

# QUALITY ASSURANCE HANDBOOK

2019 Edition – Part B

Section 1: Learner Admissions

2019

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## Access, Transfer and Progression

*Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.*

ENQA (2015)<sup>1</sup>

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This section of the *Quality Assurance Handbook* lays out the processes overseeing the admissions processes and for learners including.

- Standard Entry
- Non-Standard Entry
- CAO Applications
- Direct Applications
- Mature Applicants
- Recognition of Prior Learning
- Advanced Entry

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<sup>1</sup> ENQA (2015) *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, Part 1, Standard 1.4 Guidelines, Student Admissions, Progression, Recognition and Certification', [https://enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf).

## 1.1 Information for Applicants Policy

<b>Quality Assurance Handbook (QAH) Part B</b> 	
<b>Document Name</b>	Information for Applicants Policy
<b>Policy Document Number</b>	008
<b>Version Reference</b>	Version 2.0
<b>Document Owner</b>	Registrar
<b>Roles with Aligned Responsibility</b>	Director of Marketing and Admissions, Admissions Manager, Assistant Registrar
<b>Applicability</b>	All programmes: NFQ L6–9, Professional Programmes, Study Abroad, DBS Online
<b>Approved by</b>	Academic Board & QQI
<b>Approval date</b>	23/07/19
<b>Date Policy Becomes Active</b>	18/09/19
<b>Revision Cycle</b>	A minimum of every 5 years
<b>Revision History/ Amalgamation History</b>	N/A
<b>Additional Information</b>	Active date will be following approval by QQI
<b>References/Supporting Documentation</b>	<ul style="list-style-type: none"> <li>• QQI 2016) <i>Core Statutory Quality Assurance Guidelines</i> Section 2.9 ‘Public Information and Communication’.<sup>2</sup></li> </ul>

### 1.1.1 Policy Overview

As per the QQI *Core Statutory Quality Assurance Guidelines* Section 2.9 (QQI, 2016), at all times DBS seeks to ensure that ‘*Information for prospective learners is honest, transparent and facilitates comparison*’. This policy includes all DBS marketing material and the marketing material relating to any collaborative arrangement for which DBS is responsible.

DBS is committed to promoting a clear and consistent message. This section advises on the production of publicity and promotional materials, which enables the College to manage the messages communicated to the public, prospective applicants, enrolled learners and other stakeholders.

The DBS policy on marketing materials ensures that:

- The consistency of marketing and publicity materials using the College’s name is maintained.
- The message communicated is correct.
- The College’s corporate image is maintained.
- Marketing and publicity materials do not compromise, but rather enhance the image of the College.
- Messages are complementary and not contradictory.

<sup>2</sup> <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

### 1.1.2 Policy Statement

All marketing materials are sent (in hard or electronic copy) to the Director of Marketing and Admissions for review and approval on behalf of DBS. The Marketing Manager may be delegated to approved material in the absence of the Director of Marketing and Admissions.

It is the responsibility of the Head of Faculty and School Operations, or designate, to ensure that all academic information contained in Marketing material is accurate at the time of going to print.

#### **Arrangements with Accrediting Bodies and Collaborative Partners**

Any marketing or publicity material that uses the name or logo of QQI must be approved, in accordance with its publicity guidelines.

Any marketing materials used to promote any DBS award, including transnational, collaborative or Joint Awards is subject to the approval of the Director of Marketing and Admissions. DBS is responsible for all learner information supplied on its behalf by any collaborative partner.

Personnel within the Marketing and Admissions Department at DBS liaise with relevant staff within the collaborative organisation, as appropriate, to secure this approval.

