



HIGHER EDUCATION

Chichester College Group Recruitment and Admission Policy for Open University validated programmes 2018-2019



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Reviewer	Helen Loftus
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Quality Code Part B Assuring and Enhancing Academic Quality (B2, B6, B9), ESG Standards (1.3, 1.4) as at June 2017.

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Chichester College Group

Higher Education

Recruitment and Admission Policy for students on Open University validated programmes

1. Aim

The purpose of this policy is to ensure that Chichester College Group attracts recruits, selects and admits enrolls students for undergraduate studies in a clear, fair, explicit and consistent manner.

2. Principles

- 2.1 Chichester College Group is committed to providing learning opportunities for members of all communities within its catchment area. The purpose of offering Higher Education courses is to provide progression routes for students who would otherwise be unlikely to participate in higher-level studies. Therefore the main task of the selection process is to ensure that candidates who are capable of successfully completing a higher education programme are recruited to undergraduate level courses. Applications from outside the college's catchment area are also encouraged in the same fair and open manner.
- 2.2 This recruitment policy has been revised in line with the Quality Assurance Agency (QAA) Quality Code Chapter B2 Recruitment and admission to higher education, May 2013. The indicators of sound practice in this chapter are attached as annex A.
- 2.3 Please note the process diagrams attached as annexes B and C.
- 2.4 This policy is to be read and operated in conjunction with the following policies and procedures: Equality and Diversity Policy, Marketing Policy and Review of Programme Specifications.
- 2.5 The recognition of prior learning policy and procedure which is aligned to Open University regulations (annex D) may be used in conjunction with this policy on a case by case basis. An interviewer or adviser who wishes to use the policy is advised to talk to the Higher Education Quality Manager before embarking upon the process.
- 2.6 This policy applies only to full-time Higher Education programmes delivered by and in association with Chichester College Group where the awarding body has delegated

admissions procedures to the college. Students on part-time and work-based learning courses will follow the college mainstream applications procedure.

3. Course information and promotion

- 3.1 In all promotional materials Chichester College Group Higher Education courses should be described in an attractive and relevant manner providing clear guidance on progression and employment opportunities for graduates. Materials will encourage all members of the community to participate. All promotional materials (print and electronic) for Chichester College Group Higher Education courses will be reviewed and revised annually to ensure accuracy, continued relevance and representation of all groups served by the college.
- 3.2 Programme specifications should accurately describe the learning outcomes and skills achieved by following the programme. The specification should give the reader a clear understanding of the unique features of the course described. Programme specifications for all Higher Education courses will be reviewed annually. Programme specifications will be available through the college website and through links to the college website from the UCAS website.
- 3.3 All courses are required to maintain and update the information held on the UCAS website, working with the Higher Education Office. The Higher Education Quality Manager will ensure that consistency of approach.
- 3.4 Recruitment activities such as Open Days, events designed to promote higher education and taster days will provide potential candidates with information on the courses offered, academic demands made by the courses, progression and employment opportunities, fees, additional support and financial support available.
- 3.5 All candidates will be invited to an interview either face to face or by skype. Interviewers will consider the qualifications and/or experience offered by candidates in order to determine whether the candidate is ready to successfully complete their chosen higher education course. 48 UCAS points in relevant subjects will be used as a guide to determine candidate suitability. Offers to candidates will be determined by individual circumstances.
- 3.6 The selection process will use the learning outcomes for the programme as the basis for selection. The purpose of the process will be to use a standard set of questions and assessments for each candidate to ensure a fair outcome. In order to minimise

barriers to candidates, assessments and tasks used in the selection process must be relevant to the course for which they are applying.

4. HE Admissions Process

- 4.1 All applications made through UCAS by the January deadline will be processed in line with the published dates in the calendar for the relevant academic year. See Annex B. Applications made directly to the college will be recruited and admitted in accordance with section 7 of this policy also see Annex C.
- 4.2 The HE Admissions Adviser will check UCAS daily through the main cycle and issue an acknowledgement letter to each completed application.
- 4.3 The admissions adviser will then check the application for completeness and whether the entry criteria for the course selected have been met. Where it is clear that the application is appropriate it will be passed to the Study Programme Leader of the chosen programme. Where the application is incorrect or inappropriate, it will be rejected online via UCAS. UCAS will issue a rejection email. The admissions adviser will log the reason for rejection. The appeals against admissions decisions process will come into operation; see section 8 of this policy.

