



Admissions Policy for 2018-19 Entrants

| CONTENTS | Page |
|---|------|
| Introduction | 3 |
| Equality and Diversity | 4 |
| Financial Support for Study | 5 |
| • NCLT Bursary | |
| • Pupil Premium | |
| • Looked After and Previously Looked After Students | |
| Programmes of Study | 7 |
| Subject Entry Requirements | 9 |
| • A Level | |
| • BTEC Level 3 | |
| • GCSE Level 2 Re-sit | |
| • Individual Assessment | |
| • Unacceptable Qualifications | |
| The Application Process | 13 |
| • College Tours | |
| • Application Form | |
| • First Interview | |
| Higher Education Courses (Post 18) | 17 |
| Principal's Right | 18 |
| Appeals/Complaints Procedure | 18 |

Associated Publications (available from Trust Student Services)

New College Doncaster 2018-19 Prospectus
New College Pontefract 2018-19 Prospectus

Introduction

New Collaborative Learning Trust is committed to providing places in a fair and transparent way, on an open access basis.

Our published entry requirements are generic and indicative only. Our first priority is to ensure that students enrol on courses which they will enjoy, which link to their aspirations and progression goals, and which, most importantly, they are likely to be successful at studying. Information, advice and guidance is central to our admissions process which draws heavily upon a range of statistical indicators, considering students' GCSE predicted results at application and actual GCSE results achieved, alongside national data about the accessibility and performance of different courses.

We are committed to recruiting with integrity, ensuring that students can be successful on individual courses and also their full programme of study. New Collaborative Learning Trust reserves the right to refuse admission to a course, in the interests of student success.

The transition from school to college and from level 2 to level 3 study is a significant one, and students will adapt to it in different ways. The Trust treats the first six weeks as an important period during which each student will have the opportunity to make changes to their study programme and teachers and tutors will be able to monitor and support every student to enable them to succeed and achieve. This period is referred to as the Probationary Period, and it enables both students and staff to work together to ensure that students are working well, are happy and engaged, and are developing good study habits.

For some students, this period will allow them to re-consider their subject choices with appropriate guidance and support. For the majority it will serve as a useful settling-in period in which they can be helped to develop as college students rather than school pupils. Occasionally the probation period will identify students for whom the college environment is not working, for whatever reason. Whilst the college will work with these students and use a range of ways to engage and motivate, it may in rare instances be judged better that the student is asked to leave.

Equality and Diversity

The New Collaborative Learning Trust is committed to providing an inclusive environment in which diversity is celebrated and valued, and where the needs of individual students are recognised and supported.

We are committed to a culture in which each individual student is treated with respect and dignity and we will ensure that every member of our community studies and learns in an environment free from discrimination, harassment or victimisation.

We have a fundamental belief in the entitlement of every student to fulfil their potential and will help to remove barriers to learning and support the wider development of all of our students through teaching and learning, our student support and pastoral systems and our enrichment programme. We also recognise where students have successfully overcome barriers to learning to ensure that a difference of any kind does not prevent any student from succeeding and achieving their full potential.

We welcome students with disabilities or learning difficulties and will ensure that there is continuity and equal access to the opportunities and experiences on offer. Via our close working relationships with our local schools and Study Support we endeavour to ensure that transition from high school to the Trust's colleges is as smooth as possible.

We take our responsibility to eliminate all forms of inequality seriously and our Single Equality Scheme provides the framework for our commitment. The Student Executive, within each of the colleges of the Trust, includes an elected Member for Equality and Diversity who is active in the promotion of events and celebrations, as well as in the regular reporting of equality issues to the Trust Equality and Diversity Committee.

We are required to admit all students with an education health and care plan, or a statement of special educational needs naming the college.

Financial Support for Study

NCLT Bursary

The Bursary Fund is for students aged 16-19 and is a payment of money provided to support students in their learning. The allowance is means-tested and students may be eligible if total household assessed income is £21,000 or below.

If eligible to receive financial support through the 16-19 Bursary Fund, application forms are available from Student Services or can be downloaded from the website.

Student attendance will be checked weekly, with payment being made half termly in arrears. Payment will be made pro-rata to your attendance. E.g. 96% attendance = £96 bursary.

