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IAG4VET TOOLKIT

Developing effective IAG tools to improve VET
students retention and success

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FOREWORD

New trends are intensifying both in the labor market and in education: competition for workers and learners; non-linear education pathways; new forms of learning and greater flexibility; globalisation and multicultural environment. Vocational schools need to adapt and take greater account of these changes.

Studies have clearly shown that relevant, adequate and timely information and counseling have a positive impact on education and career decisions. However, in the light of new trends, it is clear that the design of the entire admissions process must support the recruitment processes. In the light of these challenges, 5 VET schools from 5 countries launched a collaborative project to share best practices and to develop Information, advice and guidance methods and tools that will improve pre-admission and admission processes. Participating countries and schools are very diverse, providing a great opportunity to look beyond borders and accept new and innovative models, and to find new perspectives and practices.

This compilation brings together examples of best practices and tools used in the recruitment and admission process of vocational schools in participating countries.

Application processes are very different in each country and depend a lot on the national regulations and built systems, or on the context and traditions. For example, timing - in the UK, application period lasts practically all year round, but in other countries it can be during a set period or several times per year. Similarly, not all participating schools can design their own application processes, however there are still some innovative elements to consider.

Form of applications - electronic application platforms are widely used in all participating countries, but they can be either nationally established and operated, or school-based - for an example in Estonia and UK. The content of application and the process from the applicant's point of view varies from country to country to include the amount of information the applicant must provide, additional documents and selection processes.

The selection process - there are countries where all applicants get a place to vocational school like in Italy, but usually there is a competition and therefore the need to evaluate and rank applicants.

Ranking of candidates - based only on credits from basic school or based on motivation and interviews like in Estonia.

Communication with applicants - individual approach to each applicant or more structured and automated.

Please find from our toolkit proven tools and methods to design the application process with information, advice and guidance services relevant for your school.

1. TOOLS AND BEST PRACTICES IN APPLICATION PROCESS

1.1. Creating a persona/understanding your customers

Tool shared by Estonian partner

Persona represents one group of customers and is created based on personality and choices. For schools it can be used to describe students' profiles with similar service needs and thus, knowing and visualizing these student groups is helpful to design the admission process according to their needs.

Find out more from: <https://vimeo.com/207426410>



<http://charlie.student.csu.edu.au/2016/02/26/five-types-of-students-youll-meet-at-uni/>

Persona mapping can be done with the help of worksheets. Mapping personas starts from collecting information about existing students but also understanding their needs, drivers as well as their fears. It is possible that this information can be statistical data, however school staff and teachers need to be involved as well as student focus groups in order to get more accurate insights.

TIP! Use Persona portrait to describe a persona

Worksheet samples are downloadable: <https://www.servicedesigntoolkit.org/downloads.html>

Persona mapping gives visual portraits of student groups and enables to (re)design application process but also marketing activities starting from offering relevant information, answering questions or offering advice, being in proper information channels in time but also designing whole process logical to target groups.

1.3. Conversion

Tool shared by United Kingdom partner

For intensive communication with applicants from when they have first applied to when they come to enrol onto their chosen course, we offer a range a ‘keeping warm’ as below:

- Parent Information Events
- Welcome booklet/parent-carer booklet Facebook – with up to date college information and competitions.
- Text messages
- Christmas cards
- Postcards (on their GCSE results day, etc.)
- School of learning newsletter
- Welcome event in July
- Countdown to enrolment texts July/August text messages
- Date available on ‘applicant online account’
- Enrolment letter
- Late enrolment for late applications



These interventions give us contact with applicants and parents/carers during the process in order to eliminate any queries and issues which they may have, which could prevent the applicant coming to enrol at the college.

1.4. Segmenting the Pre-Application Information and Guidance Services according to customer profile

Tool shared by Finnish partner

Using both service design principles as well as marketing segmentation, the needs regarding the information and guidance can vary greatly for different customer segments (i.e. young students, the parents of young students, adult learners, immigrants)

Segmentation helps to provide information material targeted on different segments in all our marketing and communication channels.

<p>Teenager applicants need “Mom”</p> <ul style="list-style-type: none"> • They don't ask much themselves! • ...or they ask impossible questions: <p><i>“Do I choose Agriculture and Forestry or Business Studies”</i></p> <p><i>“I'm not interested in studying xx any more – can I just come to your college tomorrow?”</i></p> <p>Business College</p>		<p>Adult Applicants want specific information</p> <ul style="list-style-type: none"> • Detailed content of the courses • Working hours per day • Financial aid for students • “Tuition fee, is there?” • “Nearest free parking place?” <p>Business College</p>	
<p>Moms, dads, grandparents ask :)</p> <ul style="list-style-type: none"> • Minimum grades to be admitted • Guidance and support services • Dual qualification • Language test • Discounts <p>Business College</p>		<p>Immigrants</p> <ul style="list-style-type: none"> • Easy-to-read marketing material • Clear, precise language • Multilingual staff to answer questions on-premise <p>Business College</p>	

Best practices:

- **interviews or meet the tutor as a part of application process;**
- **“keeping applicants warm”** - long process from idea to application, intake and starting studies enables engage applicants, attach them already to school and new studies;
- **shopping basket** - more than one study choices for students;
- **orientation, information and communication during application period;**
- **the flexibility of intake process** - long application period, intake several times per year offers flexibility to students as well.

2. TOOLS AND BEST PRACTICES IN USING INFOTECHNOLOGY

2.1. Online application and long period to submit an application is a growing trend

All VET schools have either adopted their own or a national e-application system and vast majority of applications are submitted online. In Croatia, Italy, Estonia and Finland, these platforms are on a national level. Parallel to national platforms, institutions in Finland and Estonia also have their own, school-based application platforms and the UK partner runs only their own, institution based platform.

