DOCUMENT DETAILS

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Document Author	Helen Bird (Head of Student Operations)
Document Owner	Rachel Wadsworth (Director of Student Services)
Applicability	All staff, volunteers and governors of Nottingham College
Summary	The purpose of this document is to set out the approach to admissions for Nottingham College

DOCUMENT CONTROL

Version history			
Version	Date	Reason for release/version update	Issued by
1.0	27/11/20	First draft	Helen Bird
1.1	24/02/22	Review date reached	Rachel Wadsworth
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DOCUMENT APPROVAL

Approving person/body	Job Role (where applicable)	Date Approved
Senior Leadership Team	n/a	
Governing Body	n/a	
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COMMUNICATION

Publication required on External Website?	

CONTENTS

1. INTRODUCTION

1.1   Nottingham College is committed to enabling independent lives by providing outstanding opportunities through education into employment. We will do this through an open and transparent admissions process that considers all applicants on their individual circumstances and gives them the best possible opportunity to study with us. We aim to offer the broadest possible range of courses and opportunities for students of all abilities and aspirations. The underlying principle of the Admissions Policy is that all students choosing to apply to Nottingham College will be offered an opportunity to study with us, on the most appropriate programme.

2. OBJECTIVE

2.1   This policy governs the admission or progression of individuals to the college as FE or apprenticeship students. It is applicable to all students from the UK and Islands, within the European Union (EU), Swiss citizens or European Economic Area (EEA) with a valid settled or pre settled status documentation. The college's approach is:

- To operate a fair, open and transparent admissions process.
- To provide accurate and timely information, and impartial advice and guidance to applicants and potential applicants to enable them to make the right choices for their future.
- To build a college community that values inclusivity, diversity and the contributions of a wide range of students and apprentices.
- To have a robust admissions process to safeguard our students, staff and partners.

3. RESPONSIBILITIES

3.1.   **Governing body**

The governing body is accountable for ensuring the college has a robust and effective admissions policy and processes in place that are in accordance with statutory guidance.

3.2.   **College staff**

All staff are responsible for ensuring that they apply the policy and processes at all times when dealing with potential applicants, progressing students and applicants.

4. POLICY STATEMENT

4.1   This policy applies to all FE applicants including full time, part time and apprenticeship programmes of all ages, who are seeking admission onto a college programme including those who are already at the college and wish to progress from one programme to another.

4.2   The college will ensure that applicants receive information and advice from the student operations, curriculum, support and recruitment teams in order to help them decide on the course of study to best suit their needs.

4.3   The college will work with other agencies such as schools, universities, employers and specialist support services to develop appropriate information sharing and referral processes and ensure that the information and advice provided to potential students and apprentices is accurate.

4.4   The college will offer applicants the opportunity to view the college and its facilities prior to the commencement of a course by holding open days, taster events or by arranged visits.

4.5   Applicants with additional support needs can access appropriate support from the college's additional learning support team and will be given the opportunity to disclose their support needs at application, during visits and at enrolment so that their needs can be assessed at the earliest stages in the student journey. For applicants with an Education Health and Care Plan (EHCP) a suitable taster / transition plan will be put in place where appropriate to meet their individual needs.

5.   FE ADMISSIONS

5.1   The admissions process for FE students will be overseen by the Student Operations Team who work closely with the curriculum teams to ensure that each applicant is supported in a timely manner to meet their individual requirements and provide them with the right experience that supports their admission to college.

6.   APPRENTICESHIP ADMISSIONS

6.1   All applications relating to apprenticeship opportunities are facilitated through the Apprenticeship Recruitment Team who will undertake initial screening assessments and assist with securing suitable employment opportunities.

7.   RECRUITMENT, PROMOTIONAL AND MARKETING MATERIALS

7.1   The college is committed to ensuring that applicants and potential applicants have access to high quality information, access to view facilities and speak to curriculum teams through planned and promoted open events as required.

7.2   The college has a schools' liaison team who work in partnership with local schools to ensure that young people understand the wide range of options available to them at Key Stage 5. Supporting school staff responsible for transition and careers is also a key part of this area of work.

7.3   The college works to ensure it meets the requirements of the Matrix Framework and the National Careers Strategy and are committed to providing impartial information, advice and careers guidance.

7.4   The college is committed to ensuring that course prospectuses, the college website, and other publicity materials contain accurate, reliable, current and comprehensive information that are designed in a market-appropriate and accessible way.

8.   ENTRY CRITERIA

8.1   The college publishes academic entry criteria for all full-time courses in the full-time prospectus and on the website. The criteria are guided by a commitment to ensure progression through levels of learning and to ensure applicants have the academic ability to achieve and succeed on their chosen course.

8.2   A faculty area may have additional requirements such as a higher qualification or vocational test / portfolio. Any requests to set different entry requirements must be approved by the Deputy Principal of Curriculum, Quality and Student Experience before publishing.

8.3   Adjustments to the stated criteria may be made for applicants who are assessed as having a disability or learning difficulty.

8.4   Existing college students applying to progress to or apply for an apprenticeship are required to fulfil the entry criteria for their chosen course or opportunity.

8.5   Applicants for whom English is a second language may be asked to complete an assessment of their reading, writing and comprehension as a condition of entry onto non-ESOL courses.

9.   TASTER AND 'MEET THE TEAM' SESSIONS

9.1   Applicants will be invited to attend college virtually or in person, for taster or 'meet the team' sessions to give them an opportunity to become aware of college life and get further information about their chosen subject and course. An opportunity for a one-to-one session with the tutor and any course-specific testing will be built into the sessions.

9.2   Faculty areas requiring individual interview or audition sessions must seek approval from the Head of Centre before liaising with the Student Operations team to arrange invitations.

10.   INITIAL ASSESSMENTS

10.1   For some courses, applicants (including progressing students) may be asked to complete an initial assessment of their literacy and numeracy prior to the start of their course. All other applicants will complete this assessment during the first 6 weeks of the programme commencing. The outcome of the assessment will be used to identify any additional support required by the student and will not override any qualifications obtained.

11.   SUPPORTING STUDENTS WITH ADDITIONAL SUPPORT NEEDS

11.1   Nottingham College welcomes applications from people with disabilities and learning disabilities and people with literacy, numeracy and language difficulties.

11.2   Where an applicant is identified as having a diagnosed learning support need or has evidence of prior support, which may impact on their learning at Nottingham College, this will be followed up by the college's Additional Learning Support (ALS) team. Further information may be sought from the applicant to enable an assessment to take place before any support plan or arrangements are agreed.

11.3   If a learner has an Education Health and Care Plan, the ALS team will consult with the relevant Local Authority to ensure the college can support needs as outlined within the plan. If a learner applies without disclosing an EHCP, the college has a right to withdraw any conditional offer made where it's unable to support the identified needs.

11.4   The ALS team will:
- Provide guidance to tutors and teams to enable appropriate support.
- Assess students via the CognAssist assessment, sending monthly strategies to support at the appropriate level.
- Complete student assessments in relation to specific needs and produce a TLIP (Teaching and Learning Inclusion Plan) outlining individual support the student needs from Tutors, Assessors and ALS team.
- Support applicants in sessions if required.
- Assess students for exam access arrangements – we will need any background information from schools or a referral with detailed information from course tutor/assessor.

12.   RISK ASSESSMENT AND SAFEGUARDING DUTY

12.1   The college has a duty to ensure that all students, apprentices and staff feel safe and protected whilst at college and will work with statutory and other local agencies to ensure their safety.

12.2   The college will undertake a risk assessment or a support to study assessment on applicants, students or apprentices who disclose potential risks.

12.3   Where there is an identified risk, the college may share information regarding the risk with statutory and other agencies in order to ensure the safety of its staff and students.

12.4   The college reserves the right to refuse entry to the college if, following the risk assessment process (which may include a safeguarding panel led by the Deputy Principal) the college feels the risk attached to the applicant is too high.

12.5   Students and apprentices have the right to appeal against the decision to refuse admission.

13.   CRIMINAL CONVICTIONS

13.1   Applicants are asked to disclose 'relevant' and 'unspent' criminal convictions or court proceedings on their application form. Further information will be sought from

applicants who disclose and risk assessments will be undertaken by a member of the Safeguarding Team.

13.2 A panel to review the application will be held if the risk rating within the risk assessment exceeds the appropriate thresholds.

14. DBS CHECKS

14.1 The college requires applicants for certain types of courses to undergo a DBS check prior to starting their course which will normally be completed as part of the application and offer process. This relates to courses where a work placement is mandatory and requires a DBS check. All offers for courses where there is a DBS check requirement will be conditional to the successful DBS clearance.

15. COURSE OFFERS

15.1 Course offers may have conditions in addition to the standard academic entry criteria.

15.2 Offers will be made immediately after an application is received online for A-level and GCSE applicants who provide and meet predicted or actual subject entry criteria. Where entry requirements have not been met, applicants will be contacted within 10 working days to establish missing information. Should entry requirements be met then an offer will be sent within 24 hours.

15.3 Vocational courses will be given an immediate conditional offer, subject to the entry requirements of the course and in some cases there may be additional conditions to the academic entry criteria. Details of these conditions will be provided in the communications sent to applicants.

15.4 If the course applied for is not suitable, the applicant will be invited to meet a member of the Careers Team to explore other options and alternatives within the college.

15.5 The college will endeavour to secure a place on the most appropriate course for the applicant (subject to the risk assessment process above). If this is not possible, the college will ensure that the applicant receives suitable advice on next steps.

15.6 Apprenticeship offers are subject to an offer of employment as an apprentice by an employer.

16. COURSE CLOSURE

16.1 Where a course is under-subscribed or there is a significant change to how a course is funded, the college reserves the right to withdraw the course. In such circumstances, applicants will be offered support and advice on the availability of suitable alternative courses. Where a course is over-subscribed to a level where it will be impossible to accommodate a student safely or appropriately, the college reserves the right to close the course to further applicants. Alternative options will be discussed with applicants in these instances.

16.2   Where an employer withdraws their vacancy for an apprenticeship job opportunity the college reserves the right to advise applicants that the apprenticeship is no longer available. Where this occurs, applicants will be offered a suitable alternative or a pre-apprenticeship programme. Alternative options will be discussed with applicants in these instances. Where applications for a vacancy are high, the employer and the college have the right to close the apprenticeship vacancy to further applications.

17.   OFFER ACCEPTANCE

17.1   Applicants are encouraged to accept or decline their offer through their Prospect account, or by contacting the Student Operations Team.

18.   CONDITIONS OF ADMISSION

18.1   The College reserves the right to:
- Request references or other supporting information.
- Require DBS checks prior to entry onto courses that lead to a career where there is a requirement or where work experience providers have this as a requirement. Certain convictions may lead to a refused course offer.
- Review and refuse admission to an applicant who has previously been excluded from this or any other educational organisation. This may be subject to a risk or fitness to study assessment and panel meeting to assess the suitability to study in a college environment and duty of care to other students, apprentices and staff.
- Conduct risk and fitness to study assessments, review and refuse admission to applicants where there is evidence there is a threat or danger to themselves of others. This relates to the college's duty of care to staff, students and apprentices; and,
- Review and refuse admission to any applicant or student who has outstanding debt with the college.

19.   APPEALS AND COMPLAINTS

19.1   If an applicant wishes to appeal against a decision made by the college with respect to an application to study at the college, a letter should be sent to the Director of Student Services. An acknowledgement of an appeal will be sent within 3 working days. This appeal will be reviewed by the Director and appropriate Head of Centre. The applicant will receive a formal response regarding their appeal within 15 working days.

19.2   Any dissatisfaction with any administration or service delivery aspect of the admissions process can be addressed using the college's complaints procedure.

20.   MEASURES

20.1   The effectiveness of the policy will be monitored and measured through student feedback. In monitoring its impact, the college will have due regard to the college's Equality and Diversity Policy which is measured through the EDI committee.

21.   LINKS TO OTHER COLLEGE POLICIES

- Nottingham College Safeguarding Policy
- Fitness to Study Policy and Procedure
- Equality and Diversity Policy
- Complaints Policy and Procedure
- Data Protection Policy

22. APPENDIX 1

EQUALITY IMPACT ASSESSMENT INITIAL SCREENING TOOL

Document Name:	FE & Apprenticeships Admissions Policy	Date:	20th Jan 2021
Lead Officer:	Director Student Services	Reviewing Officers:	Director Student Services

☐ Function	☒ Policy	☐ Procedure	☐ Strategy

Describe the main aim, objectives and intended outcomes of the above:

This policy governs the admission or progression of individuals to the college as FE or apprenticeship students. We aim to offer the broadest possible range of courses and opportunities for students of all abilities and aspirations. The underlying principle of the Admissions Policy is that all students choosing to apply to Nottingham College will be offered an opportunity to study with us, on the most appropriate programme.

*You must assess **each** of the 9 areas separately and consider how your policy may affect each group.*

1. Assessment of possible adverse impact against any minority group			
How could the policy have a **significant** negative impact on equality in relation to each area?	Yes	No	If yes, please state why and the evidence used in your assessment
1. Age		No	
2. Sex		No	
3. Disability		No	
4. Race or Ethnicity		No	
5. Religion or Belief		No	
6. Sexual Orientation		No	
7. Pregnancy and maternity		No	
8. Gender reassignment		No	
9. Marriage and Civil Partnership		No	

You need to ask yourself:
- Will the policy create any problems or barriers to any community of group?
- Will any group be excluded because of the policy?
- Will the policy have a negative impact on community relations?

If the answer is yes to any of the above then a full Equality Impact Assessment will be required.

2. Positive impact			
How could the policy have a **significant positive** impact on equality by reducing inequalities that already exist?	Yes	No	If yes, please state why and the evidence used in your assessment
1. Promote equal opportunities	Yes		Allowing students from more disadvantaged backgrounds to access appropriate levels of education and qualifications in order to improve life chances and social mobility.
2. Get rid of discrimination	Yes		By providing equal opportunity access to appropriate levels of education.
3. Get rid of harassment		No	
4. Promote good community relations	Yes		Allowing students from more disadvantaged backgrounds to access appropriate levels of education and

				qualifications in order to improve life chances and social mobility.
5.	Promote positive attitudes towards disabled people		No	
6.	Encourage participation by disabled people	Yes		Allowing students with disabilities to access appropriate levels of education and qualifications in order to improve life chances and social mobility.
7.	Consider more favourable treatment of disabled people		No	
8.	Promote and protect human rights	Yes		Allowing students from all backgrounds access to appropriate education.

3. Summary							
Positive			*Please rate the level of impact*				Negative
HIGH ☐	MEDIUM ☒	LOW ☐	NIL ☐	LOW ☐	MEDIUM ☐	HIGH ☐	
Date assessment completed: 20/01/20		Is a full Equality Impact Assessment required?			☐ Yes	☒ No	