

Admissions Policy

Lead: Head of School Partnerships & Admissions	Status: Approved
Version: 2	Date of Version: April 2023
Approving Body: Executive Team	Supersedes: May 2019
Approved on: 25 April 2023	Next Review date: May 2025

Equality analysis tool¹

1.	Is the policy relevant to the public sector equality duty?	Yes
2.	Have any concerns previously been raised about this policy or practice?	No
3.	Is likely to result in discrimination against a protected group?	Yes
4.	Does this policy positively contribute to the participation of under-represented groups in the College's activities?	Yes

Version Control

Version	Date	Change(s)

Access

Location	Address/Link
Sharepoint	
Service Centre	
Document Centre	A-Z

Communication

Medium	Audience
College News	Staff

¹ The Screening Template relating to the Admissions Policy can be found on page 7 of this document.

Heart of Yorkshire Education Group

Admissions Policy

Review Cycle: Every 3 years

Next Review Date: May 2025

Person Responsible: Head of School Partnerships, Admissions and Course Information

Approving Body: Executive Team

1 Purpose of the Policy

In presenting this policy the Heart of Yorkshire Education Group seeks to state its commitment to:

- providing equality of opportunity for applicants to programmes
- ensuring the safety and welfare of students

2 Aim

To set out a framework of principles to which procedures for admission to the college will adhere, which:

- provide the best opportunity for learners to succeed
- ensure accessibility to programmes
- promote widening participation
- comply with legislation
- comply with external quality codes

3 Scope

- 3.1 This policy will apply to all applicants to Group programmes, with the exception of Higher Education programmes, who are governed by the HE Admissions Code of Practice
- 3.2 Applicants to Group courses run by other providers must also follow the admissions policy of the partner provider or franchising institution.
- 3.3 Separate arrangements may be agreed with the Local Authority or individual schools for pupils of compulsory school age attending Group programmes.

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4 Responsibilities

The central admissions process is implemented by the Admissions Team under the leadership of the Admissions Team Leader and in collaboration with Campus Support Administration. The overall Admissions process is managed by the Head of School Partnerships, Admissions & Course Information.

5 Statement of Policy

- 5.1 The Group will ensure that there are clear procedures for recruitment and admission to different categories of programme and for different categories of students. These procedures will be implemented consistently and fairly and regularly monitored and reviewed.
- 5.2 The Group will ensure that all staff involved in the admission process are appropriately informed, trained and supported to undertake their roles.
- 5.3 The Group will provide accurate, current information about courses, the qualifications they lead to and the entry requirements.
- 5.4 The Group will provide accurate, current information about fees and other costs, fee waiver and concession policies and financial assistance available.
- 5.5 The Group will provide information about facilities and the range of guidance, welfare and support services available to learners and how to access them.
- 5.6 Information will be available in Prospectuses, on the Group website, from Course Information and at promotional events. Information may be adapted into Braille or other alternative formats if required. The Group will inform applicants, at the earliest opportunity, of any significant changes to a programme made between the time when the application is made and enrolment is completed and advise applicants of the options available in the circumstances.
- 5.7 The Group will offer a range of courses suitable for different categories of student in order to provide the best learning opportunities and chance of success. For new applicants who are unable to study full-time, individual courses which form part of a full-time Study Programme may be available as standalone fee paying courses subject to sufficient interest.
- 5.8 Courses are funded in different ways; through funding agencies and fees paid by the student or sponsor. Programmes will normally run if enough students are enrolled to ensure that there is enough funding from the

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appropriate funding body and/or fees (where applicable) from either the student or sponsor. If there are not enough students enrolled, the Group may decide not to run the course.

- 5.9 Applicants should tell the Group of any additional support needs they have. The Group has a responsibility under the Equality Act 2010 to consider the needs of the student and do this before the student enrolls on a course. The Group must plan ahead to put in place what is needed for the students they expect to enrol. If the Group is not informed, it may mean that they are not able to make the reasonable adjustments needed.
- 5.10 If the applicant's needs cannot be met by reasonable adjustment, or if the applicant has a history of high-risk behaviour, which may pose a risk to the health and safety of themselves or other students and Group staff, the Group may not allow these applicants to enrol. To make this decision, a risk assessment will be done on each individual case.
- 5.11 The Group may refuse entry to applicants who have previously been excluded from one of its colleges or have disciplinary action outstanding. The Group may place conditions on those applicants who wish to return to one of its colleges whose attendance or behaviour has previously not met the required standard.
- 5.12 The Group will ensure that selection procedures are clear and consistently implemented, and that transparent entry requirements, both academic and non-academic, are used to underpin judgements made during the selection process for entry.
- 5.13 The applicant must meet the programme entry requirements. This may involve consideration of the applicant's whole profile, not exclusively academic achievements. The applicant must produce documentary evidence at enrolment to show they have the appropriate qualifications to meet the entry requirements.
- 5.14 The Group will inform applicants of the procedures they should follow if they wish to accept or refuse the offer of a place and of the action they should take if they do not achieve the results and/or meet the criteria specified in the offer of a place.
- 5.15 The applicant must be able to pay all fees and costs, unless they are eligible for fee waiver/remission, student loan or other financial assistance. Different fees may apply to applicants for the same course depending on the way the course or the student is funded. Applicants will be refused entry to a course unless they are able to pay the required fee. The Group may refuse entry to applicants who have debts outstanding to the College.

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- 5.16 For some courses the applicant will be required to apply for an enhanced disclosure from the Disclosure and Barring Service. Issues arising from the disclosure will not necessarily exclude the applicant from the course and will be risk assessed on an individual basis.
- 5.17 Applicants will be notified if they have not been offered a place on a course and the reason why. They will be informed how they may appeal against that decision.
- 5.18 All learners must sign the terms of enrolment and agree to follow the Student Code of Conduct.