For further information regarding the 16-19 Bursary Fund email finance@nclt.ac.uk

Pupil Premium

Students eligible for the pupil premium are:

- children who have been looked-after by a local authority continuously for more than six months;
- children currently registered as eligible for free school meals;
- children who have been registered as eligible for free school meals at any point in the last six years.

For the purposes of the Trust's Admission Policy a student is considered to be entitled to free school meals if a student or their parent/guardian is in receipt of:

- Universal Credit;
- Income Support;
- income-based Jobseekers Allowance;
- an income-related employment and support allowance;
- support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit (provided they are not entitled to Working Tax Credit) and have an annual income that, from 6 April 2011, does not exceed £16,190 (as assessed by Her Majesty's Revenue and Customs);
- where a parent is entitled to the Working Tax Credit run-on (the payment someone receives for a further four weeks after they stop qualifying for Working Tax Credit);
- the Guarantee element of State Pension Credit.

Looked After and Previously Looked After Students

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

A previously looked-after child is a child who was looked after ceased to be so because they were adopted immediately after being looked after. This includes children adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders)

Children subject to a special guardianship order or child arrangements order immediately after they were looked after are also considered to be 'previously looked after children'

Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders determine a) with whom a child is to live, spend time or otherwise have contact, and (b) when a child is to live, spend time or otherwise have contact with any person. They replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

The Trust will require students to provide documentary evidence that they meet the criteria for 'looked after' and 'pupil premium'. Relevant and current evidence which can be provided by a student's former school will also be accepted.

Programmes of Study

All students will complete the Level 3 Programme of Study which includes:

- A minimum of three substantial Level 3 courses – A Level, BTEC or a combination – equivalent to at least 3 A levels in total.
- GCSE Maths resit for any students that have not yet achieved level 4 at GCSE (this is a condition of funding).
- GCSE English resit for any students that have not yet achieved level 4 at GCSE (this is a condition of funding).
- A tutorial programme which includes study skills, work and employability skills, preparation for HE, and wider personal development.
- Support and assistance for students wishing to take part in work experience placements.

All students are required to:

- enrol on a programme of above 540 planned learning hours in order to maintain funding from the EFA. Students will not be accepted on programmes less than 540 hours. This will be agreed with the student on enrolment and form part of their learning agreement.
- have met the course specific entry requirements, and minimum average GCSE point score for each of their courses.
- be under the age of 19 and eligible for full funding under EFA regulations for the full duration of the programme of study.

The programmes of study fall into distinct pathways:

Pathway 1: Four A level subjects – all of the following are required:

- achieved Grade 4 in GCSE English Language (or grade C).
- achieved at least 7 GCSE results at Grade 4 or higher.
- achieved an average GCSE point score of at least 6.5 in the GCSE subjects completed, but above 7.0 is recommended.

Pathway 2: Three A level subjects of which at least 2 are identified as challenging/ facilitating subjects - all of the following are required:

- achieved Grade 4 in GCSE English Language (or grade C).
- achieved at least 6 GCSE results at Grade 4 or higher.
- achieved an average GCSE point score of at least 5.5 in the GCSE subjects completed, but above 6.0 is recommended.

Pathway 3: Three A level subjects - all of the following are required:

- achieved Grade 4 in GCSE English (or grade C).
- achieved at least 5 GCSE results at Grade 4 or higher.
- achieved an average GCSE point score of at least 4.0 in the GCSE subjects completed, but 4.8 or above is recommended.

Pathway 4: A mixed programme of up to Three A level and BTEC subjects - all of the following are required:

- achieved Grade 4 in GCSE English Language (or grade C).
- achieved at least 5 GCSE results at Grade 4 or higher.
- achieved an average GCSE point score of at least 4.0 in the GCSE subjects completed.

Pathway 5: Three BTEC subjects - all of the following are required:

- achieved at least Grade 3 in both GCSE English Language and GCSE English Literature and Grade 4 in one of the two.
- achieved at least 5 results in total which are GCSE or accepted GCSE equivalents to at least Grade 4 (or considered equivalent to a 4), and at least three of these results should be GCSE qualifications.
- achieved a GCSE point score of at least 3.5 in the GCSE subjects completed.

Any students studying GCSE English or maths will study that in addition to the three subjects that are included within their pathway.

We do not offer Level 2 pathways.

