



Westminster Adult Education Service

Admissions Policy

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Version: 4

Owner:	Head of Admissions	Approved by:	Executive Board	Date of approval:	Sept 2025
Effective From Date:	Sept 2025	Effective To Date:	Aug 2026	Next Review Date:	July 2026



WAES VALUES – Indicate & comment on which values are attributed to this policy procedure

Value	✓	Comment
Respect – We are inclusive and fair and strive for equality in everything we can do.	✓	Emphasis on creating a welcoming and supportive learning environment that honours each learner’s unique experiences and perspectives
Aspiration – We aim high for our learners and do not accept mediocrity.	✓	Fostering an environment where learners feel encouraged to pursue their goals, with the enrolment process highlighting pathways to achieving their personal and professional aspirations.
Innovation – We strive for continuous improvement, embrace change and take risks, across all parts of the service.	✓	Offering a streamlined, user-friendly enrolment process that leverages technology to make registration accessible, flexible, and responsive to the unique scheduling needs of learners.
Sustainability – We always assess our impact on the environment, whether that be physical, social or economic.	✓	Sustainability is prioritised by creating a welcoming and inclusive environment, ensuring that all



		learners feel supported throughout their enrolment journey.
E xcellence – In all that our staff do, they strive to be the best they can be.	✓	Committing to a high standard of service during enrolment, ensuring clear communication, efficient processes, and supportive guidance to help adult learners make informed decisions about their education.

1. Purpose and Scope

Introduction

1.1 The role of the WAES Admissions Service is to ensure we serve and support Westminster residents and London learners through administering a fair and transparent access to the courses WAES offers.

We pride ourselves on being committed to serving a diverse range of learners from a breadth of local, national and international backgrounds. WAES is committed to working with adults from a variety of different educational starting points whose aims vary from wanting to be part of their community to transforming their lives through career aspirations.

With this backdrop, WAES takes care and pride in delivering a fair, open, transparent and impartial Careers Education Information Advice and Guidance. This is based on the WAES Entry Criteria Framework.

It is vital that all learners understand the reason they are engaging in study, either as a part of their exploration of cultural life and their wellbeing or their ambition to change their economic status through studying towards qualifications and finding employment opportunities.

It is equally important to ensure that every learner is assessed to ensure that they can fully engage in the course that they are applying for.

The WAES Admissions Policy places these principals at the start of a learner’s journey by assigning the most suitable route.

Scope

1.2 The purpose of the policy is to provide guidance and is applicable to all learners, staff and subcontractors at all centres of WAES and applies to all internal assessments, and internal and external examinations. Where awarding organisations have their own published procedures, these will take precedent over WAES policy.

Aims

The aims underpinning the Admissions policy are as follows:

- 1.3 To ensure that all applicants are informed of all admissions criteria and that they are treated fairly and equitably within those criteria.
- 1.4 To ensure that all applications are considered on an equal basis and that prior academic study, potential for study and relevant technical or creative experience and aptitude is taken into account.
- 1.5 To ensure that every applicant completes an Initial Assessment where appropriate, e.g. if they do not have qualifications on entry or the qualifications they hold are over 3 years old.
- 1.6 To assign each learner to a career-focused plan or a personal development focused plan and ensure that every learner is provided with clear advice and guidance and a route to success.
- 1.7 To ensure that these plans have a clear outcomes and goals for learners to achieve. This will be recorded in the Individual Learner Record (ILR).
- 1.8 To ensure that every learner is given the right level of support to achieve their personal and academic goals.
- 1.9 Prior attainment will be taken into consideration on a case-by-case basis for all programmes and will be used in decision making.