6. Monitoring and Evaluation

Enrolment procedures	Enrolment review group	Annually
Information updating and accessibility	Marketing	Annually
Entry requirements	Heads of Curriculum	Annually
Payment of fees	Finance	Monthly
Additional Support	Head of Inclusion & Partnerships	Annually
Student Disciplinary Procedures – Exclusion related	Executive Director Student Experience and Support	Every two years
DBS Disclosure Risk Assessments	Student Wellbeing and Safeguarding Manager	Annually
Setting and monitoring of service standards	Executive Director Student Experience and Student Support	Annually
Monitoring of application data, offers and conversion to enrolments	Recruitment Group	Through meeting schedule

7. Communication

This policy will be available to learners and prospective learners on the Heart of Yorkshire Education Group website and will be referred to in Group prospectuses. Staff will be made aware through the internal communications and the Group Intranet.

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Appendix 1

Guidance for staff on interviews with prospective students

The purpose of the interview is to:

- provide information about the Group and its Colleges;
- provide information about courses within the chosen curriculum area(s);
- assess the suitability of a particular course in terms of the applicant's whole profile, including academic ability, aspirations, career goals, motivation and personal attributes;
- allow applicants to ask questions to enable them to assess suitability of the course for their needs;
- provide information about further options within the Group where appropriate;
- establish the appropriate level of course for the candidate based on predicted qualifications or qualifications achieved;
- ensure that the applicant understands the content of their entire course, including all elements of the study programme where appropriate;
- ensure that the applicant understands potential progression routes and are informed on using of labour market intelligence to inform choices;
- ensure that the applicant understands Group expectations of their conduct and engagement whilst on programme;
- provide the candidate with further opportunity to disclose support needs of any kind and discuss a support package;
- inform the candidate of any fees, exam fees and any associated course costs e.g. for equipment, clothing, books, study trips etc.;
- enable the interviewer to direct the applicant to additional Group services where required, e.g. Financial Support, Careers Guidance, Additional Support.

At interview all prospective students are entitled to:

- an interview with a positive, welcoming and informed member of staff;
- accurate and clear information with referrals to Group services as required;
- appropriate professional discussion relating to their current application and destination goals;
- be accompanied to interview by a parent, carer or other appropriate adult where necessary and if required;
- be treated fairly and not disadvantaged on the basis of any protected characteristic.

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Appendix One: Screening Tool

Public sector equality duty


The Public Sector Equality Duty requires College to have **due regard** for the need to:

- eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people from different groups; this involves considering the need to:
- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics;
- encourage people with protected characteristics to participate in activities where their participation is low; and to
- foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups.

Consequently, we need to assure ourselves that our policies will not have an adverse differential impact on any particular group. This pre-screening section will enable you to identify whether your policy is likely to have an adverse differential impact.

Please use the following template to help determine whether an equality analysis is required

Name of the policy – Admissions Policy
Author(s): Head of School Partnerships & Admissions

Author(s) of Equality Analysis:
Name: James Pennington
Job title: Head of School Partnerships & Admissions
Date: 10/5/23
Signature: 

In order to decide whether the policy requires further action, please complete the following questions:

1. What are the main aims, purpose and outcomes of the policy?

Purpose of the Policy

In presenting this policy the college seeks to:

- state its commitment to providing equality of opportunity for applicants to programmes
- state its commitment to ensuring the safety and welfare of students

Aim

To establish a framework of principles for the development of admission procedures which:

- comply with legislation
- ensure accessibility to programmes
- promote widening participation
- provide the best opportunity for success

2. Will these aims affect our duty to:

	Yes / No	How?
advance equality of opportunity?	Yes	The aims directly support equality of opportunity and the prevention of discrimination
eliminate discrimination?	Yes	
eliminate harassment?	N/A	
foster good relations between people from different groups ?	N/A	
tackle prejudice and promote understanding between people from different groups?	N/A	

3. What aspects of the policy, including how it is delivered, or accessed, could contribute to inequality?

Para 5.9 means that applicants with support needs may not be able to access the college but only if reasonable adjustments cannot be made.

Para 5.7 and 5.8 may affect learners in different age groups.

4. Will the policy have an impact (positive or negative) upon the experience of people, including those who share a protected characteristic?

Please complete the following table:

Protected characteristic	Meet needs of people with this characteristic	Encourage participation (if under-represented)	Remove or minimise disadvantages	Possible negative impact
Race	Yes	No		No
Gender	Yes	No		No
Disability	Yes	No		Yes
Religion / belief	Yes	No		No
Sexual orientation	Yes	No		No
Gender reassignment	Yes	No		No
Pregnancy /maternity	Yes	No		No
Age	Yes	No		Yes
Marriage / civil partnership*	Yes	No		No

Evidence:

As 3 above

6. What different needs, experiences or attitudes are particular communities or groups likely to have in relation to this policy?

Adult learners and learners with support needs may feel discriminated against if the course of their choice is not available to them. Where possible, alternative courses will be offered to minimise negative impact.


Next steps

If your answers to these questions have identified potential negative impacts, then you should consider further consultation or action to minimise the differential impact. Please contact the Assistant Principal: Inclusion & Partnerships for support.

If no further action is required, please sign the declaration below and include with all published copies of the policy.

Declaration

The policy does not have a significant impact upon equality issues and therefore does not require any further action.

Author(s) of EA.
Name: James Pennington
Job title: Head of School Partnerships & Admissions
Date: 10/5/23
 Signature: