



LINCOLN COLLEGE

ADMISSIONS POLICY AND PROCEDURES

POLICY CQ/PO/6

SPONSOR

Director of Student Services

Equality and Diversity Statement

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

LINCOLN COLLEGE

ADMISSIONS POLICY

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LINCOLN COLLEGE

ADMISSIONS POLICY AND PROCEDURES

1 PURPOSE

- Lincoln College Admissions policy will meet the requirements of the College Charter, Strategic plan and Single Equality Scheme.
- The college seeks to offer a fair and efficient admissions service to all its learners irrespective of attendance
- The college will endeavour to make reasonable adjustments for learners with a learning difficulty and/or disability wherever possible.
- The arrangements for admissions to courses will vary, dependant upon course, applicant's age, experience and course requirements.
- The admissions arrangements are designed to promote retention, learner success and equality of opportunity.
- The college will consider applications in line the Disclosure of Learning Difficulty and/or Disability (LDD) – Appendix 1.

This Policy needs to be read in conjunction with the following related policies and procedures:

- Criminal Disclosure Policy
- Fees Policy
- Safeguarding Policy
- Health and Safety Policy
- Mental Health Policy
- Student Disciplinary Policy

2 AIM

To ensure that applicants to the college are treated fairly. All applicants will be considered for a place on their individual merits, providing they meet course specific entry criteria. When start dates for courses are confirmed potential students will be invited to enrol.

3 INTRODUCTION

3.1 This policy applies to all applicants to programmes of study within Lincoln College.

3.2 The college will ensure that it meets its requirements under the Equality Act. This means that we will ensure that all applicants are treated fairly and given equal opportunities to apply for courses at Lincoln College. Within the Equality Act particular attention is given to ensure the following protected characteristics are supported:

- Age
- Disability

- Gender (including transsexual)
 - Race
 - Religion or belief
 - Sexual orientation
 - Marriage or civil partnership
 - Pregnancy and maternity
- 3.3 The college offers a broad range of courses to a varied student population. This policy determines the principles of the college admissions and enrolment systems. The college is committed to ensuring equality of opportunity for all persons seeking to study with the college.
- 3.4 Applicants will receive information, advice and guidance to help them decide on the course of study best suited to their needs. Applicants will have access to the Admissions Policy on request from Student Services.
- 3.5 All applicants are entitled to receive a clear indication, prior to enrolment, of all likely expenses associated with their chosen programme of study. Costs may be subject to change.
- 3.6 All applicants should be informed of the college admissions criteria required for their programme of study.
- 3.7 The college reserves the right not to enrol an applicant who has outstanding debts with the college. When identified, Admissions & Enrolment Team to notify the finance team to liaise with learner.
- 3.8 The college reserves the right to refuse admission to an applicant who has previously been excluded from this or any other educational institution. Persons previously excluded will be interviewed by the appropriate Director of School or Student Services, prior to their re-entry. The college will only refuse admission if they feel that they are unable to provide a satisfactory risk assessment and/or if it is felt that the learner has made no progress from the previous exclusion, or may have a significant impact on other learners.
- 3.9 The college recognises it has a duty of care to students and staff and therefore reserves the right not to admit an applicant where there is evidence that they could be a threat or danger to themselves or others, e.g. through a reference or Criminal Disclosure. The college also reserves the right to refuse an applicant where there is a history of intimidation.
- 3.10 Applicants under 16 will need to be approved for funding prior to acceptance on any programme of study.

4 PROCEDURES FOR FULL TIME ADMISSIONS

- 4.1 The college operates a centralised admissions procedure:
- to ensure that applicants are processed objectively
 - to evaluate the appropriateness of the application for the intended course
 - to ensure the admissions arrangements meet policy standards and to monitor performance