2. Definitions/Abbreviations

WAES	Westminster Adult Education Service
EHCP	Educational Health Care Plan
ILR	Individual Learner Record
GDPR	General Data Protection Regulation
CEIAG	Careers Education Information Advice and Guidance
CPD	Continuous Professional Development
WCC	Westminster City Council
EB	Executive Board
LEO	Learner Experience Officer (member of the Admissions Team)
CDO	Career Development Officer (provides advice and guidance)
IA	Initial Assessment
EBS	The database system in use by WAES where all learner information is stored

EDI	Equality, Diversity and Inclusion
Welcome Event	An assessment, interview and enrolment session that applicants are invited to attend, following their course application.

3. Responsibilities

3.1 Learners

It is the responsibility of all learners to:

- Inform WAES of their learning goals and aspirations.
- Provide WAES with all relevant information regarding previous study and career progression.
- Provide WAES with all required personal information that will have a bearing on their eligibility for funding.
- Inform WAES of any changes to their personal details, including address, phone number and email address.
- Read and sign a learning agreement for every enrolment.
- Inform WAES of any changes in circumstances that may influence their goals and aspirations.
- Complete an initial assessment and undergo an interview with curriculum staff to ensure that they are given correct advice and guidance.
- Show portfolio of work achieved if required (art, fashion etc)
- Inform WAES of any additional learning needs to support they may require whilst on programme.
- The learner will need to provide documentation:
 - ID – for example, UK, EU or EEA passport or UK-born driving license.
 - Where applicable, proof of visa or (pre-)settled status – for example, Home Office letter, gov.uk screenshot of status, biometric residence permit with a share code or application registration card.
 - Where applicable, proof of benefits – for example, benefits letter or bank statement showing a payment dated within the last 3 months of their course start date, in the learner's name.
 - Where applicable, proof of low income – for example, payslips dated within the last 3 months or latest tax return, in the learner's name.
 - Prior learning information – For example certificates, etc.

3.2 Learner Development and Learning Support Responsibilities

It is the responsibility of all Learner Development, Learning Support and Careers Development Officers to:

- Ensure learners have been given appropriate careers information, or advice and guidance related to their application and other study options.
- Ensure that learners are made aware of the support available to them. -
- Advice related to financial support, through the Learner Bursary.
- Undertake any assessments as required and assess the learner's support needs and exam access arrangements.
- Identify any wellbeing or safeguarding support requirements.

3.3 Learner Experience Officers' Responsibilities

It is the responsibility of all Learner Experience Officers to:

- Monitor all customer applications and schedule interviews.
- Administer any pre-course assessment and ensure that learners are interviewed prior to enrolment.
- Check all information provided by applicants and ensure that all documentation is recorded on EBS.
- Ensure that all information entered onto EBS is accurate recorded.
- Provide any pre-course funding advice and guidance, including information regarding advanced learner loans.
- Apply the correct waiver codes so that appropriate funding stream is applied to their record.
- Process payments for course, nursery, exam resit and ID reprint fees, as well as topping-up learner printing balance.
- Ensure that all information required for the ILR return is correctly entered into the system.
- Ensure that each entry made onto EBS is GDPR compliant.
- Provide every learner with a learning agreement, ID badge and the date and time of their first lesson.

3.4 Head of Admissions' Responsibilities

It is the responsibility of the Head of Admissions:

- Ensure enquiries are dealt with in a timely and professional manner.
- To ensure staffing levels are adequate to provide the best possible service to applicants, progression learners and the Service.

- To ensure that data is entered correctly and that errors are quickly identified and corrected in a timely manner.
- To ensure that staff are supporting learners and providing excellent service.
- To ensure that the Service is informed of any planned 'Welcome Events' or Enrolment periods.
- To ensure that the Admissions team, support Curriculum teams to achieve enrolment targets.

3.5 Curriculum Responsibilities

It is the responsibility of the Service's Curriculum staff:

- To ensure that the Admissions Team are fully informed of changes to the curriculum.
- To ensure that the team are supported with interview dates and times, and these are clearly communicated.
- To ensure that entry requirements are correct, and that changes and additions have been communicated to Admissions.
- To ensure that any paper enrolments are handed to the Admissions Team, in a timely manner, following GDPR.
- To utilise the team's helpdesk when requesting tasks.