Subject Entry Requirements

A Level

The minimum entry requirement is that all students studying Level 3 must have achieved at least a Grade 4 in English Language. In addition, students will have to meet the subject specific entry requirements which may consist of a GCSE grade and a minimum average GCSE points score.

Please note: There will be exceptions to subject specific entry requirements. At enrolment the interviewer will use their professional judgement when deciding if a student can enrol onto a course without meeting the minimum average GCSE points score requirements.

How to work out Average GCSE Points Score (using GCSE's only)

| New GCSE Grades | Old GCSE Grades | Points |
|-----------------|-----------------|--------|
| 9 | | |
| | A* | 8.5 |
| 8 | | |
| 7 | A | 7 |
| 6 | B | 6 |
| 5 | | |
| | C | 4.5 |
| 4 | | 4 |
| 3 | D | 3 |
| 2 | E | 2 |
| | F | 1.5 |
| 1 | G | 1 |
| | U | 0 |

We will convert each students grade or level into a point score. We will then calculate a simple average of these point scores (ie, the total points achieved divided by the number of GCSE subjects studied).

Please note that the GCSE Points Score will be used as a guide when choosing subjects at the school interview. GCSE points score will be mainly used post-GCSE results.

Subject Specific Entry Requirements and Minimum Average GCSE Points Score

| A-Level | Entry Requirement for 2018-19 | Minimum average GCSE point score |
|---------------------------|--|----------------------------------|
| Accounting | Grade 4 English Language and Grade 6 Maths | 4.5 |
| Art and Design | Grade 4 English Language and Grade 4 in a creative subject or merit in BTEC (if studied) | n/a |
| Biology* | Grade 4 English Language, Grade 6 Maths and Grade 6 Biology or Grade 6-6 Combined Science | 5.6 (or a 7 in Maths) |
| Business | Grade 4 English Language and Grade 5 Maths | 4.5 |
| Chemistry* | Grade 4 English Language, Grade 6 Maths and Grade 6 Chemistry or Grade 6-6 Combined Science | 5.6 (or a 7 in Maths) |
| Computer Science* | Grade 4 English Language, Grade 6 Maths and Grade 6 Computer Science | 5.6 |
| Dance | Grade 4 English Language and Grade 4 in a Performing Arts subject or a merit in BTEC (if studied) or an audition | n/a |
| Drama and Theatre Studies | Grade 4 English Language and Grade 4 in a Performing Arts subject or a merit in BTEC (if studied) or an audition | n/a |
| Economics* | Grade 5 English Language and Grade 6 Maths | 5.0 |
| English Language | Grade 5 English Language or Grade 5 English Literature | 4.5 |

| | | |
|---------------------------------|--|-----------------------|
| English Language/ Literature | Grade 5 English Language or Grade 5 English Literature | 4.5 |
| English Literature | Grade 5 English Language and Grade 5 English Literature | 4.5 |
| Film Studies | Grade 5 English Language or Grade 5 English Literature | 4.5 |
| French* | Grade 6 English Language and Grade 6 French | 5.6 (or 7 in French) |
| Geography* | Grade 5 English Language and Grade 6 Geography | 5.0 |
| Geology | Grade 4 English Language, Grade 6 Maths and Grade 6 Science | 5.0 |
| German* | Grade 6 English Language and Grade 6 German | 5.6 (or 7 in German) |
| Government and Politics | Grade 5 English Language | 5.0 |
| Graphic Design | Grade 4 English Language and Grade 4 in a creative subject or a merit in BTEC (if studied) | n/a |
| History | Grade 5 English Language and Grade 6 History (if studied) | 5.0 |
| Law | Grade 5 English Language | 4.5 |
| Maths* | Grade 4 English Language and Grade 6 Maths | 5.4 (or 7 in Maths) |
| Further Maths* | Grade 4 English Language and Grade 8 Maths | 5.6 |
| Media | Grade 5 English Language or Grade 5 English Literature | 4.5 |
| Music | Grade 5 English Language, Grade 6 Music or a distinction in BTEC (if studied) and Grade 5 standard in practical and theory | n/a |
| Music Technology | Grade 5 English Language, Grade 6 in Music or a distinction in BTEC (if studied), and the ability to read music at a basic level | n/a |
| Photography | Grade 4 English Language and Grade 4 in a creative subject or a merit at BTEC(if studied) | n/a |
| Physical Education | Grade 4 English Language, Grade 5 PE and Grade 4 Science, and must be currently playing a competitive sport | 4.5 |
| Physics* | Grade 4 English Language, Grade 6 Maths and Grade 6 in Physics or Grade 6-6 in Combined Science | 5.6 (or 7 in Maths) |
| Psychology | Grade 5 English Language, Grade 5 Maths and Grade 5 in Science or Grade 5-5 in Combined Science | 4.5 |
| Religious Studies | Grade 5 English Language | 4.5 |
| Sociology | Grade 5 English Language | 4.5 |
| Spanish* | Grade 6 English Language and Grade 6 Spanish | 5.6 (or 7 in Spanish) |
| Textiles and Fashion Design | Level 4 English Language and C in a creative subject or a merit at BTEC (if studied) | n/a |