The list of all e-application links are as follows:

Estonia: <https://tkhk.siseveeb.ee/veebivormid/e-vastuvott>

Croatia: <https://www.upisi.hr>; (national enrollment system)

Finland: studyinfo.fi (national application form for young students)

Italy: <https://www.iscrizioni.istruzione.it>

UK: <https://wnc.ac.uk/Under-19s/How-to-apply.aspx>

Online applications platforms ease collecting and analysing information from the schools point of view but also offering more flexibility to candidates, less time consuming, paperless and so on.

2.2. Google Data Studio - collecting information social media channels

Tool shared by Finnish partner

Data Studio is a data visualization and reporting tool, and an integral part of Google Marketing Platform. It enables an enhanced approach to decision-making. Data Studio lets us create branded and informative reports that are customizable and easy to understand and share. Empowered with information, our teams can make better and fast decisions.

With Data Studio we can bring all our marketing insights in one place, create meaningful visualizations, reports and dashboards with few clicks.

Data Studio is an automated service that automatically collects our marketing insights without any manual work. Hence, we can have up-to-date data about our marketing in different social channels like Instagram and Facebook. So far, Data Studio does not support Snapchat or Tiktok. These results are put there manually.

Since we do marketing almost every week and month, we use Data Studio quite often to understand our results and what needs to be done in order to enhance each campaign.

2.3. Applicant website

Tool shared by United Kingdom partner

Our on line new applicant platform allows new applicants to apply for a course online and after they have made an online application, they can login using the details they entered when they first visited to track the progress of their course application.

The following details can be seen on online account:

- What course applied for
- Interview date (with an option to change date)
- Offer
- Accept
- Enrolment date

System can generate:

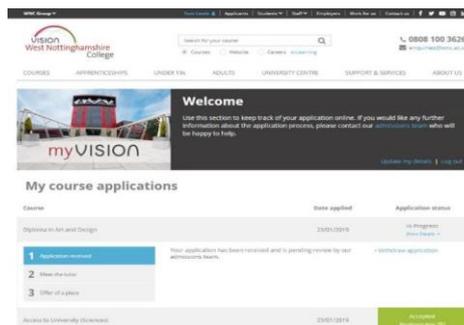
- Welcome email
- Interview email
- Offer email
- Entering/pulling data
- Letters, emails, reports

Benefitets:

- 95% applications online - reduced administrative processes
- Information visible - better experience to applicants

Best practices:

- using **customer relationship management** programme - helps to track activity and information regarding with potential and existing applicants
- **online chat** (for example [tawk.to](https://www.tawk.to)) application as a free platform of online chat)



3. TOOLS AND BEST PRACTICES IN ADVICE AND COUNSELING

3.1. “Try before you apply”

Tool shared by Estonian partner

This is an alternative to student's shadowing days or career counseling in Tartu VEC, combining advice and guidance with the more on-site information and experience before candidates are ready to choose their path and apply.

The steps are:

- The applicant registers interest on school website,
- Career counsellor will contact him/her and agree on the next activities:
- The applicant will meet the counselor and discuss their career choices. It is also possible to complete a TRIPOD test for profiling.
- The applicant visits practical classes and workshops for a day (or two) to get familiar with the study environment and learning content.
- The applicant will have a final meeting with a counselor for the feedback and conclusions that should lead to filling an application for studies.

In first year of the programme about 25 potential students participated in programme and 9 of them started studies at the same year.

3.2. Riasec model

Tool shared by Croatian partner

The RIASEC questionnaire is based on a psychology theory of personality that focuses on career and vocational choice. It groups people on the basis of their suitability for six different categories of occupations. The six categories yield the RIASEC acronym: realistic, investigative, artistic, social, entrepreneurship, conventional.

The theory was developed by John L. Holland over the course of his career, starting in the 1950s. The typology has come to dominate the field of career counseling and has been incorporated into most of the popular assessments used in the field.

The test consists of statements that you will have to rate by how much you would enjoy performing them, each on a scale of (1) dislike (2) slightly dislike (3) neither like nor dislike (4) slightly enjoy (5) enjoy. The test takes five to ten minutes to complete. This questionnaire is used for educational and entertainment uses only, it should not be solely used as psychological advice.

When finishing the questionnaire, a participant gets he's "top three" vocational categories depending on which vocational group he claimed to be enjoying the most tasks (e.g. his result could be "ASI").

<https://openpsychometrics.org/tests/RIASEC/>



3.3. Re-orientation

Tool shared by Italian partner

After 2 years of academic studies in the school the students receive counselling to choose their specialisation for further 2 years. They are given options to choose from within the school. The process also involves parents in the the guidance and counseling process.

It's a real process of Internal Orientation, mainly addressed to all those students who are attending the second year of our school. This process lasts for one week, generally the last week in January, from Monday to Friday. This is a very important moment of our scholastic year because students at the end of the final two years of their compulsory education can choose to change direction or course inside the same institution or choose to transfer to another school or even to stop their studies.

IIS A.Volta organizes re-orientation activities to help the passage of all the students who are not more sure about their initial choice. All students are invited to informative meetings held by our guidance teachers and professional technicians. These meetings will give students an opportunity to talk about their experiences at school during the first two years. We use this information to assess what elements of the curricula are working, or not working well. Students access open-day lessons, interviews with teachers that are experts in different areas of study, take part in mini-tour into the labs experience first hand with new or quite new study and work environments.

The benefits of the process are:

- Make students acquire autonomy in choice
- Reinforce abilities
- Knowledge of strengths and weakness (attitudes, professional interests)
- Involve the families.

There is a strong parental influence in the decision regarding the need for a student's orientation into the upper secondary school.

Parents are most of the time decision-makers and this decision has an impact on the adjustment of the potential student and on the family too.

