



Academic Framework 7

Admissions

This policy is and the subsidiary documents it governs are aligned to the [Quality Code for Higher Education \(2018 edition\)](#)

1. Introduction

- 1.1 This document specifies the principles and processes used for considering applications to study at Moorlands College. These principles and processes are aligned to the [Quality Code](#) for Higher Education and fulfil the QAA advice and guidance document relating to [Admissions, Recruitment and Widening Access](#). The approach taken is in line with the “Schwartz principles” for Higher Education admissions, the College’s Equalities Policy, and its ethical commitments to act fairly, transparently and supportively towards applicants and students.
- 1.2 Moorlands College is a Higher Education institution, registered with the Office for Students and fulfilling all obligations that this places on it. This is the mechanism by which the College implements its prior registration as a charity set up principally “to maintain, advance and promote the Christian religion by the conduct of a [college] for the study and teaching of the Bible, Christian doctrine and related subjects and by the training of ministers of religion, Christian teachers, missionaries and other Christian workers... in strict accordance with the doctrinal basis [of the college].”

2. Responsibilities

- 2.1 The Academic Board is responsible for Admissions to the College.
- 2.2 Programme Boards are responsible for monitoring admissions to their programmes and to report issues to Academic Board.
- 2.3 The Admissions and Registry Manager is responsible for:
 - the implementation of this policy;
 - training staff to ensure their ability to implement the policy;
 - regular reporting to senior management on the progress of applications and acceptances throughout the year;
 - annual reporting to programme leadership;
 - annual reporting to those involved in Access and Participation activities.
- 2.4 The College makes no use of external agents in the admissions process.
- 2.5 The Director of Academic Quality and Admissions and Registry Manager are jointly responsible for scheduled reviewing of the policy and for making proposals to the Academic Board.
- 2.6 The Principal is responsible for the setting of target recruitment numbers for programmes, taking advice from others in senior management.

3. Principles

- 3.1 The College recognises its responsibility to provide equality of opportunity to all potential students during the enquiry, and to follow a fair, transparent and professional recruitment and selection process.
- 3.2 No member, or prospective member, of the College community will be subjected to unlawful discrimination on any ground.
- 3.3 The College is committed to the elimination of all kinds of unlawful discrimination. It will ensure that all applicants are treated fairly by showing appropriate sensitivity to individual differences. It will also ensure that decisions about recruitment, selection and admission at all levels are based solely on objective academic and non-academic criteria that have been made available to applicants.
- 3.4 The College will ensure that staff involved with admissions are aware of the issues affecting fair treatment of potential students and applicants.
- 3.5 The College will ensure that policies and procedures related to admissions and enrolment are regularly reviewed to ensure they continue to support the College mission and strategic objectives and that they remain current and valid in the light of ever changing circumstances. The College will also ensure that staff involved with recruitment and admissions, are competent to undertake their role and kept up to date with changing circumstances both external and internal.
- 3.6 The College will seek to promote and develop diversity of its student body by:
 - a) treating each applicant on his/her own merit;
 - b) identifying student potential as well as acknowledging past academic and other achievements;
 - c) ensuring that all publicity campaigns and material, correspondence and application forms reflect the diversity of the student population and potential application group, avoiding inappropriate images or descriptions of the student body or College life.

4. Marketing and promotion

- 4.1 Information contained in prospectuses, website, leaflets or brochures will be available pre-application. Taken in aggregate this information should be comprehensive, will cover the following areas, and will be found on the College website:
 - programmes offered, details of programme structures, duration, mode of attendance and end qualifications;
 - the nature of the College, its purpose, aims and objectives;
 - the cost of application procedures;
 - academic entry requirements, including any specific proficiency for a particular programme;
 - details of tuition and other fees and payment arrangements where these have been determined in advance of publication of materials;
 - accommodation available on and off campus;
 - the cost of accommodation;