- to capture the applicants data centrally and make information available to college managers
- 4.2 Applications received by the college are date stamped and logged onto our management information system (EBS).
- 4.3 Applicants will be sent an acknowledgement letter within 10 working days.
- 4.4 Where an applicant has applied for more than 2 courses they will be referred to the Careers Guidance Team. Applicants who do not have a clear career aim will be offered a careers interview.
- 4.5 If a learner aged 16-19 has declared a Learning Difficulty and/or Disability (LDD), a request for further information will go to the school Special Education Needs Co-ordinator (SENCo) and a Questionnaire for Applicants Declaring a Learning Difficulty and/or Disability will be sent to the applicant.
- 4.6 Applicants will be invited for interview and/or assessment within 4 weeks from their initial application, (please be aware that the interview cycle starts in November). The interview and/or assessment may include the following:
- practical taster
 - Maths and English screener test
 - practical vocational skills test, which may take place individually, in a group, or both
- 4.7 Where it is a requirement for a learner to attend a group interview or assessment day, these will be arranged according to availability of sessions. The college will endeavour to provide as much notice as possible if any preparation is required.
- 4.8 Applicants who miss a course related interview/assessment will be automatically re-invited for another interview/assessment.
- 4.9 It will be presumed that applicants are no longer interested in a place of study at Lincoln College if they fail to attend two interviews/assessments.
- 4.10 At the end of the admissions interview applicants will be given one or more of the following:
- Conditional Offer - pending exam results
 - Conditional Offer - subject to references, health declaration and criminal disclosure
 - Conditional Offer - pending further course related assessment
 - Conditional Offer - subject to satisfactory performance on academic/behaviour probation
 - Conditional Offer - subject to meeting the specific requirements of partner organisations, e.g. HE establishments, UK Border Agency requirements etc.
 - Unconditional Offer – applicant already meets course entry requirements

- No Offer – Course tutor is unable to make any offer and must provide applicant with reasons for this decision which are recorded on interview paper work. A careers guidance appointment will be offered and arranged if required.
- 4.11 Where a learner has declared a Learning Difficulty and/or Disability a tutor may offer a conditional place, with a recommendation for an Assessment of Support Needs to be carried out by Student Services.
 - 4.12 All applications processed from the 1 August will automatically be classed as a “late application”. This is to ensure the college has sufficient time to obtain references, health declarations and criminal disclosures etc. If all of this supporting evidence is not in place within 42 days of enrolment, the college reserves the right to withdraw the applicant.
 - 4.13 A letter of confirmation of offer will be posted within ten working days of the verbal offer of a place on course.
 - 4.14 Applicants will be given three weeks to accept/decline a place on their chosen programme of study. Failure to notify the college that they wish to accept a place may result in the place being offered to another learner.
 - 4.15 Where a course is full, an applicant will be given the following choices:
 - To be placed on a waiting list for their first choice
 - To meet with a Careers Guidance Adviser to consider other available options
 - To attend an interview/assessment for an alternative course
 - 4.16 Where applicants are unsuccessful in meeting their first choice they will be offered the option of an alternative course interview or careers guidance interview. It is the interviewing tutors’ responsibility to provide the outcome and feedback to the applicant.
 - 4.17 Applicants will be kept informed of the process at each stage.
 - 4.18 Applicants who apply after 14 August will be logged onto our management information system called EBS and in this case an acknowledgment letter is not sent. These applications will immediately be forwarded directly to the relevant academic school, to arrange interview/assessment. This is to ensure that applications are processed as quickly as possible in preparation for enrolment. School administrators will be required to notify Central Admissions on learners who have been offered places and who have been unsuccessful. All unsuccessful applications will be forwarded to the Careers Guidance Team to ensure the applicant has the option to consider alternative provision.
 - 4.19 All learners will be placed on a 42 day probationary period. This is to ensure that learners are on the appropriate course and level. This also gives the opportunity for learners to move course if places are still available on alternative courses, providing they meet the entry requirements.

During this time learners are also monitored for academic ability, attendance, behaviour and performance on their programme of study. If it is felt that there is a lack of commitment on the learner's part which has been documented and discussed and there is no improvement, the learner may be asked to leave before the end of the 42 days. The requirements for satisfactory progress must clearly be communicated to the learner, along with any specific actions needed to meet these requirements. (The 42 day rule does not apply to learners who have applied for a 24+ loan).

During the 42 day period students may be asked to leave, whatever their disciplinary status at the time, provided that the above procedure has been followed.

Learners have the right to appeal the 42 day probationary period following the appeals procedure outlined in section 15.