IIS A.Volta focuses the attention on parents all the year long organizing events at school as: celebration of success (scholarships, certification of attendance to specific courses); sportive events; participation to competition in different areas of study from art to math, from poetry to science, invitation to public important local events.

The objective of this direct involvement of the families is to make them appreciate the qualitative standard of the formative offer provided by the school and to increase the visibility and credibility of the school on the territory.

Best practices:

- **Special info targeted to parents and carers** - information events, meetings, booklets
- **Prevocational training** - a special program for those who have dropped out from school and need more support and counseling to be ready to continue their education path

4. TOOLS AND BEST PRACTICES IN MARKETING

4.1. Video attracts more than 100 words

Tool shared by Italian partner

According to [Global Digital Overview](#) the world's most used social platforms are Facebook and YouTube. It is obvious, that videos catch more audience than 1000 words and making videos for marketing is a must today.

To be successful, it is therefore necessary to build a video marketing strategy and think about six steps:

PRODUCT, AUDIENCE, TARGETS, VIDEO TYPES, DISTRIBUTION, ADVERTISING & METRICS.

Here are some sample videos produced with the help of [Studio De Angelis](#), Frosinone

[CROATIA](#)

[ITALY](#)

[ENGLAND](#)

[ESTONIA](#)

[FINLAND](#)

4.2. Student ambassadors

Tool shared by Finnish partner

Student Ambassadors are ambassadors of the college. They work as hosts in events. They take care of the visitors and they present the college also on the school tour where they tell about college and their studies. Students apply to become an ambassador. They have a contract for one school year and will be rewarded a scholarship.

Two of our students take care of our Snapchat and one student updates Tiktok. In our experience these students ambassadors in social media are valuable because they communicate from youth to youth, by the style and messages that target group prefers. Students publish regularly.

4.3. Eventbrite

Tool shared by United Kingdom partner

There are many helpful videos on YouTube showing basic steps and tips for creating your events and how to change Privacy Settings. After you have published your event, you can advertise it via Facebook, add Tracking links to track the number of clicks and orders from each tracking source. You can also send out a reminder email to your guests, 48 hours before your event for free.

During your event you can use the tool to check-in your guests to your event by simply click 'check-in' to check-in the guest.

After the event has ended you can generate reports about your attendees. You can use this data for remarketing purposes. For example, you can view a list of guests who registered but didn't attend and invite them to your next event.

Best practices:

- **School television in Varaždin:** <https://www.youtube.com/user/MecTelevizija/videos>
Example link: <https://www.youtube.com/watch?v=e6JMoxLrhrU&t=1s>
- **Open days, "White nights" or "Skills night"** - special events organised to attract community members, families and parents and make them aware of study possibilities
- **marketing out of box** - participation at open events, gaming contest, etc

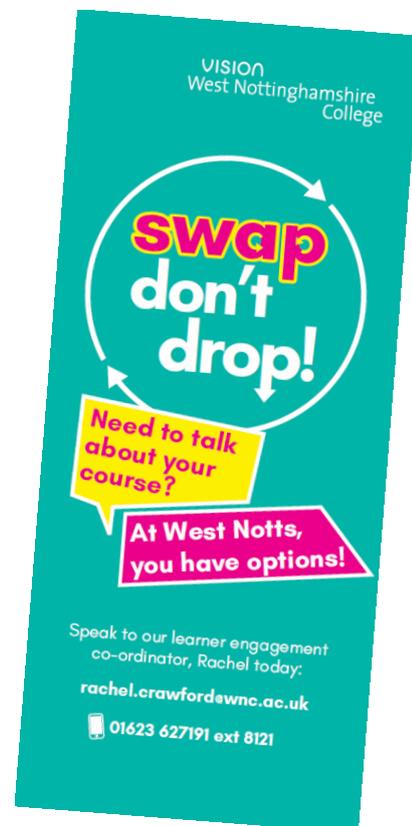
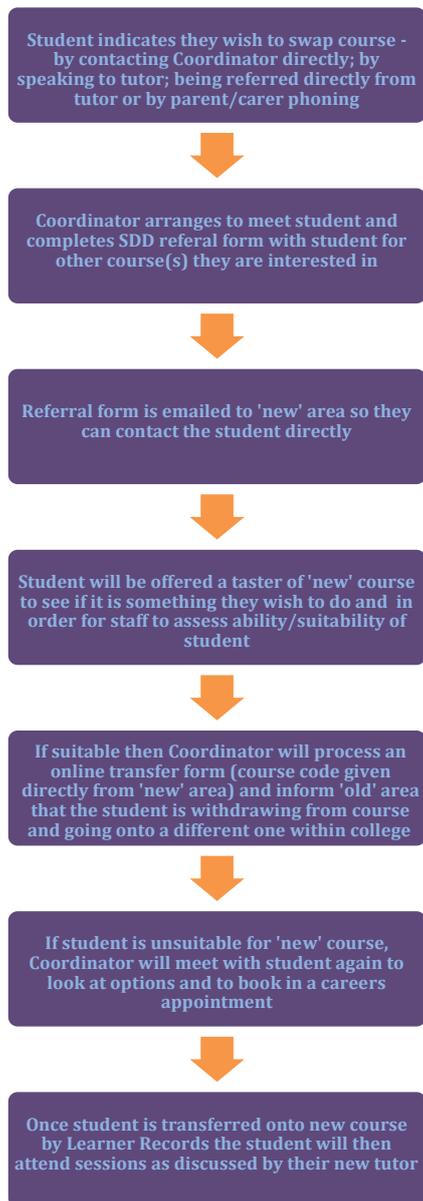
5. TOOLS AND BEST PRACTICES IN RETENTION ACTIVITIES

5.1. Swap, don't drop

Tool shared by United Kingdom partner

- A marketing campaign that aims to reduce student drop-out levels during the first six weeks of the new academic year.
- A process that allows our students to change their course within the first four/six weeks of starting.
- A central point for staff to refer students, so that we can identify those at risk of leaving the college entirely.
- A contact point to encourage students to talk to expert staff who can offer advice and guidance.
- Referrals process to other programme areas within college for which the student may be more suited – for an example if they have changed career ideas, change of plans, etc.