Note: All staff must pay attention to the age of young learners. Anyone who is aged 16-18 on 31 August **must be referred to the Head of Admissions, Head of Learner Development or Assistant Principal.**

All the fields on the enrolment form we must be completed including any GCSE results achieved in both English and Maths.

Learners in receipt of Educational Health Care Plan (EHCP) **must be referred to the Inclusive Pathways Department immediately, this is a legal document, and we will only have a brief consultation window.**

4. Implementation

4.1 Admissions Process

Different subject areas can have different enrolment processes; this is elaborated on below. Most WAES courses have a different admissions process, this will be explained once you have been scheduled an interview.

- ESOL (English for Speakers of Other Languages)
- English, Maths, Digital & Inclusive Pathways
- Professional Pathways

- Creative Industries
- Community Learning
- Courses classified as 'Full Cost'

Application Process (Non-ESOL):

- **Step 1:** Application submitted - this includes the registration (application) of personal data on the WAES portal, or manual creation of a learner profile by an LEO.
- **Step 2:** Applicant invited in to attend a Welcome Event via an email invitation.
- **Step 3:** Initial Assessments, if required (English/Maths/ICT/AWS or other as determined by curriculum area). Applicants with evidence of relevant prior qualifications may not require this.
- **Step 4:** Where support is required or criminal convictions are declared, welfare officers will conduct a welfare interview to assess the need for tailored support, and any potential concerns about overall course suitability will be reviewed on a case-by-case basis.
- **Step 5:** Interview with curriculum staff to ensure that the course selected is right for the applicant and at the right level. Interview notes submitted online.
- **Step 6:** Offer made, course code identified and overview of course content issued.
- **Step 7:** Fee assessment and eligibility / course fees, conducted through Admissions.
- **Step 8:** Enrolment, learning agreement with course dates provided & signed, ID badge printed. ID badge must show a clear 100% facial photograph.

ESOL Application Process:

- **Step 1:** Application submitted - this includes the registration (application) of personal data on the WAES portal, or manual creation of a learner profile by an LEO.
- **Step 2:** Applicant invited in to complete a written ESOL assessment via an email invitation.
- **Step 3:** Initial Assessment and discussion with ESOL team to establish correct course level & discuss available options (days/times/locations).
- **Step 4:** Where support is required or criminal convictions are declared, welfare officers will conduct a welfare interview to assess the need for tailored support, and any potential concerns about overall course suitability will be reviewed on a case-by-case basis.
- **Step 5:** Fee assessment and eligibility / course fees, conducted through Admissions.
- **Step 6:** Enrolment, learning agreement with course dates provided & signed, ID badge printed. ID badge must show a clear 100% facial photograph.

Full Cost & Community Enrolment Process:

This could be 'Full Cost' provision or Community Learning.



- **Step 1:** Learner completes their enrolment and payment online (if there is an issue with payment, this can also be completed at any WAES centre or by phone).
- **Step 2:** Learner attends their class and receives their ID badge once they visit a WAES centre.

5. Criteria For Admissions

- The applicant needs to meet the specific entry requirements of a programme or course. WAES will also provide information and assistance to enable applicants to enrol on the programme best suited to their ability and desired outcomes, where possible.
- The applicant cannot undertake more than one substantial qualification at a time.
- Where a learner does not meet the necessary entry requirements for a course, WAES will endeavour to offer alternative study opportunities to the learner, where possible.
- In a case where an applicant is unable to enrol due to academic, wellbeing or language barriers, the applicant is sign posted to Community and Cultural Learning provision may be more applicable.
- WAES cannot guarantee the availability of any course, WAES has the right to close a course, if necessary, this could be due, to changes in staffing, funding or for any other reasonable cause. If a learner has paid for a course which is subsequently cancelled, any payments will be refunded to the learner.
- Following an interview with a member of the teaching team, the learner or applicant could be offered a place to study at WAES, or sign posted to another curriculum area. if they do not meet the entry criteria.
- Should a learner require a childcare placement before committing to a course enrolment, they are required to contact the Childcare Manager. For guidance, please refer to Bursary Policy.
- Where a place is offered on an apprenticeship programme the learner will need to meet the entry criteria and the offer of a place is further based on appropriate employment being secured to meet the relevant apprenticeship standard.
- A number of courses require an Enhanced DBS as the course will include a placement working with vulnerable adults or children. In these cases, admission to the course may be dependent on welfare assessment and the DBS clearance being attained.
- Where an applicant is found to have falsified any information provided to WAES, the enrolment offer will be withdrawn, and the Service reserves the right to not accept future applications from this applicant.

