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1. Principles

The guiding principles for the College Group's approach are:

- To provide accurate and timely information, advice and guidance to new applicants to enable them to make the right choices for their future
- To build a college community which celebrates inclusivity, diversity and the contributions of a wide range of students and apprentices
- To operate open, fair, transparent and consistent admissions procedures
- To provide learners with the opportunity to progress in their education and develop the skills they need to meet their long-term career aims and interests

1. Aims

- 1.1 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.

- 1.2 The College will ensure that applicants receive information and advice from the Admissions Teams and Curriculum Teams to help them decide on the course of study to suit their needs.
- 1.3 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.
- 1.4 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 arranged visits.
- 1.5 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, applicant interview and at enrolment so that their needs can be met from the earliest stages in the student journey.

2. Equality, Diversity and Inclusion

The College's Equality, Diversity and Inclusion policy demonstrates the College's commitment to ensuring that equality, diversity and inclusivity are embedded in every aspect of our organisation and that a culture of mutual respect and understanding is promoted. The College is committed to eliminating discrimination, victimisation, harassment and bullying, advancing equality of opportunity and fostering good relations between different groups of people.

3. Recruitment, Promotional and Marketing Materials

- 3.1 The College is committed to ensuring that applicants and potential applicants have access to high quality information, access to view facilities and the opportunity to speak directly with curriculum teams.
- 3.2 The College has Student Recruitment and Events Officers 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 and beyond. Supporting school staff responsible for transition and careers is also a key part of this area of work.
- 3.3 The College works to ensure it meets the requirements of the Matrix framework and is committed to providing impartial information, advice and guidance.
- 3.4 The College is committed to ensuring that college prospectuses, the College website, and other publicity materials contain accurate, reliable, current and comprehensive information and are designed in a market-appropriate and accessible way.

4. Entry Criteria

- 4.1 The College publishes academic entry criteria for all courses on its website. The criteria are guided by a commitment to ensure progression through levels of learning and to ensure that applicants have the academic ability to achieve and succeed on their chosen course.
- 4.2 Adjustments to existing entry criteria are made through the annual Entry Requirements Review and Change Process, as part of Curriculum Business Planning cycle. This process is led by the Deputy Director for Information and Funding (Learner Services), working with Vice Principals, and its purpose is to ensure the standardisation, transparency and fairness of entry requirements across the group.
- 4.3 Adjustments to the stated criteria may be made for applicants who are assessed as having a disability or learning difficulty.
- 4.4 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.

5. Exceptions to entry criteria

- 5.1 Exceptions to the stated criteria may be made for applicants who are identified as being home schooled, Not in Employment, Education or Training (NEET), Fresh Start or Foundation students. In these instances, assessment of core competencies is made through the applicant interview or transition assignments.
- 5.2 Applicants may be asked to complete an initial assessment of their literacy and numeracy prior to the start of their course. The information from this assessment will be used to indicate potential learner support needs.

6. Applicant interviews

- 6.1 Applicant interviews are a two-way process to ensure that applicants can find out more about the specifics of their chosen course.
- 6.2 All full-time applicants (and some part time applicants) will be invited to an interview to discuss their application and ensure that the course content, assessment and attendance requirements fit with applicants' expectations.
- 6.3 Applicants will have the opportunity to feedback on their experiences following the applicant interview and request further information should this be required.
- 6.4 Applicants who do not attend their interview and who do not contact the College, will have their application placed on hold and will be informed of this by email. If the applicant contacts the college again their application will be made active and they will be invited to a further interview.

7. Adult applications

- 7.1 The Group welcomes adult students seeking to enhance their education or retrain to meet the needs of the local economy or personal goals. Where it is available within the group, the needs of adult students are most appropriately met by courses deliberately

targeted at adults, such as evening or part-time provision, bootcamps or apprenticeships, where they will learn alongside other adults.

- 7.2 Where such provision is not available, adult learners are entitled to progress onto daytime classroom provision which is primarily targeted at 16–18-year-olds, as long as:
- adult enrolment is permitted by the awarding organization and
 - the learner meets funding conditions or pays course fees

8. The CCG Progression Commitment

- 8.1 Chichester College Group is committed to a culture of inclusion in which everyone in its community can progress in their education and develop the skills they need to achieve their ambitions for the future.
- 8.2 Priority will be given to applicants who are progressing internally, subject to their application being processed by the end of June. The College will aim for these applicants to be offered course places (subject to relevant conditions being met) before places are filled by new applicants who are not progressing from within the College.
- 8.3 Students who meet the expectations set out below are entitled to progress to a programme of study at the next level:
- Successful completion of their current programme of study
 - Achievement of any specific progression requirements of their chosen course
 - Satisfactory progress in their study of Maths and English, where these are being studied, including full attendance at exams
 - Satisfactory achievement of the College's expectations in relation to attendance and behaviour or, where issues have been identified, evidence of sustained, improved performance
- If these expectations are not met the College reserves the right to refuse progression to a higher level of study.