5 APPLICATIONS FOR PART TIME STUDY

- 5.1 The admissions arrangements for part time courses vary. Please see the prospectus or course information sheet for details.
- 5.2 Applications received by the college are date stamped and logged onto our management information system called EBS.
- 5.3 An acknowledgement letter will be sent to the applicant within 10 working days of receipt of the application.
- 5.4 The part time application will then be scanned and sent to the relevant academic school for processing.
- 5.5 Not all part time courses require an interview. Where an interview and/or assessment is required, the college will attempt to give as much notice as possible.
- 5.6 Where an awarding body imposes specific entry requirements the college will assist the applicant to check whether they meet those requirements. The responsibility of the accuracy of the information supplied to the validating body rests with the applicant.
- 5.7 Where the college accepts applications for courses through an admissions interview, an offer of place will be posted within 10 working days from the interview if successful.

6 APPLICATIONS FOR HIGHER EDUCATION (HE), FULL TIME STUDY

- 6.1 All full time HE students are required to apply directly through the Universities and Colleges Admissions Service (UCAS). Please see the UCAS website (www.ucas.ac.uk) for specific deadlines.
- 6.2 When the college receives notification of an application from UCAS; the college will arrange a course specific interview.
- 6.3 Applicants following interview will be given one of the following:

- Unconditional offer – the applicant already meets all entry criteria required
- Conditional offer – the applicant will be required to meet specific entry criteria, which may include qualifications, criminal disclosure, health declaration, references etc.
- Rejected – unfortunately the applicant has not met course specific entry requirements

6.4 Applicants will be able to track their progress through “UCAS track”.

7 APPLICATIONS FOR PART TIME HIGHER EDUCATION

7.1 All part time HE students apply directly to Lincoln College.

7.2 The admissions arrangements vary for part time courses. Please see the prospectus or course information sheet for details.

7.3 Applications received by the college are date stamped and logged onto our management information system called EBS.

7.4 An acknowledgement letter will be sent to the applicant within 10 working days of receipt of the application.

7.5 The part time application will then be scanned and sent to the relevant academic school for processing.

7.6 Not all part time courses require an interview. Where an interview is required, the college will attempt to give as much notice as possible.

7.7 Where an awarding body imposes specific entry requirements the college will assist the applicant to check whether they meet those requirements. The responsibility of the accuracy of the information supplied to the validating body rests with the applicant.

7.8 Where the college accepts applications for courses through an admissions interview, an offer of place will be posted within 10 working days from the interview if successful.

8 APPLICATIONS FOR APPRENTICESHIPS

The admissions arrangements for apprenticeship programmes vary. This is dependant upon whether the learner currently has a work placement, or if they are applying to find an apprenticeship vacancy.

8.1 Applicants should complete the college application form and submit it to the Central Admissions Team.

8.2 Applications received by the college are dated stamped and logged onto our management information system called EBS

8.3 The apprenticeship application will then be scanned and sent to the relevant school for processing.

- 8.4 An acknowledgement letter will be sent to the applicant within 10 working days of receipt of the application.
- 8.5 Some Apprenticeship programmes require an interview and assessment to take place. Where an interview and/or assessment is required, the college will contact the applicant and attempt to give as much notice as possible.

Employed apprentices

- 8.6 If the applicant is already employed the Aspire Team will liaise with the employer to undertake a visit which will include Skills Need Analysis to ensure that the learner has the ability to achieve relevant apprenticeship framework.
- If the applicant achieves the relevant standard to progress onto apprenticeship framework an agreed start date will be set with the applicant and their employer.
 - If the applicant does not currently meet the specific criteria for the apprenticeship framework, they will be advised/referred to access careers information, advice and guidance.

Applicants who don't currently have a work placement

- 8.7 Applicants are advised on how to apply for vacancies advertised on the National Apprenticeship Service (NAS) website.
- 8.7.1 All applications from NAS are forwarded to the Apprenticeship Recruitment Officer.
- 8.7.2 The apprenticeship team will shortlist applications according to the job descriptions and specifications set by the employer.
- 8.7.3 Shortlisted candidates are forwarded to the employer who then selects candidates for interview. The employer will notify Aspire on who the successful applicant is and also provide feedback to the unsuccessful candidates.
- 8.7.4 Business Adviser will arrange the induction which is conducted in the workplace. An assessor will be assigned to support the learner through their apprenticeship.
- 8.8 Unsuccessful candidates are invited to attend a workshop offering guidance on 'How to write a winning application' to support them in their next application.

9 INTERNAL APPLICANTS

- 9.1 Internal applicants will be asked to apply via a separate application form (pink internal application).

- 9.2 Internal applications will be subject to meet the same entry criteria as full time external applications.
- 9.3 If an internal applicant is progressing within the same curriculum area, they may not be expected to attend a further interview and/or assessment. Providing they have demonstrated that they are able to pass their current course with the specific grade required and that they have made good academic and personal progress on the course.
- 9.4 Where a learner is progressing to another curriculum area, or currently behind with existing studies, they will be expected to attend a full interview and/or assessment.
- 9.5 Where an internal applicant has had poor attendance, performance or behaviour or has a current disciplinary sanction it may be decided that their probationary period will have additional, relevant conditions at the start of subsequent courses. Alternatively it may be deemed appropriate to decline a place at this time (see probation appendix 4).

10 PROGRESSION EXPECTATIONS

- 10.1 Under normal circumstances it is expected that learners will progress from one level to a higher level e.g. level 1 to level 2 to level 3.
- 10.2 It is appreciated that there are occasions where learners may undertake two courses at the same level, this may be for one or more of the following reasons:
- To become multi skilled, e.g. a plumber and an electrician
 - To change career direction
 - To build confidence/self esteem
 - Not yet ready to move to a higher level course
- 10.3 Learners will not be allowed to undertake more than two courses at the same level unless there are exceptional circumstances which are supported by the course tutor.
- 10.4 The course tutor will be required to provide a summary, outlining why they feel that the learners' circumstances are exceptional and why they should be allowed to complete another year of study. This will then be passed to the Director of Student Services or the Information Services Manager to review if a place can be offered.
- 10.5 The Director of Student Services/Information Services Manager will be required to write to the applicant advising them on the outcome of the decision.

11 MENTAL HEALTH POLICY

- 11.1 The college recognises that for certain courses there is a need to ensure that learners are emotionally able to undertake all aspects of the programme of study and relevant work placement.

- 11.2 The college will take every reasonable step to ensure that it supports learners with a learning difficulty and or disability. However in doing this it must also consider its duty of care in relation to Safeguarding and Health & Safety.
- 11.3 If it is felt that undertaking a programme of study may have a detrimental effect on the learner and/or others, then a referral needs to be made to the Director of Student Services and relevant Director of School. **PLEASE REFER TO THE SEPARATE MENTAL HEALTH POLICY FOR FULL GUIDANCE.**

12 ENROLMENT

- 12.1 To be officially enrolled an applicant will need to complete a Lincoln College Enrolment Form. The applicant will be required to provide specific information which is a requirement of relevant funding bodies. Depending on the course it may involve some or all of the following documentation:
- Proof of ID
 - Previous qualifications/certificates
 - National Insurance number
 - Passport/Visa to confirm residency status for non-EU students.
 - If applying for fee remission, evidence of current means tested benefit will be required
- 12.2 Applicants enrolling in the College Registry must bring with him/her a fully completed Enrolment Booklet complete with programme bar code(s) signed by a member of the college academic staff.
- 12.3 Applicants must enrol by the name by which they are legally known.
- 12.4 Applicants who do not enrol on main campus sites at Lincoln, Newark or Gainsborough will be asked to sign a Learning Agreement with the enrolling tutor. This is an auditable contractual document and proof of enrolment on a programme of study. The applicant will be given a copy of this agreement to keep.
- 12.5 A photograph of the applicant will also be taken at enrolment to enable a student ID card to be printed. This ID card should be carried at all times by the student whilst on college premises.
- 12.6 Enrolment of applicants is an essential part of the agreed study programme for a learner. Therefore a learner will only be allowed to attend the college for a maximum of 15 working days before their enrolment has to be completed. It is appreciated that there are occasions where exceptional circumstances arise, in this instance approval to extend the enrolment time will need to be authorised by the Director of Student Services or the Information Services Manager.
- 12.6.1 It is appreciated that some HE and 24+ learners may initially be enrolled as pending. The pending code can only be used where the college is waiting for confirmation of payment from Student Finance England.

The college reserves the right to suspend a learners' attendance until fees have been paid in full, either in person or by Student Finance England.

13 FEES AND WAIVERS

- 13.1 Most courses have fees attached to them; however some learners may be eligible for fee remission. Please see the Fees Policy for further details and eligibility.

14 DATA PROTECTION

- 14.1 Data collected during the admission and enrolment process will comply with the current legislation concerning data protection.
- 14.2 The minimum data required will be sought.
- 14.3 Data will be kept secure and confidential and only used for the purposes for which it was collected.
- 14.4 Data will be destroyed after the period of time it is no longer needed as evidence for auditors.

For further details, please refer to the College Data Protection Policy.

15 APPEALS PROCEDURE

- 15.1 Applicants or their parents/guardian or next of kin (if the applicant is under the age of 18 or classed as a vulnerable adult) have the right to appeal against a decision which has been made as part of the admissions process.
- 15.2 In the first instance the applicant should register their appeal with the Director of School responsible for the chosen course of study concerned. The applicant should provide reasons for the appeal providing any supporting evidence they have.
- 15.3 The applicant will receive an acknowledgment letter from the Director of School within three working days.
- 15.4 The Director has a further five working days to investigate the appeal which may involve a meeting with the applicant. The applicant will have the right to be accompanied and represented by a parent/guardian or next of kin.
- 15.5 If the matter remains unresolved the appeal should be referred to the Head of Quality Improvement.
- 15.6 The Head of Quality Improvement or their nominee shall meet with the Director of School and the applicant within three working days to review the case. The applicant wherever possible should be provided with verbal feedback of any decision made, but shall in all cases be provided with written feedback within three working days following the meeting.

- 15.7 If the matter is still not resolved to a satisfactory conclusion, the applicant can make a final appeal to the Vice Principal of Curriculum and Quality who will consider the appeal, reviewing all supporting evidence before informing the applicant of a decision within three working days.

16 MODIFICATIONS TO THE POLICY AND REVIEW PROCEDURES

- 16.1 Any permanent modifications to the Policy require the formal approval of the Senior Management Team.
- 16.2 A full policy review takes place annually with the Senior Management Team endorsement being sought.
- 16.3 Individual exceptions to this policy can only be authorised by the Principal or a nominated Vice Principal. Such exceptions will not be regarded as setting a precedent, but should be reviewed on an annual basis when the Policy is being updated.

Appendix 1

Disclosure of Learning Difficulty and/or Disability (LDD)

Lincoln College operates an inclusive approach to our admissions process. We welcome learners with Learning Difficulties and/or Disabilities and will provide all reasonable adjustments to admissions and enrolment and will endeavour to support all applicants who declare a learning difficulty and/or disability.

1. In line with the Equality Act 2010, the college has a duty to provide inclusive, accessible and high quality study programmes for learners with disabilities. For the purpose of this policy, reference to disability incorporates all conditions which may require support.
2. The college encourages LDD learners to disclose their disability on enquiry, application, on enrolment or at any time whilst on a college programme. It is in the best interests of the learner to disclose any support needs as soon as possible so that an Assessment of Support Needs can be carried out if required. This is to ensure that the college can provide the best possible support in a timely manner and make any reasonable adjustments necessary to support the applicant.
3. On no occasion will an applicant be treated less favourably for admission to a programme because of their disability. Priority for admission to courses is based on date priority of application and ensuring that applicants meet specific course entry requirements.
4. There may be an occasion where an applicant may be advised to consider an alternative course as their career aspiration may not be realistic. In this instance the applicant and their parent/guardian (where applicable) will be consulted. In some cases advice may need to be taken from the Local Authority that is responsible for commissioning “High Needs” places.
5. Where disclosures have not been made prior to enrolment, it can be difficult for staff to provide adequate support to meet a learners needs at the start of programme. The college positively encourages that disclosure is made well in advance of enrolment so that adequate staffing and support are available for the start of the course.
6. All applicants who declare a LDD need will be sent a questionnaire to complete on declaration. If the applicant is still at school a questionnaire will also be sent to the school Special Educational Needs Co-ordinator (SENCo) requesting information on current levels of support provided. There are a variety of ways to assess support needs, including:
 - The opportunity to come in and meet with an Assessment & Support Officer to discuss support needs (mainstream learners and Apprentices). If applying for a course in the School of Access, applicants would meet with a course tutor.
 - A telephone assessment to discuss support needs, although in many cases this is not ideal as it can be difficult to evaluate the levels of support required.