- Prospective applicants must be 19 or over as of the 31st of August 2025, however, there may be cases where a learner younger than 19 can be accepted. These applications must be agreed with the Assistant Principal for Curriculum and Quality.
- Applications to the Inclusive Pathways programme must be interviewed and assessed by the department, support needs must be identified prior to acceptance on any course within this area. (Appendix A).

6. Right to Refuse Enrolment

WAES reserves the right to refuse an offer to any applicant who:

- Does not meet the entry requirements.
- Meets the entry requirements set for the course programme, but other factors will also be considered such as, but not limited to, development, attendance and attitude to learning.
- Is overqualified for their chosen programme of study, e.g. having already achieved a higher-level qualification in the subject area.
- Has applied for a course and already holds a qualification within this area, e.g. UAL L1.
- Withholds information or provides false and/or misleading information.
- Has unspent convictions, which have been risk assessed, through Safeguarding and WAES is unable to mitigate any identified risks. This may also apply to situations where a safeguarding concern has been raised.
- Has previously been excluded from WAES.
- Due to continuous poor behaviour of complaints, we have recommended another service provider.
- Has previously enrolled at WAES or another training provider and not completed their courses, including assessments.
- Has enrolled on one or more previous vocational study programmes (whether completed or not), either with WAES or another provider. In these cases, a full evaluation will be conducted, and the outcome will be decided by the Assistant Principal for Curriculum and Quality on a case-by-case basis.
- Has outstanding debts to WAES.
- Where WAES is unable to make reasonable and proportionate adjustments to accommodate disabilities or additional requirements – see also Fitness to Study Policy.

- Has applied after the course has started. Depending on the number of classes missed, the Head of Department will determine whether the learner can enrol late on a case-by-case basis.

7. Appeals

An appeal is a formal request for a selection decision to be reviewed and will only be considered where there are adequate grounds (as set out below). An applicant can request a review of a decision concerning the application with regards to procedural grounds, within **two weeks** of the decision being made.

Any applicant may appeal against the handling of their admissions decision if there is a reason to believe that:

- The admission decision contradicts the published entry criteria.
- An administration or procedural error has occurred in handling the application.
- Accepted on a course that is below the level of course applied for.

Appeals will not be considered if:

- Information has emerged which may have affected the decision, and which was not provided at the time of the original decision.
- The applicant is disappointed with the course offered based on academic grounds, however the level of IA supports the course level offered.
- Raises a concern regarding a decision from a previous admission's academic year.
- Learners who wish to appeal against any decision made during the admissions and enrolment process should email in info@waes.ac.uk the first instance.
- If an applicant has any concerns about their admissions process and would like to formally raise them, they should be directed to the WAES feedback page: [Complaints - Westminster Adult Education Service](#).

8. Non-home Learners

Non-home learners are learners who do not pass the residency and eligibility checks and consequently cannot be funded through the Greater London Authority (GLA) Adult Skills Fund (ASF) or the Department for Education (DfE) Adult Skills Fund.

- Non-home learners are charged the full cost of their learning programme.
- Non-home learners will be charged for any Learning Support received.

- All applicants are required to prove that they have permission to live and study in the UK, for at least the duration of their course, at the time of enrolment.
- WAES is not a licensed sponsor and is not in a position to sponsor learners for the purposes of study, i.e. for a Student Visa.