- advice on sources of financial assistance (internal and external);
 - institutional policies on equal opportunities;
 - methods of application;
 - information on local culture and social activities;
 - Open Days;
 - learning disability advisers;
 - issues for international applicants.
- 4.2 Promotional material is published according to the expectations of the College's Information Policy.
- 4.3 The following additional information is made available at the point of offer:
- terms and conditions of the Student-College Contract;
 - academic and other support services available;
 - College Life Handbook;
 - relevant Programme Handbook;
 - relevant Campus Handbook.
- 4.4 The Admissions and Registry Manager ensures that any important or surprising terms, rules or regulations are made known to the applicant in order for them to make an informed choice to study.
- 4.5 The following additional information is made available pre-arrival:
- recommended reading lists;
 - accommodation form, where applicable;
 - induction information.
- 4.6 College staff follow the basic principles of responsible recruitment (see 1.1 above). All staff involved in the recruitment process should work closely together to ensure they are fully aware of the information that should be made available to applicants.

5. Application processes

- 5.1 All applicants should use the appropriate online College Application Form, which will be processed by the Admissions Department.
- 5.2 The Admissions department normally aims to complete initial processing of all applications within 48 hours, although at certain times this may be up to a maximum of 5 working days. Throughout the admissions process the College keeps applicants informed of the progress and responds to queries in a timely, respectful and courteous manner.
- 5.3 All applicants are interviewed by a member of academic staff supported by a member of the Admissions Department. These are normally conducted face-to-face, but may be conducted by virtual means.
- 5.4 Applicants are required to verify their identity by presenting one of the following documents, normally at interview:
- valid passport;
 - UK or EEA photo-card driving licence;
 - EEA member state identity card.

- 5.5 One of these documents is normally presented at interview. Any offer made before an acceptable document is presented is conditional. Conditional offers may be made on the basis of a copy of an acceptable document. Studies may not be commenced before an acceptable document is presented. Applicants who are facilitated to have a DBS (or equivalent) check will be required to provide further documents to prove their identity.
- 5.6 Following interview, applicants will normally receive a letter of offer (explicitly stating any conditions) or rejection (with explanation and advice) within 5 working days. Once an applicant has accepted an offer the Admissions department will send a confirmation notice.
- 5.7 The College is unable to offer places to candidates from outside of the EEA to any programme requiring a Tier 4 visa, i.e., the undergraduate programmes.
- 5.8 Where an applicant to the South West Regional Centre is not graduating from the SWYM “Be Transformed” course, after a successful admissions interview, their options regarding management of placements and pastoral support are explained to them by College staff at the Centre.
- 5.9 Any significant changes to a programme made between application and completion of enrolment are communicated to applicants at the earliest opportunity. Options and support available to applicants is explained in the Student Protection Plan.
- 5.10 The College considers applications either for the current annual cycle’s intake or the following cycle’s intake. Applicants may during the course of their admissions process request to defer their entry for up to one year. Applicants wishing to defer for longer are required to reapply closer to the expected entry date. Applicants who receive a conditional offer are normally required to fulfil the conditions within the current annual cycle: failure to do so within that timeframe will normally mean that the offer is no longer valid.

6. General selection criteria (all programmes)

- 6.1 The selection criteria are designed to enable the College to recruit students:
 - from a wide range of backgrounds who demonstrate the potential and motivation to succeed in its programmes;
 - who will benefit from studying at the College.
- 6.2 The selection decision is based on the meeting of minimum College entry requirements or their equivalents, potentially using the Recognition of Prior Learning process (described in section 8). These requirements are both general (across all programmes, described in this section) and specific to individual programmes (described in the following section).
- 6.3 The following general factors are taken account of for all programmes:
 - past performance in public examinations;
 - other achievements, including work and/or life experience or skill-based knowledge;
 - objective assessment of any factors that affected past performance;
 - academic potential;
 - where appropriate, professional potential;
 - potential to make a positive contribution to community life of the College;
 - fitness to study;
 - where the studies involve a placement — satisfactory Disclosure Barring Service check, or equivalent police check (see 6.9-6.11 below) and fitness to practice;

- understanding of, commitment to and suitability for the range of vocations for which the programme prepares students;
- satisfactory references;
- number of places available;
- ability to meet fees.