The process as follows:



The benefit of this programme means that we can try and retain students that were at a very high risk of leaving the course and college entirely. This campaign offers them the opportunity to consider other programme areas that they were interested in, try a taster and then transfer if they decided that this was the best route for them (in 2019, out of 125 referral applications, 90 swapped onto another course).

5.2. Continuous monitoring

Tool shared by Croatian partner

In Croatia, the monitoring activities are frequent, constant and focused on various aspects of student's school functioning. Here are the main ways in which the student performance, progress or adaptation is measured:

- 4 checkpoints/year marks (marks at the end of each semester and also in the middle)
- Class council meetings every 3 months (all teachers that teach in a certain class)
- Teacher council meeting every month (all teachers of the school)
- Disciplinary actions in case of misconduct (verbal warning from teacher, written warning, warning from a teacher council and expulsion)
- Advising and guidance for all students (school psychologist and pedagogue)
- Class teacher (one hour per week with his class, discussing marks, behavior, absence etc.)
- Parent meetings with class teacher (every few months)
- Individual parent-teacher meetings and communication via e-mail and messages
- Centres of excellence for highly motivated or gifted students who want extra engagement
- Possibility of horizontal and vertical movement (Possibility of continuing regular education after finished 3-years to 4-years, 4 to 3 year programs, 3-3, 4-4)

It is important to mention that all aspects of monitoring are useful in some way, but the key action is transparent and frequent communication between all participants of the educational process (teachers, students, parents, headmaster and psychologist/pedagogue).

5.3. Semantic differential

Tool shared by Croatian partner

Semantic Differential (SD) is a type of a rating scale designed to measure the connotative meaning of objects, events, and concepts. Therefore, it is mostly used in social psychology and other similar fields with the purpose of measuring attitudes.

The author of SD is American psychologist Charles E. Osgood and SD was an application of his more general attempt to measure the semantics or meaning of words, particularly adjectives, and their referent concepts.

To construct SD, you need to:

- Decide which construct you want to measure (e.g. English class in school)
- Make a list of pairs of relevant adjectives describing the construct (e.g. *interesting-boring, useful-useless, inspiring-not inspiring, hard-easy* etc.)
- Write the instruction for students and make the assessment

The respondent is asked to choose where his or her position lies, on a scale between two polar adjectives (for example: "*adequate-inadequate*", "*good-evil*" or "*valuable-worthless*").

The advantage of SD is that it is easy to construct, to use and for students to understand, while the disadvantage is difficulty of data quantification and comparison between participants. The example of a SD for the term "Democratic party" is in the photo below.

Democratic party

Bad __:__:__:__:__:x_ Good

Cruel __:__:__:__:__:x:_ Kind

Unpleasant __:__:__:__:x:__: Pleasant

Unfair __:__:__:__:__:x_ Fair

Dirty __:__:__:__:__:x:_ Clean

Negative __:__:__:__:x:__: Positive

Foolish __:__:__:__:__:x_ Wise

Best practices:

- **welcoming weeks** or special welcoming **events** for freshmen, helpdesk, student counsellors helping to set in
- **PCDP plan** - a signed development plan with each student helps mutually monitor progress and avoid risk of drop-off
- **learning services** for students - extra language classes, additional lessons or consultations for those who need learning aid
- **medical services**, especially for SEN students
- **support services** - school bus, free meals, laptop given by school during studies

ANNEXES

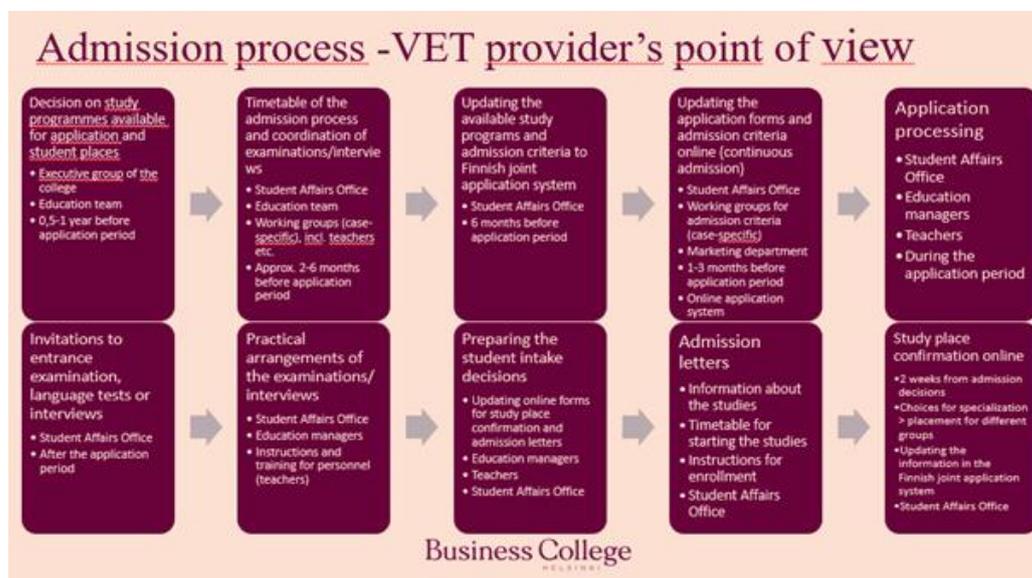
1.1. Admission process in Helsinki Business College, Finland

In Finland, the amount of students for each VET provider is set by the government, mostly by funding. The state funding comprises strategic funding, core funding, performance-based funding and effectiveness-based funding.

