

POLICY / PROCEDURE TITLE		DATE OF APPROVAL
Further Education Admissions Policy		July 2024
APPROVED BY	VERSION NO.	VALID UNTIL
Executive Board	2	July 2027

OWNER	Assistant Director of Quality		
GROUP EXECUTIVE LEAD	Executive Director of Quality		
DOCUMENT TYPE	Policy <input checked="" type="checkbox"/>	Group Procedure <input type="checkbox"/>	Local Procedure <input type="checkbox"/>
PURPOSE	The purpose of this policy is to put in place a Group Policy that is designed to ensure that all applications are considered fairly and consistently and in accordance with professional standards and recommend DfE guidance.		
APPLICABLE TO	All NCG employees, as well as consultants, vendors, agency workers, contractors, service users, trainees/students, volunteers and/or any other parties who have a business relationship with NCG.		
EQUALITY ANALYSIS COMPLETED [POLICIES ONLY]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
	(If EA not applicable, please explain)		
KEY THINGS TO KNOW ABOUT THIS POLICY	<ol style="list-style-type: none"> 1. The purpose of this policy is to set out the standards for all NCG college admissions procedures. 2. All applicants are treated fairly and impartially, and in line with NCG's EDIB Policy. 3. All applicants are guided and supported appropriately through the admissions process and a range of guidance is made available to them so they can make informed decisions about their future development, aspirations and career choices. 		
EXPECTED OUTCOME	Readers are expected to understand the organisational position on the admissions process, know their responsibilities in relation to the policy and comply with the terms of the policy.		

MISCELLANEOUS	
LINKED DOCUMENTS	<ul style="list-style-type: none"> • NCG Tutorial, Progress and Attainment Policy • NCG Teaching, Learning and Assessment Policy • NCG Positive Student Behaviour Policy

	<ul style="list-style-type: none">• NCG Careers Education, Information, Advice and Guidance (CEIAG) Framework• NCG Equality, Diversity, Inclusion and Belonging (EDIB) Policy• NCG Higher Education Admissions Policy
KEYWORDS	<ul style="list-style-type: none">• Admissions• Further Education• Apprenticeship• Higher Education• Students• Learners

Equality Impact Assessment

EQUALITY IMPACT ASSESSMENT			
	Yes	No	Explanatory Note if required
EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in Section 2?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The answer to this must be YES
EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Disability / Difficulty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Marriage and Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Religion or Belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA4 - Does the policy/process discriminate or victimise any groups or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO. However, suitability of applicant to programme will depend on several factors including funding regimes, prior attainment, and safeguarding
EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	<input type="checkbox"/>	<input type="checkbox"/>	The answer to this could be yes or no as positive action is lawful. The policy clarifies the intent to widen participation wherever possible; and make allowances for learners with specific needs in the fitness to study and practice section
EIA 6 - How do you know that the above is correct?	This policy has been reviewed by the QTLA Forum, Policy Council, Senior leads for SEN, prior to approval by NCG Executive. The membership of these groups is indicative of the wider population within NCG.		

1. GENERAL POLICY STATEMENT

NCG has a proud history of promoting access to education, and seeks to widen participation, wherever possible through a stated mission.

NCG mission: *Enabling social mobility and economic prosperity through exceptional education.*

As a group of seven colleges, we provide full access to Further and Higher Education and Apprenticeships for all potential learners, aiming to remove barriers to entry, especially for those overlooked by the education system and from deprived areas or backgrounds.

NCG is committed to creating inclusive teaching and learning communities, where diversity, inclusion and belonging are valued. This includes supporting student wellbeing and a positive approach to the management of physical and mental health is crucial to student learning, achievement and progression and wider student experience.

A key element in achieving our mission is to deliver exceptional education to create life-changing opportunities for individuals that strengthen the prosperity of their local communities. We are committed to providing access to fair and impartial information through an accompanying policy – the NCG CEIAG.

2. SCOPE

The scope of the policy covers Further Education (FE) and apprenticeship applicants within an NCG College. Admissions for Higher Education (HE) applicants are subject to a separate admissions policy. References are made to the Higher Education policy regarding progression within this policy. Admissions for International (Non-UK/EU) students are subject to UKBA regulations.

The aims of the Further Education Admissions Policy are to ensure that:

- a) all applicants are treated fairly and impartially, and in line with NCG's EDIB Policy.

- b) all applicants are guided and supported appropriately through the admissions process and a range of guidance is made available to them so they can make informed decisions about their future development, aspirations and career choices. This includes programmes which lead to professional registration and/or a license to practice in a professional context and/or which include practice-based training or clinical training.
- c) information relating to entry criteria is accurate, applied consistently, is updated annually and accessible to all applicants and related stakeholders.
- d) an applicant's capacity to participate fully and satisfactorily as a student, in relation to academic studies and life at NCG is based on clear information provided by the applicant and ability of the college to support the individual through reasonable adjustments.
- e) judgements and decision making are based on clear information provided by the applicant and college.
- f) the College retains its right to determine the suitability of applicants for enrolment, providing this is based on the following factors.
 - o relevant prior qualifications,
 - o knowledge, skills and behaviours,
 - o fitness to study and practice
 - o safeguarding
 - o course availability

It will not infringe on protected characteristics, personal choice or any student who is or has ever been in the care of the Local Authority. Funding mechanisms may often impact on the ability of an applicant to access a particular course and staff are encouraged to be resourceful and investigate all legitimate opportunities, to ensure learners can access provision, where appropriate.

- g) Should a student be refused a place from one of NCG college's, based on not meeting the entry criteria, fitness to study/practice, discipline, or safeguarding grounds, then admitting managers should evaluate whether or not the same concerns apply before making a different decision.

Naturally, there may be instances where a learner is or a course of study on the basis of legitimate academic attainment or funding constraints that would be evaluated independently. Applicants will be supported appropriately through a range of guidance so they can make informed decisions about their next steps. Please see section 7 for details on appeals.

3. STUDENT ENTITLEMENTS

The term student is used in its widest sense and includes all students whether young people aged 14-18, learners with special educational needs and / or disabilities, care experienced students, apprentices, or adult learners.

All students as part of NCG, and our constituent colleges, are entitled to:

- a) be treated equally and with fairness. No applicant will be refused admission based on protected characteristics (race, sex, marriage/civil partnership disability, age, religion/belief, gender reassignment, pregnancy/maternity or sexual orientation). All suitable applicants are offered course choices, where relevant and possible. Applicants deemed not suitable for a course, through a fair and reasonable process, will be offered suitable alternative options and funding streams, either at the College or by referral externally.
- b) receive up-to date information about courses, entry criteria and student support available. This will be through a range of communications including prospectuses, online through the college website, at college events and specifically within course information literature. Alternative formats, when requested, will be made available, wherever possible.
- c) visit the college to view and experience the facilities prior to the commencement of a course, providing the opportunity to meet a full range of college staff to reinforce their decision-making.
- d) be assessed for their potential to contribute to and benefit from their proposed programme or study, course, or apprenticeship.

- e) be assessed for their potential to contribute to and benefit from their proposed programme of study, course or apprenticeship and receive confidential and impartial information, advice, and guidance prior to commencing study at the college.
- f) have their previous achievements, knowledge and skills recognised to demonstrate achievement and/or competence against their proposed programme of study and meet the entry criteria as set out in the local admission criteria. Recognition of Prior Learning (RPL) relates to assessment of experience, knowledge, understanding, or skills leading to the award of credit. Appendix A outlines the RPL process.
- g) be offered a conditional or unconditional offer of a place on a programme of study, based on the assessment of a range of criteria including academic qualifications, fitness to study and practice, professional and personal experience. and the colleges assessment of its ability to meet need as part of its best endeavours duty where the applicant has an Education, Health and Care Plan (EHCP).
- h) prior to commencing a course at the application stage all applicants are proactively encouraged to declare any special educational needs and / or disabilities prior to commencing a course. This allows appropriate advice and guidance / referral to a range of college support services to be arranged and undertaken prior to enrolment. Failure to disclose an EHCP or a medical condition may impact on the college's ability to meet all or some of the student's needs. In the case of an applicant having an EHCP then the college will contact the home local authority for the most up to date version of this so that it can fully assess its position on ability to meet need as part of its duty to use best endeavours.
- i) Any personal data shared by students will follow the data protection principles as set out in the NCG Data Protection policy and learner privacy notice.

4. Fitness to Study and Practice

The College retains its right to determine the suitability of applicants for enrolment based on their fitness to study and practice, following this policy and local college

procedures. Concerns about a student's fitness to study may arise where the college considers that one or more of the risks below are present, and where those risks arise in the context of a known or suspected mental health illness, medical condition, or disability of the student. If a member of staff has a concern regarding a student's fitness to study, a referral must be made to the College's support team. Prospective students will normally be notified by the referrer that a referral is being made to Central Support Service regarding a concern about their fitness to study, which will then follow the college's procedures.

- Concerns raised by the student.
- Serious concerns about the student emerge from a third party (e.g., friend, colleague, placement provider, member of the public, parent) which indicate there is a need to address their fitness to study.
- Harm to the student and/or to others.
- Disruption to their work, studies, or wider student experience and that of other students, or the work of staff.
- Unreasonable demands being placed on staff, students, or College resources.
- Interference with the discharge of college functions.
- Harm to the College's reputation.

Where applicants are applying for qualifications with professional and/or license to practice qualifications there will typically be a requirement to complete a Disclosure and Barring Service (DBS) checks, references, and fitness to practice assessments. This policy should also be read in conjunction with the relevant professional body standards.

The fitness to practice checks seeks to balance the rights of the student and their progression into employment through their programme with an assessment of the potential risk to the health, safety and wellbeing of the public, members of staff and/or other students.

Courses requiring DBS and reference checks (following College procedures) will be identified from the course information on each of NCG's college websites, and through the application process, therefore students will be made aware of this requirement before enrolment onto a programme.

Curriculum Managers are required to inform the recruitment/admissions/student services teams (as applicable) of any new, or additional provision, requiring these checks. DBS checks are required where the student will be working in regulated activity and are therefore governed by statutory requirements, and/or will be in a trusted position and are therefore required by relevant industry and sector occupational standards.

In general practice, colleges admission teams reserve the right to contact feeder schools/employers for references, and the home local authority for those with an EHCP and in some cases sharing arrangements may be necessary to support the smooth transition of learners, particularly for those who may have additional or complex needs or are care experienced students.

4.1. Fitness to Study Procedure

Advice, guidance, and evidence regarding a student's fitness to practice will, where appropriate, be sought from appropriate practitioners, including health professionals and other external experts. Students should be aware that, when dealing with fitness to practice concerns, the designated college leader may consider it appropriate to discuss and/or refer matters and/or their outcomes to third parties. This may include professional health representatives or agencies such as the police, social services and the Disclosure and Barring Service.

Additionally, references may be sought from at least one unrelated and responsible person if at any time, a student of any age is considered to pose a risk to themselves, staff, or students. If the student refuses to provide a suitable referee, the application cannot progress further.

The outcome of such a process will be taken into consideration when deciding on admission to an NCG college.

Where an applicant has an unspent criminal conviction, or have been charged by the police pending cautions, court hearings, or sentencing, the College Admissions Team will refer such applicants to the Designated Safeguarding Lead for review and advice. The decision right for whether the applicant is offered a place sits with the college principal.

A risk assessment will be produced to ensure that the student is able to safely train and study, adhering to the code of conduct within Student Positive Behaviour Policy. An example risk assessment is contained in Appendix B. All applicants must be treated fairly and impartially, and in line with NCG's EDIB Policy.

4.2. Place of study

NCG reserves the right to refuse a place of study should the application pose risk or concern in terms of safeguarding, security, safety, reputation, and integrity of the college. The decision whether to award a place of study rests with the principal as the accountable officer. The entitlement to funding may also be a barrier in some cases, as set out annually in relevant funding guidance. Please see section 7 on appeals.

Additionally, college staff involved with apprenticeship applications should be aware of the entry requirements set out in the NCG Apprenticeship Prospectus (available on the NCG intranet, via the [Apprenticeship Portal](#)) when considering a candidate for an apprenticeship.

5. STUDENT RESPONSIBILITIES

Student entitlements are most likely to be met in full when a student fully acknowledges and actively engage in fulfilling their responsibilities by:

- a) Disclose any special educational need and/or disability and any support needs.
- b) providing honest and accurate information and documentation about themselves, including evidence of previous achievement, knowledge, and competence in order for the college to provide informed advice regarding their study programme and progression.
- c) ensuring students notify the college of any criminal convictions that they have or may have received in the past, or any pending court appearances.
- d) ensure students inform the college of any change in circumstances, personal details such as address or emergency contact details.

- e) informing the college at the earliest opportunity of any disability and/or learning difficulties they have and/or care experience, which may require support, or may need additional arrangements to ensure that they can succeed on the course. This may include participating in the college's Fitness to Study and Practice Procedures.
- f) take personal responsibility for promoting a safe, secure, and healthy environment and comply with the terms of the college and codes of practice as a student of any of the NCG Colleges.
- g) being prompt, efficient and courteous in dealing with the college, its staff, and fellow peers.
- h) on enrolment the student will be expected to adhere to the requirements of the student charter as laid down in the NCG Student Positive Behaviour Policy.

5. STAFF RESPONSIBILITIES

Teaching and support staff will ensure that (collectively):

- a) provide appropriate and accurate information and support to help the student to make informed decisions and choices at relevant stages of the admissions process.
- b) ensure applicants are made an offer that is reflective and appropriate to both the student aspirations and course entry requirements. Will clearly outline the process for making an RPL claim, and the process and decisions will be demonstrably, rigorous, and fair.
- c) ensure that applicants are provided with guidance where course entry criteria are not met, providing an alternative offer in relation to their current academic and achievement levels.
- d) responsibility is taken to continuously keep updated on national career benchmarks on course entry criteria in relationship with related internal and external policies, procedures, and guidelines.
- e) to support current students with securing their intended destination through the provision of or signposting high quality careers guidance.

- f) make a support request to the college support team as soon as a support need is observed or disclosed at the point of enrolment.

6. NCG COLLEGES MANAGEMENT RESPONSIBILITIES

Management responsibilities should ensure that:

- a) all staff involved at each stage of the FE and Apprenticeship Admissions process are informed and are clear about their roles, responsibilities and quality assurance procedures and have received relevant training and development to ensure they are effective and efficient in their roles.
- b) annual review of all aspects relating to the FE and Apprenticeship Admissions procedures will take place and be recorded which will include.
 - 1) reflecting and responding to external curriculum changes in the post-16 qualification sector considering applicant data relating to protected characteristics.
 - 2) regular review of admissions entry criteria for each course by curriculum heads.
 - 3) determining generic and specific entry criteria by subject level in response to the academic and vocational content of the course e.g., portfolio, interview, or audition requirements.
 - 4) changes to procedures will be approved by the Senior Leadership Team (SLT) of each NCG College and communicated internally and externally to all relevant stakeholders in a timely manner as part of the recruitment and admissions cycle.
 - 5) developing appropriate links with external partners to continuously improve transition arrangements between all NCG Colleges and associated education partner organisations.
 - 6) allocation of responsibilities will be annually reviewed, led by each NCG Principalship Team and Senior Leadership Teams and Heads of Services to ensure the policy is implemented and delivered accurately and in a timely manner.

7. APPEALS

Should an applicant wish to challenge the admission decision, they should do so by writing to the Head of Student Services (or equivalent post holder) via the contact list in appendix C, who will first consider the merits of the case, check internal records, for example fitness to study and practice decisions, and if necessary, consult with the principal. There is no appeal process, however an applicant may wish to complain via the NCG Complaints Policy, should they feel they have been treated unfairly.

8. STANDARDS BY WHICH THE SUCCESS OF THIS POLICY CAN BE EVALUATED

- a) Staff Awareness: All NCG staff involved in admissions are fully conversant with the policy and their specific area of responsibility.
- b) Student Satisfaction: High levels of student satisfaction reported through positive student feedback from induction learner surveys, learner representation at focus groups and forums.
- c) Stakeholder Engagement: Positive feedback from associated stakeholders including parents, employers, and education organisations as part of external reviews.
- d) Retention and Destination: High levels of student retention and positive destination data through strategic KPIs.
- e) A review of Gatsby benchmarks using the Compass tool for self-evaluation – this will be presented annually in the College Careers Report.

9. RESPONSIBILITY FOR IMPLEMENTING THIS POLICY

Responsibility resides at all levels for each NCG College:

- a) NCG Principals have the overall responsibility for implementing this policy.
- b) Senior Leadership Teams are responsible for overseeing the operation of this policy.

- c) Heads of Curriculum and Heads of Services are responsible for working collaboratively to implement the requirements of the policy.
- d) Upon approval, this policy will be uploaded to the policy portal and communicated to staff via The Business Round-Up.

10. STATEMENT ON EQUALITY AND DIVERSITY [POLICIES ONLY]

NCG is committed to providing equality of opportunity. Further details of our aims and objectives are outlined in our [Equality Diversity Inclusion and Belonging Strategy](#).

This policy has been assessed to identify any potential for adverse or positive impact on specific groups of people protected by the Equality Act 2010 and does not discriminate either directly or indirectly. In applying this policy, we have considered eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between people from diverse groups.

11. STATEMENT ON CONSULTATION

This policy has been reviewed in consultation with the QTLA Forum, Senior leads for SEN, prior to approval by NCG Executive.

VERSION CONTROL				
Version No.	Documentation Section/Page No.	Description of Change and Rationale	Author/Reviewer	Date Revised
1	New Policy	N/A	NCG Assistant Director Quality: TLA	Nov 2021
2	Full Review	Transferred to new template Amendments to fitness to practice and study sections and inclusion of appendix items.	Assistant Director of Quality	June 2024

Appendix A – Outline of the RPL Process

The centre is responsible for RPL assessment and claiming credit. There is no difference between achievement of the required standards by RPL and achievement through a formal programme of study. The purpose of the process is to enable the learner(s) to record and assess their knowledge, understanding and skills acquired from their work experiences and training against the requirements of a qualification. Achievement must be recognised before the learner starts the qualification.

These are the outline steps that each college should take when seeking to make an RPL claim.

Stage	Steps to be taken
1	Information and guidance to the learner on the requirements of and RPL claim and appeals procedure
2	Pre-assessment – advice, support and mentoring for gathering of evidence to make an RPL claim. Applicants will be advised in each case as to what would comprise adequate evidence of prior learning
3	Assessment (and appropriate IQA) of evidence against unit standard by a competent assessor
4	Feedback to the Learner following the assessment process
5	Submission to appropriate Board of the awarding body on the outcome of the RPL claim.



Appendix B: Risk Assessment Template – Fitness to Study

The risk assessment below is an example of a learner risk assessment where the applicant poses a specific risk to other students, or staff of NCG (the risk rating calculation would be specific to the individual case). This form must be password protected and be held in a secure location (MyConcern for enrolled students). Do not write the learners name on this form, but use a secure file name, or MyConcern file.

Key

Likelihood		Severity		
Almost Certain	5	Catastrophic	5	1 – 8 Low
Very Likely	4	Major	4	8 – 16 Medium
Likely	3	Moderate	3	17 – 25 High
Unlikely	2	Minor	2	
Improbable	1	None or Trivial	1	

Ref No	Risk/Vulnerability	Control Measures/Actions	Likelihood x Severity = Risk L x S = R			What further action, if any, is necessary, if so, what action is to be taken by whom and by when?	Owner/s
			L	S	R		
1	<ul style="list-style-type: none"> The applicant’s history poses a specific, potential risk to other students aged 14-18. 	<ul style="list-style-type: none"> NCG Safeguarding Policy NCG Safeguarding Procedure NCG Unified Tutorial & Progress Policy NCG Positive Student Behaviour Policy, including code of conduct 				<ul style="list-style-type: none"> Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels Can not mitigate risk entirely and additional measures would need to include [state] 	Principal DSL

		<ul style="list-style-type: none"> • IT Acceptable Use Policy • NCG Learner Support Fund • NCG H&S Policy • Delete as appropriate • Supervision Arrangements • Documented Prohibitions • Local Authority/ JCP / Probation / Multi Agency Commitments • Other 				<ul style="list-style-type: none"> • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not suitable for mainstream education. 	
2	<ul style="list-style-type: none"> • The applicant's history poses a potential/specific risk to other students aged 19+ 	<ul style="list-style-type: none"> • NCG Safeguarding Policy • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • NCG Learner Support Fund • NCG H&S Policy • Delete as appropriate • Supervision Arrangements • Documented Prohibitions • Local Authority/ JCP / Probation / Multi Agency Commitments • Other 				<ul style="list-style-type: none"> • Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels • Can not mitigate risk entirely and additional measures would need to include [state] • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not suitable for mainstream education. 	
3	<ul style="list-style-type: none"> • The applicant's history poses a specific, potential risk associated with online activity. 	<ul style="list-style-type: none"> • NCG Safeguarding Policy • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • NCG Learner Support Fund • NCG H&S Policy 				<ul style="list-style-type: none"> • Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels • Can not mitigate risk entirely and additional measures would need to include [state] • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not 	Principal DSL

		<ul style="list-style-type: none"> • Delete as appropriate • Supervision Arrangements • Documented Prohibitions • Local Authority/ JCP / Probation / Multi Agency Commitments • Other 				suitable for mainstream education.	
4	<ul style="list-style-type: none"> • The applicant's history poses a specific, potential risk due to extremism/ radicalisation/ terrorism 	<ul style="list-style-type: none"> • NCG Safeguarding Policy, including Prevent Action Plan • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • NCG Learner Support Fund • NCG H&S Policy • Delete as appropriate • Supervision Arrangements • Documented Prohibitions • Local Authority/ JCP / Probation / Multi Agency Commitments • Other 				<ul style="list-style-type: none"> • Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels • Can not mitigate risk entirely and additional measures would need to include [state] • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not suitable for mainstream education. 	Principal DSL
5	<ul style="list-style-type: none"> • The applicant's history poses a specific, potential risk due to violent acts 	<ul style="list-style-type: none"> • NCG Safeguarding Policy, including Prevent Action Plan • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • NCG Learner Support Fund • NCG H&S Policy 				<ul style="list-style-type: none"> • Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels • Can not mitigate risk entirely and additional measures would need to include [state] • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not suitable for mainstream education. 	Principal DSL

		<ul style="list-style-type: none"> • Delete as appropriate • Supervision Arrangements • Documented Prohibitions • Local Authority/ JCP / Probation / Multi Agency Commitments • Other 				
6	<ul style="list-style-type: none"> • The applicant's history poses a specific, potential risk to people with certain protected characteristics 	<ul style="list-style-type: none"> • NCG Safeguarding Policy, including Prevent Action Plan • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • NCG Learner Support Fund • NCG H&S Policy • Delete as appropriate • Supervision Arrangements • Documented Prohibitions • Local Authority/ JCP / Probation / Multi Agency Commitments • Other 			<ul style="list-style-type: none"> • Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels • Can not mitigate risk entirely and additional measures would need to include [state] • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not suitable for mainstream education. 	Principal DSL
7	<ul style="list-style-type: none"> • The applicant's history would indicate there is a pattern of non-compliance with laws, and organizational rules and regulations. 	<ul style="list-style-type: none"> • NCG Safeguarding Policy, including Prevent Action Plan • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • NCG Learner Support Fund • NCG H&S Policy 			<ul style="list-style-type: none"> • Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels • Can not mitigate risk entirely and additional measures would need to include [state] • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not suitable for mainstream education. 	Principal DSL

		<ul style="list-style-type: none"> • Delete as appropriate • Supervision Arrangements • Documented Prohibitions • Local Authority/ JCP / Probation / Multi Agency Commitments • Other 				
a	<ul style="list-style-type: none"> • The applicant's history poses a specific, potential risk to other students aged 14-18. • History suggests that unsupervised communication with a child under the age of 16 is likely 	<ul style="list-style-type: none"> • NCG Safeguarding Policy, including Prevent Action Plan • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • Supervision Arrangements • Documented Prohibitions • Local Authority / Probation / Commitment to fortnightly monitoring • NCG safeguarding policy • My Concern for system reporting and action • Programme leader briefing and secure notes on MyC for transition from school • Will attend college only on the time as stated on the timetable and in the named buildings/ classrooms and designated resource centres • Visit to a different building or outside of timetabled hours will be subject an external trip and agreement, with the DSL following NCG Enrichment Policy 			<ul style="list-style-type: none"> • Ongoing monitoring and action-response as controls will likely reduce risk to acceptable levels • Place will be reviewed if support from Local Authority, Care Provider, and Probation Service is not maintained. 	Principal DSL

b	<ul style="list-style-type: none"> • The applicant's history poses a specific, potential risk associated with online activity. • History of mischief through low level hacking 	<ul style="list-style-type: none"> • NCG Safeguarding Policy, including Prevent Action Plan • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • IT Acceptable Use Policy • Supervision Arrangements • Documented Prohibitions • Local Authority /Probation / Commitment to fortnightly monitoring • E-safe monitoring systems in place on learner accessible computers and across wi-fi network. • Specialist Filtering & Firewall software • Daily keyword web search reports to DSLs 			<ul style="list-style-type: none"> • Can not mitigate risk entirely and additional measures would need to include: • Parental support is deemed to be very supportive and strong • Weekly review of search history on college kit and equipment • Residual risk of mischief on applicant's own devices. 	Principal DSL
c	<ul style="list-style-type: none"> • The applicant's history would indicate there is a pattern of non-compliance with laws, and organizational rules and regulations. • Non-compliance with probation service and constant reoffending 	<ul style="list-style-type: none"> • NCG Safeguarding Policy, including Prevent Action Plan • NCG Safeguarding Procedure • NCG Unified Tutorial & Progress Policy • NCG Positive Student Behaviour Policy, including code of conduct • Supervision Arrangements • Documented Prohibitions • Local Authority /Probation / Commitment to fortnightly monitoring • Prohibitions in place for key areas of the college, including use of power tools 			<ul style="list-style-type: none"> • It is not practical or reasonably possible to reduce risk, and therefore the applicant is not suitable for mainstream education. 	Principal DSL

Appendix C – Appeals Contacts

Carlisle College	info@carlisle.ac.uk
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Lewisham College	apply@lewisham.ac.uk
Newcastle College	enquiries@ncl-coll.ac.uk
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Southwark College	apply@southwark.ac.uk
West Lancashire College	admissions@westlancs.ac.uk