions Risk Assessment

Student Application Number:						
Course Applied For:				Proposed Year of Entry:		
		Additional Notes		Risk Assessment		
Did the applicant disclose past convictions/cautions in the application form?	Yes	No		If no, question applicant about why: <ul style="list-style-type: none"> • If mitigating circumstances, then complete assessment. • If no mitigating circumstances, end application process if appropriate. If yes, complete this assessment.		
Date and description of the offence(s)						
				HIGH	MEDIUM	LOW
Sentence(s)	9 years with 16 Months to serve with Criminal Justice Worker.			High Custodial.	Medium Suspended, community, conditional discharge.	Low Warning, caution, reprimand, fine, absolute discharge.
		Additional Notes		Risk Assessment		
Is the type/nature of the offence(s) directly relevant to the programme applied for?	Yes	No		High Yes	Medium Some link between offence and aspects of course of study	Low No
If yes, in what way?						
Is there a pattern of specific offences?	Yes	No		High Yes	Medium Some instances	Low No Pattern
If Yes, state the nature of pattern:						
Has the applicant supplied additional references?	Yes	No		High Referees declare	Medium Referees share some reservations	Low Referees declare
How do references rate the applicant's						

suitability for attendance at the College and participation in the College community?	Yes	No		applicant unsuitable		applicant suitable
Does the applicant/referee offer any mitigating circumstances concerning past offence(s)?	Yes	No		High No	Medium Some mitigating circumstances	No Yes
Any aggravating factors to take into account (e.g. intent/harm/exploitation/breach of trust)	What has changed since the offence occurred? (e.g. treatment, support etc): Applicants attitude towards offence/s?:					
Who else has been consulted about this disclosure (partner agencies/probation officer etc)	Name: Position: Date Consulted: Reply:		Name: Position: Date Consulted: Reply:		Name: Position: Date Consulted: Reply:	
Is there evidence of a risk of reoffending? <ul style="list-style-type: none"> Does any documentation presented provided indicate a risk of reoffending? Is there any other evidence of behaviour of reoffending? To what extent is time since the offence a factor in the risk of reoffending? 	High Significant evidence, consistently held across reports		Medium Some evidence, may be inconsistent or not sustained across all reports		Low Little or no evidence	
Does the student have support outside of College?	Comments:					
Efforts to avoid re offending <ol style="list-style-type: none"> Involvement and cooperation with the criminal justice team. The degree of remorse shown. Support from family etc 	1.		2.		3.	

<p>Safeguards against offending whilst at Dumfries and Galloway College.</p> <ol style="list-style-type: none"> 1. Supervision 2. Regular progress review 3. Working in liaison with external partnerships 	1.
	2.
	3.
<p>The possible reactions to staff, students and parents/guardians of the presence of ex offender being in the College.</p> <ul style="list-style-type: none"> • Are they a high profile offender within the local community i.e. mentioned in the local newspaper or radio? 	Comments:
<p>Will the nature of the course present any realistic opportunity for the student to re-offend?</p>	Comments:

RISK RANKING

	HIGH	MEDIUM	LOW
Risk ranking before controls introduced			
Overall risk ranking after controls introduced			
Risk Assessment review period	1 Month	6 Months	Annual
Review date			