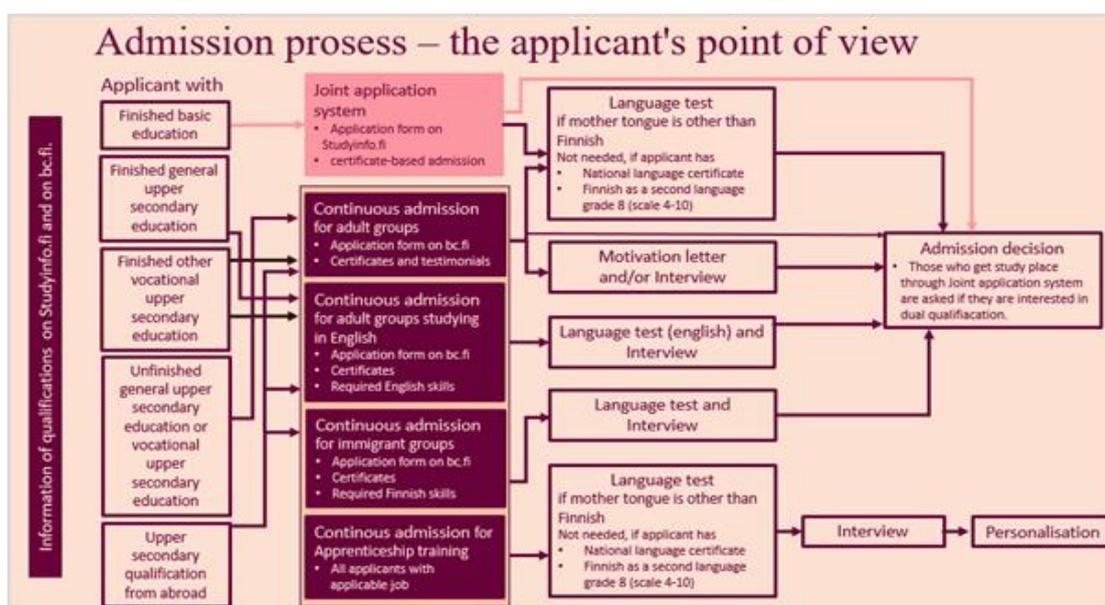
In Finland, the admission process in Vocational Training is organised in two separate processes: joint application or separate application.

Firstly, the **joint application is a national application procedure** which the VET providers use when selecting new students. The basic school graduates apply in joint application. The application process takes place in the spring, usually in February-March. Applying via the joint application is done with one form where a student can apply for a maximum of five study programmes. The programmes need to be ranked in the order they wish to be selected. The ranking order is binding. The application form is filled via a national platform (studyinfo.fi). The joint application process has only one intake annually meaning that all new students start their school year in August.

Secondly, in the separate application the student applies directly to the educational institution. This is also called **continuous admission** and is specific for VET. The student applies with separate application form for each study programme and education institution, although most of the separate applications are also done in the national application platform Studyinfo.fi. There are no limitations to the amount of study programmes you can apply for in separate applications.



At **Business College Helsinki**, the applicants in continuous admission are adults (over 18 year old) and already have a vocational or upper secondary education. Some applicants for our VET adult groups have even undergraduate or postgraduate degrees, in a field which is different from what we offer, or they may be educated abroad and want to learn Business Finnish. The intake for adult groups is 4 times a year, so if a student applies for example in August, she or he may get to start the studies in October. This creates an effective flow of students and allows to maximise the use of resources.



1.2. Admission process in Elektrostrojarska škola Varaždin, Croatia

In Croatia, VET schools are funded by the government. Local governments, in cooperation with principals and entrepreneurs associations decide the number of seats and programs, schools have to have properly educated teachers, space and equipment.

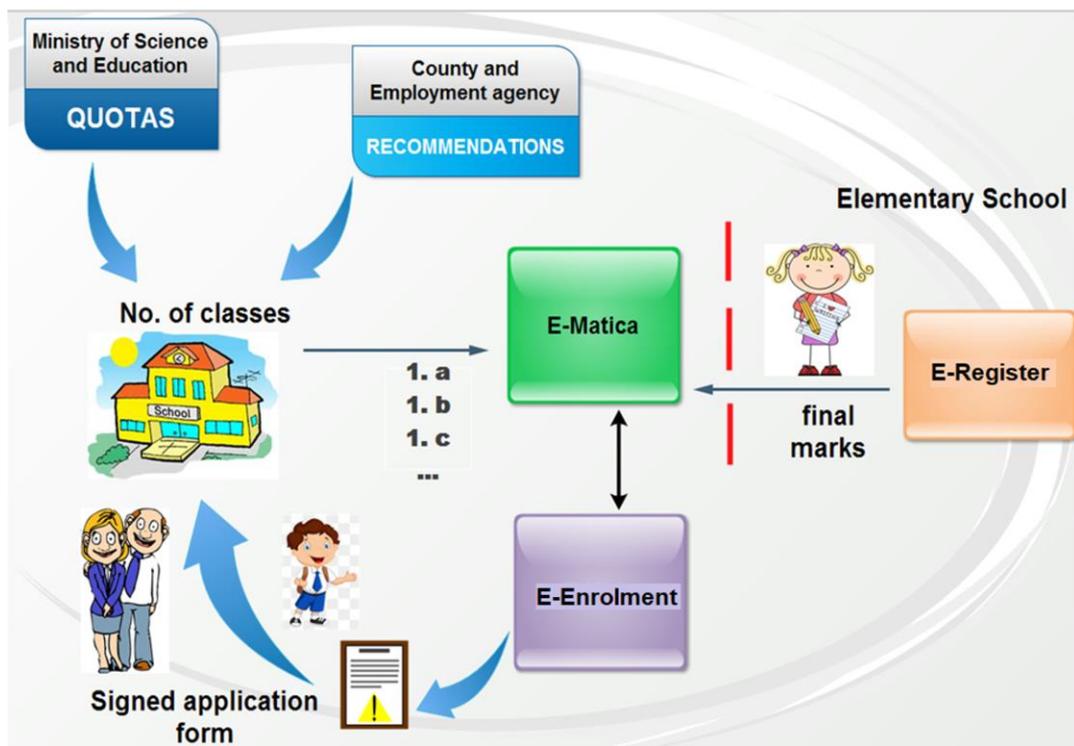
In Croatia, the **application process is centralized**. After finishing their basic education (8 grades), students can apply to the next educational level via national e-admissions platform. In this platform, students can choose a certain number of educational programs in selected schools, rank them according to their priorities, check their placement on temporary lists and find out about the outcome of their application at the end of the admission process. It is a fully electronic system - the application and enrolment process are carried out without needing to visit schools, waiting in lines or having additional administrative procedures.

