Request

12th August 2025

All your procedure from enquiry for 14 year old provision at all your 3 colleges.

The different types of funding you receive for each child needs, if there is any, other advantages for the college, how much extra for sen registered children, children with a care plan or any other types of other needs.

Also the amount of applications you have had this year, how many children have been enrolled with more needs than others.

I believe you have 20 days to answer our questions.

Additional Request

"a copy of your detailed admissions policy"

Our Ref: FOIA263

Your Ref: N/A

Date: 4th September 2025

Dear ▉▉▉▉▉▉▉▉

FREEDOM OF INFORMATION REQUEST (FOI): Information relating to 14-16 yr old provision

Thank you for your request for information, which we received on 12th August 2025. We have handled your request under the Freedom of Information Act 2000 (FOIA).

Any correspondence regarding this should be addressed to FOI@rnngroup.ac.uk

Please note that we will be providing a response on behalf of the RNN Group as a whole, rather than any individual college or organisation within the Group.

The RNN Group main centres of operations are located at the following sites:

Site Name	Address
Rotherham College	Eastwood Lane, Rotherham. S65 1EG
North Nottinghamshire College	Carlton Road, Worksop. S81 7HP
Dinnington Campus	SITE NO LONGER IN OPERATION*
Dearne Valley College	Wath upon Dearne, Swinton. S63 7EW
University Centre Rotherham	Doncaster Gate, Rotherham. S65 1DJ
RNN Training	Carlton Road, Worksop. S81 7HP
Idle Valley Rural Centre	North Road, Retford. DN22 8SG
Construction Centre Rotherham	Rawmarsh Road, Rotherham. S60 1RU
Skills Centre Shireoaks	SITE NO LONGER IN OPERATION*
National Fluid Power Centre	Carlton Road, Worksop. S81 7HP
Create Skills Ltd	SUBSIDIARY COMPANY CEASED TRADING*
Charnwood Training	SUBSIDIARY COMPANY CEASED TRADING*
Aston Recruitment & Training	NO LONGER OWNED BY THE RNN GROUP*
Rotherham Education Services	Eastwood Lane, Rotherham. S65 1EG
Retford Post 16 Centre	Old Hall Drive, Retford. DN22 7EA
Nottinghamshire Children & Family Partnership	PARTNERSHIP HAS CEASED*

*Data from these sites have been re-located to other centres within the RNN Group, and if applicable, have formed part of the search for the information requested.

Below and attached is the information you requested.

Part 1

"All your procedure from enquiry for 14-year-old provision at all your 3 colleges".

See attachment 1.

Part 2

"The different types of funding you receive for each child needs, if there is any, other advantages for the college, how much extra for sen registered children, children with a care plan or any other types of other needs".

"Also the amount of applications you have had this year, how many children have been enrolled with more needs than others".

Further Clarification on Part 2

"And the second question asked, the benefits either by monitory and/or equipment for the college given extra for a child that is not mainstream for this course and financial figures for children that are not mainstream that you receive for this course, Not sure if you categorise each child's needs, and if there is additional funding catagories".

Guidance on 16-19 funding and how all of the elements work can be found here:

https://www.gov.uk/guidance/16-to-19-funding-how-it-works

As at 14th August 2025, the RNN Group received 11,251 applications for academic year 2025/2026.

Enrolments are currently taking place, so it is not possible to provide any accurate figures on this.

The Group has 182 high need learner places, which means we are able to request additional funding for those with support costs over £6k.

This funding is not accessible to 14-16 learners.

Part 3 – Additional Request Submitted 22nd August 2025

"Could we also request a copy of your detailed admissions policy".

See attachment 2.

Please note, whilst you have exercised your right to information under FOI, the RNN Group may not release some data it has on record. For example, if it contains personal details of individuals or if other exemptions apply, as detailed within the FOI legislation. See the Information Commissioners Office (ICO)

website for further details as to what this means to you and the request you have made:

https://ico.org.uk/for-the-public/official-information/what-to-expect-after-making-an-information-request/

In keeping with the spirit and effect of the FOIA, and in keeping with the RNN Group's transparency agenda, all information is assumed to be releasable to the public unless exempt. Therefore, the information released to you may now be published on the Group's website at www.rnngroup.co.uk/IG together with any related information that will provide a key to its wider context. Please note that this will not include your personal data.

Attached is Appendix A, giving contact details should you be unhappy with the service you have received from the RNN Group in regards to this FOI request.

If you have any queries about this letter then please do not hesitate to contact us.

Yours sincerely

The RNN Group Information Governance and Assurance Team

Enc.

Appendix A

If you are unhappy with the service you have received in relation to your request, you may make a complaint or appeal against our decision under chapter 36, part 1, section 17 (7) of the Freedom of Information Act or under chapter 12, part 6, section 165 of the Data Protection Act (Article 57(1)(f) and (2) and 77 of the General Data Protection Regulations), within 40 working days of the date of this letter.

A copy of our complaints process can be found on the RNN Group website by following the link below and selecting the Feedback and Complaints section:
https://www.rnngroup.co.uk/IG

If you are not content with the outcome of the internal review of your complaint, the DPA gives you the right to apply directly to the Information Commissioner for a decision.

Please note that generally the Information Commissioner cannot make a decision unless you have first exhausted the RNN Group's own complaints procedure.

The Information Commissioner can be contacted at:
Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

RNN Group 14-16 Provision Procedure

1. Introduction and Scope

This procedure outlines the RNN Group's commitment to providing high-quality educational opportunities for young people aged 14-16 (Years 10 and 11 equivalent) who seek an alternative or supplementary learning experience to traditional school settings. The procedure covers general admissions, the **prioritisation** of local learners, arrangements for part-time study, and tailored supplementary education for Electively Home Educated (EHE) learners.

2. General Admissions Policy

The RNN Group welcomes applications from 14-16 year olds who feel ready to engage with a college/educational environment and benefit from our vocational and academic **programmes**. All applications are subject to an assessment of suitability for the chosen course, including an interview process to ensure the **programme** aligns with the learner's needs and aspirations. The Group is committed to equality of opportunity and will consider all applicants fairly, irrespective of background, while ensuring our provision can appropriately meet any declared special educational needs or disabilities (SEND).