### 1.1.3 Information Regarding New Programmes

When a new programme is approved for validation through QQI, the Registrar writes formally to notify all relevant parties within the College, including:

- Director of Marketing and Admissions
- Admissions Manager
- Faculty Manager
- Academic Systems Manager
- Assessments & Regulations Manager
- Quality Assurance Officer


The following information is provided:

- Programme title and award
- Level
- ECTS
- Duration full-time/part-time as applicable
- PAEC date at which programme was approved
- Commencement date for first intake of learners
- Minimum and maximum number of learners
- Module titles and ECTS

- Entry requirements
- Exit awards (if applicable)
- Copy of Approved Programme Schedule

This information is used by Marketing and Admissions Department to update the DBS website and any other marketing materials. It is used by the Faculty Manager and Academic Systems Manager for staffing and timetabling purposes.

## 1.2 Admission of Learners to Academic Programmes Policy

<b>Quality Assurance Handbook (QAH) Part B</b> 	
<b>Document Name</b>	Admission of Learners to Academic Programmes Policy
<b>Policy Document Number</b>	009
<b>Version Reference</b>	v2.0
<b>Document Owner</b>	Registrar
<b>Roles with Aligned Responsibility</b>	Director of Marketing and Admissions, Admissions Manager, Assessment and Regulations Manager, Quality Assurance Officer, Course Directors
<b>Applicability</b>	All programmes: NFQ Lv6-9, Professional Programmes, Study Abroad, DBS Online
<b>Approved by</b>	Academic Board & QQI
<b>Approval date</b>	23/07/19
<b>Date Policy Becomes Active</b>	18/09/19
<b>Revision Cycle</b>	A minimum of every five years
<b>Revision History/ Amalgamation History</b>	N/A
<b>Additional Information</b>	Active date will be following approval by QQI
<b>References/ Supporting Documentation</b>	<ul style="list-style-type: none"> <li>• ENQA (2015) <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i>, Standard 1.4 ‘Student Admission, Progression, Recognition and Certification’.<sup>3</sup></li> <li>• QQI (2015) <i>Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training, Restated 2015</i>.<sup>4</sup></li> <li>• QQI (2016) <i>Core Statutory Quality Assurance Guidelines</i>, Section 2.3.2 ‘Learner Admission, Progression and Recognition’.<sup>5</sup></li> <li>• <i>Equal Status Act 2000</i><sup>6</sup> and amendments under <i>Equality Act 2004</i><sup>7</sup>.</li> </ul>

### 1.2.1 Purpose of Policy

This section of the QAH considers all policies relating to admissions of learners to academic programmes of study, including procedures for the recognition of prior learning and procedures governing recruitment and marketing materials. All programmes have specified entry requirements agreed at validation and recorded in the Approved Programme Document. These requirements are binding.

The Admissions Policy and related procedures cover all elements of admission, including all activities to attract, select, admit and register learners to DBS programmes. The fair and consistent implementation of these policies and procedures is the responsibility of the Director of Marketing and Admissions, overseen by the Admissions Committee.

<sup>3</sup> [https://enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

<sup>4</sup> <https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf>

<sup>5</sup> <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

<sup>6</sup> <http://www.irishstatutebook.ie/eli/2000/act/8/enacted/en/html>

<sup>7</sup> <http://www.irishstatutebook.ie/eli/2004/act/24/enacted/en/html>

DBS welcomes all applicants and operates a fair and transparent admissions process in accordance with the *Equal Status Act 2000* and amended by the *Equality Act 2004*. Applicants are selected on the basis of merit, ability and potential. The admissions procedures ensure the fair and equitable treatment of all applicants without exception.

DBS implements the NFAQ and procedures for Access, Transfer and Progression, as determined by QQI.

### 1.2.2 Policy Statement

The DBS Admissions Policy supports the philosophy that admission is focused on the outcome of the programme – the achievement of the award by the learner. All applicants who can demonstrate that they meet the entry requirements should be eligible to enter a programme.

DBS is committed to:

- Fair and equal treatment of all applicants
- Reducing barriers to access or progression
- Fair, transparent, timely, and appropriate admissions procedures, implemented consistently
- Supporting access, transfer and progression opportunities for learners to facilitate educational opportunity
- Timely notification of the outcome of an application
- Supporting applicants with disabilities or special needs
- Responsible marketing of its courses, with accurate, reliable, transparent and complete information provided to learners.