Every student gets a personal identification number in elementary school, and with this number can apply in five schools in five different programs. Schools elect the subject which is relevant for each program. At the end of the admission process, students are ranked by marks, according

to the rules. The process is very transparent and every pupil has a chance to compete in every school in Croatia. Decision-making is based on marks only and thus it is a transparent and fair process for students and also makes schools process easy and effortless. However, some schools as art or language schools arrange additional exams.

For students, the admission process starts at the end of May every year, and ends in the middle of July. Description of the process – from application to enrolment in Croatia

- on-line admission process
- students have to fill only one form and personally bring to school at the end of the admission process



1.3. Admission process in Tartu Vocational Education Center, Estonia

In Estonia the VET studies are funded by the government. The funding comprises core funding and performance-based funding. The share of performance-based funding is around 9% of the appropriation for VET. (Funding rules reformed since January 1st 2019).

The Ministry of Education and Science determines areas of studies, the school can provide courses. The school can apply to open a new course if the school council of advisers (representing local enterprises) agrees to the application. The number of admitted study places in specific programs is approved by the school council of advisers.

Tartu Vocational Education Center organises admission of new students twice per year:

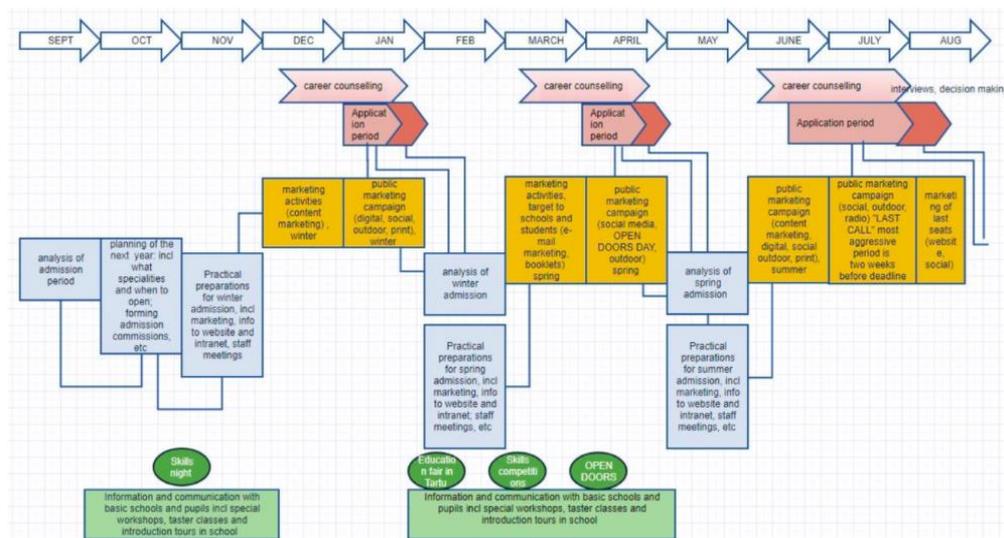
- 1) approximately 200 applications received in January (studies start in February) and;
- 2) over 1800 applications are received during spring-summer (studies start on the 1st of September).

The main application period is in spring-summer. During April school receive about half of applications to the vocational-secondary education programmes from those young students who are just about to finish their basic school (9-years compulsory education). This is the time when also secondary schools (years 10-12 to enter higher education) start to collect applications. We offer the same possibilities to those who prefer to continue in VEC. Thus the early application period is open and followed by interviews and decision-making process. Tartu VEC receives the vast majority of the applications during July. Late applicants may apply for those seats which are still empty until September.

The marketing campaigns copy the sequence of intake period. But all year round school updates its information in its own channels (website, Facebook, Instagram), receives school groups and organizes and participates in education marketing events.

Year by year, the number of electronic applications is growing. About 80% of adults and 1/3 of youngsters submit their application electronically in **school e-platform**. Paper version applications are accepted as well, and often it is combined with information and counseling of suitable studies, provided by our specialists. All applicants have to submit the motivation letter. This letter and a compulsory interview are the base of decision-making, if there are more applicants than available seats in some vocations.

From the school’s point of view, the application process is described as follows:



From application to enrolment from students perspective in Estonia

Applicant's steps during the process are:

1. Submit an application

During an application period there are 2 possibilities to submit an application: filling in the application form in the online platform of school or bringing the paper documents to school, where counselors give advice to choose a suitable study and help to fill in the application form. There is an option to apply to 2 subjects at the same time. All the data is gathered on one database.

The required documents are:

- * application (filled in online)
- * document to prove previous education
- * motivation letter

2. Participate in the obligatory interview! School carries out group or individual interviews. In the selected specialities the tests are organised. Based on the tests and the interviews, the admissions committee grades the applicants and makes a ranking list. In case of competition, applicants are admitted based on the ranking order (as many applicants as there are places will be accepted).