5. Interview and Selection Process

- 5.1 The interviewer should highlight the key learning outcomes for the course (these will be found in the course handbook and Programme Specification).
- 5.2 The interviewer should devise a selection assessment activity to demonstrate the candidate's readiness to take the course (for example: this could be a standard set of questions, an audition piece, a skills or knowledge test or portfolio). The activity should be capable of adaptation to meet the needs of candidates with specific needs.
- 5.3 The interviewer will devise questions to test whether the candidate meets the recommended entry criteria, skills and knowledge as set out in the Programme Specification. If not, does the candidate have other strengths which would enable him/her to succeed on the course? For example a student may have several years of work experience which is closely related to the learning outcomes which would prepare him/her for the course.

- 5.4 The interviewer should establish whether the candidate needs any adaptation to the course, course delivery or physical resources in order to be able to succeed on the course.
- 5.5 The interviewer should devise questions to test whether the candidate has read and understood the programme specification. This includes course requirements in terms of demands upon their time and commitments.
- 5.6 The interviewer should discuss career aspirations and/or reasons for studying the course.
- 5.7 The interviewer should establish if English is the candidate's first language or whether additional EFL/IELTS classes are required to help the candidate succeed on the course. Minimum requirements C1 or IELTS 6.
- 5.8 Interviewers are required to complete and sign paperwork for the selection process and return it to the admissions adviser within 2 working days of interview.
- 5.9 Interviewers are required to complete the Additional Support Request Form at interview.
- 5.10 Candidates are entitled to feedback on their selection process. The interviewer will provide verbal or written feedback within five working days on request made to Chichester College Group Admissions through the College [HE Dropbox](#) or from the enquiry form on the website <https://chichester.ac.uk/he-enquiry>. The decision from the interview will be communicated to the candidate online via UCAS before the March deadline. The candidate has until the May deadline to accept or decline the offer.
- 5.11 Offers made will fall into two categories;
 - 5.11.1 Conditional for those students that have to achieve certain conditions for entry and
 - 5.11.2 Unconditional for those student who have existing academic requirements, or who will have elements of RPL or experiential learning to support their application

6. Admissions Process

- 6.1 Changes to the programme made after the selection process will be communicated to all candidates by the department after approval from the Higher Education Quality Manager. Notifications to all selected candidates will be through print and/or electronic communication which will provide telephone and email contact details so that any questions can be put to the course team. Questions will be answered within five working days. Changes to programme must be confirmed by all applicants, in line with CMA guidelines.

- 6.2 Successful candidates will be given joining instructions either during the selection process or during the period before the course starts. Successful candidates will receive joining pack (a combination of print and electronic communication) providing information on course start dates, Fresher's Day, additional support services, careers information and accommodation services. New students will be invited to join induction.
- 6.3 Successful candidates will be given clear information on any obligations required by the course during the selection process such as the need to organise placements, the need for a police check (on some courses); the requirement to achieve specific qualifications as a condition of entry (as appropriate).
- 6.4 Once results are declared places on the course will be confirmed. If the candidate has met the offer criteria the place will be confirmed online via UCAS. UCAS will issue a confirmation email to the candidate after which the HE Admissions Adviser will issue a welcome letter. Where there is a query about whether the candidate has met the offer criteria the final decision on confirmation will be made by the Registrar.
- 7. Non-UCAS Admissions process**
- 7.1 Description and promotion of courses will follow the requirements of section 3. This aspect of the policy is to be used only in cases specifically approved by the Registrar.
- 7.2 Candidate completes and submits a college application form, which will be acknowledged by the HE Admissions Adviser. <https://chichester.ac.uk/he-enquiry>
- 7.3 The admissions adviser will then check the application for completeness and whether the entry criteria for the course selected have been met within 5 working days. Where it is clear that the application is appropriate it will be passed to the study programme leader of the chosen programme. Where the application is incorrect or inappropriate, it will be rejected online by letter. The admissions adviser will log the reason for rejection. The appeals against admissions decisions process will come into operation; see section 8 of this policy.
- 7.4 The process of preparing for and interviewing will follow paragraphs 5.1 to 5.8 of this policy.
- 7.5 Candidates are entitled to feedback on their selection process. The interviewer will provide verbal or written feedback within five working days on request made to Chichester College Admissions through the College [HE Dropbox](#) or from the enquiry form on the  website <https://chichester.ac.uk/he-enquiry>. The decision from the

interview will be communicated to the candidate online by letter sent by the HE Admissions Adviser.