9. Waiting Lists & Westminster Residents

In the event of a course being oversubscribed, we will operate a waiting list. If places become available, these will be allocated and prioritised to applicants who are Westminster residents in the first instance.

10. Associated Documentation/Linked Policies/Procedures

- WAES entry criteria as developed by the curriculum team
- Learner Fees Policy
- Equality Diversity and Inclusion Policy
- Compliments & Complaints Policy and Procedures
- Safeguarding Policy
- Fitness to Study Policy and Procedures
- Learner Bursary
- Childcare Admissions Policy

11. Access to the Policy

The policy will be published on the WAES SharePoint in the “Quality & Curriculum Hub” under “Policies”, as well as the WAES website and the Learner Hub.

12. Monitoring and Review

The Head of Admissions will review this policy annually. The operation and effectiveness of this policy will be monitored and evaluated.

Appendix A

*Inclusive Pathways Curriculum

For Adults with Learning Difficulties, the curriculum reflects the Preparing for Adulthood agenda to support the learner to prepare for their successful transition into their community and into their chosen destination.

- Learners will have a choice of pathway to employment or independence aligned to their individual and community need and will be on a three-year programme.
- Learners will be supported to develop their aspirations to work, and will move into work experience, volunteering and towards paid employment with meaningful developed skills and practical experience.
- Learners will be enrolled onto either a 10 or 18 hour programme according to their needs.
- Enrolment to Inclusive Pathways courses will be based on SEN specific assessment and interview undertaken by specialist assigned staff such as the Inclusive Pathways Curriculum Manager, the ALS & Assessment Coordinator or Course Leader’s for Employability and Independence.

Equality Impact Assessment / Safeguarding & Sustainability Considerations

Westminster Adult Education Service is committed to the promotion of equality, diversity and providing a supportive environment for all members of our community. Our commitment means that this policy has been reviewed to ensure that it does not discriminate (either intentionally or unintentionally) any of the protected characteristics of age, disability, gender (including gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010.

Name of Policy/Procedure	Admissions Policy
<p>1 If Equality Impact Analysis is not relevant to this function, give reasons and proceed to section 5.</p>	
<p>2 In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these?</p>	<p>There could be capability issues, and we may need to help learners to follow all the steps in this procedure. We will explore all options available to us to support all users in their application and enrolment process and ensure that reasonable adjustments to the procedure are made if required, for instance, providing information in alternative formats and assisting non-English speakers.</p>
<p>3 In what ways could this function have a positive impact on any of the groups above? How will this function be used to eliminate discrimination, advance</p>	<p>This policy aims to be clear and open and to demonstrate a standard and inclusive process.</p>

equality of opportunity and foster good relations between different groups? Are there plans for the future that will further advance equality?	
4 What evidence supports your judgement eg. Observations, Consultations, expert opinions, quantitative or qualitative surveys. If the evidence is in the form of additional documentation where is this stored?	
5 Has this function taken into account and cross-referenced where appropriate to Safeguarding policy and procedures? Give Details.	GDPR regulations have been considered and we ensure that we comply with data protection requirements. Staff are supported and trained to treat all learners with dignity and respect.
POLICY OWNER: Sultan Khan Date: 19/08/2025	

Version Control Information

Version	Date	Revision Author (Name and Job Title)	Summary of Changes
2	01/08/2024	Sultan Khan, Head of Admissions and Enrolment	<p>Added an additional clause under section 6. Right to Refuse Enrolment.</p> <p>Updated section 4 admissions process.</p> <p>Added additional clauses under section 7 appeals.</p> <p>Added additional clauses under responsibilities.</p>



3	17/07/2025	Sultan Khan, Head of Admissions and Enrolment	Made changes to wording in various sections, where highlighted. Added and amended some abbreviations. Added a new section on Waiting Lists.
4	19/08/2025	Sultan Khan, Head of Admissions and Enrolment	Made further changes to wording in various sections, where highlighted.