

Policy 5:10 – Student, Recruitment, Selection and Transition



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Introduction

Bridge Training Ltd welcomes applications from all prospective students with the motivation to learn and the potential to succeed. Bridge Training is committed to ensuring equality of opportunity for all individuals seeking a place on a programme of study and recognises its responsibility to finding a suitable place for young people. Bridge Training will make the decision for each applicant onto the appropriate programme based on aptitude, attitude to learning, prior qualifications, and aspirations.

We offer a roll-on, roll off provision and will act in accordance with the ESFA for the Study Programme and in accordance with the Local Education Authority and DFE guidelines for Elective Home Education and school students.

Aim of the policy

The aim of this policy is to ensure that:

- A wide range of flexible educational and training programmes are available to meet the needs of the local economy and the various awarding bodies
- Opportunities are developed to allow access and progress to higher levels of study and/or employment
- The selection and recruitment of students is fair and in accordance with the ESFA funding regulations, eligibility, and guidance.

Aims of the Selection Process

- To attract and retain students, from wide and diverse communities, who have the potential to complete their programme of study successfully and benefit from the experience.
- Bridge Training is committed to transparency in its admissions procedures.
- That the transition process should be as welcoming and uncomplicated as possible, and that it is sensitive to our student's backgrounds and needs
- No candidate will be excluded from entry to a programme by reason of religious belief, political opinion, racial group, gender, age, marital status, sexual orientation, disability, or responsibility for dependants.

Guidance and Support

Bridge Training is committed to providing prospective students with the guidance and support they require. A clear student recruitment and selection policy will minimise the risk that students will be inappropriately referred or have their expectations raised unfairly. The policy aims to ensure the consistent and fair approach to all issues relating to a student joining any training programme at Bridge Training and details our responsibility to

- Identify learning needs and learning support needs (My Plan, My Plan+)

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- Ensure that students are appropriately placed on courses
- Optimise student achievement
- Facilitate students in taking responsibility for their own learning

Application and Look-Arounds

Bridge Training welcome and encourage look-arounds from students, parents' carers and support staff who are considering Bridge Training as an option.

The information provided at the look-around and application stage must be full and honest as possible as it is important that where we offer places to some and refuse others Bridge Training do so fairly and consistently.

All staff involved in the initial assessment and look-around process will be properly qualified and skilled and have the relevant up to date knowledge.

Right to Refuse

Bridge Training has the right to Refuse an Application Under certain circumstances

- Where there are convictions that have not been spent or can never become spent
- Where they have previously been excluded from Bridge Training or another education institution for a serious reason
- Where information about the applicant is available concerning activities outside the law or the expression of beliefs which may pose a risk to others
- Where information given by the applicant is found to be falsified or missing.
- Bridge Training welcomes students with disabilities and learning difficulties, and these will not be refused a place on the grounds of their disability, unless under exceptional circumstances when a student is assessed by the EHCP Manager and/or the Head of Student Support and Safeguarding that Bridge Training is unable to meet the needs of student within the funding allocated by the local authority. If additional funding is not available, there may be some limits imposed on the level of support, and therefore the programme of study that can be offered. Places will be offered subject to specified conditions. These conditions will be made explicit to the student and/or next of kin.

Fraudulent statements/omissions admissions to Bridge Training are subject to applicants disclosing all facts and information relevant to their application. If, during the consideration of an application, or subsequently an applicant is discovered to have omitted any information requested in the instructions or the application form or has made any misrepresentation therein or given false information, Bridge Training reserves the right to withdraw an offer of a place and/or dismiss their application.

Enrolment / Induction

The enrolment and induction process is planned and led by the Transition Lead. This is a starting point to obtain knowledge, skills and behaviours and allows us to meet and get to know the student. The current induction process is documented, transparent, robust, and well planned by all those involved. Bridge Training will ensure that induction will cover (as a minimum, list not exhaustive)

- Behaviour agreement

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- Health and Safety
- Equality of Opportunity
- Code of Conduct
- Employability
- My Plan / My Plan+ and My Profile
- A Maths and English assessment (BKSB)
- Awarding Body requirements eg the appeals process

Accreditation of Prior Accredited Learning

Bridge Training recognises achievements as detailed on the students MIAP record and/or certificates presented at the Look-around / Application stage. Accordingly, Bridge Training will accredit alternative forms of learning, provided these can be evidenced in writing and authenticated as per Bridge Training Policy.