7.6 The Admissions process (section 6 of this policy) will be the same for non-UCAS as for UCAS candidates with the exception that in the former case communication will be made directly by the college admissions team.

8. Appeals against admissions decisions

8.1 Appeals against a decision not to admit an applicant to a programme of study are restricted to the citing of irregularities in the decision making process.

8.2 In all cases if a candidate wishes to appeal an admissions decision they should complete a candidate appeal form, which will be provided on request by the HE Admissions Adviser either directly to Admissions or through the HE Enquiry form <https://chichester.ac.uk/he-enquiry>. In the form, the candidate is asked to explain why the admissions decision is in breach of published procedure. The Registrar will consider the appeal after consulting the interviewer, information available at the time of the decision and the published procedures.

8.3 The Registrar informs the candidate of the outcome of the appeal within 10 working days.

8.4 If the candidate wishes to appeal the Registrar's decision s/he is asked to complete a second appeal form within four weeks, setting out the reasons why the appeal is in breach of college published procedures. This stage will be considered by the Director of Higher Education who will analyse all available information, interview all persons involved in the decision and reach a conclusion. The Director of Higher Education's decision will be final.

9.0 Complaints (A complaint is normally a specific concern related to a procedural error, irregularity or maladministration in the admissions procedures or policies)

9.1 Complaints are different to requests for feedback or appeals. A complaint does not necessarily have to be in connection with a decision to turn down an applicant. A complaint is a concern about a particular procedure, or process in the administration of an application. Complaints may cover any aspect of the admissions process and will normally focus on a specific issue or situation (which could include the feedback

request). A complaint does not necessarily question the decision of the College, but raises a concern about how the selection process has been managed.

9.2 As with requests for feedback and appeals, the complaint must come from the applicant.

The complaint must be submitted within three months of the conclusion of the admissions process against which the complaint is being made. Complaints must initially be sent (in writing or by email) to Admissions, Chichester College Group, Westgate Fields, Chichester PO19 1 SB or be emailed to HE@chichester.ac.uk with details of their name, contact details and a brief description of the complaint.

9.3 The complaint will then follow the Chichester College Group Higher Education Complaints Procedure for Open University validated courses <https://chichester.ac.uk/he-enquiry>

10. Status of this policy

10.1 The policy was approved by the Higher Education Board and supersedes all previous documentation.

10.2 The operation of this policy will be kept under review by the Higher Education Quality Manager

10.3 It may be reviewed and varied from time to time by the Higher Education Board.

10.4 This policy has been impact assessed to ensure that it does not adversely affect staff on the grounds of their disability, gender or race.

11. Registering students at partnering institutions

CCG will submit student name and contact details to the Open University solely for the purpose of recording details and progression information. By registering for a programme leading to a partner validated award the student agrees to the sharing of their information with the partner institution for this purpose. The Open University will not make any contact with students unless there is a specific need in relation to their studies towards a partner validated award. It is the student's responsibility to keep their personal information up to date with Chichester College Group and to notify them of any changes or errors.

**Annex A - UK Quality Code for Higher Education:
Chapter B2: Recruitment and admission to higher education (May 2013)**

The Expectation and Indicators of sound practice

The Expectation

The Quality Code sets out the following Expectation about admission which higher education providers are required to meet.

Recruitment and admission policies, procedures and practices are accessible, explicit and transparent: they are consistently applied and documented resulting in justified and equitable admission practices that adhere to the principles of fair admission.

The Indicators of sound practice

Indicator 1

Higher education providers articulate and implement a strategic approach to recruitment and admission: they promote a shared understanding of this approach among all those involved in recruitment and admission processes.

Indicator 2

Each stage of the recruitment and admission cycle is conducted in a professional manner by duly authorised and competent representatives of the higher education provider.