Admission to DBS is governed by the *Qualifications and Quality Assurance (Education and Training) Act (2012)* and the *QQI Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training, Restated 2015*.

#### Definitions

**Access:** access is gaining entry to and participation in education and training institutions or programmes.

**Transfer:** the process by which learners may transfer from one programme of education and training to another programme having received due recognition for that knowledge, skill or competence acquired.

**Progression:** the process by which learners may transfer from one programme of education and training to another where each programme is of a higher academic level than the preceding programme.



### 1.2.3 Admissions Committee

Adherence to the admissions policy and procedures is assured through the Admissions Committee. The Admissions Committee issues a report annually to the Academic Board.

The Admissions Committee has responsibility for reviewing admission standards, processes and procedures and for considering any/all amendments or modifications and for academic oversight of the administration of the admissions system.

The Admissions Committee is a sub-committee of the Academic Board with the following responsibilities in relation to the admission of learners to DBS:

- Monitoring and developing, as appropriate, the College's Admissions Policy in relation to selection procedure.
- Monitoring the College's advanced stage admissions and transfer policy and developing methods for facilitating learners from other institutions transferring onto undergraduate and postgraduate programmes at DBS, with due regard to maintenance of academic standards and quality.
- Evaluating new or alternative qualifications as a basis for determining admission to DBS, while having regard to the College's admissions policy and the standards and procedures in other institutions, while supporting the access, transfer and progression procedures as defined by QQI.
- Monitoring the College's admissions system and preparing such reports as may be considered appropriate or as requested by the Board of Studies or Academic Board in relation to its operations.
- Carrying out such other functions as may be considered appropriate, subject to the approval of the Academic Board.

The Admissions Committee will provide three Admissions Reports per year: one in April and one in October (comprising the admissions data to the Board of Studies), and a final annual report to the Academic Board (to review and ensure that the admissions process is working effectively, and all entrance criteria are properly adhered to and standards are being maintained).

## 1.2.4 Membership

Membership of the Admissions Committee comprises:

- Registrar (Chair)
- Director of Marketing and Admissions
- Admissions Manager
- Head of Faculty and School Operations
- Head of Academic Programmes
- Course Directors by invitation as required

## 1.2.5 Monitoring and Reporting

As part of the academic governance process, all quality assurance policies and procedures are routinely monitored for effectiveness. This role is undertaken by the Registrar, with the support of the Admissions Committee. The Director of Marketing and Admissions prepares an Admissions Report at the end of each admissions cycle. The report presents an overview of the admissions process and provides both a statistical summary and an analysis of our admissions.

The report provides separate analysis of admissions, standard and non-standard admissions, admissions with advanced standing, procedures for 'Recognition of Prior Learning' and the admission of mature learners. A detailed listing of learners in each of these categories is attached in separate appendices. The report is presented initially for review by the Admissions Committee and ultimately to the Academic Board.

Any issues identified or recommendations made are considered by the relevant department and overseen by the Admissions Committee.

## 1.3 Admission Procedures

The DBS admissions procedures fall under the remit of the Director of Marketing and Admissions. The Registrar is Chair of the Admissions Committee, which provides academic oversight and review of the admissions procedures and processes.

### 1.3.1 Admissions Department

The Admissions Department incorporates all domestic and international admissions and is overseen by the Director of Marketing and Admissions.

The role of the Admissions Department is to manage the admissions process, to ensure that all applications are properly assessed in accordance with the DBS admissions procedures. The Admissions Department holds all relevant admissions data and is responsible for supplying current and accurate information regarding admissions and policies or legislation relevant to the admissions process.