*Challenging/facilitating subjects

A student will not be permitted to enrol onto a programme of study if they have failed to achieve Grade 4 in **both** GCSE English Language and maths.

BTEC Level 3

All BTEC qualifications require students to have achieved Grade 4 English Language, at least a Merit if studied the subject at Level 2 and a minimum of 4 GCSEs Grade 4 or equivalent.

If a student has achieved Grade 3 in English and wishes to study an Extended Diploma, the prospectus entry requirements state that they will need to have achieved a Level 2 Distinction in the subject they want to study at Level 3.

Subject Specific Entry Requirements and Minimum Average GCSE Points Score

| BTEC | A-level equivalent | Entry Requirement for 2018-19 |
|---|--------------------|--|
| Art & Design Extended Diploma | 3 | Grade 4 English Language |
| Business Extended Certificate | 1 | Grade 4 English Language and Grade 4 Maths |
| Business Diploma | 2 | Grade 4 English Language and Grade 4 Maths |
| Business Extended Diploma | 3 | Grade 4 English Language and Grade 4 Maths |
| Childcare CACHE Diploma | 3 | Grade 4 English Language and Grade 3 Maths |
| Computing Extended Diploma | 3 | Grade 4 English Language and Grade 4 Maths |
| Creative Media Extended Certificate | 1 | Grade 4 English Language |
| Criminology (WJEC) | 1 | Grade 4 English Language |
| Games Design Extended Certificate | 1 | Grade 4 English Language |
| Games Design Extended Diploma | 3 | Grade 4 English Language |
| Health and Social Care Extended Certificate | 1 | Grade 4 English Language and Grade 4 Science |
| Health and Social Care Diploma | 2 | Grade 4 English Language and Grade 4 Science |
| Health and Social Care Extended Diploma | 3 | Grade 4 English Language and Grade 4 Science |
| IT Extended Certificate | 1 | Grade 4 English Language |
| Law (Applied) Extended Certificate | 1 | Grade 4 English Language |
| Music Extended Certificate | 1 | Grade 4 English Language and Grade 4 (or merit) in Music (if studied) |
| Music Diploma | 2 | Grade 4 English Language and Grade 4 (or merit) in Music (if studied) |
| Performing Arts (Acting) Extended Certificate | 1 | Grade 4 English Language |
| Performing Arts (Dance) Extended Certificate | 1 | Grade 4 English Language |
| Photography Extended Certificate | 1 | Grade 4 English Language |
| Public Services Extended Diploma | 3 | Grade 4 English Language |
| Science (Applied) Extended Certificate | 1 | Grade 4 English, Grade 4 Maths and Grade 4 Science |
| Sport Extended Certificate | 1 | Grade 4 English Language, Grade 4 Science and Grade 4 PE (if studied) |
| Sport Extended Diploma | 3 | Grade 4 English Language, Grade 4 Science and Grade 4 PE (if studied) |