Indicator 3

Higher education providers have procedures for handling complaints and appeals about recruitment and admission which are fair, accessible and timely and help providers improve the service they offer.

Indicator 4

Higher education providers regularly monitor, review and update their recruitment and admission policies, procedures and practices in order to enhance them and to ensure that they continue to support the provider's mission and strategic objectives.

Indicator 5

Recruitment activity undertaken by higher education providers assists potential candidates in making informed decisions about going to or continuing in higher education and about applying for programmes suited to their interest and skills.

Indicator 6

Higher education providers handle applications professionally, consistently and expeditiously, keeping candidates informed at key stages in the process.

Indicator 7

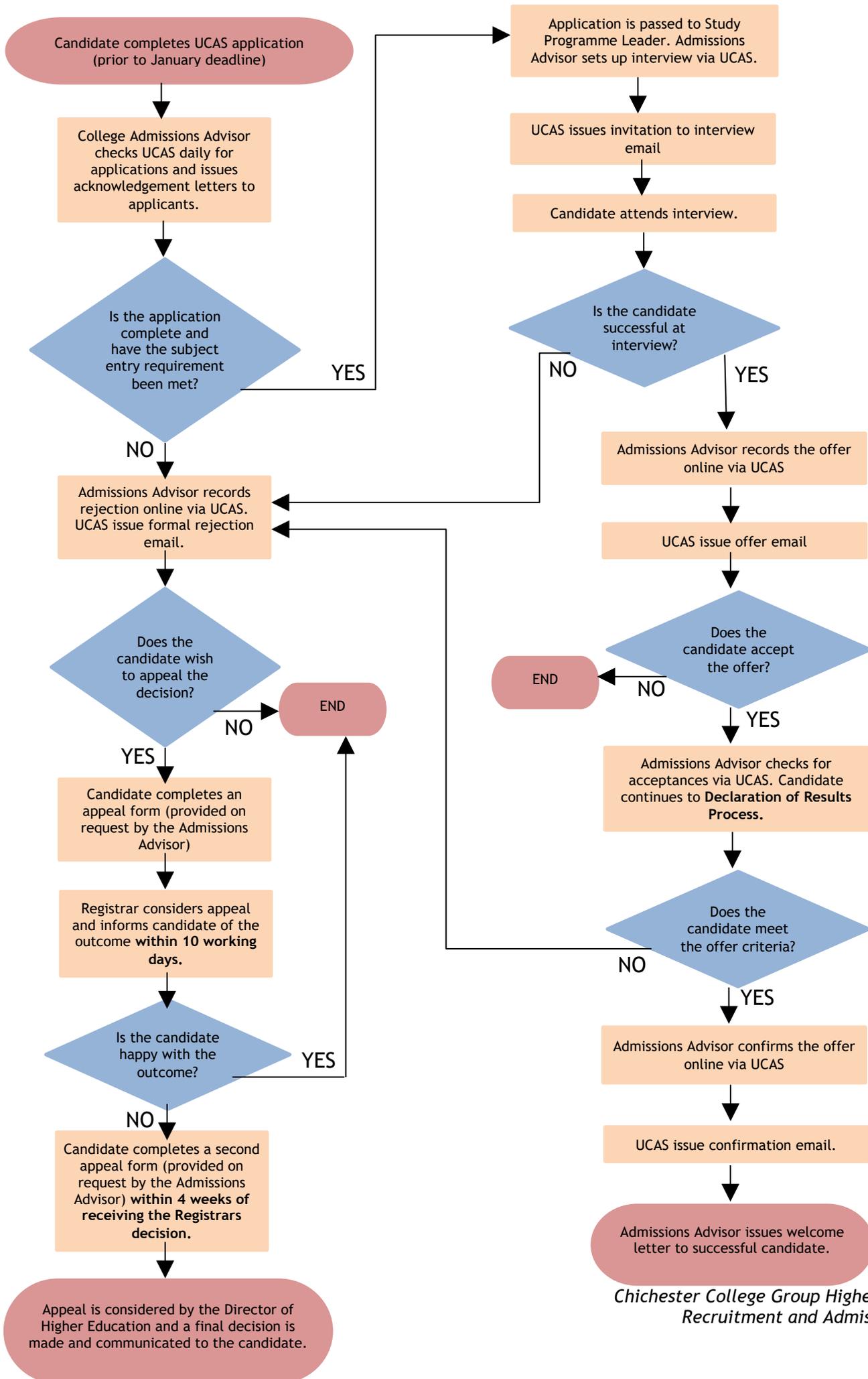
Selection processes for entry into higher education are underpinned by transparent entry requirements, both academic and non-academic, and present no unnecessary barriers to candidates.