### 1.3.2 Role of Admissions Tutors

Admissions tutors are academic staff, ordinarily Course Directors, with the remit to evaluate applications for the purposes of admitting candidates to academic programmes. The training of faculty designated as admissions tutors is overseen by the Admissions Committee. Admission Tutors are required to ensure they are up-to-date with all DBS processes and procedures regarding admissions.

### 1.3.3 Role of the Registrar

The Registrar is responsible for ensuring the Academic Board that all learners admitted to DBS are admitted in accordance with DBS admissions procedures and that all have attained the required standard for entry to their programmes. This is achieved by monitoring the process, making recommendations to the Admissions Committee and preparing an Annual Report to the Academic Board.

### 1.3.4 Programme Entry Requirements

The entry requirements for admission to an academic programme are set out and agreed at validation.

### 1.3.5 Standard Entry Requirements

Applicants presenting standard entry requirements include:

- All applicants who achieve the minimum entry requirements as set out at validation in the Approved Programme Document.

All applicants with standard entry requirements are processed and approved for admission by the Admissions Department. A standard admissions decision is defined by the Admissions Committee as a decision that can be made by the admissions team without reference to the School.

### 1.3.6 Non-Standard Entry Requirements

In some cases, an applicant will not have achieved the standard entry requirements. Those applicants are deemed 'non-standard' and their application must be assessed by the academic school for suitability for admission to the relevant programme.

To assess eligibility of applicants from Europe, DBS makes use of the Central Evaluation Process Document compiled by the Institutes of Technology Central Evaluation Forum (IOTCEF) and which is widely used by institutions within the CAO system. The purpose of the IOTCEF is to provide a central scoring system for applicants presenting school leaving qualifications other than Irish Leaving Certificate and QQI (FETAC) Level 5/6 examinations. The NARIC Ireland system is initially used to assess the eligibility of applicants with qualifications from overseas institutions.

Non-standard applicants are considered on a case-by-case basis. Such applications are reviewed within the School, by an appropriate academic staff member (a Course Director or subject specialist). The process is overseen by the Admissions Committee. The admission of a non-standard applicant is determined through a considered review of the candidate's qualifications and experience and other relevant data. This review is based upon:

- The DBS policy on admissions.
- A reasonable expectation that the applicant is able to fulfil the objectives of the programme and achieve the standard required for the award.
- Meeting the requirements for the award to which the particular programme leads (based on minimum entry requirements).
- Fulfilling the specified entry requirements for the programme of study.

A non-standard admission is defined and recorded by the Admissions Committee as an admission without precedent where the school have been asked to assess the candidate for entry using a defined process. All non-standard admissions are subject to scrutiny after 12 months, and based upon criteria agreed by the Admissions Committee, may be formally recognised as standard admissions decisions.

### 1.3.7 English Language Entry Requirements

Regardless of the mode of entry, all English language requirements agreed at programme validation must be verified and adhered to. The minimum requirement for a non-native English speaker is greater or equal to B2+ in the Common European Framework of Reference for Languages.

This may be evidenced through a recognised English language qualification at the required level laid out in the programme document, such as:

- IELTS
- PTE
- TOEFL
- Cambridge certificate
- DBS English assessment
- Educated through English on an internationally recognised, accredited programme of at least one year in duration, with a credit volume equivalent to 60 ECTS credits, in an English speaking country.

Note: proof of English Language proficiency can apply to all categories of learners including domestic where appropriate.

### 1.3.8 Admission to Stage One of a Programme

The majority of applicants to academic programmes apply for access to Stage One. These applicants are assessed for access to Stage One based on their achievement of the entry requirements or equivalent. Learners are classified as Domestic, EU or Non-EU based on residency rather than nationality. This is an admissions classification. For Admissions Reports, domestic and EU are reported as EU.