For students wishing to study a full BTEC programmes of study (Pathway 5) we consider all of the following to be equivalent to GCSE Grade 4:

| Qualification | Grade Achieved | GCSE Equivalent |
|--|----------------|-----------------|
| iGCSE | C / 4 | 1 |
| Dual Science (Additional and Core) | C / 4 | 2 |
| Applied GCSEs e.g. IT, Business, Art & Design | C / 4 | 2 |
| Half GCSE course e.g. Short course RE | C / 4 | 0.5 |
| BTEC First Diploma | Pass | 4 |
| BTEC First Certificate | Pass | 2 |
| GNVQ Intermediate Part 1 at pass or above | Pass | 2 |
| Full GNVQ Intermediate at pass or above | Pass | 4 |
| DIDA Level 2 (Diploma in Digital Applications) | Pass | 4 |
| CIDA Level 2 (Certificate in Digital Applications) | Pass | 2 |
| AIDA Level 2 (Award in Digital Applications) | Pass | 1 |

| | | |
|--|-------------|---|
| DIDA Level 1 (Diploma in Digital Applications) | Distinction | 4 |
|--|-------------|---|

GCSE Level 2 Re-sit

One-year re-sit (Level 2) courses are offered to allow students to improve on the grades gained in Year 11 and/or fill any gaps in their qualifications. A large percentage of our Level 2 students move onto Level 3 courses on completion of a successful one-year re-sit programme.

To study Level 2 students should have achieved a good range of GCSEs (or equivalent) mainly at Grade 3. They must have achieved a Grade 3 English Language.

Individual Assessment

Students who have not been in full-time education for various reasons or who have recently moved to the United Kingdom from another country will be asked to sit a short test to determine the level of course they are most suited to.

Unacceptable Qualifications

The following qualifications are not accepted as GCSE equivalents:

| |
|---|
| ECDL (European Computer Driving License) any level |
| GNVQ Foundation Part 1 |
| Full GNVQ Foundation |
| AIDA Level 1 (Award in Digital Applications) - except at Distinction Level |
| CIDA Level 1 (Certificate in Digital Applications) - except at Distinction Level |
| DIDA Level 1 (Diploma in Digital Applications) - except at Distinction Level |
| Adult Numeracy any level |
| Adult Literacy any level |
| Any on line Testing qualification any level |
| CoPE (Certificate of Personal Effectiveness) may appear as Next Step on qualification sheet |
| Preparation for working Life Level 1 or 2 |
| NVQs at Level 1 or 2 |
| Endorsed Graphics (3203 Art and Design) |
| Key Skills at any level |
| OCR Nationals Level 1 – First Award |
| OCR Nationals Level 1 - Award |
| OCR National Level 1 – Certificate |
| NCFE qualifications |
| Text Processing Diploma |

Note: New qualifications may appear each year and will be discussed at SLT (Senior Leadership Team) level to determine whether they are to be accepted for our relevant programmes of study.

The Application Process

Taster Day

Students may be invited to visit New College for the day in Year 10 and experience a Taster Day.

Assemblies

A presentation assembly will take place in most schools. A copy of our prospectus may be made available for students but will be available via the website.

Prospectus

Students should start to consider the courses they are interested in and those that are available at their chosen College and consider carefully the course descriptions and entry requirements.

Open Events

We strongly recommend that all students and parents attend one of our Open Events throughout the year. There will be opportunities to listen to a short presentation and speak to subject staff and students in more detail about the courses on offer.

Application Form

Students must then fill in the on-line application form using 'UCAS Progress'. Please seek advice from your Head of Year on how to complete it. If students are unable to access this, then they should use a paper application form or apply direct on the NCLT website. The deadline for applications will be published on our website and forwarded to schools on an annual basis. This is usually around Easter. If students miss this deadline the application will be considered a late application, but we would still encourage students to apply and there is likely to be availability on many courses at enrolment. We will still process and consider applications after the deadline but in the event that courses are oversubscribed at enrolment, priority will be given to students who met the deadline.

Interview

In the months of December through to April/May students will receive a letter through the post inviting them to attend an interview. This is an informal opportunity to meet with students, to discuss their interests, course choices and career aspirations, and to provide information, advice and guidance, as well as considering the suitability of each student for Level 3 study. Parents/guardians are encouraged to accompany students to interview.

We will consider:

- Evidence of a student's effort in their studies at school, their attendance and behaviour such as their most recent school report along with details of any mock or external exams.
- Evidence of the likelihood of a student meeting minimum entry requirements for a Level 3 programme of study (min entry BTEC) showing their aptitude and commitment to learning.
- Evidence of a student's enthusiasm for learning and college life and of the student's interest in the subjects they wish to study.
- Each student will be considered on individual merit, potential and circumstances.

Where we have significant concerns about any of the above we reserve the right not to make a conditional offer of a place.