Indicator 8

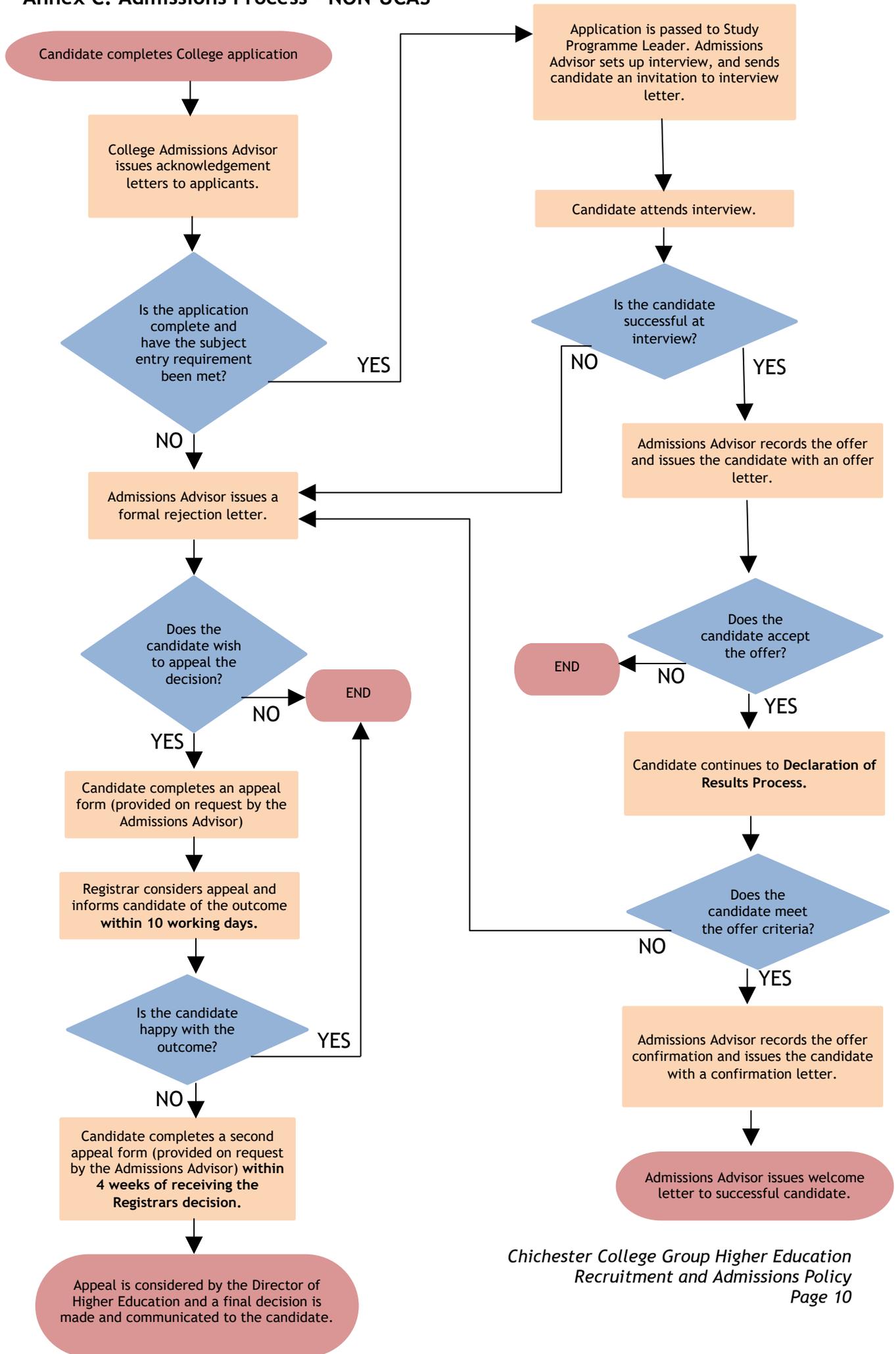
Higher education providers determine how decisions and the reasons for those decisions are recorded and conveyed to candidates, providing guidance on communicating with candidates about why they were, or were not, successful.