2.1 Special Educational Needs and Disabilities (SEND) Provision

The RNN Group can and does offer places to learners with Special Educational Needs and Disabilities (SEND). However, in line with ESFA (Education and Skills Funding Agency) funding guidance, the RNN Group **cannot access specific high needs funding** for learners aged 14-16. Therefore, whilst we are committed to supporting learners with SEND, an **assessment must take place** for all applicants declaring SEND to ensure that the RNN Group is the **appropriate provider** and that their needs can be adequately met within our existing funding and resource framework. This assessment is designed to ensure the best possible educational outcome for the learner.

3. Prioritisation of Local and Year 11 Learners

In line with our commitment to serving our communities, the RNN Group **prioritises** applications from learners residing within the local catchment areas of our colleges (Rotherham College, North Notts College, and Dearne Valley College). This ensures that young people from our immediate communities have enhanced access to the educational opportunities we provide.

In order to allow for progression within the college Group, learners aged 15 as at the 31st July shall be prioritised. This will allow learners completing the 14-16 provision to immediately progress to a full-time study program should they wish to do so.

4. Part-Time Study

All provision for 14-16 year olds at the RNN Group is delivered on a part-time basis. These **programmes** are designed to **supplement**, but do not replace, a learner's full-time compulsory education, whether that is within a school setting or through elective home education. The typical provision will be up to 12 hours per week, allowing learners to combine their college studies with other educational commitments.

5. School Link Partnerships

The RNN Group engages in specific **School Link partnerships** with local schools, where agreed programmes are funded directly by the respective schools for their enrolled students. These partnerships facilitate access to specialised vocational courses for school-based learners. **Please note that the RNN Group does not accept 'infill' school link learners; all school link admissions must be part of a formal, pre-arranged agreement and funding arrangement with a partner school, and not individual applications from school-enrolled learners seeking to join existing college programmes.**

6. Supplementary Education for Electively Home Educated (EHE) Learners

6.1 Eligibility Criteria

To be eligible for supplementary education at the RNN Group, Electively Home Educated (EHE) learners aged 14-16 must meet the following criteria:

- They must be aged 14-16 (Years 10 or 11 equivalent).
- They must have been **confirmed as Electively Home Educated** by their Local Authority for a **minimum of six months** of the academic year immediately prior to their application to the RNN Group. Evidence of this status and duration will be required as part of the application process.

6.2 Aims of the EHE Programme

Our EHE **programme** is designed to provide a structured and supportive environment where learners can:

- Acquire practical, industry-relevant skills through vocational tasters and qualifications.
- Develop essential English and **maths** skills, leading to GCSE or Functional Skills qualifications as appropriate.
- Enhance personal and social development, employability skills, and work experience.
- Experience a smooth transition back into a formal educational setting, if desired, through courses like our "Engage" **programme** in the first year.

● Progress effectively into post-16 education, apprenticeships, or employment.

6.3 Application Process for EHE Learners

EHE learners and their parents/carers should follow these steps to apply:

1. **Online Application:** Complete the application form available on the RNN Group website, clearly indicating EHE status.
2. **Evidence Submission:** Provide documented evidence from the relevant Local Authority confirming elective home education status and the duration of home education (minimum six months of the academic year prior to application).
3. **Interview and Assessment:** Eligible applicants will be invited for an interview with a course tutor to discuss their interests, suitability for the **programme**, and any additional learning support needs. This may include initial assessments in English and **maths**.
4. **Local Authority Liaison:** The RNN Group will liaise with the relevant Local Authority regarding the EHE learner's provision where necessary, to ensure compliance with local and national guidelines.
5. **Offer of Place:** Places are offered based on eligibility, interview outcome, assessment results, and **programme** availability.

7. Safeguarding

The RNN Group is deeply committed to safeguarding and promoting the welfare of all learners, including those aged 14-16. We believe that all young people have the right to learn in a safe and supportive environment. Our staff are trained to identify and respond to safeguarding concerns, ensuring that appropriate actions are taken to protect learners from harm. Detailed information on our safeguarding procedures, responsibilities, and how to report concerns can be found in our comprehensive **Safeguarding for All Policy**, which is available on the RNN Group website.

8. Procedure Review and Monitoring

This procedure will be regularly reviewed and updated to ensure it remains compliant with national legislation, funding regulations, and best practices in 14-16 provision and elective home education. The RNN Group is committed to continuous improvement and will monitor the effectiveness of this policy in supporting the educational journey and progression of all 14-16 learners.

RNN GROUP

Admissions Policy

Document Title	Admissions Policy
Type of document	Corporate
Brief summary of contents	Clear Policy and guidance to the admissions processes used by the RNN Group.
SLT member responsible for policy	Director of Human Resources, Organisational Development and Marketing.
Date written	18th January 2023
Date last revised	25th March 2024
This document replaces	N/A
Approval route/consultation	Department Head, SLT Member
Head of Department (HOD) responsible for policy	Lucy Barnwell
Author of policy	Director of Marketing and Learner Recruitment
Contact details	Marketing@rnngroup.ac.uk
Publication location	Public and portals
Date of final approval	25th March 2024
Date policy becomes live	25th March 2024
Review period	Annual
Links to external standards	• QAA Advice and Guidance: Admissions, recruitment and widening Access • Higher Education Course Changes and Closures: Statement of Good Practice
Keywords	Admissions, Applications
Training needs	Learner Recruitment Curriculum Managers Curriculum Team leaders Curriculum Staff

Admissions Policy

Version 1.0

25th March 2024

Version Control Table

Date	Version No	Summary of Changes	Changes Made By
24th March 2024	1.0	Birth of policy	Lucy Barnwell

All or part of this document can be released under the Freedom of Information Act 2000

Table of Contents

Appendices

1 Scope and Purpose

1.1 The RNN Group (hereinafter referred to as 'the Group') Admissions Policy and procedures have been developed to provide clear guidance on both the Further Education (FE) and Higher Education (HE) admissions process for applicants within the recruitment cycle.