3. Confirm your decision - applicants see their result on an online platform and have to confirm the decision to start studying.

4. Show up to school on the 1st of September!

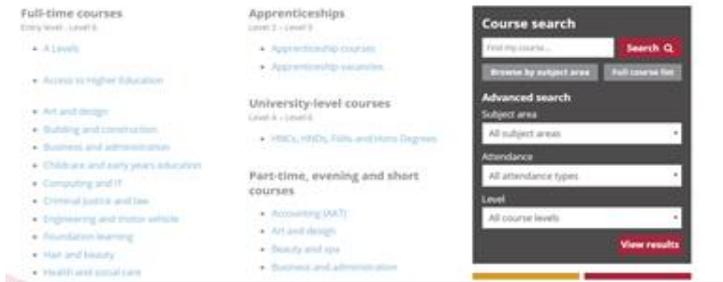
1.4 Admission process in West Nottinghamshire College, United Kingdom

The college leadership and the Board will agree on a Business plan that forms our 3-year strategy.

In addition, all Schools of Learning (Health & Wellbeing; Creative, Lifestyle & Digital Industries; Construction & Building Services; Academic, Professional & Adult Learning; Engineering & Transport Skills) will undergo their yearly planning that will start in November and incorporate the current student numbers on programme, predict applications for the next year. These plans will factor in English/maths/work placements, underperforming courses, employer expectations, Local opportunities as well as national shortages.

At WNC, all course entry requirements will be published within the college's full-time prospectus and on the college's website. Individuals can apply for VET courses from the October of the year prior to entry, regardless of whether they have received confirmed exam results or grades. Prospective students can apply either online or using the paper application.

• Online – www.wnc.ac.uk



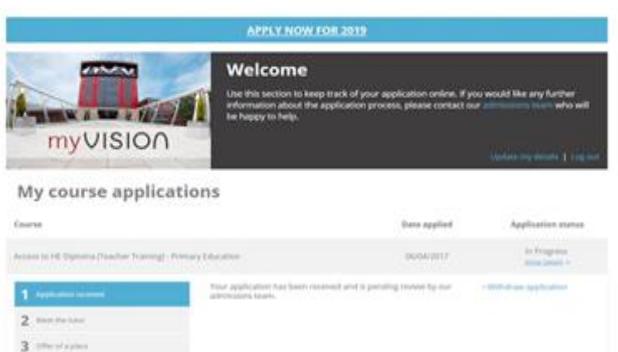
The college is an inclusive environment and seeks applications from a wide and diverse range of students regardless of their age, sex, gender identity, race, sexual orientation, disability or pregnancy or maternity. In welcoming applications from such a diverse range of individuals, the college will seek to make reasonable adjustments so that groups are not disadvantaged from accessing the college’s provision.

The college will wherever possible welcome applications from individuals who have a criminal record and sees education as a major contributor to the successful rehabilitation of offenders. The college has a procedure for admitting students with a criminal record which is published separately.

Applications for full-time programmes of study will be dealt with by the central admissions and the offer of a place may be conditional upon the applicant achieving certain grades in formal examinations or qualifications and may be subject to satisfactory references.

During the application, applicants are asked to declare any additional needs, if they have a Special Educational Support Plan or criminal convictions at application stage. This is to enable the college to assess support requirements and where necessary consider the impact of any criminal convictions on potential study programmes. This process of assessment will be done in full consultation with the individual.

All applicants will have an online account that shows information such as the course they applied for, the date of the interview (with an option to change the date), offer and acceptance, enrolment date.



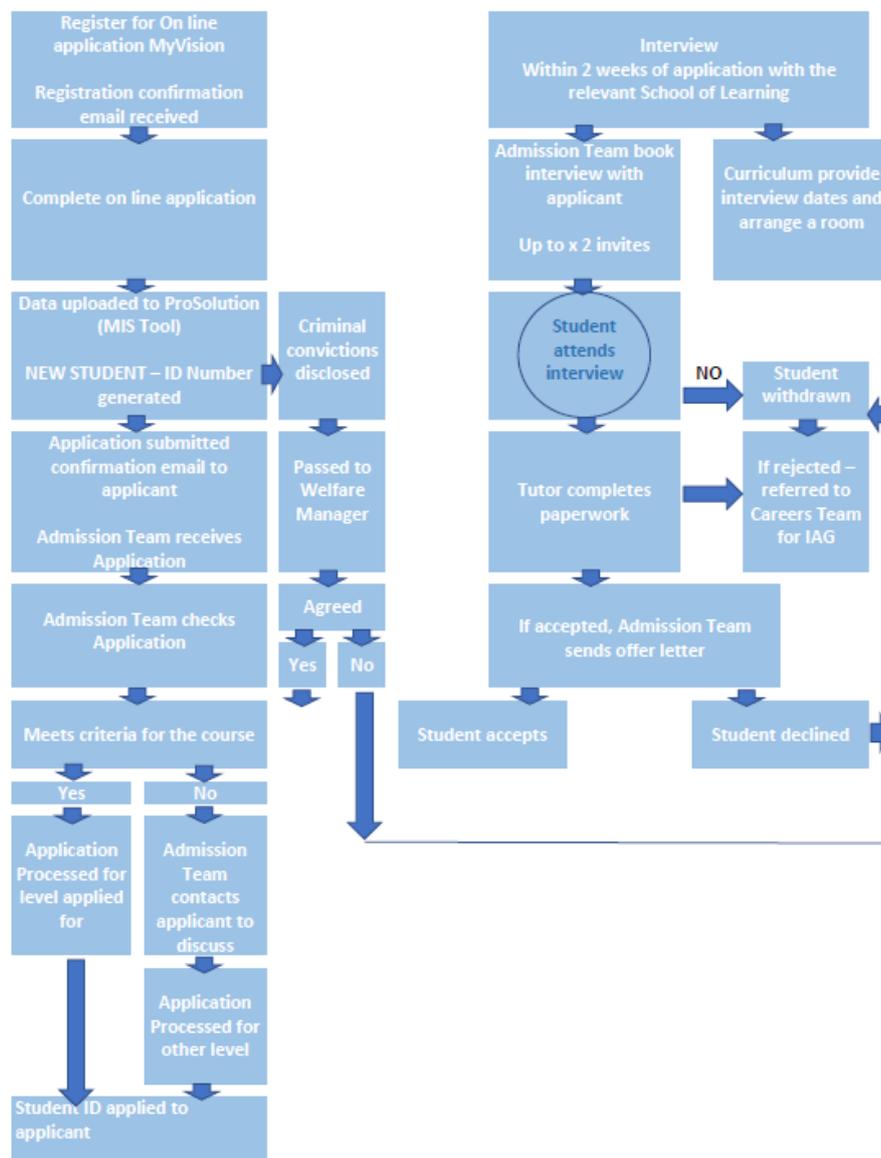
The College will hold regular advice events, open days and applicant events at which prospective students will have the chance to visit our campus, learn about the admissions process for various programmes, learn about the services and facilities available on campus, speak to staff and students about support and services.