Implementation

- Course information that students receive will clearly explain general information about Bridge Training and include course specific information, any course information (either electronic or paper based) should be consistent, focussed on detailed course descriptions, career assistance detailed from the qualification
- All teaching staff will ensure that every student undertakes an initial assessment relevant to their training programme to identify their learning and support needs. The assessment will be appropriate to the nature of the course and the needs of the student. Staff will ensure that the purpose of the initial assessment will be made clear to the students.
- Through the Individual Learning Plan (ILP) students will be guided by the teachers to support each student with their specific needs and requirements, by setting realistic targets for them to reach their end point and show progression

Students with an EHCP (SEND)

At the interview and application stage students will have the opportunity to identify any learning support needs, however staff will monitor students throughout the training programme to identify any specific needs.

Elective Home Educated Students (EHE)

BTL can enrol 14-16-year-old students into part-time education to re-engage them with learning and enable them to increase their personal and social skills this will be in line with ESFA, Government and local Guidance¹. Those enquiries coming from Electively Home Educated but holding a current EHCP will be referred to the local authority due to constraints within local authority guidance.

Students who are enrolled and/or attend schools and academies are not eligible for the Bridge Training provision, unless privately funded by the relevant school and/or academy.

¹ <https://www.gloucestershire.gov.uk/education-and-learning/home-education/>

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EU and EEA Students

Students who are nationals of EU (or European Economic Area (EEA)) countries (other than Irish citizens) who enter the UK after 31 December 2020 are not automatically eligible for funding and must be able to demonstrate that they are legally resident in the UK to be funded.

Students who are nationals of EU (or EEA) countries or children of Turkish workers who are living in the UK and have started their programme before 31 December 2020 must be treated equally to UK residents. Once enrolled they will be eligible for funding for the full duration of their study programme. All Irish citizens continue to be automatically eligible for funding under immigration concessions agreed with the Irish Government before the UK was a member of the EU.

Appeals Procedure

Students refused admission to Bridge Training are entitled to appeal, full details of the Appeals process² is available from Bridge Training.

The use of Data / GDPR

The Education and Skills Funding Agency (ESFA) is an executive agency of the Department for Education (DfE). Please click on the link provided to see how they use your personal information; <https://www.gov.uk/government/publications/esfa-privacy-notice>

Student Transition

Transition begins at the application and enrolment stage and will encompass the induction process (See Appendix C)

Monitoring

Bridge Training will

- Review periodically its selection criteria and procedures to maintain a fair system where students are selected, promoted, and treated solely on their merits and abilities
- Monitor and audit the ILP process
- Monitor and observe the selection and recruitment process in its entirety considering attendance, retention and achievement data, student, and teacher feedback
- Act in accordance with the Law, with regards to Equality of Opportunity, Race Relations, Sex Discrimination Act, Disability Discrimination Act
- Seek to give students equal opportunity and encouragement and to encourage students to progress into further education programmes, training, and employment opportunities

From the initial meeting and consultation, Bridge Training will ensure that we adhere to the Equality Act 2010 which means that we will make 'reasonable adjustments' so as not to place disabled learners at a disadvantage. We will anticipate needs and make any reasonable adjustments in advance.