#### **The Central Applications Office (CAO)**

All Domestic and EU applicants seeking admission to the first stage of a QQI accredited undergraduate programme must apply directly to the CAO as outlined in the CAO Handbook for the year of admission (see [www.cao.ie](http://www.cao.ie) for details). The CAO processes all applicants to the first stage of an undergraduate programme only. The CAO Admissions Officer is responsible for managing the admissions process for these programmes and follows procedures according to the CAO Handbook. The Points requirements for different programmes are based on supply and demand. The cut-off Points threshold is equal to, or above, those Points accruing to the minimum entry requirements for the programme.

### **Direct Applicants**

All applicants other than Domestic/EU applicants seeking admission to a first stage of a QQI accredited undergraduate programme must apply directly to DBS. They must firstly satisfy the minimum entry requirements for the relevant programme, and must use the appropriate DBS Application Form or apply online at [www.dbs.ie/ApplyOnline](http://www.dbs.ie/ApplyOnline)

Applications to professional programmes or programmes not on the National Framework of Qualification should use the Professional School Application Form or the above link. All applicants are required to supply original copies of any supporting documentation such as academic transcripts, identification and evidence of attainment in the English language, a Curriculum Vitae and/or an appropriate reference. Direct applicants may also be subject to interview in some cases.

Applicants to Springboard programmes or the ICT Conversion Programme should apply online via the Springboard portal [www.springboardcourses.ie](http://www.springboardcourses.ie).

Admission to all programmes is subject to availability and capacity.

### **Mature Applicants**

Mature applicants are defined as those applicants applying under the mature learner's entrance criteria. They are applicants over the age of 23 years on the 1st January of the proposed year of entry. Mature applicants are not subject to the standard entry requirements. Such applicants are required to supply an appropriate proof of age such as driver's licence or passport. Suitability for admission is assessed on the basis of age, motivation and commitment to the proposed programme of study, and work experience. Mature applicants are also required to supply copies of supporting documentation, which form part of their applications, such as relevant academic transcripts and up-to-date *Curriculum Vitae*, if necessary. Mature applicants may also be subject to interview.

The application pack and supporting documentation is forwarded to the Admissions Tutor for assessment.

### **International Applicants**

The marketing of programmes to non-EU countries and the admission of learners from such countries is the responsibility of the Admissions Office. The equivalency of qualifications is based on information determined by QQI NARIC Ireland. The UK based National Recognition Information Centre for the UK (UK NARIC) recommendations may be used as guidelines, particularly if the qualification is not listed by QQI. If there is an inconsistency between these agencies on equivalence, then the QQI NARIC determination supersedes UK NARIC.

For applicants from certain countries other admissions guidelines have been used, based on the industry standards of other reputable higher education institutions and on DBS's own experience and history in dealing with educational qualifications from a particular country. If an applicant is

from a country not previously listed, the case is considered as a non-standard admission and goes through the non-standard application procedures.

### **Visa and Attendance Requirements for Non-EU Learners**

Irish Government Visa Guidelines must also be taken into consideration for visa requiring learners *'Guidelines for Colleges offering courses to Full Time Non-EEA Students'* August 2011, Irish Naturalisation and Immigration Service.

Under the current immigration rules a person is permitted to come to Ireland as a learner on the understanding that they are engaged in full time study or, in other words, that their chief daytime occupation is study.

For the purposes of this rule, daytime is defined as between 8am and 6pm Monday to Friday. A person cannot be registered with the immigration service as a learner if they are a night learner, engaged in distance education or part-time study. Full-time study is defined as 15 hours per week for 26 weeks per year.

The maximum time a learner may stay in Ireland for the purpose of attending courses at degree level is limited to seven years and learners are responsible for managing their studies to ensure compliance with this time limit.

### **1.3.9 Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a process that allows learners to gain admission to a programme of study or to gain exemptions from modules or stages of a programme, based on demonstrated learning achieved prior to admission. Recognition is a process by which prior learning is given a value.

DBS recognise that knowledge, skills and competencies can be acquired from a range of learning experiences, including formal, non-formal and informal learning. This is in line with the aims of the NFQ to recognise all learning achievements by supporting the development of alternative pathways to qualifications (or awards) and by facilitating the recognition of prior learning.

