



POLICY 4 STUDENT ADMISSIONS					
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Review No	9	Next Review Date	August 2024	Approved on	18/08/2023

Policy Issued : April 2014

Policy Owner : Principal / CEO

- ❖ This policy is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our students are informed about the main aspects of the policy in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

1. Policy Statement

- 1.1** This policy is subject to *The Equality Act 2010* which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation, Disability.
- 1.2** Docklands Academy London (DAL) operates a centralised admissions process ensuring a common and transparent approach for all applicants should they apply online through the website or through hard copy paper application. The Academy's Student Admissions Policy sets out the means by which we will encourage and welcome applicants with different educational and social backgrounds.
- 1.3** As per section 1.14 of the Competition and Markets Authority Guidance for HE providers, we will ensure that applicants are provided with the information they require to make an informed choice. The Academy is committed to ensuring that all applications are considered and evaluated on the basis of individual potential.



2. Terminology

In the context of this policy, 'admissions' is taken to include all arrangements whereby students are:

- informed about the Academy and the application procedures for its programmes,
- selected for enrolment,
- introduced to the requirements of the programmes they have chosen.

3. Scope

3.1 This policy covers arrangements by which students are initially informed about the Academy and enabled to select appropriate programmes, together with applications for enrolment, Internal Evaluation (diagnostic testing & Interview), selection, enrolment, and the systematic induction of new students.

3.2 This policy should be read in conjunction with Policies, Procedures and External References listed in Section 5.

4. Objectives

4.1 The objectives of the Admissions Policy and its related procedures given in Section 5 are set to ensure that:

- any student recruitment activities on both face-to-face and online basis which are commissioned or directly organised are managed efficiently and professionally.
- the Academy operates a clear, fair, transparent, reasonable, and consistent set of arrangements to select and admit students also to introduce them to their programmes of study
- student's application is treated courteously, fairly and without prejudice in accordance with the Academy's related procedures; 1.5 Equal Opportunities and 5.3 Equality, Diversity and Special Needs. In the recruitment and selection of students the only consideration is that the individual meets, or is likely to meet, the requirements of the programme. No applicant is discriminated against on the basis of their gender, race, colour, ethnic origin, nationality (within current legislation), disability, sexual orientation, marital status, caring or parental responsibilities, age, or beliefs on any matters such as religion and politics.
- the Academy's student enrolment requirements, selection criteria and all promotional materials are fully and clearly stated, accurate, complete, and fit for purpose.
- all communications with prospective students and their enquirers are dealt with in a courteous, non-bureaucratic and supportive manner.
- information for prospective students includes appropriate and accurate guidance about welfare and pastoral services, as well as specific material to assist students who come from outside the UK.
- arrangements are made to permit the recognition of prior learning in appropriate instances and ensure support for any students who make application through RPL.
- Internal Evaluation (diagnostic testing & Interview) is managed, where required, in an efficient and sensitive way.

- the induction of new students is organised in a timely, supportive and informative manner and that induction quiz / feedback outcomes are appropriately evaluated.
 - all employees dealing with student selection work with prospective students understand the selection criteria and admission procedures. To achieve this, we ensure that all staff are adequately trained and undergo a full induction period. In return, it is expected that students demonstrate appropriate behaviour and attitude. The Academy is committed to a programme of action to ensure that its policy is implemented and monitored at an organisational and individual level.
 - applicants who have not been offered a place are informed in a sensitive and supportive manner.
 - Where it is not possible to provide a place for an applicant, we endeavour to place them on an appropriate feeder programme, either with ourselves or another institution. We ensure that effective and appropriate arrangements are in place for providing feedback to applicants to improve their chances in the future.
 - all complaints and appeals about the student admission process are dealt with an efficient, fair and reasonable manner.
 - arrangements are made for the efficient and confidential recording of all decisions concerning selection.
 - From admission through to completion, all students are provided with support that they need to succeed in and benefit from education in the Academy.
- 4.2** The operation, currency and fitness are reviewed on a regular basis for purpose of all procedures relating to student admissions. All policies, procedures and processes related to recruitment, admissions, selection, induction and enrolment are reviewed regularly and approved by our Senior Leadership Team (SLT). We provide clear and objective pre-entry guidance on our website on all matters relating to admissions.
- 4.3** All decision-making is aligned with the 2010 Equality Act, <https://www.legislation.gov.uk/ukpga/2010/15/contents> and UKCISA Code of Ethics, thus the responsible body of the Academy does not discriminate against, harass or victimize a person:
- in the arrangements it makes for deciding who is offered admission as a student,
 - as to the terms on which it offers to admit the person as a student,
 - by not admitting the person as a student,
 - affording the students who are enrolled on the course access to a benefit, facility or service in the services it provides or offers to provide,
 - seek enrolment on the course,
 - are users of services provided by the body in relation to the course.

5. Related Documents

5.1 Policies

- 2 Academic Management
- 5 Student Support, Engagement and Learning Resources
- 7 Information
- 8 Marketing and Promotion

5.2 Procedures

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| <ul style="list-style-type: none"> • 1.5 Equal Opportunities • 1.7 Data Protection • 1.9 Review and Revision of Policies and Procedures • 2.4 Appeals • 2.5 Complaints • 2.11 Pearson Registration • 2.13 Access and Participation Statement • 3.1 Expectations of Staff in Teaching Delivery • 3.2 Supporting Teaching Staff • 3.6 Internal Verification • 4.1 Student Enrolment and Selection • 4.3 Recognition of Prior Learning (RPL) • 4.4 Attendance Monitoring • 4.6 Student Induction • 4.10 Refund of Tuition Fees and Compensation | <ul style="list-style-type: none"> • 4.11 Student Protection Plan • 4.12 Consent from Parents or Guardians • 4.13 Transfers, Suspensions, Withdrawals, Closure and Change of HE Provision • 5.2 Welfare Services and Pastoral Care • 5.3 Equality, Diversity and Special Needs. • 6.15 Safeguarding • 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour) • 7.1 Review and Sign off PI • 7.4 HE Public Information • 8.2 Recruitment Partner Selection & Monitoring • 8.3 Links with Other Educational Institutions and Businesses • 9.4b DAL Risk Assessment • 9.6 Business Continuity Plan |
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5.3 Student Terms and Conditions

5.4 External Reference Points

- Office for Students (OfS) Requirements and Guidance at [Advice and guidance - Office for Students](#)
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Partnerships at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>



- **Pearson Recognition of Prior Learning Policy** at https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf
- **Competition and Markets Authority Guidance for HE Providers** at <https://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers>
- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **UK Visa & Immigration (UKVI) regulations** at <https://www.gov.uk/government/organisations/uk-visas-and-immigration>
- **Student Loans Company Regulations** at <https://www.gov.uk/government/organisations/student-loans-company>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>