- Visit to current school to observe existing support needs. This also provides the opportunity to meet with School SENCo. This can be very helpful to learners on the autistic spectrum who have anxiety about transition arrangements.
 - To attend a taster day with current students. This can help to give applicants a chance to experience what college life is really like.
7. Where applicants are invited to attend an interview, assessment and/or taster day every effort will be made to provide the learner with appropriate support to meet their needs to ensure they have an equal chance for admission onto their chosen programme of study.
 8. All information gathered from point six is used to support the assessment process. All information held on an applicant is covered under the Data Protection Act 1998. Information about disability is classed as “sensitive personal information” and the processing of it requires the specific consent of the applicant.
 9. When the applicant requests confidentiality or permits only a limited disclosure, the college will still attempt to assess the needs of the applicant and make reasonable adjustments where possible. This can be done whilst still complying with the applicant’s wishes. However, such compliance may adversely affect the level of support which the college can give. For example, it may not be possible to make reasonable adjustments or the adjustment might not be the same standard as it would have been if full disclosure was given.
 10. Where the applicant specifies total confidentiality the staff member to whom the disclosure is made will endeavour to make whatever reasonable adjustment is possible within their remit. This needs to be communicated with the applicant and a record of conversation made on the applicant’s file. The applicant must be advised that although the college will respect their wishes, it still has an anticipatory duty to ensure that there is compliance with relevant legislation and that there may be an occasion e.g. Safeguarding or Health Safety where the college may need to overrule the applicant’s confidentiality to keep either the individual or others safe. The applicant would be advised of where this applies.
 11. Special exam arrangements – see appendix 2

Appendix 2

Examination Access Arrangements for Vocational Awarding Body Qualifications (excluding Functional Skills Level 1 and Level 2)

- The rules for access arrangements have changed and previous recipients of access arrangements at school are not guaranteed access arrangements when they begin college.
- Access arrangements do not transfer from one institution to another – even if a student has always received Access Arrangements at school these arrangements do not ‘transfer’ to Lincoln College.
- **Access arrangements are not an automatic right and are not guaranteed.**
- Awarding bodies have different regulations when it comes to Access Arrangements. The awarding bodies have strict requirements.
- The key message that the Awarding Bodies are trying to get across is that it **MUST** be ‘their normal way of working.’ Their intention is that fewer students will receive access arrangements on the basis of Equality and Diversity.
- An access arrangement is not simply an add-on for the examination. The particular requirement **MUST** be present and evidenced during class time. This includes readers, scribes, large papers, overlays and 25% extra time.
- At enrolment the student will have an opportunity to inform the college that they have special requirements. Students declaring a disability at enrolment will be offered the opportunity for assessment of their support needs. This **may** include some appropriate tests for evidence for Access Arrangements
- It is now far more difficult to secure 25% extra time in examinations due to the tight regulations.
- In order to make any application, sufficient evidence will be required in advance to identify that the requirement reflects the student’s normal way of working. The documentation presented must show a compelling case for extra time of up to 25% with a clear and detailed picture of current need supported by a substantial weight of evidence to demonstrate difficulties. It’s not sufficient to say the student will benefit from extra time’.
- The Examinations Team are subject to unannounced inspections from awarding bodies and this will have consequences if the appropriate evidence is not available. The Examinations Team will not make an application until assured that all regulatory requirements are fulfilled. If an application is processed without sufficient evidence to support a claim then this may result in a student losing their qualification or examination marks. An application based upon insufficient evidence is classified as malpractice.