² Policy: 6.12 - Appeals

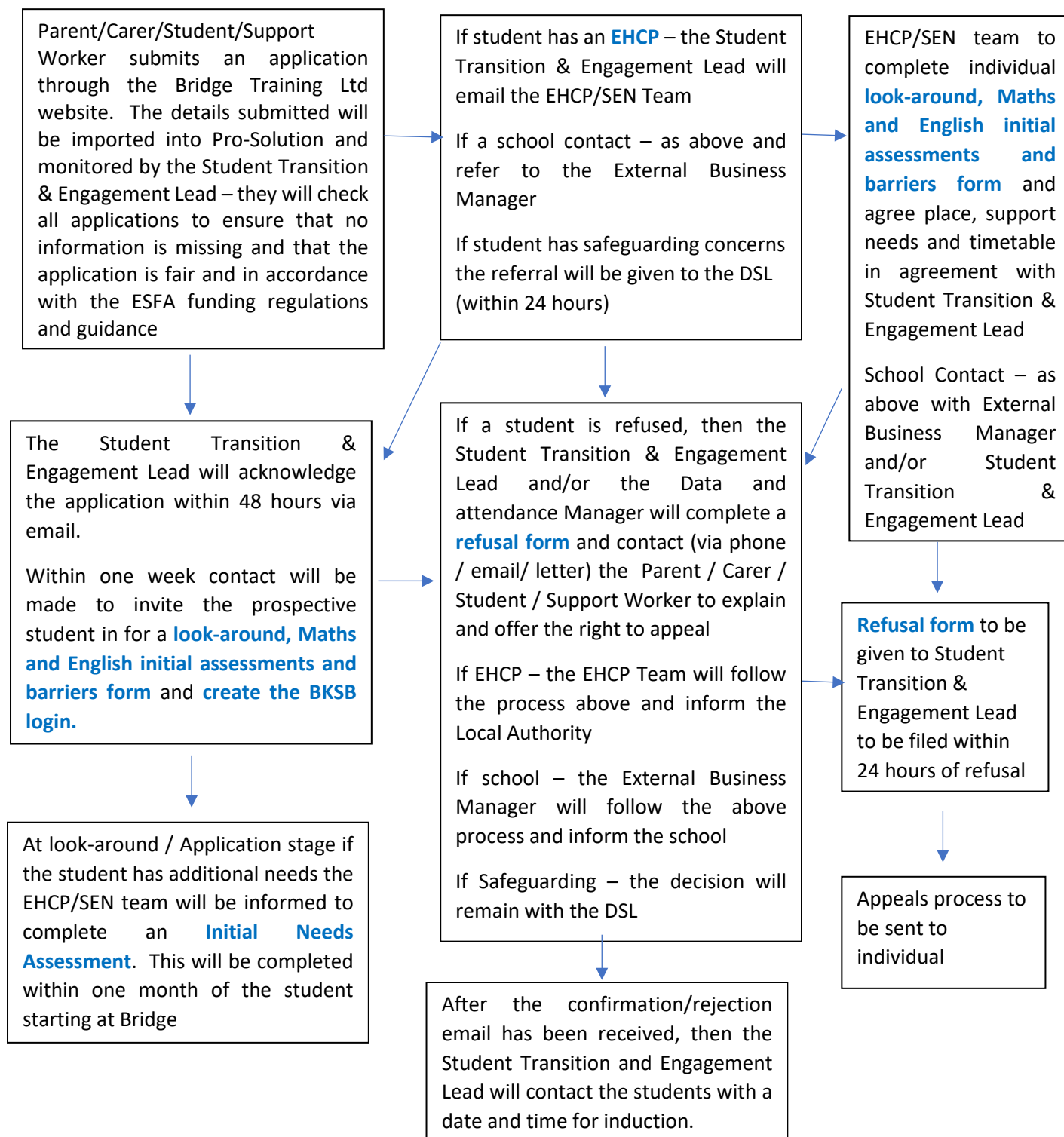
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Reference Documents

<https://www.gov.uk/guidance/16-to-19-education-funding-guidance>

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Emma Feeney – Student Transition and Engagement Lead
 Mitch Harrod / Nicole Schmidt – Student Support Team
 Anne Cambridge – DSL / Head of Student Support
 Calum Yeates / Carmen Harris – EHCP / SEN Team

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Appendix B - Induction Process

Within one week of the set induction date and time the Student Transition and Engagement Lead will

- Change the application form on Pro-Solution from 'application' to 'potential'
- email all reception staff and Data Entry a list of those starting for the creation of **IT logins and MIAPS** (to be completed within 48 of notification)
- add student to Pro-Monitor

Within 48 hours of induction the Student Transition and Engagement Lead will

- check all students **BKSB and previous qualifications** and agree on Pro-solution the **Offerings and Qualification levels**
- Print the relevant **timetables** for students
- Make student **ID badges** (if photograph available)

Data Entry will print the ILR forms ready for induction.