9. Progression requirements

- 9.1 In addition to the standard entry requirements for new applicants to a course of study, each course at the College has standard progression requirements for current students progressing internally within the college. These progression requirements differ from entry requirements to reflect the fact that it progressing students will normally be studying different qualifications to new applicants moving directly into the higher-level course.
- 9.2 Progression requirements are reviewed annually and stored on the college's management information system. They are confirmed to students in offer emails and through the Application Tracker and pre-enrolment systems.

10. Progression meetings – Spring Term

- 10.1 The Admissions teams distribute progression spreadsheets to curriculum teams in early February, to be completed by lecturers and returned to Admissions by the end of the last week in March.

- 10.2 Lecturers conduct progression meetings with students and record one of the following progression options:
- Conditional offer within the curriculum area. The lecturer records on the progression spreadsheet the course being offered and confirms the standard progression requirements for this course and any course costs.
 - Progression to a different curriculum area. The lecturer records the requested course name (and course code if known) and informs the student that they will be contacted by the admissions team who will arrange an interview for that course.
 - Leaving college. The lecturer records the planned destination. If the learner plans to progress to another college within CCG, their preferred college and course name should be recorded so that the application can be passed to the admissions team at the receiving college.
- 10.3 The Admissions team process the progression spreadsheets by the end of April.
- Students planning to progress within the same curriculum area are sent an offer email confirming the course being offered and the progression requirements.
 - Students planning to progress to a different curriculum area are recorded on the College's management information system as 'new applicants' and invited to an interview with the course leader. They are also required to attend face to face enrolment at the start of the autumn term.
 - Students planning to progress to another college within CCG have their details passed to the receiving college who will invite them to interview. They are also required to attend face to face enrolment at the start of the autumn term.
 - For students who are 16-18 years old, parents, carers and social workers who are permitted contacts are copied into admissions correspondence.

11. Progressors at risk of not meeting progression requirements - Summer Term

- 11.1 In May, Heads of Learning and Teaching and Learning Managers review progression offers and identify any learners whose progression is a cause for concern because they have not achieved or are at risk of not achieving the progression requirements for their planned programme of study.
- 11.2 Heads of Learning and TLMs decide whether students with progression concerns should be met with in June or at enrolment. Wherever possible, review meetings should take place in June to give students as much time as possible if they need to consider an alternative progression pathway.
- June review meetings are arranged by the curriculum team and outcomes are passed to the Admissions team.
 - Enrolment review meetings are organised by the Admissions team. Students are given appointments to attend main enrolment, alongside new students.
- 11.3 Heads of Learning and TLMs are responsible for informing students if they cannot progress to their planned course. They are also responsible for ensuring that students whose planned progression is denied are given appropriate information, advice and guidance to support them in exploring alternative progression pathways. In many cases it will be possible to offer them an alternative programme within the same curriculum area. Referrals to the Admissions team and Progression Plus careers team should be made where students need advice about progression to an alternative curriculum area or alternative provider, including other colleges within Chichester

College Group.

12. Progression of students on stage 4 of the referral process

- 12.1 Students with progression offers may only be denied progression if:
- They do not meet the progression requirements for their proposed course
 - They have been denied progression through the referral process
- 12.2 If a student has been removed from college as a result of a stage 4 referral process, the Student Records Supervisor is informed by the Pastoral Support Manager/administrator. The Student Records Supervisor places a flag on the student's record indicating that a Return to College meeting is required before any future offer is made, should the student make a new application to join a college in the Group. The Student Records Supervisor also informs the relevant Admissions Team Manager / Adviser, who removes any existing progression offers for that student.
- 12.3 If a student finishes a year while on stage 4 of the Referral Process and requires a Return to College meeting before being allowed to progress to the following year, this meeting is arranged by the Pastoral Support Manager/administrator. The Pastoral Support Manager/ administrator informs the Student Records Supervisor, who places a flag on the student's record indicating that a Return to College meeting is required. The student's progression offer is not removed, and the student is able to pre-enrol onto their planned course. However, the Student Records team does not commit the enrolment of that student until the Student Records Supervisor has been notified of the outcome of the Return to College meeting by the Pastoral Support Manager/administrator.