In addition, students will be asked to select a 'reserve' subject at interview to support curriculum planning and to ease the process in circumstances of undersubscription or oversubscription.

Conditional Offer

If all goes well at interview students will be offered a **conditional** place dependent on GCSE results. A conditional offer means that the student can be assured of a place at enrolment to study the subjects agreed at interview provided that:

- The student formally accepts the conditional offer by the given deadline.
- The student meets the minimum entry criteria required both for their chosen pathway and the individual subjects they have selected.
- The student attends the main enrolment day at the appointed time.
- In the unlikely event that a course is oversubscribed, the student is selected to be enrolled using the prioritisation criteria set out within this policy.

Students to whom conditional offers are made will be asked to respond online by a given date, to indicate one of the following options:

- That they are accepting the conditional offer and that they are a firm applicant, expecting that they will enrol on Enrolment Day (this is an indication and is non-binding).
- That they are accepting the conditional offer and that they are an undecided applicant, unsure of whether they will enrol (this is an indication and is non-binding).
- That they are declining the conditional offer.

Conditional offers for any students that fail to respond or who decline the conditional offer will have the conditional offer withdrawn. The first two options above are intended to assist with the projection of enrolment numbers and there will be no advantage or disadvantage to accepting 'firm' or accepting 'undecided' – both will be regarded as an equal acceptance of a conditional offer.

Induction Day

Students will receive a letter through the post inviting them to attend an Induction Day after their final GCSE exams in July, in order to spend some time in the subjects they have chosen to study. The focus of this day is to prepare them for the start of term in September.

Enrolment Day

We will write to students in July that have accepted conditional offers inviting them to Enrolment Day. In order for students to complete the final stage of applying to New College, they will need to attend the Enrolment Day immediately following receipt of results in August. It is important that they bring proof of qualifications and identity in order to enroll at the College and discuss options with staff. If students do not get the GCSEs they require, they should attend their chosen College immediately after collecting results to discuss options with staff. The interviewer will focus on ensuring their subject choices and programme of study meet the requirements of their chosen career or core aim.

Late Enrolment

If for any reason a student fails to attend the Enrolment Day then spaces on the courses they

have selected will not be reserved for them. The college will arrange opportunities for students to enrol at a later stage but course choices will be subject to remaining availability. It is likely that many courses will still have availability at such a later date, but this cannot be guaranteed for all courses. Students must attend for enrolment in person.

Course Changes

Whilst some changes to courses may be possible at a later stage, and the college will do everything it can to make changes, this cannot be guaranteed. The timetable will be constructed on the basis of courses that students have applied to study. Students will have the opportunity to propose changes to their course choices at interview, and again at enrolment, but any such changes would be subject to availability. We will do our best to accommodate any requested changes.

Waiting Lists

If students do not achieve the subject specific entry requirements of their chosen subjects, the interviewer will discuss alternative subjects. In most cases, a swap to an alternative subject will be straight forward. However, popular subjects may become full and students will be placed on a subject waiting list until places become available.

Oversubscription

The following criteria will be used where a course is oversubscribed. Any oversubscription based on students' provisional choices prior to enrolment will also use this criteria. However, because we will aim to construct our timetable and plan our staffing levels on the basis of student choices at application, following the application deadline, our aim is to keep oversubscription to a minimum. In cases where oversubscription does occur at an early stage, the college will liaise with applicants at the earliest opportunity.

With regard to the criteria below, students will be considered in order of the following categories:

Category 1: Applicants that submitted applications by the application deadline, accepted their conditional offer by the deadline set and attended the Enrolment Day.

Category 2: Late applicants received after the application deadline (but not later than 22 June) who accepted their conditional offer and attended the Enrolment Day.

Category 3: All applicants that accepted conditional offers but who missed the given deadline, but who attended the Enrolment Day.

Category 4: Applicants that submitted applications by the application deadline, accepted their conditional offer by the deadline but who were **unable** to attend the Enrolment Day, but who attended a late enrolment event.

Category 5: All late applications received after the application deadline (but not later than 22 June) who accepted their conditional offers but who were unable to attend Enrolment Day, but who attended a late enrolment event.

Category 6: Any students that did not accept conditional offers or who have not received conditional offers because of the lateness of their applications (after Friday 22 June).

Prioritisation criteria to be applied in each category

Provided that students meet the minimum entry criteria:

- Students who have been classified as **'Looked After'** at any point during Key Stage 3 or Key Stage 4. Please see the appendix for a full definition of 'looked after'.
- Students who have been in receipt of **Pupil Premium** funding at any point during Key Stage 3 or Key Stage 4. Please see the appendix for a full definition.
- Students with the **highest average GCSE point scores**, on the basis that these students have the greatest likelihood of success.

Tie Breaker

In the event of two or more students that cannot otherwise be separated, remaining places will be allocated according to distance. Students living closest to their college of choice will be allocated a place before those who live further away. We will measure the 'as the crow flies' distance between the **postcode** of the student's address and the **postcode** of the chosen college. To calculate these distances we will use the website tool at <https://www.freemaptools.com/distance-between-uk-postcodes.htm>.

Random allocation will be used as a tie break to decide who has highest priority for admission of the distance between a student's home and the college is the same in any two or more cases. This process will be overseen by a panel from the college's Advisory Group.

Any students that apply after the Enrolment Day will be considered at the discretion of the senior leadership team. Senior leaders will take into consideration:

- Course availability and class sizes.
- The amount of teaching student's have missed and the likelihood of the student successfully catching up on work, given their GCSE profile, if they apply after teaching has started.
- Background reasons for the very late application.

Undersubscription

In the event that a course undersubscribes, a decision will be made as to whether or not it is viable to run the planned course. This will depend both on levels of student applications and the strategic importance of a course within the wider curriculum offer. We will do everything we can to find suitable alternatives for students and enrol students that meet the entry criteria onto alternative courses, by mutual agreement, in the event that a planned course does not run.

Administration Fee

There will be a nominal enrolment fee. This is to cover administration and printing costs.

Higher Education Courses (Post 18) (Art Foundation Diploma)

Entry Requirements

To succeed on the Art Foundation Diploma students will have had to have coped well at A-level or Level 3 BTEC in a Visual Arts subject. This would be at least a pass grade but preferably higher. We then will ask students to produce a portfolio of work and attend an interview with the course tutors.

If students have not studied a Visual Arts subject at Level 3 then we will consider their application but we may require them to produce work based on a project set by the Foundation Art tutors. Students who enrol on the course and have not passed GCSE Maths or English will need to study this alongside their Foundation Diploma (as a condition of funding).

Course Cost

The course is free to any student who is 18 at the start of the course but if 19 or over students will be required to pay a contribution toward the course fees.

Funding

- **16, 17, 18 year olds** - All full-time students under the age of 19 before 31 August will be funded by the Education Funding Agency (EFA).
- **19+ students** - Students who are over 19 and apply to enrol on the Foundation Diploma will be accepted on payment of the appropriate tuition fee but will not be entitled to funding (Government regulations, EFA).

Principal's Right

The Principal reserves the right to decline the offer of a place if:

- a student is not in full-time education owing to being excluded (temporarily or permanently).
- the college is unable to meet the needs of a particular student.

For any admission enquiries please contact the Student Services on 01977 702139 Ext 383 or at studentservices@nclt.ac.uk.

Appeal/Complaints Procedure

If you are unhappy with any aspect of the application/interview process or wish to appeal please contact The Clerk of the Trust, New Collaborative Learning Trust, c/o New College Pontefract, Park Lane, Pontefract, WF8 4QR.

The appeal must be lodged no more than 20 college days from the date that the application was unsuccessful. This would usually either be following a decision not to offer a conditional place at the college or following a decision not to offer a firm place at enrolment. Appeals will be heard within 15 college days of receiving the appeal.

Appellants will receive at least 5 college days' notice of the place, date and time of their appeal hearing. The Clerk of the Trust will notify appellants of the appeal hearing. Appeals will be heard by a panel of one or more members of the Trust's local Advisory Group. The appellant can attend to explain their case and may be accompanied by an adviser, friend or family member.

Following the appeal, the Clerk of the Trust will send decision letters to the parties within 5 college days of the hearing taking place. College days are those days when the college is in session (they do not include weekends and college holidays, for example).

If you wish to complain about the Trust's Admissions Policy or the way we have applied it you may make a complaint by following the Trust's Complaint Procedure details of which are available via the website.