Criteria relating to Access and Participation

6.4 The College encourages applicants from disadvantaged backgrounds. Contextual data does not automatically result in alteration of entrance criteria to specific programmes, though factors that have affected past performance are considered. Relevant information is sought at the application stage. Applicants from certain backgrounds, such as those with disabilities and care leavers, are given additional support in the application process, and so are encouraged to make known relevant information as early as possible (see also section 8 below).

Criteria relating to English-language abilities

6.5 All Higher Education programmes have minimum English-language criteria. For undergraduate programmes these are:

- a GCSE in English (either English Language or English Literature) at grade 4/C or above, or
- a specified English language-based level 3 award at a relevant grade (listed below), or
- an IELTS Academic Certificate with an overall score of 6.0 with at least 6.0 in each of reading and writing (or nationally recognised equivalent to these IELTS scores from a different testing system).

Acceptable English Language-Based Level 3 Awards: A Levels

Ancient History	Anthropology	Citizenship Studies
Classical Civilisation	Classical Studies	Communication and Culture
Creative Writing	Critical Thinking	Divinity
Geography	Global Development	Global Perspectives
Government and Politics	History	History of Art
Humanities	Philosophy	Psychology
Religious Studies	Sociology	Thinking Skills

Other appropriate NVQ and BTEC awards will also be considered.

6.6 The normal (see below for the exception) minimum English-language criteria for postgraduate programmes are:

- a GCSE in English (either English Language or English Literature) at grade 4/C or above, or
- a qualification at least equivalent to a UK degree taught in English in one of the countries recognised for this purpose by the UK government,¹ or
- an IELTS Academic Certificate with an overall score of 6.5, with at least 6.0 in each component, or a nationally recognised equivalent to these IELTS scores from a different testing system.

¹ That is, those countries which, if a person is applying for a student visa and has a degree from one of them, there is no need for the person to prove their English ability. Please follow [this link](#).

- 6.7 The exception to the minimum English-language criteria for postgraduate programmes is for the MA Language, Community and Development, where the criteria are:
- a GCSE in English (either English Language or English Literature) at grade 4/C or above, or
 - a qualification at least equivalent to a UK degree taught in English in one of the countries recognised for this purpose by the UK government,² or
 - an IELTS Academic Certificate with an overall score of 6.0, with at least 6.0 in each of reading and writing, or a nationally recognised equivalent to these IELTS scores from a different testing system.

Criteria relating to age

- 6.8 The minimum age on entry is normally 18 years old. The College exceptionally considers applications from those who turn 18 within their first year of studies. Such applicants may be accepted if the applicant meets all other criteria, including of relevant experience, and where the College deems that it is able to fulfil an adequate and efficient duty of care to them. Any such students are required to agree to a “Behaviour Agreement” as a condition of enrolment. The Behaviour Agreement may be expected to specify such things as curfews, additional requirements to sign in and out, and limitations on other activities. This agreement is operative until the student turns 18 and forms part of the expectations of behaviour capable of being the subject of Conduct Review Procedures.

Criteria relating to previous criminal convictions

- 6.9 The College has a duty of care to its community of students, staff and visitors to ensure that it continues to be a safe place to study, work and visit at all times. The College, therefore, reserves the right to refuse admission onto a programme of study if there is a significant risk of danger to others. All applicants are encouraged to declare any criminal record at the point of application. Declaring a criminal record does not necessarily prohibit admission: this depends on the nature of the studies applied for and the details and background of the offence.
- 6.10 Some studies offered by the College require students to work with vulnerable adults and/or children and, therefore, admission to these programmes is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service certificate (DBS) or equivalent for applicants living outside England and Wales (e.g., a criminal record check from, as appropriate, Disclosure Scotland, Access Northern Ireland or An Garda Síochána). Where the College arranges a placement for an applicant, the College will initiate a check for a DBS. Where the placement is arranged by the student, the placement organisation initiates the check, and the student is required to present the report to the College as part of the admissions process (see 6.3 above).
- 6.11 Failure to disclose a relevant criminal conviction may result in an application being considered fraudulent. If an applicant is convicted of a relevant offence after they have submitted their application, they should contact the admissions team to inform them of this fact. Failure to do so may result in the application being considered fraudulent.