13. ESOL progression

- 13.1 The Group recognizes the valuable talents and contribution that can be made by ESOL students, including refugees and asylum seekers, and seeks to support their ambition to progress into skilled employment or further and higher education.
- 13.2 These students frequently lack the formal qualifications normally required by vocational and academic courses. Achieving GCSE English grade 4-9 is not a realistic expectation for most of these students and should not be an obstacle to progression onto most courses.
- 13.3 ESOL students, including adults, are entitled to progress to further study, including daytime, classroom provision, if they have achieved the level of English and Maths required by the receiving qualification.
- Level 1 vocational courses normally require a minimum of ESOL Entry Level 3.
 - Level 2 vocational courses normally require a minimum of ESOL Level 1
 - Level 3 vocational courses normally require a minimum of ESOL Level 2
 - The Maths requirement for vocational courses will vary by level and course but students would be expected to be working towards Maths GCSE grade 4-9 if not already achieved.
 - A Level courses normally require GCSE grade 4-9 in Maths and English.

14. Supporting Applicants with Additional Support Needs

- 14.1 The College welcomes applications from people with Special Educational Needs and Disabilities, including Specific Learning Difficulties such as dyslexia and dyspraxia. Applications from disabled applicants or applicants who may need learning support will be reviewed by the Additional Support team to ensure appropriate reasonable adjustments can be made to college services to meet the needs of the learner.
- 14.2 Where an applicant is identified as declaring a disability or a difficulty which may impact on their learning, they will be asked at interview for further details of the support or reasonable adjustments, which may be needed. This information will be followed up by the College's Additional Learning Support team as required.
- 14.3 The Additional Learning Support team will provide:
- Guidance and training for teachers and assessors on the disclosure of disabilities or learning difficulties at an applicant interview.
 - Support for applicants at applicant interview as requested by the applicant
 - College teachers with information on the differentiation required for learning.
 - Support to ensure that applicants are able to access College support services.
 - Due regard will be given to the SEND Code of Conduct 2014 to ensure that best endeavours have been made to provide for applicants with SEND.

15. Risk Assessment and Safeguarding Duty

- 15.1 The College has a duty to ensure all students, apprentices and staff feel safe and protected whilst at the College and will work with statutory and other local agencies to ensure the safety of its students, apprentices and staff.
- 15.2 The College will undertake risk assessments of applicants who disclose potential risks.
- 15.3 Where there is an identified risk, the College reserves the right to share information regarding the risk with statutory and other agencies in order to ensure the safety of its students and staff.
- 15.4 The College reserves the right to refuse entry to the College, if following the risk assessment process assessment led by the Group Director for Safeguarding and Wellbeing, the College feels the risks attached to an applicant are too high.
- 15.5 Students and apprentices have the right to appeal against a decision by emailing the Associate Principal for Students and Customers.

16. Residency Assessment

If an applicant declares that they are not a UK National or that they have not lived within the UK for the last 3 years, they will be contacted for a residency assessment. The residency assessment will determine the applicant's eligibility for 'home' funding. Applications will normally be placed on hold until the applicant's residency status has been resolved. Residency assessments not completed before interview will be completed at pre-enrolment, prior to enrolment.

17. Criminal Convictions

- 17.1 The College recognises the contribution that people with criminal records can make and welcomes applications from them. A person's criminal record will not, in itself, prevent that person from being offered a place on the chosen course. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused a place on a course because of offences which are not relevant to, and do not place them at or make them a risk in, the course for which they are applying
- 17.2 **Applying for courses that are covered by the Rehabilitation of Offenders Act 1974**
For applications to courses covered by the Rehabilitation of Offenders Act 1974, the College requires applicants to disclose any 'unspent' convictions and 'unspent' conditional cautions. The college also requires to know if the applicant is currently subject to a criminal investigation, facing a pending prosecution and also if an applicant is currently being supervised by the youth offending team or probation. The initial disclosure is provided by applicants when they complete the CCG application form. Further information will be sought from applicants who make a disclosure and risk assessments will be undertaken.
- 17.3 If applicants are unsure about how to provide the information requested, support can be provided by contacting NACRO's Criminal Record Advice Line on 0300 123 1999 or helpline@nacro.org.uk. All enquiries to this service are confidential and applicants will not be asked for any personal details (unless information or advice is requested to be sent).
- 17.4 For further information on how long it takes for convictions and conditional cautions to be spent, please refer to NACRO's guide on the Rehabilitation of Offenders Act by visiting <https://www.nacro.org.uk/criminal-record-support-service/support-for-individuals/disclosing-criminal-records/rehabilitation-offenders-act/>
- 17.5 **Applying for courses that are 'exempt' from the Rehabilitation of Offenders Act 1974.**
Courses exempt from the Rehabilitation of Offenders Act 1974 usually require the completion of a work placement in order to achieve the qualification. Work placements in childcare, working with vulnerable adults, health care, teaching, accounting and the legal system require a criminal record check appropriate to the role / course applied for. Criminal records checks take place through the Disclosure and Barring Service. Some work placements may require an enhanced DBS check. This will be discussed as part of the applicant interview. Students will be asked to complete the DBS process before any work placements take place, normally at the start of the academic year. All offers for courses where there is a DBS check requirement will be conditional to the successful DBS clearance.
- 17.6 Chichester College Group reserves the right to withdraw an offer of a place in circumstances where students receive an offer before the process for scrutinising disclosures of criminal convictions / cautions / investigations / prosecutions has been completed.
- 18. Course Offers and Acceptances**
- 18.1 Course offers will be emailed to the applicant by the Admissions Team within 10 working days of the applicant interview, subject to relevant supporting information being received.

