Admissions Policy for Post-16 2026-27 Entrants

Version 7

This policy applies only to *Sixth Form Colleges* within New Collaborative Learning Trust.

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1.0 Introduction

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

1.2 This admissions policy sets out arrangements for Post 16 admissions, with a primary focus on students in Year 11, for applying to start post 16 study in September. 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, 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.

1.3 Our colleges offer wide-ranging qualifications for our applicants. This curriculum breadth is intended to provide access to wide-ranging higher education courses, higher level apprenticeships or employment. Our curriculum offer, and our information, advice and guidance, are designed to support progression to a wide range of careers and study pathways at 18.

1.4 We are committed to recruiting with integrity, ensuring that students can be successful on individual courses and also their full programme of study. We are committed to providing careful advice and guidance about the range of course options available and the likelihood of success for specific courses based on a student's prior attainment.

1.5 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.

1.6 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. Our colleges will explore any additional support students may need during this period, and beyond. Where there are significant concerns about attendance, punctuality, commitment or behaviour during this period, colleges may withdraw a student's place.

1.7 The College may withdraw a student's application, a conditional offer made following interview, or a place confirmed at enrolment if the College becomes aware that information provided at application, interview or enrolment is false, incorrect, incomplete, or if relevant information is withheld.

2.0 Equality and Diversity

FREDIE – Fairness, Respect, Equality, Diversity, Inclusivity, Engagement

2.1 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.

2.2 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.

2.3 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.

2.4 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 teams, we endeavour to ensure that transition from high school to our colleges is as smooth as possible. Students are able to identify any health or learning needs during the application and enrolment stages and any new or emerging needs when enrolled.

2.5 We take our responsibility to eliminate all forms of inequality seriously and our Equality and Diversity Policy 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 Equality and Diversity Committee.

2.6 For applicants with Education, Health and Care Plans (EHCPs), admissions decisions follow the statutory process set out in the Children and Families Act 2014 and the SEND Code of Practice.

3.0 EU Settlement Scheme (EUSS)

3.1 We cannot accept applications from students who do not have EU settled status or who do not have official leave to enter / remain in the UK.

4.0 Financial Support for Study

4.1 NCLT Bursary

4.1.1 The Bursary Fund is for students aged 16-19 and is provision of financial support to assist students in their learning. The allowance is means-tested and students may be eligible if total household assessed income is below the threshold which is re-assessed annually.

4.1.2 More information on the Bursary Fund and application forms can be downloaded from the website or available from Student Services and reception.

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

4.2 Free School Meal

4.2.1 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 with net earnings not exceeding the limit.
- Income Support.
- Income-based Jobseekers Allowance.
- Income-related Employment and Support Allowance (ESA).
- Support under part VI of the Immigration and Asylum Act 1999.
- Child Tax Credit (provided they are not entitled to Working Tax Credit) with income below the assessment threshold.
- 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.

5.0 Definitions

5.1 Children in Care/Looked After Children

5.1.1 A 'child in care' 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).

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

5.1.3 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'

5.1.4 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).

5.1.5 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.

6.0 Programmes of Study

6.1 All students are required to:

- enrol on a programme of above 580 planned learning hours in order to maintain funding from the ESFA. Students will not be accepted on programmes less than 580 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 at enrolment and eligible for full funding under ESFA regulations.

6.2 Qualification Types

6.2.1 Our colleges offer four types of qualification at level 3: A level qualifications, T level qualifications, Applied General qualifications (AGQs) and Alternative Academic Qualifications (AAQs). AGQs, AAQs and T level qualifications are equivalent to A levels, albeit with a different grading system, and are accepted by the vast majority of universities within their entry criteria. A level courses are grades A* to E, and most Applied General qualifications use grades Distinction*, Distinction, Merit and Pass, as do T levels. Nearly all A level courses are assessed entirely with formal end of course examinations, although some courses do include a small coursework element (NEA – non-examined assessment). T level qualifications include a very significant amount of work placement.