² That is, those countries which, if a person is applying for a student visa and has a degree from one of them, there is no need for the person to prove their English ability. Please follow [this link](#).

Fraudulent applications

- 6.12 Applicants are expected to provide accurate and honest information throughout the application process. Applications with inaccurate or misleading information will be treated as fraudulent.
- 6.13 The College reserves the rights:
- to withdraw/cancel any fraudulent application;
 - to retract any offer that has been made on the basis of a fraudulent application;
 - to initiate Conduct Review Procedures against any enrolled student accepted on the basis of a fraudulent application.

7. Criteria for admission (specific programmes)

- 7.1 The following criteria apply to admission to specific programmes in addition to the general selection criteria of the previous section.

Undergraduate studies with Foundation Year

- 7.2 The minimum entry requirements specific to the four-year versions of the undergraduate programmes (i.e., including Foundation Year) are:
- five GCSEs including English or equivalent level 2 qualifications, such as BTEC, NVQ *and*
 - identification of a suitable placement.
- 7.3 Applicants without the qualifications above may seek Recognition of Prior Learning through the process described in section 8 below.

Three-year undergraduate studies

- 7.4 The minimum entry requirements specific to the standard, three-year versions of the undergraduate programmes are
- two “A” Levels or equivalent, e.g., one “A” Level and an appropriate vocational qualification or National Diploma *and*
 - for all modes of study except Christchurch Campus-Based, identification of a suitable placement.
- 7.5 Applicants for the BA Applied Theology (Youth and Community Work) are required to have appropriate and sufficient experience of youth and community work (normally 100 hours).
- 7.6 Applicants without the qualifications above may seek Recognition of Prior Learning through the process described in section 8 below.

MA Applied Theology

- 7.7 The minimum entry requirement specific to MA Applied Theology is:
- an honours degree or professional qualification recognised as being equivalent to an honours degree in a theological field.
- 7.8 Applicants without the qualifications above may seek Recognition of Prior Learning through the process described in section 8 below.

MA Language, Community and Development

- 7.9 The minimum entry requirement specific to MA Language, Community and Development is:
- an honours degree at 2:2 class or above or professional qualification recognised as being equivalent
- 7.10 Applicants without the qualifications above may seek Recognition of Prior Learning through the process described in section 8 below.

8. Recognition of Prior Learning

- 8.1 The College seeks to ensure that its admissions processes are reliable, fair and inclusive. To that end, the Recognition of Prior Learning (RPL) policy and processes described in this section serve to reduce or remove unnecessary barriers to prospective students, by allowing for the recognition of previous learning so that three forms of RPL are possible, with respect to a specific programme:
- a) a prospective student who does not meet the standard entry criteria for a programme, but who has demonstrably achieved learning outcomes equivalent to the standard entry criteria may be accepted — in this case, RPL enables what is known as non-standard entry;
 - b) a prospective student who has demonstrably already met the learning outcomes of a whole undergraduate level or postgraduate stage of study may be accepted to a level or stage later than the normal starting point of the studies — in this case, RPL enables what is known as entry with credit and advanced standing,³
 - c) a prospective student who has demonstrably already met the learning outcomes of certain, specific modules in a programme, may be given credit for those modules — in this case, RPL enables what is known as entry with module credit.
- 8.2 For all three cases, there are two types of evidence that may be used to demonstrate the necessary, recognisable prior learning:
- other qualifications;
 - evidence of experiential learning, including self-directed study.
- 8.3 The College's programmes that are validated by the University of Gloucestershire are subject to the University's regulations regarding the Accreditation of Prior Learning (APL): in these programmes the College's RPL can be taken as its contextualisation of the University's APL process. The applicable regulations include maximum limits to the amount of studies which can be recognised through RPL,⁴ and that any modules for which credit has been given are not included in calculations of award classifications.
- 8.4 The following table, which re-presents material from internal documentation of the University of Gloucestershire, indicates the revisions to the maximum registration periods allowed to postgraduate students on taught programmes who are accepted for entry with advanced standing or entry with module credit.