- 18.2 If a course is not thought to be suitable, or the applicant does not meet the required course entry criteria, they will be offered further advice by the Admissions Team to support them in looking at alternative courses.
- 18.3 Reasons not to offer an applicant a place on a course would normally include:
- Applicant not having the (predicted) academic requirements to meet the published entry criteria.
 - Applicant being supplied with a poor reference from their previous school or college.
 - Applicant not displaying the core competencies expected for a programme of learning at the College at the applicant interview.
 - Concern that the applicant could not meet the specific work placement requirements of the course.
- 18.4 Students will be asked to accept their offer of a place and a record of acceptances will be made by the Admissions team. Students who do not accept their offer of a place will be sent a reminder to accept the offer 4 weeks after the initial offer. If applicants do not accept their offer within 6 working weeks, their their place may be at risk.
- 18.5 The College reserves the right to:
- Request references and/or school reports for applicants.
 - Refuse admission to an applicant who has previously been excluded from this or any other educational institution. Previous exclusions do not automatically lead to an application being rejected. Where concerns about a previous exclusion exist, the applicant may be invited to a review meeting with a member of the College Leadership Team. This meeting will be used to assess a candidate's suitability to study on the course and in a college environment. A decision will be reached in full consultation with the applicant and their parent / carer (if aged under 18). Full consideration will be given to the welfare of the applicant and to that of other students, apprentices and staff.
 - Conduct risk assessments, review and refuse admission to applicants where there is evidence that they could be a threat or danger to themselves or others. This relates to the college's duty of care to students, apprentices and staff.
 - Review and refuse admission to an applicant/learner who has any outstanding debt to the College. Further information about this can be found in the College Fees policy.
 - Require that students and apprentices are funded by a government body, themselves or another body in order that the College receives payment for the cost of studying.

19. Course Closure and Change of Location

- 19.1 Where a course is undersubscribed or there is a significant change to how a course is funded, the College reserves the right to withdraw the course at any time. In such cases, applicants will be given a full refund of any fees they have paid. They will also be offered advice on the availability of alternative courses, both at the College and with other local education providers. However, the offer of a place on alternative courses cannot be guaranteed.
- 19.2 The College reserves the right to change the location of courses but will only do this in exceptional circumstances.

20. Joining the College

- 20.1 Every effort will be made to ensure that joining the college is a positive experience for applicants. All applicants starting a course in September will be sent information during July / August about joining the college and guidance on financial support, services available for students and any other relevant information about life at the college.
- 20.2 Apprentices will receive this information at the time of their appointment. Enrolment is normally undertaken via a mixture of online and face-to-face activities, beginning online in June. The college is committed to making that experience as simple and easy as is possible.

21. Appeals and Complaints

- 21.1 If an applicant wishes to appeal against a decision made by the College with respect to an application to study at the College, they should contact the Admissions Coordinator who will liaise with the Head of Learning (HoL) responsible for that particular course. The HoL will investigate each appeal and provide a response, including their decision, in writing. The Admissions Team will support the applicant throughout the process and continue to offer guidance on finding the most suitable course for them.
- 21.2 Any dissatisfaction with any administrative or service delivery aspect of the admissions process can be addressed using the College's published Feedback and Complaints Procedure.

22. Data protection

When we collect personal data of applicants in order to process course applications, we are regulated under the provisions of UK Data Protection legislation and / or, if the context so requires, any international legislation relating to personal data. We are responsible as the 'controller' of that personal information for the purposes of those laws. A full Privacy Notice outlining the categories of student information that we collect, hold and share; why we collect and use this information, the lawful basis on which we use this information and why we share student information is provided to all applicants and enrolling students. The college's data protection policy is available on the college group's website.

23. Link to College Policies

- Equality, Diversity and Inclusion Policy
- Safeguarding Students, Apprentices and Adults at Risk Policy
- Additional Learning Support Policy
- Care, Support and Medicines Policy

Policy review area	Information & Funding
Lead Manager	Deputy Director for Information and Funding – Learner Services
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