Deadlines and what we need from you and when

Complete the Lincoln College Examination Access Arrangements Form and Lincoln College Student Support Information form. The completed forms must be submitted to the Examinations Team along with at least one of the documents below:

A Statement of Special Educational Needs relating to secondary education and which has reached the stage where an assessment has been carried out by the LEA Educational Psychologist.

A Psychological Assessment carried out by a qualified Psychologist confirming learning disability either during the secondary school period or later.

An assessment confirming learning disability during the secondary school period or later carried out by a Specialist Teacher who holds one of the JCQ approved qualifications.

If any of the above are not available, e.g. in the case of a mature candidate, please contact the Examinations Team for guidance.

Process for Requests

1. The student will need to obtain the Lincoln College Examination Access Arrangements Form and the Lincoln College Student Support Information forms, from the Examinations Team, and complete them with their tutor/lecturer.
2. The forms must be submitted to the Examinations Team at **least 15 working days prior to the test date, but ideally upon commencement of the course.**
3. Exams will process the request and notify the student and lecturer of the outcome.

Please remember that we are not asking you to identify or diagnose any student. However we are asking for your observations and professional thoughts on how the student copes and performs in your class

Examples of Access Arrangements

Extra Time of up to 25% - The centre is required to provide evidence of the normal way of working for the candidate. Evidence must include annotated mocks, timed assessments and a supporting statement from the tutor.

Supervised Rest Breaks – The centre must be satisfied that there is a genuine need for this arrangement on account of a physical disability, a psychological or medical condition or behavioural, emotional and social needs. All of this information does need to be evidenced and kept on file for the student. A rest break is an opportunity for the student to ‘stop the clock’ (turn over their paper) have a supervised break and then re start the exam (without losing any of their official allocated time).

Reader – A reader may be allowed if a student has been assessed and their score for reading accuracy is below 85.

Scribe – A scribe will not be allowed if a candidate’s literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language. Visual Impairments or a medical condition can be common reasons why scribes are used.

Word Processors – Centres are allowed to provide a word processor with the spell check/predictive text disabled to a student where it is their normal way of working within the centre.

Transcript - A transcript may be permitted by the centre where a student's handwriting is illegible and the use of a word processor is not their normal way of working. It is also used where a student's spelling is so difficult to decipher that it would be beneficial for an examiner to be able to refer to a transcript of the student's work for clarification. **This arrangement must only be used where a candidate cannot use a word processor.**

Prompter – A prompter may be allowed where a student has little or no sense of time or loses concentration easily. This option could also be effective for a student that is affected by an obsessive-compulsive disorder which leads them to keep going over the same question rather than moving on to other sections of an exam.

These are just a few of the options open to us as a centre. Please do have a look at which option you think that the student needs before submitting your evidence to the Examinations Team. It may be that your student may require rest breaks rather than 25%. Do check through before submitting.

Example of how to write a supporting statement

A supporting statement is the chance to provide the detailed picture of need that the awarding bodies require for each student. Please remember not to use the word 'benefit' or 'would like' as this does mean that the application may not go through. It is about their need or requirement not what would benefit them.

Access Arrangements

New guidelines state we now need a statement from tutors describing the difficulties the learner has in class and the impact to help evidence the learners need for special exam arrangements

Prompt questions:

- Time restraints on performance; **how time restraints affect the learner's performance? How far the learner got in the time allowed? Whether the learner needs more time to finish? How the learners work/score may have differed if more time was allowed**
- Students needing to re-read for full understanding; **does student have difficulty reading long or unfamiliar words? Do they complain that they have to read things 3 or 4 times?**
- Having difficulty comprehending; **student frequently asks for clarification or for more information from you, may seem anxious and need reassurance**
- Retaining information they have read; **do they forget things they have read easily?**
- Having to draft and re-draft work repetitively; **does work go back and forth for more comments and re-marking?**
- A marked difference between work produced at home, under exam conditions and under exam conditions with extra time; **please send test results or examples.**

- Very poor handwriting - is writing illegible or difficult to read? Do they cross out a lot or make many additions? Do they write very slowly? Does student complain that hand or wrist hurts if they write? Do they work better/faster on a word processor?
- Slow processing of information; do they struggle to understand new concepts, or take ages to produce work
- Does student have difficulties with time management, organisation of work, chaotic folders, and memory?