³ Note that when an applicant for entry with advanced standing is using a lower qualification from the same programme, the lower qualification will normally be rescinded. (If the applicant were to be unsuccessful in their new studies, the old qualification would be reinstated.)

⁴ Currently, 240 CATS points (equivalent to two years' study) for an undergraduate degree, 60 CATS points (equivalent to an Postgraduate Certificate) for a Postgraduate Diploma, and 120 CATS points (equivalent to a Postgraduate Diploma) for an MA.

Amount of module credit awarded (CATS points)	Maximum registration period for postgraduate part-time studies	Maximum registration period for postgraduate full-time studies
0, 15	4 years	2 years
30, 45	3 years and 1 semester	2 years
60, 75	3 years	1 year and 1 semester
90, 105	2 years and 1 semester	1 year and 1 semester
120	2 years	1 year

- 8.5 All applicants are able to apply for RPL, of any of the three forms, by completing an RPL Application Form and submitting required evidence. Advice about an RPL application may be sought from the Admissions and Registry Manager (who refers academic questions to appropriate others).
- 8.6 An application for any form of RPL is assessed on the basis of the learning demonstrably achieved through the qualification or experience, not simply on the qualification or experience itself. The prior learning is evaluated using the following criteria in relation to elements of the programme that is being applied to.
- a) Authenticity. The previous learning should be demonstrated to be authentic by means of reliable evidence.
 - b) Level. *This only applies to applications for RPL on the basis of qualifications.* The previous learning should be of an appropriate academic level (determined by reference to the Framework for Higher Education Qualifications): for entry with module credit the previous qualifications should be at the same level; for non-standard entry or for entry with credit and advanced standing, the previous qualifications should be at a level one below the level being applied for.
 - c) Relevancy.
 - For non-standard entry, it is helpful if the previous learning is related to the content or subject of learning that would be required by qualifications. Different programmes have different requirements.
 - For entry with advanced standing, the previous learning must be clearly related to the content of the programme being applied to. This is assessed by comparing the relevant syllabuses and learning outcomes.
 - For entry with module credit, the previous learning must be clearly related to the content of specific modules for which the applicant is requesting credit. This is assessed by comparing the relevant syllabuses and learning outcomes.
 - d) Currency. The previous learning must be either certificated within the last five years or demonstrably kept current by the applicant's recent use of it in, for example, professional practice.
 - e) Quantity. The previous learning must be of an appropriate quantity. In the case of applications for RPL to level 4 or above based on qualifications, this is normally measured in CATS points.
- 8.7 It should be noted that for entry with advanced standing or module credit to the BA Applied Theology (Youth and Community Work), which is professionally validated by the National Youth Agency, the criterion of relevancy requires that previous learning must be certificated in a programme which is equally professionally validated by the National Youth Agency.

- 8.8 Applications for RPL are considered by an RPL panel, consisting of the Director of Academic Quality as chair, the relevant Programme Leader and one further member of staff (not involved in the application). If the Programme Leader has given advice regarding the RPL application (see 8.5 above), this should be reported at the meeting of the RPL panel and dealt with as a conflict of interest as directed by the chair. The panel may:
- approve the application;
 - recognise an alternative amount of learning;
 - reject the application, or request that the applicant completes a further assessment task to provide clearer evidence of their prior learning.
- 8.9 The panel provides written feedback to the student on the decision. The outcomes of the panel's deliberations are recorded at the following Board of Examiners of the relevant programme.