Irrespective of a candidate's entry qualifications, DBS must be satisfied that they are of the required academic standard to complete the scheme of study proposed.

### **Formal Learning**

Formal learning takes place through programmes of education or training that are delivered by education and training providers and that are recognised on the NFQ framework. It is assessed and can lead to awards.

## **Informal Learning**

Informal Learning, also referred to as experiential learning, applies to learning that takes place through life and work experience. This may include learning and training activities undertaken in the workplace, voluntary sector or trade union and community-based learning etc.

### **1.3.10 Admission via Recognition of Prior Learning**

Applicants who do not meet standard entry criteria may be assessed for entry on an assessment of prior experiential learning. The applicant is required to demonstrate that they are suitable for entry to the programme and have the requisite skills and experience to successfully complete the programme. The application pack and supporting documentation is referred to an Admissions Tutor for assessment.

### **1.3.11 Admission with Advanced Standing via Recognition of Prior Learning**

DBS admissions procedures facilitate a variety of access and entry arrangements, including applicants transferring from similar programmes.

There are two categories of access with advanced standing:

1. Partial exemption where a learner is considered for exemption from a module or part of a stage, and
2. Direct entry where a learner is exempt from one or more complete stages.

Exempted modules are recognised for the purposes of access or transfer. Credit will not be awarded for exempted modules or stages; such modules will be denoted with EXE on the learner's transcript and Diploma Supplement.

- Partial exemptions are only considered for learners on part-time undergraduate programmes.
- All exemptions are agreed prior to an applicant's admission to the College. Retrospective exemptions are very rare and can only be sought through a formal appeal with appropriate grounds.
- No exemptions will be granted at the Award Stage.
- No exemptions are granted for Minor or Special Purpose Awards.
- Where a programme includes a work placement module or stage, applicants cannot transfer directly to that stage, but must instead complete those preparatory academic modules first.



### **Procedures for Assessing Exemptions**

Applicants holding recognised academic qualifications and applying for either partial exemptions or direct entry to stage two or three of an academic programme are assessed for exemptions based on the achievement of equivalent learning outcomes, at an equivalent volume (measured by ECTS) and level on the NFQ, or recognised equivalent (EQF etc.), to the stages or modules, from which they are seeking exemption, on that programme. The applicant is required to provide original documentary evidence of prior academic achievement.

Applications for exemption based on RPL (Informal Learning) are normally considered only for part-time learners:

- With a minimum of five years' work experience
- In relation to specific Stage 1 modules.

#### **1.3.12 Articulation Agreements with Partner Colleges**

DBS has extensive and productive relationships with a series of European and International partner colleges. Formal arrangements are in place to facilitate access, transfer and progression with the partner colleges. The process is described in an articulation agreement which lays down the criteria for admission to DBS programmes by applicants with qualifications from those colleges. When a new arrangement is being set up the programmes are mapped with regard to learning outcomes, credit volume and level on the NFQ. Once complete and documented the qualification is recognised as a standard admissions decision. These articulation agreements are monitored by reviewing learner success and they are formally reviewed when either programme undergoes a Programmatic Review. It is the responsibility of the Admissions Department to notify the school when a standard qualification is due for review.

## 1.4 Applicants' Responsibilities

Applicants are required to provide DBS with all relevant supporting documentation that they wish to have considered during the admissions process. Applicants should clearly declare any special needs that they wish to have considered by DBS.

Applicants should also declare any personal information/ circumstances that may affect their performance or the performance of others at DBS.

Such information is subject to the rulings of the *Data Protection Act 1988* and the *Data Protection (Amendment) Act 2003*, and the *Data Protection Act 2018*.

### 1.4.1 Supporting Documentation

All applicants must produce the original or notarised copies of all supporting documentation, such as current identification documents, transcripts and degree parchments at the Admissions stage.