Indicator 9 Higher education providers support successful candidates in making the transition from candidate to current student.

Annex B: Admissions Process - UCAS



Annex C: Admissions Process - NON-UCAS



Annex D: Chichester College Group Recognition of Prior Learning Policy

Recognition of Prior Learning

CCG recognises that learning can be achieved in many ways and will award academic credit to those students who can satisfactorily demonstrate, in terms of currency, depth, breadth and volume, that they have achieved the equivalent of the unit or level/stage learning outcomes as defined by the named award they are enrolling on or have enrolled on.

CCG is therefore committed to the principle of Recognition of Prior Learning (RPL) whereby appropriate learning, wherever it occurs, may be recognised for academic credit towards an award, provided that learning can be assessed and deemed equivalent to the stated learning outcomes.

Definitions

Recognition of Prior Learning: the process by which a student's previous learning is recognised and given a credit value. Recognition of Prior Learning (RPL) encompasses both the recognition of prior 'certificated' and prior 'experiential' learning.

Prior 'certificated' learning: relates to the process by which a student's previous certificated learning is recognised and given a credit value. Certification would normally be by a recognised educational institution, professional body or other education/training provider. Certification provided by other organisations for successful completion of in-house training awards may be considered where the level, volume, depth, breadth and currency of the learning undertaken and the outcomes achieved are clear. Such learning must have been demonstrably assessed in a robust and secure manner. Only the credit value of units approved for RPL will count towards the award being undertaken.

Prior 'experiential' learning: relates to the process by which a student's appropriate uncertified experiential learning is given both an academic value and a recognised credit value. Experiential learning is the acquisition of knowledge, skills and personal qualities acquired through life, work and study experiences that are not formally assessed. Experience in itself is not experiential learning; students must be able to demonstrate that they have achieved the learning outcomes that are equivalent to those of the unit, level or stage for which they are claiming RPL. Only the credit value of units approved for RPL will count towards an award (no marks/grades will be counted).

Direct entry to an award by award of credit: is where a student can demonstrate the achievement of all the level/stage learning outcomes and wishes to claim RPL for that level/stage. If approved they can be admitted onto the next level/stage and be awarded the credit for the previous level/stage. In such cases only the credit value of the level/stage will count towards the award (no marks/grades will be counted). Credit is not awarded for the prior learning if awarding stage exemption through Direct Entry.

Principles

In line with its mission of changing lives through learning, strategic plan and general educational principles, the College's approach to RPL is flexible, student-centred and learning outcomes based.

Credit awarded for prior certificated or experiential learning is of equal credit value to that acquired through completion of academic taught provision. This includes learning achieved in the workplace as part of the College's commitment to employer engagement.

All applications for the award of credit through RPL, including those arising from internal transfers, are subject to formal academic scrutiny and are the responsibility of Study Programme Leader, HE Quality Manager and Director of Higher Education

The College reserves the right to recover the costs of processing RPL claims.

CCG's approach for the award of RPL is based on the achievement of equivalent, not identical, learning outcomes. This means that the learning achieved should be equivalent in terms of the level, breadth, depth, volume and currency.

RPL is awarded against the achievement of learning outcomes. However, credit can only be awarded for whole units, levels and stages with minimum exemption consideration 30 credits and a maximum of two thirds of a full bachelor's degree or 50% for all other HE Qualifications. In cases where a student can demonstrate partial achievement of the learning outcomes for a unit, level or stage, an agreed assessment strategy for how they will fully complete the missing learning outcomes must be determined. Students sitting assessments in such circumstances will be treated in the same way as other students in respect to their right to referral. If a student is referred in such circumstances, they can withdraw their RPL claim and take the unit, stage or level as if for the first time.

For all full awards, RPL will be recognised against level 4 and level 5 leading to a full Bachelor degree. There is an expectation that a student must study 120 credits at level 6 on a college HE programme.