9. Applicants with disclosed disabilities or mental health conditions

- 9.1 The College operates a policy to seek to ensure equal opportunities and access for people with disabilities and/or mental health conditions (DMHC).
- 9.2 The College ensures that those responsible for the recruitment of students do not discriminate, either directly or indirectly, against people with DMHC. Applications from people who disclose a DMHC will be considered against the same criteria as all applications for the given programme.
- 9.3 People with DMHC are not discouraged from applying for places. The College will discuss support and facility needs with enquirers and applicants and the College's ability to meet them.
- 9.4 Applicants who declare a DMHC and who, on all other grounds, would be made an offer, will, initially, be made a conditional offer, while a Learning Assistance Needs Discussion is conducted by an appropriately qualified person. The nature and practicalities of this discussion will be indicated in the offer letter.
- 9.5 A Learning Assistance Needs Discussion includes full consideration of the specific support or facilities required, so that the applicant can reasonably be expected to succeed in their studies without constituting a serious safety hazard or having a significantly detrimental effect to others in the College community. It typically involves consultation with the College's Learning Assistance Department and the College's Disability Adviser. It concludes with a listing of the needs, the adjustments required, an opinion on whether the College can reasonably meet them, and, if there is a positive recommendation, an indication of the mechanisms whereby the College can be assured that the adjustments will be made (e.g., a Progression Plan). An applicant who is accepted following a Learning Assistance Needs Discussion is required to confirm their acceptance of the mechanisms.
- 9.6 The College may reject an application if it is unable to make reasonable adjustments to meet the requirements of an applicant. Any such rejection of an application will be subject to ratification by the College's Senior Management Team. In such cases, a record of the decision and the reasons for it will be kept by Admissions.

- 9.7 Disclosure information and documentation regarding an applicant or student's condition will be used exclusively for the purpose of planning and implementing an appropriate support provision by the Disability Adviser in order that the person with a disability may gain the maximum benefit from the educational opportunity at the College. Information relating to an applicant or student's support requirements will only be shared with those College staff directly involved in the planning or the delivery of the support for that person with explicit written consent of the student.

10. Appeal of decision

- 10.1 This section describes the processes that should normally be followed in the event of an applicant appealing an admissions decision.
- 10.2 Notice of an intention to appeal must be given in writing to the Admissions and Registry Manager by the applicant within 10 working days of the date of the letter containing the disputed decision on the application.
- 10.3 A review will be actioned by the Director of Academic Quality, who will first consider any additional information provided, not available when the application was first considered.
- 10.4 If the review concludes that any of the following points apply, appropriate action will be taken:
- a) the entry and selection criteria have been met, but the applicant has been rejected by the College;
 - b) all extenuating circumstances have not been taken into account, but the applicant has been rejected by the College;
 - c) there has been maladministration by the College in dealing with the application;
 - d) there has been a breach of College policies in dealing with the application.
- 10.5 The review process must be completed within a reasonable timeframe to enable the applicant to commence studies at the beginning of the appropriate semester, and normally takes no longer than 15 working days.

11. Enrolment

- 11.1 On receipt of the applicant's acceptance of offer, the relevant enrolment fee, the fulfilment of any conditions of offer, and acceptance of the studies' terms and conditions, the applicant will be considered enrolled with the College. See the Enrolment and Registration Policy for details.

12. Induction

- 12.1 *The importance of induction:* The College recognises the utmost importance of the foundation for studying offered by a good induction process. The content and timing of induction may vary depending on the student's programme and mode of study, but the importance does not.
- 12.2 *Contents of induction:* Induction includes timetabled opportunities for familiarisation with the library, academic procedures, enrolment, registration with a GP (where appropriate), the tutorial system, the Student Representative Association, any relevant campus community council, College ethos, and other College facilities, including Learning Assistance. For each group of students, there is a combination of formal sessions and individual tutorial support to make sure that the student is properly prepared for their studies.

12.3 *Timing of induction:* Most groups of students have induction sessions timetabled among their other classes.

<i>Programme, mode</i>	<i>Timing of induction</i>
Undergraduate, Christchurch Campus-Based	See below
Undergraduate, Christchurch Placement-Based	During the first study block and on the Tuesday and Wednesday of the Christchurch Induction Programme week (see below)
Undergraduate, Regional Centres	During the first study block at Christchurch and the first study block at the Regional Centre
Postgraduate, MA Applied Theology	During the first study block
Postgraduate, MA Language, Community and Development	During the first three weeks of study

12.4 The Christchurch Orientation Programme operates for Christchurch based undergraduate students, in the week prior to the start of the autumn term. Residential students arrive on the Monday of that week. The week runs to different lengths at Christchurch for different groups of students, and includes further transition sessions for returning students, as well as the sessions for new students:

	<i>New students</i>	<i>Continuing students</i>
Foundation Year	Tuesday-Wednesday	n/a
Level 4 Campus-Based	Tuesday-Friday	Tuesday-Friday
Level 4 Placement-Based	Tuesday-Wednesday	Tuesday-Wednesday
Level 5/6 Campus-Based	Thursday-Friday	Thursday-Friday
Level 5/6 Placement-Based	Thursday	Thursday

13. Document history

14 September 2017	Approved by Academic Board: addition of material about ID checks.
9 May 2018	Addition of the following to comply with CMA guidance: section 3.2 clarification for when information is made available to prospective students, and that important or surprising terms are highlighted. Section 4.8 details that a confirmation notice is sent after an offer is accepted. Approved by Academic Board chair's action, confirmed 29 June 2018.
11 September 2018	Approved by Academic Board: removed references to CRB checks, 5.1; added section on DBS checks, 6.6; removed reference to paper application forms, 4.1; changed title from VP (Academic) to VP (Quality) where appropriate.
4 April 2019	Approved by Academic Board with changes: material to include MA Language, Community and Development; changes to IELTS requirements to bring into line with sector norms; amendments to orientation timings for various programmes/modes; inclusion of references to numeric GCSE grades equivalent to C; addition of material relating to needs assessments for applicants declaring disability or mental health issues; clarification of material relating to proof of identity; removal of material duplicated from Programme Handbooks.
5 July 2019	Approved by Academic Board: insertion of link to Information Policy instead of brief mention of relevant values to be upheld (3.2); clarification of the general and specific admissions requirements; addition of the requirement of previous youth and community work practice experience for BA AT YCW (6.2); removal of 6.8 (indication of the possibility of APEL and that APEL requires care from staff and may require preparation from students); replacement of 7 (indication that APEL is available to mature students) with section on APL, explicating its nature and the criteria applied; movement of some points to other locations.
17 July 2019	Approved by Principal: Minor alteration to language relating to vocations as general entrance requirements (removal of "professional", substitution of "range" instead of "kind" and pluralisation).
4 December 2019	Proposals presented to Academic Board, but not approved due to questions over previously approved language used re "accreditation" of non-standard entry (and less significant questions over "direct entry"): to specify how to pro rata people accepted with module credit, following exactly University of Gloucestershire policy; amendments from "Learning Support" to "Learning Assistance" and from "Appeal of Offer" to "Appeal of Decision".
20 January 2020	A. Proposals circulated to strengthen policy in light of review against similar policies from AECC, Bournemouth University, Harper Adams University, University of Manchester, Salford University and Trinity Laban Conservatoire of Music and Dance: (preamble:) cross-referencing to Schwartz principles; strengthening of alignment to terminology of sector; moving of material out of old section 1 to preamble; (section 1:) addition of responsibilities section; (section 2:) addition of over-arching aim in admissions; (section 4:) addition re deferred applications; (section 5:) reordering of some paragraphs; addition of criteria relating to professional potential and fitness to practice, fraudulent

	<p>applications, age; addition of point regarding contextual data; extension of material on criminal convictions; (section 10:) change of terminology from registration to enrolment.</p> <p>B. Proposals circulated to amend terminology from “Accreditation...” to “Recognition of Prior Learning” and from “direct entry” to “entry with credit and advanced standing”. Removal of indication of any charge for RPL.</p> <p>C. Addition of material relating to specific IELTS requirements for MA LCD.</p>
11 February 2020	Addition of material for alternative jurisdictions relating to DBS equivalents. Change of terminology from orientation to induction.
23 March 2020	Approved by Academic Board: Amendments to clarify the nature of the College as a Higher Education institution and a charity and previous changes as above.
24 November 2020	Approved by Vice-Principal (Quality): clarificatory addition of “undergraduate” before “level” in 8.1(b).
1 July 2021	Approved by Director of Academic Quality: change “course committee” to “programme board”, “course leader” to “programme leader”, and “needs evaluation” to “Learning Assistance Needs Discussion”.
8 March 2022	Approved by Director of Academic Quality: Change “Vice-Principal (Quality)” to “Director of Academic Quality”.