

## **A guide to recruiting with integrity and enrolling learners onto qualifications**

## Contents

1.	What does this guide cover? .....	3
2.	What are the aims of this guide? .....	3
3.	What is 'recruiting with integrity'?.....	3
4.	Recruiting with integrity: what to check .....	3
5.	Enrolling onto vocational qualifications .....	4
6.	Age entry recommendations for qualifications.....	5
	Guidance on the age of learners taking Higher National qualifications .....	5
7.	Review date .....	6

## 1. What does this guide cover?

- 1.1** This guide aims to support you in recruiting learners onto City College's programmes in a fair, equal and appropriate way.

## 2. What are the aims of this guide?

- 2.1** To support you in taking the right decisions when considering enrolling learners onto qualifications and helping learners make appropriate choices.
- 2.2** To make sure that there is a fair and consistent approach to recruiting with integrity across our qualifications.
- 2.3** To clarify our recommendations of the age at which learners should begin studying for our qualifications.
- 2.4** To help you understand what we mean by 'recruiting with integrity' and how you can make sure that you meet your commitments in relation to recruitment under our Terms and Conditions.

## 3. What is 'recruiting with integrity'?

- 3.1** When we say that you need to 'recruit with integrity' we mean that you must make sure that learners are enrolled onto qualifications that will benefit them and that will meet their aims and aspirations. You should enrol learners onto qualifications that they have the capability and opportunity to achieve.

## 4. Recruiting with integrity: what to check

- 4.1** Below is a list of things to consider to help your learners make the right choices. You can apply these across all types of qualification. Before enrolling onto a programme, your learners should:
1. Be able to meet the eligibility criteria if there is any set.
  2. Understand whether the programme they are being enrolled on leads to a nationally recognised qualification or not, and what that qualification can lead to.
  3. Understand how they will be assessed, and what is meant by creating and authenticating their own work.
  4. Be given the correct information and advice on their selected qualification(s).
  5. Choose qualifications that will meet their needs and aspirations.

6. Have language skills that meet the required level for the assessment (where the language of the assessment is not the learner's first language). IELTS 5.5 is the minimum criteria for HNC entry.
7. Understand the options for, and are given, adequate access arrangements to enable them to meet the requirements of the qualification.
8. Understand where they may not be able to achieve parts of assessment for the qualification(s) (for example if their particular requirement, even with reasonable adjustments, will prevent them from undertaking an assessment) and any limits on progression routes that may result from this.

## 5. Enrolling onto vocational qualifications

- 5.1** In addition to the above, if you are recruiting learners onto vocational qualifications, you should make sure that they:

Choose qualifications that are at an appropriate level - neither too high so as to restrict their ability to achieve, nor too low so as to prevent them from achieving their potential. (There may be some instances where a qualification outcome at a lower level than the learner's ability is a requirement for employment or further study).

Know what options are available to help them successfully demonstrate achievement across all assessment requirements, for example, whether it is possible for them to use evidence from previous learning and experience.

Have the capability and opportunity to achieve. It's good practice, if you aren't already familiar with a learner's ability, to carry out a diagnostic assessment to help clarify their level of ability and how that may match to a qualification level and requirements. There are a range of tools and activities for this, but as a minimum it should enable you to assess the confidence, commitment and level of the learner. You should make justifiable and professional judgements about each learner's potential to successfully achieve the qualification, including checking the learning outcomes and assessment criteria of mandatory units and selecting the most appropriate optional units.

Understand the possible progression routes from the qualification and consider whether these are matched to their aims.

Are able to plan and study independently to complete their assignments.

Have access to the necessary resources and facilities to complete any practical activities.

Have access to relevant work-based contexts such as work experience and real work environments.

Are in a position to make an informed choice. This may include the opportunity to watch or participate in activities from different vocational areas, or participation in a preparatory programme to familiarise themselves with assessment methods and learn techniques for managing their own learning, for example how to plan time, to research, to make notes.

## **6. Age entry recommendations for qualifications**

- 6.1** The Ministry of Education and Higher Education requires all students entering onto a higher education programme to have completed their schooling education.

### **Guidance on the age of learners taking Higher Education qualifications**

- 6.2** City College qualifications are appropriate for learners aged 18 or over.

## **7. Review date**

- 7.1** This guide will be reviewed in March 2020.