Copies retained on file must be signed by a member of the Admissions Office or delegated to verify that they had sight of the original or notarised documents.

### 1.4.2 Fraudulent Applications

DBS reserves the right to refuse admission or cancel registration or terminate the enrolment of any applicant or learner whose application details are found to be false. This right to refuse admission may be exercised at any time during the learner's enrolment at DBS.

### 1.4.3 Applicants with Additional Needs

Applicants with additional needs, including applicants with disabilities, can enter DBS via the standard procedures used by all learners. Learners with disabilities applying for admission to DBS via the CAO are encouraged to disclose their disability by writing 'Medical Condition/Disability' on their CAO application form. Learners who indicate a disability in this way receive a supplementary form, which is then returned to DBS to alert the College to the particular needs of the learner. This in turn allows appropriate preparations to be made by DBS to provide the necessary supports and arrangements, where this is operationally possible. In conjunction with this, the Admissions Officer writes individually to those applicants, inviting them to visit the College and view the facilities first hand.

In the case of direct applications, candidates with disabilities are afforded the opportunity to disclose any such needs on the direct application form. They are subsequently sent a disability disclosure form again to alert DBS to their particular needs. Such disclosure is, however, entirely discretionary. As with CAO applications, these applicants are then invited to the College to view the facilities.

For candidates who choose not to reveal a disability on the application form, difficulties may arise subsequent to their enrolment in the College. During the induction process, learners are made aware of the role of the Learner Support Coordinator, for whom contact details are published in the relevant Programme Handbook and on the website. The Learner Support Coordinator will advise and liaise with other relevant personnel should there be any issues or difficulties in practice. Any other specific needs should be addressed to the Admissions Department during the formal application stage.

#### 1.4.4 Registration and Learner Status

DBS reserves the right, at its sole discretion, to refuse to register a CAO or direct entry applicant where to do so might either:

- (a) Impact on the College's obligation to maintain a positive learning environment and/or
- (b) Impact on the College's duty of care toward others.

In order to be recognised as a DBS learner, an applicant must be formally enrolled onto a programme of study at the College, and by completing the registration process at a time and place agreed by DBS. A non-enrolled applicant is not entitled to use DBS facilities nor may the applicant sit any examinations.

Learners may not register if they have missed more than the first two weeks of the programme, or in the case of accelerated programmes more than one week. An accelerated programme is defined as a programme in which a module worth more than 5 ECTS is delivered within one semester or academic term. In exceptional circumstances a further week may be allowed at the discretion of the Registrar. Where a student is late registering but can provide evidence of attendance, late registration may be considered. Where a student is too late to register, they will be set at a deferred enrolment status as below.

#### 1.4.5 Deferred Enrolment

An applicant may hold an offer for a period not exceeding two years subject to the programme being available. An enrolled learner who is not in a position to embark on a programme may apply for a deferred entry on an annual basis for up to two academic years, subject to the programme being available and a fees agreement.

#### 1.4.6 Requesting a Deferral of an Offer of a Place

An applicant wishing to hold open an offer of a place may do so by applying in writing to the Admissions Office. The Admissions Administrator will consider the request and confirm approval of same, except where it is known to be the final intake of a particular programme.

In confirming DBS's agreement of the applicant's deferral request, the Admissions Administrator must advise the applicant of the relevant conditions. Where a deferral is denied, the applicant must be advised of the rationale for the decision.

An appeal against the deferral decision may be made, again in writing, to the Director of Admissions and Marketing. Any such appeal must be submitted within 10 working days of the date of the Deferral Request decision having been communicated to the applicant. An appeal submitted beyond this point will not be considered. Disagreement with the original decision is not considered grounds for an appeal. The outcome of an appeal is final and there is no further right of appeal.

#### 1.4.7 Appeals and Complaints

Appeals and complaints regarding the admissions procedures should be addressed to the Director of Admissions in the first instance.

**[END OF PART B SECTION 1]**