An **audit** is undertaken termly to ensure that anomalies with submissions and process are completed and that student eligibility criteria is met

Induction takes place – Student Support and the Attendance Officer and the Curriculum / Employability Lead will be notified of those attending and invited to Induction to introduce themselves.

For those who don't have an ID badge – then this will be completed at Induction

Students start the following week

No show at induction – student will be chased by the Student Transition and Engagement Lead and given an alternative date to attend.

The student will have a maximum of 2 opportunities to attend induction before they are added to the FTA stats and a refusal form completed.

After 2nd no show the application will be rejected on Pro-solution by Student Transition and Engagement Lead

Within 48 hours of induction the Student Transition and Engagement Lead will

- Email all staff a list of the students starting the following week

Once the list has been received, Data Entry will

- pull the learner file from 'potential' to 'live' on Pro-Solution and attach the Offerings as requested by the Student Transition and Engagement Lead
- Collate all enrolment forms in a leaver arch folder for archiving and audit

Appendix C – Student Transition Programme

Introduction

When a student decides to apply to Bridge Training the experience can be unsettling. Although students experience the transition in different ways, for almost all of them, the change into an unfamiliar environment represents a period of uncertainty.

Aim

The Student Transition programme is designed to strengthen recruitment, retention, and a sense of belonging and aims to

- Develop new supportive relationships / friendships.
- Adjust and adapt to Bridge life.
- Establish attendance commitments and responsibilities.
- Develop communication and academic study skills and develop self-worth and critical self-reflection.

The Transition Programme

Stage 1 - Applications & Look Arounds

Once an application form has been submitted, Bridge Training Ltd will acknowledge (via email) and arrange a time to come onto site. In the first meeting relevant information will be gathered and relationships built through a barrier to learning and additional support needs questionnaire, a BKSB diagnostic will also take place. The initial meet and greet is key and is planned into our curriculum delivery so that the student meets key members of staff who will support them through the transition phase (and beyond) at Bridge.

Stage 2 – Induction

A person-centred induction programme is already in place at Bridge, and this involves the parents/carers, welfare, teachers, and teaching assistants to provide a nurturing environment and create a circle of support. We recognise that the most important person to be involved in planning ahead is the student and they will be supported and encouraged to take ownership of their learning journey in making choices to be in control within their first weeks at Bridge.

During induction students will meet the Employability Lead, Student Support Staff and Attendance staff.

Stage 2 – Weeks 1 – 2 (Transition)

The Student Transition and Engagement Lead will meet individually with the students to create a

- Transition Paperwork
- Transition Map
- Facilitate inclusion in small group activities with peers outside of the planned curriculum and support interaction between them.

Information gathered will be input into the students ILP and Individual targets will be set, and will form part of the hand-over process from Student Transition to the Student Support Team

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Stage 3 – Week 3/week 4 (Hand over)

The Student Transition and Engagement Lead will meet with the individual students to check and amend targets and go over relevant paperwork before they meet with the student support team. Once the documentation has been completed and targets reviewed a meeting will be arranged with the Student Support team to discuss the individual students and the targets set

Mentors/Student Ambassadors

In some cases, Bridge Training may pair incoming students with student mentors and/or student ambassadors who will meet regularly with the students to help them navigate the adjustment to Bridge and social situations. An enhanced programme may employ a variety of strategies intended to prepare students academically, socially and emotionally.

Attendance & Time Keeping

If attendance and/or time keeping is identified as a barrier within the first 3 weeks of training the Student Transition and Engagement Lead will work closely with the Attendance Officer to alleviate any problems eg Travel training and set targets on the ILP.

Leaving Bridge Training

If a student has minimal attendance and/or does not turn up, the Student Transition and Engagement Lead will make contact and complete a questionnaire, this information will be collated on a termly basis and feedback to management on findings for ways to improve.

Reflection and Evaluation

Within 4 weeks of the student start date a questionnaire will be sent to all students to gather information on the recruitment, selection, and transition process. The Student Transition and Engagement Lead will collate this information on a termly basis and feedback to management on findings for ways to improve.

Paperwork: Transition Paperwork / Transition Map