1.2 This policy and guidelines refer to all elements of the student admissions journey. This includes the procedure in place from initial enquiries, information advice and guidance (IAG) provision, application, selection processes, course offers and enrolment.

1.3 The process is fair, transparent, valid, inclusive and explicit and is underpinned by appropriate organisational structures and processes. It is designed to support staff involved in the recruitment and selection of students to ensure that those offered a place, have the ability to succeed in their chosen course. All advisors are committed to providing up to date, high quality Information, Advice and Guidance (IAG).

1.4 This policy relates to all prospective students who:
• Are school leavers aged 16 or over on the 1st September of the academic year.
• Are aged 14-16 and are Elective Home Educated
• Are aged 14-16 and are enrolling through partnership agreements with secondary schools/academies.
• Are seeking to re-enter the education system after a period away from study.
• Are applying to continue studying with the College or University
• Are applying to the College following study at other institutions or place of employment
• Are adult learners applying to study short courses and recreational learning courses

1.5 The College will apply the principles within this policy to all applicants including those wishing to be enrolled on the following provision:
• Full-time study programmes
• Part-time courses including distance learning (but excluding commercial training, short courses and recreational learning / community courses)
• Higher Education
• Apprenticeships

1.6 Study modes or methods of delivery for each individual course will be detailed in course information on the Group, individual college and university websites.

1.7 The Group and its subsidiaries adhere to the revised UK Quality Code for Higher Education and the Office of Independent Adjudicators (OIA) guidance for appeals against rejection of applications.

1.8 Within this Policy, Admissions shall refer to the process of applying to study at institutions of Further (FE) and Higher Education (HE).

1.9 The Group will comply with its standard agreements with all external funding agencies, regulatory bodies and partner organisations when providing and handling data.
Example organisations are listed are listed below:
• Education and Skills Funding Agency (ESFA)
• University and Colleges Admissions Service (UCAS)
• Student Loans Company (SLC)
• Local Authorities

• National Apprenticeship Service (NAS)
• Office for Students (OFS)
• HeppSY (Sheffield Hallam, University of Hull, University of Huddersfield).

2   Policy Aims

2.1   The Group - made up of Rotherham College (RC), Dearne Valley College (DVC), North Notts College (NNC) [with Retford Education Centre] the National Fluid Power Centre (NFPC) and University Centre Rotherham (UCR) - is an inclusive education provider serving diverse communities. The Group offers a large range of courses and learning opportunities across its various campuses to students of all abilities.

2.2   The Group and its campuses are committed to providing a fair and open admissions process which supports successful progression to both FE, HE, adult and apprenticeship courses and ultimately into the workplace. It is also committed to raising student aspirations, widening participation and promoting equal access to courses.

2.3   This policy has been developed to provide clear guidance on the Group's admissions processes for applicants within the recruitment cycle. It sets out the Group's commitment and aims for the recruitment and admission of students and learners. It also describes the principles and processes that are used to ensure that starting points for all students and learners are accurate and appropriate.

2.4   The aim of this policy is to ensure an effective, efficient, coordinated and consistent admissions process across the entire Group.

2.5   This policy is based upon the principle of having simple, easy to follow processes that empower staff to provide, and students to make informed choices and decisions in a structured, efficient and professional manner.

2.6   The key overarching principles which underpin admission the Group Admissions Policy are to:

a) Operate an admissions process which applies the 'learner first' approach throughout and is consistent with the Group's commitment to equality and diversity.
b) Offer impartial advice and guidance to prospective learners with careers at the heart of all considerations, including the signposting of prospective learners to other appropriate opportunities.
c) Ensure that all prospective learners are fully informed throughout the admissions journey
d) Ensure that all information is accurate and reliable to enable prospective learners to make an informed decision.
e) Ensure that all prospective learners are considered for a place based on their individual merits.
f) Ensure that national, regional and Group strategic objectives are recognised and considered.
g) Raise learner aspiration and promote social mobility.
h) Widen participation in post 16 FE and HE.
i) Ensure that prospective learners are treated fairly within an open and transparent admissions process.
j) Recruit learners who are capable of meeting the required standards of their course.

k) Ensure that all staff involved in admissions are appropriately trained.

2.7 This policy has been developed in accordance with the revised UK Quality Code for HE (UKSCQA/02 March 2018).

3 Responsibility for Admissions, General Responsibilities and Implementation Arrangements

3.1 The Executive Director of Human Resources, Marketing and Organisational Development together with the Director of Marketing & Learner Recruitment shall be responsible for ensuring compliance with the requirements of the Office for Students and the revised UK Quality Code for Higher Education and Professional or Statutory Bodies.

3.2 The Directors of Campus and Curriculum Managers shall be responsible for ensuring that all academic staff involved in the recruitment and selection process adhere to this Policy and access all relevant staff training and development as may be required from time to time.

3.3 The Group is committed to ensuring consistent implementation of this Admissions Policy across the Group.

3.4 Responsibility for the implementation of this Policy exists at all levels and across campus locations specifically:

   a) The Chief Executive Officer and Principal (CEOP) shall have overall responsibility for this Policy.
   b) The Deputy Chief Executive and Deputy Principal shall be the executive owner of this Policy.
   c) The Executive Director of Human Resources, Marketing and Organisational Development together with the Director of Marketing and Learner Recruitment shall be responsible for the review, development and overseeing of the implementation of this Policy.
   d) Directors of Campus and Curriculum Managers shall be responsible for ensuring that students are placed on the most appropriate courses within their faculty and in line with this Policy.
   IMPORTANT NOTE: In the case of learners who have but do not disclose an Education, Health and Care Plan (EHCP) then an unconditional offer would be overruled by the EHCP consultation process and as such care should be taken to determine the existence or otherwise of an EHCP as early as possible during the admissions process.

3.5 All new employees who have admissions responsibilities shall be made aware of this Policy during the formal employee induction process within their respective department by the Leaders of that department.

3.6 From time to time, updated and amended procedures shall be disseminated and reinforced in training sessions, team meetings, the staff portal or via email communications as appropriate.

3.7 This Policy shall be published and made available via the various Group websites, the staff portal and Metacompliance portal.

4. Course Information

4.1 The Group will provide accurate, relevant and up to date information for each course in order to ensure that applicants have a clear understanding of the course and module content, entry level indicators and any costs associated with the course such as tuition fees and any likely additional or ancillary costs. The Group has and will maintain Matrix accreditation as a form of quality control in relation to the provision of IAG.

4.2 General course information will be available via Group websites (UCR tuition fees are available on the UCR website) as well as in online and offline guides.

4.3 Further detailed advice will be provided by Curriculum, Learner Recruitment and Reception Staff.

4.4 The Marketing team will provide promotional material and events designed to attract and inform prospective students, give a fair and accurate reflection of the campuses and courses and the student experience offered.

4.5 The Group will provide an Outreach Programme, to ensure that key information is available for appropriate groups. Co-ordinating this will form part of the duties of the Schools Liaison and Events Officers within the Recruitment and Events Team and will include:
- Open Days.
- Taster visits to campuses for prospective learners
- Visiting schools to inform relevant year groups and School staff about available courses.

5. Entry Indicators

5.1 All applicants will be expected to meet at least the minimum entry indicators for their chosen course. These will be published and made available via the website and in the prospectus' and course guides.

5.2 The Group will not make unconditional offers to applicants who have not already achieved the entry indicators (unless the prospective learner is a current learner at one of our Partner Schools).

5.3 The Group will use the UCAS tariff system and welcome applications from applicants with all recognised qualifications.

5.4 Mature applicants who are not in possession of the specified formal qualifications required for their chosen course may be considered for admission by Recognition of Prior Learning (RPL) and/or relevant experience and are able to demonstrate the required level of skill and academic ability at interview and/or assessment.

5.5 The Group will consider applying for Accreditation of Prior Experiential Learning (APEL) applications where appropriate for direct entry to the second or third year of a/the chosen course.

5.6 The decision as to whether to approve an APEL claim should be based on whether the applicant has demonstrated that the learning they have acquired from prior experiences is current, relevant, and adequate to demonstrate that the relevant learning outcomes for a given module (or modules) or level of study have been met.

5.7   The appropriate curriculum tutor will exercise academic judgement and discretion when assessing any application with prior attainment.

5.8   Entry indicators will vary between courses. However, clear information on entry indicators for each course are available via:

- RNN Group website: https://www.rnngroup.co.uk/about-us/publications/
- RC and DVC course guide: https://www.rnngroup.co.uk/about-us/publications/
- North Notts Course guide: https://www.rnngroup.co.uk/about-us/publications/
- UCR Course Guide: https://www.rnngroup.co.uk/about-us/publications/
- Rotherham College Website: https://www.rotherham.ac.uk/
- Dearne Valley Website: https://www.dearne-coll.ac.uk/
- North Notts Website: https://www.nnc.ac.uk/

5.9   The Group reserves the right to request and await receipt of satisfactory references for any applicant prior to making an offer of a place on any course.

6.   The Application Process

6.1   Because of the range of courses and qualifications offered by the Group, there are a number of application processes which are followed.

6.2   An overview of the application process for those leaving school and progressing onto Study Programmes including (Levels 1-3, BTecs and / or T Levels) is detailed in Appendix 1.

6.3   The application process for new applicants joining full time Further Education (FE) courses is detailed in Appendix 2.

6.4   The application process for applicants joining Part time FE courses is detailed in Appendix 3.

6.5   The application process for applicants internally progressing onto full time FE courses is detailed in Appendix 4.

6.6   The application process for applicants joining Higher Education (HE) course is detailed in Appendix 5.

6.7   The application process for applicants joining apprenticeships is detailed in Appendix 6.

6.8   The application process for applicants transferring from another institution or with prior learning onto a HE course are detailed in Appendix 7.

6.9   The application process for applicants joining via subcontractors, community courses, employability and ESOL is detailed in Appendix 8.

6.10   Applicant Entitlements

All applicants are entitled to:

a) Have access to information, promotional materials and activities which are accurate (at the time of publication), relevant, current and accessible that will enable them to make informed decisions about available options.
b) View the Group campuses and facilities prior to the commencement of a course.

c) Receive confidential and impartial IAG.
d) Have access to clear and detailed information about the admissions process that is used for the course(s) applied to.
e) Expect that the selection process is followed consistently and fairly and that admission to a course is based on the assessment of a range of criteria including academic and non-academic criteria.
f) Be informed by the Group, of the conditions for entry onto the chosen course at the time of a course offer being made.
g) Have access to information regarding access to support available in relation to learning and/or support needs in advance of enrolment.
h) Be provided with enrolment information once a place on the course has been accepted and in any event by the end of the June prior to the course start date.
i) An induction which supports their transition to the Group and the chosen course.
j) Where requested, be provided with feedback as to why the application for a place on the chosen course was unsuccessful.
k) Be made aware of any terms and conditions, and fee information in relation to the chosen course prior to an offer being made.

6.11   Applicant Responsibilities

Applicants must ensure that they:

a) Are familiar with the admissions process relevant to the course which is being applied for.
b) Follow Group procedures associated with this Policy.
c) Keep the Group informed of changes to their circumstances or contact details.
d) Attend all required selection activities and fully engage with them.
e) Confirm offer acceptance or rejection within two weeks of the course offer being made or by their UCAS "Reply by" date in the case of HE applications.
f) Ensure that at each stage of the admissions and appeals process, they provide honest and accurate information in a timely manner which could have a bearing on admission decisions.
g) Ensure that they declare any learning difficulty/disability and/or support need at the earliest stage possible within the admissions process, or when the need becomes apparent.
h) Applicants who have an EHCP must declare this to the Group at the earliest possible opportunity and a consultation process involving the Group and other stakeholders will be used to determine whether needs can be met by the Group. The appropriate section of the application form must be completed in all cases.
IMPORTANT NOTE: In the event that a potential learner applies for a place at the Group but does not disclose an EHCP, it is possible that upon confirmation of an EHCP being in place for the learner that the learner with the EHCP must go through the process as detailed within Appendix 9 hereto.
i) Re-enrol each academic year (as required).

6.12   EHCP Consultation – Applicants with an EHCP must follow the consultation process as detailed in Appendix 9 hereto.

7.   Decision feedback

7.1   All applicants will be informed of decisions in a timely manner. (The UCAS system is updated within 10 working days of receipt of the Interview Decision).

7.2   All applications shall be considered fairly and effectively against the published entry indicators and in line with college procedures.

7.3   Applicants who have been unsuccessful may request feedback via the central admissions office within the Learner Recruitment Team. Feedback will be provided in a written format.

7.4   If an applicant is unsuccessful, they will be offered suitable alternative provision wherever possible.

7.5   Where an applicant is required to fulfil certain conditions in order to secure a place, they will be provided with explicit information about the actions they should take if they do not achieve the results and/or meet the criteria specified in the offer.

7.6   The Group reserves the right to cancel or withdraw any offer made if, subsequently, it is discovered that the application contains fraudulent or misleading information. This includes the falsification of documentation such as certificates and reference statements.

7.7   Applicants who apply late or delay their enrolment beyond the main enrolment period (31st August) may be refused enrolment to their chosen course, in some instances, if courses are full to capacity.

7.8   Decisions to enrol additional applicants beyond the 31st August will be determined on a case by case basis depending upon factors including, but not limited to, the physical space and resources and/or health and safety considerations but entirely at the discretion of the Group.

Reasons for not offering an applicant a place at College

7.9   In certain circumstances, the Group may be unable to offer a place to an applicant. In these situations, the Group will take reasonable steps to find a suitable alternative for the applicant. The following are examples of reasons why applicants may not be offered a place on a course:

a) The applicant does not meet the entry criteria and it is therefore unlikely that they would succeed in, or benefit from, attending the course.
b) The applicant has provided false or misleading information.
c) The applicant does not have the right to stay and study in the UK.
d) Following a full investigation (including Disclosure and Barring Service checks) the applicant is found to be unsuitable to work with any relevant groups.
e) The Group has reason to believe that the applicant's presence is likely to endanger other students and/or staff.
f) The provision of the necessary facilities and support would place an unjustifiable demand upon Group resources.
g) The applicant has been excluded by the Group within the previous twelve-month period. Following this period a suitability meeting with the appropriate Curriculum manager will be used to determine suitability of an applicant.
h) The applicant has outstanding tuition fee debt to the Group or is unable to fund or pay course fees.
i) The applicant has previously enrolled with the Group but did not complete the course (Further applications will be reviewed and determined on a case by case basis).
j) The Group is unable to make appropriate reasonable adjustments in the case of applicants with an EHCP.

8. Admissions Monitoring and Policy Evaluation

8.1 Admission reports are produced by the central Admissions team and are circulated on a weekly basis. These reports are circulated to monitor application numbers and to ensure timely follow up for interviews and offers of places to all prospective learners.

8.2 Analysis of recruitment, selection and admission data, considered alongside data such as progression and retention rates of students, withdrawal and transfer, and reasons for non-completion, assists the Group in evaluating the extent to which the recruitment, selection and admission policies and procedures are supporting the Group's mission and the achievement of strategic objectives.

8.3 The Group is also required to publish transparency information as part of its registration with the Office for Students. If you could like information on this, please email marketing@rnngroup.ac.uk

8.4 The following measures will be considered when evaluating the success of this policy:

a) Conversion rates throughout each stage of the admissions process.
b) Achievement of operational key performance indicators.
c) Positive student feedback from the surveys below:
   - Admissions Survey
   - Enrolment Survey
   - Induction Survey
d) Positive student feedback within learner voice forums.
e) Positive feedback from other stakeholders including parents, employers and external stakeholders.
f) Positive feedback from staff on the effectiveness of the policy and procedure.
g) High level of student retention.
h) Low student withdrawals and transfers following the induction period.

Admissions stage	Key performance indicators
Enquiries	• Enquiries sent between 8.30am and 5pm during the working week are acknowledged to within 24 hours. Any overnight enquiries will be acknowledged on the next day and weekend enquiries on the following Monday.
Application	• Applications acknowledged via text and/or email within 24 hours.
Selection Activity	• Information sent within 7 working days of application being received. • Reminders sent 48 hours prior to selection activity taking place. • Non-attenders are chased within 1 working day via text and/or email.
Course offers	• Course offers are sent with 2 working days of selection activity taking place.

Feedback Surveys	• Feedback surveys sent within 24 hours of course offer being made throughout the Admissions process.
Enrolment Information	• Enrolment information is sent by 30th June each year for FE and 31st July for HE.
	• Feedback surveys sent within 48 hours

9. Change to programme

9.1 From time to time, the Group and its constituent colleges (Rotherham College, Dearne Valley College, North Notts College and UCR) may find it necessary to make changes to a programme between the time at which the online and print version prospectus' are produced or offers are made to applicants and the time when enrolment/registration of current students has been completed.

9.2 In such circumstances, to ensure compliance with Competition & Markets Authority (CMA) requirements, the Group will inform applicants at the earliest opportunity of any significant changes and ensure that they are advised of the options available to them, which may include applying to a different programme within the Group or applying to a different provider.

10. Duty to disclose Criminal Convictions

10.1 The Group has a duty to ensure the safety of its students, staff, and other stakeholders with whom students interact as part of their course of study.

10.2 Any courses that require interaction with children and/or vulnerable adults, applicants are required to pass a criminal records check carried out by the Disclosure and Barring Service (http://www.homeoffice.gov.uk/crime/vetting-barring-scheme/).

10.3 Applicants will be asked to disclose relevant unspent criminal convictions prior to enrolment on the programme. Those declaring such a conviction will be risk assessed to assess their suitability for undertaking the course for which they have applied. The Safeguarding team in association with appropriate curriculum support departments will investigate the nature of the criminal conviction and advise the curriculum area manager accordingly prior to any offer, whether conditional or unconditional, being made.

10.4 Having a criminal record does not necessarily prevent applicants from studying at the Group. This will depend on the nature of the course applied for and the circumstances and background of the offence. Decisions regarding any potential offer will be made on a case-by-case basis.

10.5 The Group reserves the right to withdraw any student who knowingly does not self-declare an unspent criminal conviction.

11. Complaints

11.1 The Group is committed to providing a professional and timely service to all applicants. If, however, an applicant has a concern about a procedure or administrative process, they may make a formal complaint using the Group's Feedback and Complaints Policy and Procedure.

12. Equality and Diversity

12.1 The Group believes that all those who are stakeholders in the Group (governors, staff, students, visitors and applicants) have a right to be valued equally and to have the equality of opportunity.

12.2 All stakeholders have equal access to this policy and the procedures herein and will be supported according to individual needs through the process should they wish to make a formal complaint.

13. Additional Learning Support

13.1 Applicants have the opportunity and are encouraged to declare any SEND or ALS needs at any time during the admissions process. Any applicant who declares a SEND or ALS need will be referred to the SEND and High Needs Team.

13.2 The SEND and High Needs Team will ensure that:
   a. An applicant's needs will be assessed and discussed fully with the appropriate people, for example the applicant and/or parents/carers, the schools and the curriculum teams.
   b. An appropriate assessment of support needs will be carried out.
   c. Appropriate support will be agreed and put in place.
   d. Any reasonable adjustments will be agreed and put in place.
   e. Curriculum teams will be supported to produce an inclusive risk assessment where necessary.
   f. The Group is able to offer a range of different personalised Additional Learning Support services to meet the varied educational needs of applicants. The Group prospectus' and websites describe in greater detail the types of additional support available.

13.3 Any offer of a place on a study programme made, may be subject to approval and agreement of High Needs Funding by the relevant commissioning Local Authority (LA). Where timely applications are made and the relevant Local Government Inclusion Service is able to negotiate with the LA prior to enrolment the LA will agree funding in principle. Where late applications are made curriculum and the Local Government Inclusion Service will work together to ensure appropriate support is in place and LA agreement is sought as soon as possible.

Higher Education Students with disabilities

13.4 Applicants will have the opportunity to declare a disability or support need at any time during the admissions process. All applicants will be provided with information relating to Disabled Students Allowances and be supported to apply for them Student Finance Team.

13.5 If applicants for Higher Education courses require screening for learning disabilities they will be required to pay any initial costs for services such as dyslexia screening, any further Educational Psychologist assessment may be covered by the Group student support fund. The High Needs co-ordinator will work with applicants to initiate support plans prior to entry onto programme.

14. Schools' Partnership Programme

14.1 Unless one of the above exceptions apply (See 7.9) Applicants who apply from one of the schools within the schools' partnership programme are guaranteed an offer of a place on a programme of study within the Group.

14.2   Applicants from partner schools must meet the necessary academic standards in order to be accepted onto the course of their choice and must follow the usual application process. Offers may be suggested for other courses or programmes if the criteria for a place on the chosen course are not met.

14.3   More information on this Programme can be obtained by emailing schoolevents@rnngroup.ac.uk

14.4   The current list of Flagship Schools is available upon request or via the Group websites, the list is reviewed annually.

15.   Location and access to this policy

15.1   This policy is available on the Group Website, staff portal and individual college and campus websites. Additionally, a paper copy is available by request from each campus reception.

16.   References

16.1   This policy has been created and developed with the consideration of the following guidance:

QAA Advice and Guidance: Admissions, recruitment and widening Access
Higher Education Course Changes and Closures: Statement of Good Practice

Appendix 1 – Overview of school leaver application process:

1. The applicant will conduct independent research, we can offer Information, Advice and Guidance support (an interview for support can be requested at this stage and/or within the next stage)
2. Application submitted by applicant.
3. Attend an interview/assessment.
4. Offer made by the Group.
5. Acceptance of offer by the applicant.
6. College experience arranged.
7. Enrol onto chosen course.

The above can be found in more detail in the current version of the course guide published annually.

Appendix 2 – Application Process - Further Education (FE) – New applicants for Full Time Courses

- Applications for full time programmes will be considered from 1st October of the year prior to the September start date in the next academic year. Applications can be made via the relevant college website or via a paper application form. Applicants from Sheffield Schools can also apply via the Sheffield Progress portal.
- All applicants for full time FE programmes will, where possible, be offered an interview within 10 working days of applying. This interview will be undertaken by curriculum tutors who will make the decision on whether to make an offer of either an unconditional or conditional place, and what these conditions will be, or make no offer where the tutor feels the applicant is not suitable and refer on to learner recruitment.
- All applicants for full time FE programmes will be able to self-refer at the point of application for additional IAG.
- Any applicant who self-refers for additional IAG will have an interview with an IAG qualified/college advisor within 4 weeks of applying.
- Applicants for FE programmes will normally be given an offer for their first-choice programme, except in circumstances where the curriculum tutors deem that further guidance is needed based on the information supplied on the application or during interview.
- All applicants who are provided with a course offer will also have the opportunity to attend an 'experience college' session activity with curriculum tutors.
- Curriculum Managers will seek additional information and consult with staff within the Head of High Needs and SEND if it is felt that the applicant would benefit from further support.
- Unconditional and Conditional offers will be provided within three days of the interview taking place. Conditions will vary between the courses but should include the following:
  - Meet entry indicators e.g. GCSE exam results
  - Complete initial assessment in English and maths or produce evidence of grades
- The course offer will be sent via email and text from the Learner Recruitment Team.
- Applicants can accept their course offer verbally at interview, via their online admissions manager account, via email or via telephone to the Learner Recruitment Team.
- Applicants are advised to accept the offer within two weeks of the offer being made to secure their place on the course.
- Where the offer is not accepted within the two weeks the offer may be withdrawn. Conditions will be confirmed in an offer email. The learner recruitment team will attempt to contact all applicants before an offer or application is withdrawn.
- Where an applicant is not offered a place on their first-choice course, an alternative course will be suggested, or a referral back to the Learner Recruitment Team will be made.
- All applicants will be required to complete an English and maths initial assessment if they cannot produce evidence of their current grades. A diagnostic assessment is conducted during Induction to ensure the learner is on the right level of course and to assess any additional learning needs. If required, the applicant is placed on an English and/or maths programme. All 16-18 years old who have not achieved English and/or maths GCSE at either a C or grade 4 will be required to re-sit their English and/or maths at either GCSE or Functional Skills level depending upon levels previously achieved.

Date/s	Admissions Activity
October onwards	Applications open and processed for FT courses for the next academic year
November onwards	Open Events and School Group Tasters begin
November onwards	Interviews start for FT courses
December onwards	Course Offers sent and Acceptances received
June onwards	Experience college events take place
June	Enrolment information sent to applicants
August and September	Enrolment events take place
September	Student Inductions take place with a WoW week, and timetables issued

Appendix 3 – Application process - Part Time FE Courses

- The Group offers a wide range of part-time courses with a variety of admissions processes.
- Applications and enrolments could take place at any point within the academic year dependant upon the specific course.
- Some part time courses will require applicants to attend an assessment session/and or interview and the outcome of these assessments will form the basis of any offers made.
- Unconditional and Conditional offers will be provided within three days of the interview taking place, Conditions will vary between the courses but may include the following:
    - Meet entry indicators e.g. GCSE exam results
    - Complete initial assessment in English and maths or produce evidence of grades
- The course offer will be sent via email and/or text and/or telephone call by the Learner Recruitment team.
- Applicants will be required to accept the offer of a place within two weeks or the offer may be withdrawn.
- Applicants are able to accept their course offer verbally at interview which is recorded by the interviewer on the interview sheet and then added to their online admissions manager account, email or via telephone to the Learner Recruitment Team.
- Curriculum Managers will seek additional information and consult with the Head of SEND and High Needs if it is felt that the applicant would benefit from further support.
- Where an applicant is not offered a place on their first-choice course, an alternative course will be suggested, or a referral made to Learner Recruitment team.

Appendix 4 – Application Process - Further Education (FE)–Internally Progressing students for Full Time Courses

- Current learners move up to the next year or level through the internal progression process which takes place from March to May.
- All current learners will have a progression discussion with their Course Tutor and be offered either a place for the following academic year or an agreed referral to another curriculum area or IAG.
- The majority of internally progressing learners will progress vertically (within the same curriculum area) to the next level of their current course, with smaller numbers progressing diagonally (to a different curriculum area) or horizontally (to a course at the same level).
- For some learners, an apprenticeship will be the right option and many second-year level 3's will be directed towards consideration of our Group HE provision, where appropriate.
- Internal applicants may be considered for progression to a higher level programme for which they do not have the minimum entry indicators by recommendation from their existing Course Tutor and/or Curriculum Manager.
- Those referred to above will be required to complete an interview and complete any relevant assessments prior to enrolment to ensure that they meet standard required to succeed on programme.

Appendix 5 – Application process - Higher Education Courses

Directly funded courses and Franchised Courses

- Applicants will apply through either UCAS by the required date in January each year or directly through the UCR website. Where appropriate, applicants must adhere to the UCAS timeline for applicants which is published on the UCAS website.
N.B. Part-time programmes may not be offered through the UCAS route; Adult Careers Coaches will offer IAG in these instances.

- Contextual admissions is a university admissions process that takes into consideration an applicant's individual circumstances and background when reviewing their application, rather than solely focusing on their academic achievements. This means that universities can consider factors such as an applicant's socioeconomic status, family background, and the quality of the schools they attended when making admissions decisions. The goal of contextual admissions is to create a more diverse student body and provide opportunities for students who may have faced additional challenges in their academic journey.

  Each university will have its own contextual admissions policy and will use different sets of data to make decisions. We currently use the following indicators when assessing your eligibility both in your application and at interview:

- POLAR4 (Participation of Local Areas) measures how likely young people are to participate in Higher Education across the UK and shows how this varies by area, so if you live in an area where not many people go to university, you will get points towards your contextual score
- Welsh and English free school meal rates, based on the postcode of the school listed (where relevant) on your application
- whether or not you have been in care at any point during your life, for example, having lived in a foster home or residential care, also referred to as being a "care leaver" if you are no longer in care – both care leavers and those in care receive contextual points
- whether or not your parents or guardians (where relevant) have a Higher Education (HE) qualification, like a degree – if they don't have a HE qualification then you receive contextual points.

The "in care" and "parents in HE" data is collected on your application form so you should make sure you include this information on your application. The other indicators are external data sets which are linked to information from your application form, based on your home postcode and school location.

We acknowledge that there are challenges in using some of these datasets so the policy undergoes regular review, to ensure we can update and improve data sources where possible.

We use a yes/no metric allowing us to take account of positive factors alongside disadvantages to create a rounded score. For example, an applicant may be

disadvantaged against a single metric but advantaged in multiple others, which would offset the single disadvantaged metric.

It might feel uncomfortable to disclose certain information, but we can reassure you that this information is kept confidential and won't negatively impact your application.

- All applicants will receive an interview within four weeks of application. This interview will be undertaken by the programme lead who will make the decision on whether to offer an unconditional or conditional place, and what these conditions are, or make no offer where the tutor feels the applicant is not suitable and refer on to IAG.
- All applicants who are provided with a course offer will also have the opportunity to attend an 'experience college' session activity with curriculum tutors.
- Unconditional and Conditional offers will be provided within three days of the interview taking place. Conditions will vary between the courses but are aimed at meeting entry indicators e.g. BTec, Level 3, A Level exam results, GCSE(or equivalent) Maths and English, completion and successful completion of entry assessment task or portfolio.
- The course offer will be sent either via UCAS, email and/or text through the Learner Recruitment Team, this communication will provide information relating to terms and conditions or where to access these terms and conditions.
- Applicants may only accept or decline their course offer online via UCAS. Applicants must accept or decline their offer before their "decide by" date –for applicants who received their decision before the specified date in May, this will be the specified date in June
- All applicants who are provided with a course offer will also have the opportunity to attend an 'experience college' session activity with programme leads.
- Applicants who submit applications after the required date in June will be processed through Clearing which opens in early July.

Date/s	Admissions Activity
October onwards	UCAS Applications open for the next academic year
January	Main Application Deadline for September
February	UCAS Extra Opens
May	Deadline for institution decision on applications made before end January
June	Deadline for applicants to accept offers received before May deadline
June	Any new applications received after this date are entered into Clearing
July	Last day for existing applicants to apply for a course in Extra
July	Clearing Opens
Mid July	Deadline for institution decision on applications submitted by June deadline
Early August	Results Embargo for SQA/JCQ tbc
August	SQA results day
August	A-level results day
Mid August onwards	Enrolment events take place
September	Student Inductions take place and timetables issued

Appendix 6 – Application Process - Apprenticeships

- All applicants who express an interest in Apprenticeships or apply for a current Apprenticeship vacancy must be referred directly to the Apprenticeship Recruitment Team.
- Apprenticeship programmes are recruited to all year round.
- Dependent upon the course provision, applicants will either be invited in for a face to face screening interview and initial English and Maths assessment or a remote screening interview plus skills scan and KSB scan.
- Applicants who satisfactorily pass the screening process will be put forward to employers for consideration for their vacancies.
- Any applicants who do not pass the screening assessment will be referred to the Admissions and Student Funding Team for additional advice and guidance.
- The admission procedures for an apprenticeship are as follows:
  - An employer expresses an interest in recruiting an apprentice either by an incoming enquiry or outbound sales activity.
  - The relevant Employer Engagement Manager will meet with potential employer to explain Apprenticeship's programme.
  - All live vacancies advertised on Find an Apprenticeship are also advertised in the Apprenticeship section of the Groups own websites.
  - Applications may be submitted through either the Find an Apprenticeship website, the Groups own websites or directly, and candidates are shortlisted based on the quality of the application.
  - The employer interviews shortlisted candidates and makes an offer if a suitable candidate for the apprenticeship position is found. At this stage an employer can decide to withdraw the vacancy, or extend it if a suitable candidate has not been found.
  - The successful applicant is offered an Apprenticeship with the employer.
  - Those who are unsuccessful are referred to alternative vacancies or provided with further advice and guidance through the Learner Recruitment Team.
- Current learners who wish to transfer onto an apprenticeship course should contact their tutor or Curriculum Manager.

Appendix 7 – Application Process - Higher Education students wishing to transfer from another HE Institution or with Prior learning

Recognition of Prior Learning (RPL) is a form of assessment which makes use of evidence of a learner's previous non - certificated achievements to demonstrate competence or achievement within a unit or qualification. Through the RPL process, evidence of a candidate's previous achievement (learning) is assessed against the learning outcomes of a unit.

- Learners wishing to transfer from one HE provider to another may do so in accordance with the HE Recognition of Prior Learning. This may include the transfer of Credit.
- Recognition of prior Certificated Learning (RPCL) - Recognition of learning which has been undertaken but has not resulted in credits, such as non-UK awards, professional development - this may have been formally assessed.
- Recognition of Prior Experiential Learning (RPEL) - This is the recognition of learning which has been achieved through experience, for example, in the workplace or through voluntary activities.
- Credit Transfer - Allows credit awarded by one higher education awarding body to be recognised and included towards the indicators for a programme at another higher education provider; or that allows credit gained on a particular programme to contribute towards the indicators of a different one.

As the Group works with a number of awarding bodies the process may be different dependent on the course applied for, this will be advised at the interview stage. In order for PL/credit transfer to be valid, any RPL/Credit Transfer assessment must be undertaken in accordance with the group Recognition of prior learning policy.

Appendix 8 – Application Process – Sub contractors and Learners

Process for our Face to face delivery.

- Learners are recruited from job centres and partnership working with stakeholders. These learners are then given sufficient IAG to discuss their needs, requirements and aims. They will be provided with the courses and training available to them to suit their needs and required outcome.

- The eligibility of the learner is discussed with them either face to face or over the telephone when contacted, asking their age, where they live and any prior learning.

- Candidates are asked if they have any criminal convictions and a suitable conversation is had to identify if any criminal convictions held are that on which deter a candidate from attending college campus.

  From collating the candidates details and with their permission, the online Learner Record Service is used to view a candidate's personal learning record. This is to identify that the learner hasn't completed the same qualification before and/or that they are eligible for funding of the training being offered.

- Once a candidate is suitable and eligible for a training course, they are invited in to complete induction to the course. They will complete maths and English initial assessments to assess their level of working within these subjects. They then complete enrolment and further IAG is given when they complete their Individual Learning Plan.

- On completion of the learning course, learners are provided with further personal development; employment support (SWAPs), offered information on other courses to support their needs or courses that progress their learning level

  Community Courses, ESOL Learners and Employability Learners

- All our learners get invited in for an assessment/interview. For Employability candidates, we include Employability & Assessment as an assessment tool on century tech.
-
- All ESOL learners come in and do a specific ESOL test followed by questioning to ascertain their level.

Appendix 9 – Application Process – Learners with an Education, Health and Care Plan (EHCP)

- In the case of a learner with an EHCP choosing the Group as their post-16 provider of choice, it shall be the responsibility of the respective Local Authority to formally consult with the Group to review and confirm that the needs of the learner can be met and that appropriate provision can be provided.
- The Group has a period of fifteen days in which to respond to the formal consultation and to provide one of three possible responses;
  - o Confirmation that the needs can be met by the Group.
  - o Confirmation that the Group cannot meet the needs, this must be supported by evidence as to the reasons why the needs cannot be met.
  - o A request for additional information and/or the support of external agencies or professionals to assist in informing the consultation response.
- On return of the consultation, it is the responsibility of the Local Authority to inform the Learner of the outcome.
- If the Group has confirmed that the needs of the learner can be met then the learner will be invited to meet with a SEND assessor to carry out an Additional Learning Support Assessment and compile an appropriate personalised support plan. Occasionally, this meeting may occur as part of the consultation process.
- The Local Authority will issue the EHCP to the Group with the Group named in section 'I' as being the chosen provider.
- The EHCP together with the Additional Learning Support Plan will be uploaded to Pro-Solution for the appropriate staff to access.