Offers for VET courses will be confirmed in writing with applicants and all applicants will be written to individually to confirm their enrolment date and time. Successful applicants will be invited to a Welcome Event in August and an Enrolment Event in September at the College.

All students will be required to produce one form of identification, preferably photo ID, together with originals of their qualifications evidencing that they meet the entry conditions.

All students enrolling on places at the College must sign a copy of the learner agreement.

WNC Admissions Process



1.5. Admission process in I.I.S Alessandro Volta, Italy

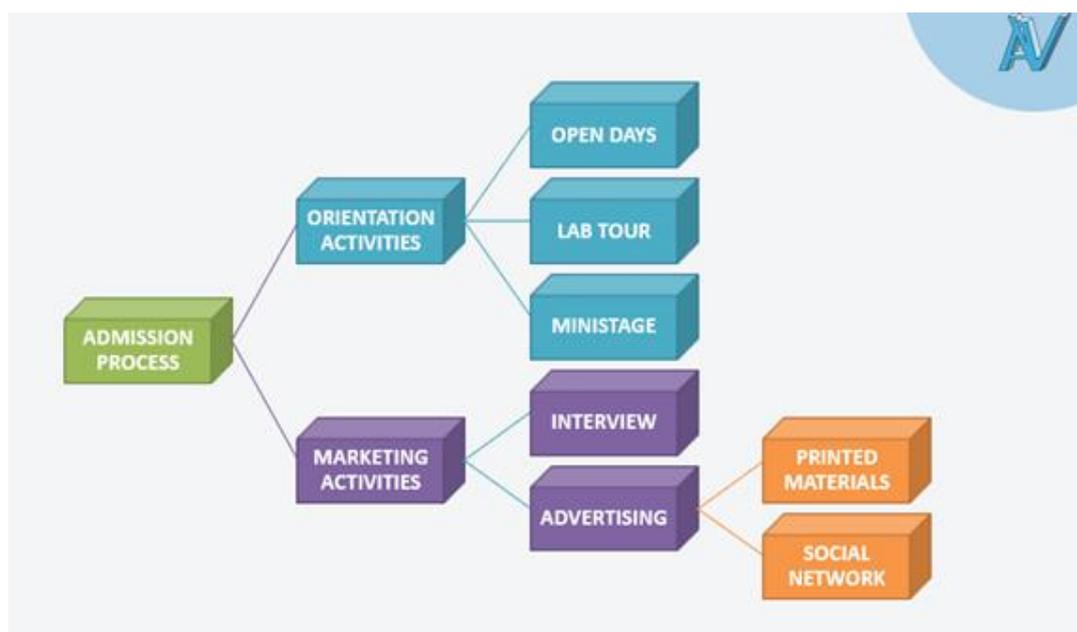
In Italy, education is compulsory for ten years between the ages of 6 and 16. After completion of the first cycle of education, the second cycle of education (two years of compulsory education from 14 to 16 years of age) can be undertaken at different pathways: Liceo, Technical Institute Or Vocational Institute, or on a three- or four-year vocational education and training course which is within the Jurisdiction of the Regions.

As at this age education is compulsory, all our curricula and specialisations are open and there are no entrance barriers. Admission to VET education is free and inclusive. We don't have an admission process in the sense of an entry selection. What we do is inform potential students about our school, the curriculum in each specialisation, the subjects studied, the use of laboratories for practical training, the job possibilities and the academic perspectives.

Process of Enrolment in Italy

It is managed by MIUR at the national level. Procedure:

- you can sign up on the Web www.iscrizione.istruzione.it
- you fill in the form and send it



Steps and activities during admission process

Instead of an entry selection we have activities included in a project called **“continuità ed orientamento”** in which we try to form a continuum with the previous (middle school) and the following (University/Work) stages of education and training.

At this point, every school plans a promotional campaign called **Orientation**. It starts at the end of October until January and consists of a series of activities whose aim is to make known the institute on the territory.

In this project, we carry out a kind of marketing promotion and information dissemination. We try to involve potential students by promoting laboratory activities and counseling about the future career, getting in touch with middle schools, Universities and higher education institutions.

Personnel involved: each teacher is somehow involved together with the headmaster of the school and those who are in charge of the project.

PARTNERS:



Tartu Vocational training Centre
Estonia



West Nottinghamshire College,
Mansfield, UK



Elektrostrojarska škola Varaždin
Croatia



Business College
Helsinki, Finland



Istituto di istruzione superiore
Alessandro Volta
Frosinone, Italia