6.2.2 Applied General and Alternative Academic Qualifications (such as BTEC, OCR, UAL and WJEC courses) usually include a combination of different assessment methods including coursework, controlled assessment and formal examinations.

6.3 Level 3 programmes of study

6.3.1 This programme includes:

- A minimum of three substantial Level 3 qualifications – A Level, Applied General / Alternative Academic Qualifications or a combination – equivalent to at least 3 A levels in total, or a single T level qualification.
- GCSE Maths resit for any students that have not yet achieved grade 4 at GCSE.
- 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.

Colleges offer pathways for level 3 programmes:

Pathway 1	3 or 4 A level qualifications
Pathway 2	Applied General qualifications/Alternative Academic Qualifications (equivalent of 3)

Pathway 3	A mixed programme of A levels and Applied Generals / Alternative Academic Qualifications (equivalent of 3)
Pathway 4	1 T level qualification

For each pathway, applicants must:

- Achieve grade 4 or above in GCSE English Language (some courses require higher)

- Achieve the subject-specific entry requirements for each course they wish to study. This includes:
  - The average GCSE point score requirement
  - Specified grades in particular GCSE or other Level 2 qualifications, where applicable

- Have completed a minimum of 5 GCSE qualifications

Some qualifications, for example in performing arts, require a satisfactory audition.

In addition, students that wish to study 4 A level courses rather than 3 must achieve an average GCSE point score of at least 7.5.

The average GCSE point score is calculated using all GCSE qualifications a student has completed prior to enrolment, either in Year 11 or at other stages of learning. All enrolling students must have completed a minimum of 5 GCSE qualifications, in addition to any other level 2 courses they may have studied alongside.

Applicants must declare at enrolment all level 2 qualifications they have completed. Colleges reserve the right to withdraw places in college if students do not declare all their level 2 qualifications fully and accurately.

Students that have not yet achieved a level 4 in GCSE mathematics will be also be enrolled onto a GCSE maths resit programme alongside. This will be additional to the courses detailed in pathways 1-4.

Please note:

In exceptional circumstances, for example where a student has not been in full time education for a period of time or has recently moved to the United Kingdom from another country, students may also be asked to sit a short assessment to determine the suitability of a programme and course choices. If a student has completed overseas qualifications outside of the UK which are not GCSE qualifications, colleges will take

reasonable steps to explore the equivalence of those qualifications and grades relative to GCSE qualifications and grades, where possible. In some cases, steps may be taken to verify qualifications and equivalence via the UK National Information Centre (ENIC), particularly to ensure that colleges meet DfE conditions of funding.

Subject-specific entry criteria are published annually in each college's prospectus, which is available on each college's website. Students must meet the individual subject entry criteria for all courses they wish to study.. On rare occasions, the entry requirements for September may be reviewed and amended in-year and after the publication of the prospectus. In such cases, colleges will advise affected students before enrolment.

If a student does not meet the minimum entry requirements they will not be offered a place. Students will not be permitted to enrol on a specific course if they do not meet the subject specific entry requirements. If a student does not meet the subject specific entry requirements for one of their preferred courses, the college will explore other courses which have remaining availability, and which suit the student's interests and future plans.

7.0 The Application Process

Before students apply, our colleges provide information, advice and guidance through a range of events and activities:

7.1 Taster Events

Students may be invited to visit college for the day in Year 10 or 11 to experience a day in the life of a college student.

7.2 Assemblies and School Events

A presentation assembly will take place in a number of local schools. A copy of our prospectus may be made available for students but will be available via each individual College's website. Where we are invited, the colleges will attend events such as post-16 or careers events taking place in schools.

7.3 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.

7.4 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. Further details can be found on college websites.

Once the application process opens, in early September for the following academic year, students can then formally apply.

7.5 Application Form

Students must then fill in an online application form which is available on each college's website.

Students are advised to check that they have received a confirmation email after completing their application. This provides a reassurance that the full application has been completed and correctly submitted. The college will not consider or process applications that have not been fully completed or correctly submitted.

7.6 The Application Deadline

The official deadline for applications is always in the spring term and is published on each college's website. Please note that each college may have a different application deadline. Given that all colleges are likely to have courses which become oversubscribed, students are advised to apply as early as possible.

7.7 Late Applications

If applicants miss the official application deadline we would still encourage them to apply as there may still be remaining availability for some courses.

If students miss the official application deadline, the application will be considered a 'late application'. We will endeavour to process and consider late applications and will invite students to interview where possible, but this cannot be guaranteed. In the event that courses are oversubscribed at enrolment, priority will be given to students who met the deadline. Colleges reserve the right to restrict course availability to late applicants if it is evident that some courses will be oversubscribed by the official application deadline.

Please note that it is unlikely that applications after 1 June ('very late applicants') will be processed before or during the summer break. Any such students will only be invited to the late enrolment event if there are spaces available, and at the college's discretion, in late August / early September.

7.8 Applications after Enrolment Day

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:

- Whether there are remaining spaces in the college as a whole
- Course availability and class sizes
- The amount of teaching students 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.

7.9 Interview

Colleges will run a number of interview evenings throughout the year to which students will be invited after application. 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 their proposed programme of study. Parents/carers are welcome 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.
- 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, or where a student fails to bring the information requested to their interview, we reserve the right not to make a conditional offer of a place. In some cases, the College may request a reference or additional information from a previous school or college where there are some concerns or mitigating circumstances which may need to be explored and taken into consideration when determining whether a place should be offered.

It is important that each applicant brings their most recent school report to their interview, so that the college can review attendance, behaviour and progress. The college reserves the right not to make a conditional offer if an applicant does not bring their most recent school report.

7.10 Conditional Offer

If all goes well at interview students will be offered a conditional place.

A conditional offer at interview does not absolutely guarantee a place at College even if a student achieves the minimum entry requirements. However, through best endeavours our colleges will try to match each college timetable and number of classes provided to projected demand for places.

A conditional offer means that the student will be invited to enrol, with a view to study the courses provisionally agreed at interview, provided that:

- The student meets the minimum entry criteria required both for their chosen pathway and the individual courses they have selected, **and**

- The student has attended an Offer Holder Day / Induction Day (where this is run by the College) or let us know in advance if they are unable to attend , **and**

- The student attends the enrolment day at the appointed date and time, **and**

- **Places must still be available** in college and on a student's chosen courses when they attend their allocated enrolment appointment. Students will be invited to enrol in order of the categories set out in section 7.13.

If a student is made a conditional offer and does not tell us otherwise, we will assume the student is provisionally accepting the offer. This does not bind the student to enrolling with NCLT. However, we reserve the right to withdraw an application or conditional offer if a student does not respond to our written communications, fails to attend interview, fails to notify us that they cannot attend the Offer Holder Day / Induction Day, or fails to attend enrolment. The college will make reasonable adjustments where a student makes a reasonable attempt in advance to reschedule an interview but should expect their application to be withdrawn if they fail to attend a rescheduled interview.

Colleges may also withdraw places for students that fail to arrive at college when lessons begin for Year 12.

If an applicant is already in post-16 education elsewhere or has not been in Year 11 during the current academic year, a conditional offer is unlikely to be made until the college has secured a good reference from a current or previous educational provider.

7.11 Students with an Education, Health and Care Plan (EHCP)

Placement decisions for applicants with an EHCP are not determined through the general admissions process. As part of the statutory process, the Local Authority must consult the college before naming it in Section I of the EHCP. The college can only consider an EHCP placement once the Local Authority has carried out a statutory consultation.

If, during consultation or following the publication of examination results, it becomes clear that the college cannot offer *any* study programme that is suitable for the young person's age, ability, aptitude or special educational needs, the college will provide evidence of this unsuitability to the Local Authority in accordance with Section 39 of the Children and Families Act 2014.In such circumstances, the college will liaise urgently with the Local Authority to support the identification of an alternative appropriate placement or study programme that can meet the young person's needs. All students must meet the minimum entry requirements for the courses they wish to study.

7.12 Offer-Holder / Induction Days

Colleges may opt to run an Offer-Holders / Induction Day in the summer term, for students that have been given conditional offers. 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.

7.13 The Enrolment Appointment

Attending enrolment is an essential part of becoming a New College student. As such, the dates of enrolment are emphasised throughout key stages of the process. It is important that students make themselves available on the dates identified for enrolment and students will be notified of the date and time of their allocated enrolment appointment at the end of the summer term. Enrolment usually takes place on the same day of GCSE results, and the day after.

So that colleges can apply oversubscription arrangements fairly and consistently, students unable to attend their allocated appointment will not be able to request an earlier appointment time.

Any opportunities to enrol after the enrolment days are fully at the college's discretion.

There is no guarantee that applicants will be offered a place at New College if they are not able to attend their allocated enrolment appointment. Places on courses are not reserved for students that are unable to attend their allocated enrolment appointment but who request to enrol at a later point.

7.14 Management of College Oversubscription

Our colleges will carefully monitor applications and project enrolment to assess the likelihood of the college being oversubscribed. In the event that a college expects to be oversubscribed, places in college, and places at course level, will be allocated at enrolment in order of the prioritisation categories identified below. Students will be invited to enrol in order of the categories set out below.

In all cases, a student will only be permitted to enrol **in the college** if there are places remaining in the college as a whole at the point that they enrol. Students will only be permitted to enrol on particular **courses** if there are places remaining for those courses at the point that they enrol.

In all cases they must meet the college's minimum entry requirements.

Category 1 – EHCP/LAC
Applicants with an **EHCP** which names the college following a statutory consultation process. For students with an EHCP, the college will ensure that course places are reserved for those courses agreed through the statutory consultation process and where the student has met the entry requirements so that EHCP students can access course places regardless of oversubscription.

Additionally, **Y11 looked after / children in care** (as defined in 5.2), irrespective of their feeder school, that submitted applications by the application deadline, attended an interview, were given a conditional offer, accepted their conditional offer by the given deadline, attended enrolment.

Category 2 – Parent/Carer as a trust member of staff
Applicants whose parents/carers work within the trust. A parent as defined by Section 576 of the Education Act 1996 includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. NCLT will classify a parent as a member of staff who is a biological parent, anyone with parental responsibility or has care of a child or young person (lives with them)

Category 3 – On time internal
Y11 applicants who submitted applications by the application deadline, attended an interview, were given a conditional offer, accepted their conditional offer by the given deadline, attended enrolment, and who are students within a provider that is a part of **New Collaborative Learning Trust**.

Category 4 – On time by proximity
Y11 applicants who submitted applications by the application deadline, attended an interview, were given a conditional offer, accepted their conditional offer by the given deadline, attended enrolment, **prioritised according to proximity.**

We will invite students from all schools to enrol in order of how close each school is to the college, as the crow flies.

Category 5: 'Late applicants' (between application deadline and 31 May)
Y11 late applicants that submitted applications after the application deadline, attended an interview, were given a conditional offer and attended the Enrolment Day.

Category 6: On-time applicants, not in Year 11
Subject to age restrictions set out in section 6.0, any applications received **by** the application deadline from applicants that completed Year 11 prior to the current academic year, that attended an interview, were given a conditional offer (informed by a good reference) and attended the Enrolment Day. For example, students already in post-16 education elsewhere, or not currently in education, employment or training.

Category 7: Late applicants, not in Year 11 (between application deadline and 31 May)
Subject to age restrictions set out in section 6.0, any applications received **after** the application deadline from applicants that completed Year 11 prior to the current academic year that attended an interview, were given a conditional offer (informed by a good reference) and attended the Enrolment Day. For example, students already in post-16 education elsewhere, or not currently in education, employment or training.

Category 8: All Others

Including, but not restricted to:

- Very late applicants, received after 1 June, and for whom it was not possible to provide an interview and make a conditional offer before the summer holidays
- Applicants that failed to attend interviews but subsequently ask for their applications to be considered
- Applicants that withdraw their applications but subsequently ask for their applications to be considered
- Applicants that fail to attend enrolment day and do not provide advance notification that they are unable to attend
- Applicants for whom applications are withdrawn by the college due to a lack of response or a failure to correctly engage in the admissions process

7.15 <u>Management of Enrolment</u>

The dates of the enrolment days for each college will be published on the college's websites. We will write to all applicants with information about enrolment. Students will be invited in order and in accordance with the prioritisation categories in section 7.13. In the event of college oversubscription, not all categories may be invited.

Where due to oversubscription it is not possible to invite some but not all students within a category, we will communicate with students the arrangements in place which will be used to identify and invite some students to enrolment.

In order for students to complete the final stage of applying to New College, they will need to attend the Enrolment Day, in person, following receipt of results in August. It is important that students bring proof of qualifications and proof of identity in order to enrol at the college and discuss options with staff.

The interviewer will focus on ensuring subject choices and programmes of study meet the student's interest, their career or progression aspirations, and the college's entry criteria. Where a student only narrowly meets the entry criteria for a course, appropriate professional advice and guidance will be given so that students can make good, well-informed decisions about the programmes. Further support will be put in place based on applicants' need.

7.16 Course Oversubscription

We aim to construct our timetable and plan our staffing levels on the basis of student choices at interview, following the application deadline, and our aim is to keep oversubscription to a minimum.

When a course is oversubscribed, students that have met the minimum entry criteria will be allocated places in accordance with the prioritisation categories identified in section 7.13.

Students will be invited to enrolment day(s) in this order. This means that the allocation of places to courses that are oversubscribed, and the allocation of places when students change their subjects, will consistently take account of this method of prioritisation. In rare circumstances, it may be necessary to apply prioritisation criteria after the enrolment day(s) and the small number of affected students would be contacted quickly to explore alternatives.

7.17 Course Changes

Whilst some changes to courses may be possible at enrolment, or in the early weeks of teaching, and colleges will take reasonable steps where possible 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, Offer Holder / Induction Days and again at enrolment, but any such changes would be subject to availability. We will do our best to accommodate any requested changes, and to ensure that students are making fully informed decisions before any changes are agreed and implemented.

7.18 Non-Attendance at Enrolment

If for any reason a student fails to attend the Enrolment Day and has not notified Student Services well in advance by the method of communication outlined in the invitation letter, then spaces on the courses they have selected will not be reserved for them. For students that have notified Student Services in advance that they cannot attend in person, the college will request that the student sends their results in on results day and they will be processed at the end of the second day of enrolment. Whilst each college will aim to accommodate all the students who meet the subject entry criteria this cannot be guaranteed. The student must attend the late enrolment day to verify their results, confirm their place, make any changes and, if necessary, purchase a bus pass. The date of late enrolment will fall between the main Enrolment Days and the first day of teaching, both of which are published on each college's website. Students are advised to make themselves available throughout that window. Students that are also unable to attend the late enrolment day should not expect that further opportunities to enrol will be available

7.19 Transfers and Restarts

The colleges are unlikely to be able to offer in-course transfers from other schools and colleges, either during the academic year, or for students wishing to transfer into Year 13 at the end of Year 12. The college is likely to request a reference from the current or previous school in order to inform its decision if space is available in the college. Transfers are fully at the college's discretion.

Only in exceptional circumstances would the colleges consider requests to restart Year 12 at New College when a student has already completed Year 12 elsewhere. The college is likely to request a reference from the current or previous school in order to inform its decision. Restarts are fully at the college's discretion.

For students that have completed Year 12 at New College, a Year 12 restart will only be considered where there is a clear identified need and is at the college's discretion. In nearly all circumstances, a restart is likely to involve a change of courses.

The colleges are very unlikely to be able to offer students an opportunity to retake Year 13, whether they have completed Year 13 at New College or elsewhere.

7.20 Waiting Lists

If at enrolment a student wishes to study a course for which they have met the minimum entry requirements but for which there are unfortunately no remaining places available, we will provide the student with the opportunity to be placed on a priority waiting list. The student will have to choose an alternative course at enrolment and we will notify the student if a place does become available when enrolment has been completed.

If a student wishes at enrolment to change their courses this will be possible at the point of enrolment if there are spaces available based on the college modelling. If a course is full then they will be placed on a subject waiting list for the new course and students will be contacted if a place becomes available when enrolment has been completed.

If a student requests to change courses once teaching has started and there is a waiting list for the course they wish to transfer to, places will first be allocated to students already on the waiting list from enrolment.

7.21 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 if 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.

7.22 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.

7.23 Administration Fee

All students enrolling will be required to pay an administration fee. This fee is payable at the start of each academic year and includes the cost of a new or replacement lanyard, student ID card and printing credits.

Some courses have additional fees to cover the cost of trips and activities within the course. For further information of these costs please see the Fees Policy.

8.0 Higher Education Courses (Post 18) (Art Foundation Diploma) Pontefract only

8.1 Entry Requirements

To succeed on the Art Foundation Diploma students will have had to have coped well in a Visual Arts subject at level 3. 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).

8.2 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.

8.3 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 (ESFA).
- 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, ESFA).

9.0 College Discretion

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

- An applicant is not in full-time education owing to being excluded (temporarily or permanently), or the applicant has been out of full-time education for a significant period of time for some other reason
- Applicants want to transfer in-year from an external provider
- Applicants want to transfer at the end of y12 into y13 from an external provider
- Applicants have already started post-16 education elsewhere, or have completed post-16 education
- Applicants have not applied on time, or have not correctly followed the admissions procedures
- The college judges from an applicant's school report, or information provided by the school, that the student's behaviour, attendance or commitment are of sufficient concern to consider successful completion of courses at college to be at serious risk, or the safety of staff and students to be at risk
- The college judges, from a reference provided by a current or previous educational provider (for applicants not in year 11), that a student's behaviour, attendance or commitment are of sufficient concern to consider successful completion of courses at new college to be at serious risk, or the safety of staff and students to be at risk.
- The applicant has an unspent criminal conviction
- Inaccurate or incorrect information is provided by the applicant, which results in key admissions processes not being completed.

For any admission enquiries please contact

- New College Bradford 01274 089189 ncb-studentservices@nclt.ac.uk
- New College Doncaster 01302 976777 ncd-studentservices@nclt.ac.uk
- New College Pontefract 01977 702139 ncp-studentservices@nclt.ac.uk

10.0 Appeal Procedure

If you feel that a College has not followed its Admissions Policy and therefore wish to appeal please contact the Governance Manager, New Collaborative Learning Trust, Pontefract Road, Normanton Industrial Estate, Normanton, WF6 1RN, or via sam.corbett@nclt.ac.uk.

Please note the College's decision to strictly adhere to its entry requirements is final and does not constitute grounds for appeals.

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 Governance Manager 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 Governance Manager 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).

This process is separate to the Trust Complaints Policy If you wish to make a complaint please follow the Trust's Complaint Procedure details of which are available via the website.

Equality Impact Assessment (EIA)

The completion of this document is a requirement for all existing and proposed New Collaborative Learning Trust (NCLT) policies, major procedures, practices and plans (hereafter referred to as policies) as well as whenever looking at policy updates.

The Equality Act 2010 sets out our legal duty to undertake equality analysis of all trust/college policies. Completion of this EIA is the first step in meeting this duty. Please send the completed EIA (together with a copy of the related policy/draft policy document) to the Trust Director for Human Resources who will review the document and may refer to the Equality and Diversity Committee as necessary to advise on any follow up action that might be required.

Completion of the Equality Impact Assessment is part of the Specific Equality Duties (SED) required of the trust. Over arching the specific duties is the General Equality Duty (GED) required of everyone. Please bear the GED and SED in mind when undertaking this audit.

General Equality Duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Equality Duties Relevant to EIA are to provide:

- Sufficient information to demonstrate compliance with the general duties; including effects policies have on people.
- Evidence that analysis of this information has been undertaken.
- Details of information considered during analysis.
- Details of engagement (consultation) that has taken place.

Protected Characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage/Civil Partnership
- Pregnancy/Maternity Leave
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Audit Prompt	Response
Name of policy	Admissions Policy for Post-16 Entrants 2026-27 (Colleges)
Author of document:	Brendon Fletcher
Responsible Senior Manager:	Brendon Fletcher (Executive Director for Post-16 Education)

Briefly describe the aims, objectives and purpose of the policy.	This policy details the approach taken by the college in managing student admissions
Who does the policy apply to: • Staff • Learners (please indicate which groups) • Members of the general public (please specify)	Applicants, students and staff
Will the policy affect members of the target audience equally? If no, please indicate the specific groups targeted by the policy. In targeting the policy at a specific group of people will members of other groups be disadvantaged? If yes, how will this be addressed? What information has been gathered about the diversity of the target audience? Attach details of information considered. How has this diversity been taken into account in writing the policy?	In most ways the policy approaches things equally, for example by setting out transparent, common and fair entry requirements and arrangements across all settings. However, the policy seeks to address disadvantage and vulnerability in a number of ways. For example, within the prioritisation criteria we take active steps to enrol students with an EHCP first, as well as looked after children and children in care. This is because we appreciate that these students may have additional challenges and it is vitally important that their course programmes are particularly well-suited to their needs and circumstances, given that some courses may become oversubscribed.
Does this policy contain visual images? If yes, are these technical or cultural in nature? If cultural, do they reflect diversity? If yes, please indicate how.	No
Please indicate how this policy supports the trust/college in its General Equality Duty to: • Eliminate unlawful discrimination, harassment and victimisation (A). • Advance equality of opportunity between people who share a protected characteristic and those who do not (B). • Foster good relations between people who share a protected characteristic and those who do not (C).	A – consistent and fair entry requirements in all settings B – Active steps to provide additional support to students with an EHCP, looked after children and children in care C – Not applicable to this policy
Please indicate any negative impacts identified in relation to the protected characteristics listed below, or how you have arrived at the view that	None identified

there are not negative impacts in relation to these characteristics: Age Disability Gender Reassignment Marriage/Civil Partnership Pregnancy/Maternity Leave Race Religion or Belief Sex Sexual Orientation	
Is the policy free from discrimination on the grounds of: • Additional Learning Needs • Economic Needs • Social Needs	Yes, and the policy takes steps to positively support students with high needs (EHCP) and social needs (looked after children / children in care).
Please indicate who the policy has been considered by and/or who has been consulted about the policy. Where applicable include: • Staff/student consultative groups • Trade unions • Equality and Diversity, Health and Safety and Safeguarding Committee • Other committees/working groups (specify) • Senior Management Team • Trust Executive Team • Board of Directors • External group / Advisory group (specify)	Executive Director for Post-16 Education Director of Inclusion College Vice Principals leading enrolment
Can you identify any further consultations that might be necessary to ensure no adverse impact? If yes, please specify.	None

Can you identify any differential or adverse impact the policy might have that is not already recorded? If yes, please specify.	
How would you assess the overall impact of this policy on equality? Please circle.	High / Medium / Low
Please record who this audit has been completed by (if by committee/work group please indicate and get lead person to sign off):	Name : Brendon Fletcher Job Title : Executive Director for Post-16 Education Date : March 2026