



Admissions Policy

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1 Introduction

1.1 This policy outlines the procedures and principles governing the admission of applicants to Step into Learning (SIL) for full-time or part-time programmes of study. It ensures fairness, transparency, and adherence to legislative requirements in the admission process.

2 Scope

2.1 This policy applies to all individuals seeking entry to SIL programs, irrespective of age, disability, gender, pregnancy and maternity, race, religion, sexual orientation, or transgender status. It provides overarching guidelines for admission activities while promoting equality of opportunity for all applicants.

3 Definition

Adults: Individuals aged 19 and over.



4 Policy

4.1 Statement of Key Principles

- SIL provides diverse learning opportunities but acknowledges that it may not be suitable for everyone.
- Admission criteria are clearly outlined in learner handbooks.
- Reasonable adjustments will be made for disabled applicants to ensure program access.
- SIL celebrates diversity, challenges discrimination, and welcomes applications from all individuals.
- Confidentiality of applicant information is maintained in accordance with legislative requirements.
- Collaboration with external agencies facilitates informed decision-making regarding program suitability.
- SIL promotes informed decision-making through open events and comprehensive information dissemination.
- High expectations regarding attendance, work completion, and behaviour are set for enrolled learners.

4.2 Applications

- Applicants typically receive acknowledgment of receipt within 5 working days.
- Initial screening may lead to alternative study routes or placement on a waiting list.
- Admission is contingent upon meeting entry requirements, suitability assessment, and availability of funding.

4.3 Entry Requirements

- Each application is assessed against academic and other entry criteria specified on the website.
- Initial screening precedes interview invitations, if applicable.
- Incomplete applications may delay processing.
- Applicants are encouraged to disclose additional support needs for early assessment and accommodation.



4.4 Additional Support Needs

- Assessment and provision of support are tailored to accommodate learning difficulties/disabilities.
- Disclosure of significant medical conditions enables appropriate support planning where possible.
- Applicants with health concerns may be required to provide supporting documentation.
- Early disclosure facilitates timely support provision and decision-making.
- Learners are expected to provide their own evidence of any additional needs that may impact upon examinations or awarding body requirements.

4.5 Other Considerations

- Disclosure of criminal records or other pertinent issues is required.
- Supplementary information may be sought for applicants with alternative educational backgrounds.
- Information exchange with current providers informs decision-making.
- Educational references may be requested as part of the application process.

4.6 Course Offers

- Offers are conditional and subject to subsequent information or evidence.
- Some offers may require fulfilment of specific conditions or pre-course assessments.
- SIL may suggest alternative provision if a course is not available.
- Provisions are included in our contract documentation requiring suppliers to meet specified standards.

5 Implementation

- Enrolment requires completion of an enrolment form and submission of suitable identification and prior qualifications. This may also include any information which impacts directly upon examination requirements and an ability to fulfil course requirements. Please note this information must be supplied by a recognised professional, Doctor, Health Practitioner etc.

6 Risk Assessment

- SIL reserves the right to decline admission based on past exclusion, insufficient effort or progress, safety concerns, health issues, outstanding debts, criminal convictions, or issues raised in personal statements. These decisions are made fairly, transparently, and without discrimination, ensuring alignment with our commitment to diversity, inclusivity, and equality.
- Risk assessments may be conducted for applicants with criminal records or behaviour issues highlighted in personal statements to ensure a safe and supportive learning environment for all.
- Appeals regarding admission decisions are handled internally with transparency and fairness, with the outcome being final, ensuring every applicant is treated with respect and equality.

7 Drug and Alcohol

- Due to the nature of our Counselling training courses, we require learners with a history of drug or alcohol dependency to meet the following conditions before commencing the course:

For Level 4 Counselling: Must be free from all addictions for a minimum of two years.

For Level 3 Counselling: Must be free from all addictions for a minimum of one year.

For Level 2 Counselling: Must be in active recovery.

This requirement is essential as the course involves deep personal work that could trigger a relapse. During the interview process, we will discuss the relapse prevention strategies you have in place.
- During the course, should you experience a blip or relapse, please talk to your tutor as soon as you feel you are struggling. There will be no judgement, and we will do all we can to help you continue with your studies.
- We ask that you do not arrive to class under the influence of drugs or alcohol taken within the previous 24 hours. If needed, let your tutor know and request a tutorial when appropriate.



Appeals and Complaints

- Applicants dissatisfied with admission decisions may appeal to the programme tutor initially.
- Further escalation aligns to our appeals policy, with a response provided within 10 working days.
- This policy ensures adherence to fair, transparent, and inclusive admission practices at Step into Learning, promoting equal opportunities for all applicants.

This policy framework reflects our commitment to maintaining a diverse, inclusive, and equitable learning environment while ensuring the safety and well-being of all learners.