Process

Claims for RPL must be in the form of a portfolio. The form of the portfolio, which must be in English, will vary depending on the nature of the claim, but the evidence supplied must be mapped against specific unit or level/stage learning outcomes. Once a mapping has been conducted it can be reused for other identical RPL applications.

Evidence for consideration of RPL, such as previous study must have been completed a maximum of 5 years prior to the start of study on a registered programme. The maximum permitted for each qualification will however be dependent on the specific requirements of the course.

Experience cannot be the sole grounds for recognising experiential learning to award credit; the experience must be converted to the learning achieved and documented and mapped against the unit, level/stage learning outcomes.

Students must seek advice and guidance from their Study Programme Leader during the process of applying for RPL. SPL's must ensure appropriate mapping has been conducted and confirm that the relevant learning outcomes have been met

If claims are prepared during term time, students should continue to study and participate in all units until the HE Quality Manager informs them of the outcome. The College will only consider RPL applications for complete units.

All claims for RPL must be submitted to SPL no later than the end of week four using the following form at the beginning of the student's academic year. Claims submitted after this date will not normally be accepted and students will need to study the unit as normal.

The student will be informed of the outcome of their RPL application by the end of week six.

Determining whether a student has demonstrated achievement of the learning outcomes is an academic judgement. The overall level of achievement should be equivalent to that required to pass a unit.

The evidence provided for RPL claims will be judged on:

- i. Acceptability: is the learning evidenced (content) equivalent (a close match) to the stated unit, level or stage learning outcomes and is the evidence valid and reliable;
- ii. Sufficiency: is there sufficient evidence that the learning is at the right level, volume and breadth to meet the learning outcomes claimed;
- iii. Authenticity: is the evidence clearly related to the claimant's own efforts and achievements; and

Claims should be assessed by the course leader using the above criteria and a recommendation made to the HE Quality Manager and Director of Higher Education who will consider the full application in line with OU requirements.

The HEQM and DHE will then review the evidence and, if required, any additional material provided by the student to determine whether to:

- i. award the credits as claimed;
- ii. Accept the claim and the strategy for making good the missing learning outcomes;
- iii. Reject the claim; or
- iv. Refer the claim for further information.

The decision will be marked as final and the record of submission, mapping and decision must be kept on student's records in line with OU data retention requirements.

**This form is to be used in conjunction with the Chichester College Group
Recognition of Prior Learning Policy**

Candidate's name	Qualification for which RPL is being claimed
Date of assessment	
Assessor	
Internal Verifier	

Notice to candidate and assessor

In no circumstance does the RPL process mean that any prescribed qualification summation assessments can be avoided e.g. mandatory exams, theory/practical tests or assignments. This is because the prescribed summative assessment is the only process through which evidence of learning can be validated.

RPL allows an individual to avoid repeating learning, meaning that they can present for summative assessment without repeating learning in areas where they are able to demonstrate that they can meet the learning outcome(s).

Unit Title

	Brief description of learning outcome	Description and location of evidence of prior learning	Date evidence created
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			
Learning Outcome 4			

Assessor to complete

Is the evidence:	Acceptable	Sufficient	Authentic	OUTCOME
Learning Outcome 1				
Learning Outcome 2				

Is the evidence:	Acceptable	Sufficient	Authentic	OUTCOME
Learning Outcome 3				
Learning Outcome 4				

Assessor's comments

Is further action required? Yes/No

Internal Verifier	Is the evidence valid, authentic, sufficient and reliable?	Do you agree with the assessor's decision yes/no
Unit		
Learning Outcome 1		
Learning Outcome 2		
Learning Outcome 3		
Learning Outcome 4		

	Signature	Date
Candidate		
Assessor		
Verifier		

If further evidence submitted - Final OUTCOME

Is the evidence:	Acceptable	Sufficient	Authentic	OUTCOME
Learning Outcome 1				
Learning Outcome 2				
Learning Outcome 3				
Learning Outcome 4				
	Signature		Date	
Candidate				
Assessor				

Is the evidence:	Acceptable	Sufficient	Authentic	OUTCOME
Verifier				
HE Quality Manager & Director of Higher Education				