

FURTHER EDUCATION ADMISSIONS POLICY

Further Education Admissions Policy

Policy Owner: Quality and Standards Committee

Date of Review: May 2025

Date Approved: 3 July 2025

Next Review: July 2028

Responsibility for Review: Vice Principal Curriculum Delivery and Planning

Policy Review Frequency: 3 years

Applicable to staff: Yes

Applicable to students: Yes

Publish on College website: Yes

Consultation:

Undertaken with:	Yes/No:	Date:
Board/Committee	Quality and Standards Board	19 June 2025 3 July 2025
ELT	Yes	22 April 2025 3 June 2025
CMT		
Unions		
Students		
Employees		
Employers/Stakeholders		

Any Associated Documentation, for Reference:

16-19 Admissions Procedure, Adult Admissions Procedure, Apprenticeship Admissions Procedure, Safeguarding Policy, Fitness to Study Procedure, HE Admissions Policy

ELT SIGN-OFF: Mick Noblett, Vice Principal (Curriculum Delivery & Planning)



1. Scope and purpose of this policy

- 1.1 This policy is applicable to all applications made by prospective students in respect of 14-19 study provision, full and part-time adult further education courses and apprenticeships at Preston College.
- 1.2 The purpose of this policy is to ensure that all prospective and progressing students are considered on a fair and consistent basis, and that all applicants are able access appropriate careers information, advice and guidance in completing their college application.

2. College Mission and Priorities

- 2.1 Preston College has a clear vision 'transform lives through education' and achieves this by delivering to our mission 'to inspire, educate and support our diverse community to reach its potential'. Significant work has been carried out to align the College curriculum to regional employer demand and the Lancashire Skills Improvement Plan (LSIP) priorities and in positively making impact for individuals and for employers, the College delivers to the following strategic objectives:

- Deliver high quality teaching, learning and support to promote high levels of attendance, achievement and positive outcomes for students
- Provide a high quality technical and vocational curriculum, aligned to regional and local businesses and community needs
- Value our diverse college community, and provide aspirational progression pathways for all students and staff
- Improve financial surplus and cash generation to provide future investment capacity
- Fully embed a culture in which all staff deliver outstanding performance that contributes effectively to the student experience
- Nurture effective partnerships that benefit students, staff, the City of Preston and the wider region

3. Policy statement

- 3.1 Preston College is firmly grounded in its community and plays a significant role in supporting young people and adults in developing their knowledge, skills and education in preparation for employment, career advancement or further study. Preston College provides the culture, environment, facilities, resources and services to enable students at all career stages, to make effective progress and contribute to a thriving local economy. Preston College does and will continue to play a critical role in the place making and regeneration of Preston City and the Central Lancashire City Deal area. The College is committed to widening participation, providing opportunities for all students to achieve and progress.
- 3.2 Preston College is committed to providing a comprehensive and professional admissions service in order to allow fair and equal access to all prospective students.

- 3.3 This policy complies with all relevant consumer and equality, diversity and inclusion legislation affecting the admission of students.
- 3.4 Equity, Diversity and Inclusion is integral to Preston College and we will actively eliminate discrimination, harassment and bullying because of race, ethnic origin, disability, religion or belief, sex, sexual orientation, age, gender reassignment, marriage and civil partnership, pregnancy and maternity or any other grounds.
- 3.5 As an inclusive provider of education, the College will offer provision for students with varying ranges of prior attainment, promoting opportunities for positive progression in-line with the college mission and individual student aspiration.
- 3.6 Many of the college programmes will have published entry criteria, often based on prior academic achievement. The College will, where applicable, adopt a contextual admissions process in admitting students to their programme of study. Contextual admissions is the practice of using additional information, which allows the college to identify applicants with the greatest potential to succeed in education, rather than relying on exam results alone. The contextual admissions may help the college to identify and encourage students from underrepresented groups, allowing them to take account of the circumstances to assess their attainment and potential which may lead to the College adjusting their standard offer.

Examples of Contextualised Admissions Considerations

- **Educational Disruption:**
A student who has experienced significant disruption to their education, for example, long-term illness, caring responsibilities, or school closures may be considered for admission despite not meeting the standard academic entry requirements.
 - **Care-Experienced or Looked-After Children:**
Young people who have been in care or are currently looked after and may have experienced a disrupted education.
 - **Refugee or Asylum Seeker Status:**
Applicants with refugee or asylum seeker status may be considered under contextual admissions due to the challenges they may have faced in accessing consistent education.
 - **Learning Differences or Disabilities:**
Applicants with diagnosed learning differences or disabilities may be considered with adjusted academic expectations, especially if their condition impacted exam performance
- 3.7 Some prospective students will have an Education, Health and Care Plan (EHCP) that has been issued by their local authority. As part of the consultation process, we will review the documentation and any other information received, and respond to the local authority within 15 calendar days as per the SEND Code of Practice 2014. The college admissions procedure will need to be followed in addition to receipt of the Education, Health & Care Plan.

- 3.8 International applicants will have their prior attainment checked to ensure that the appropriate level of programme can be accessed. International applicants will also be asked to undertake an English assessment and will be required to provide eligibility paperwork outlining the right to study in the UK as part of the application process.
- 3.9 Preston College is committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and expects all members of the College community to share this commitment. At the point of application, individuals should disclose detail of any criminal convictions or ongoing investigations to enable the College to undertake a risk assessment as part of the admissions process. In some instances, applicants will be referred to the Fitness to Study procedure based on their disclosure. If an applicant fails to disclose information which becomes known during their period of study at the College, then the College reserves the right to remove students from their programme of study.
- 3.10 Students applying to study Counselling, Health & Social Care, Education and Early Years Education will be asked to apply for Enhanced Disclosure through the Disclosure and Barring Service. The College will support the cost and administration of this process and should the DBS outcome be unsatisfactory, then the College reserves the right to remove students from their programme of study.
- 3.11 Internal applicants who are looking to progress to another Preston College qualification will have a 'progression meeting' towards the end of their programme to outline individual progression opportunities and confirm their application. They will be interviewed and offered a place subject to academic performance, attitude and behaviour and entry criteria. As part of the progression process, individual SEND, EHCP and safeguarding matters will be considered.
- 3.12 In providing Careers Education, Information, Advice and Guidance and enrolling learners, the college will deliver in-line with the following procedures:
- 14-19 Admissions Procedure
 - Adult Admissions Procedure
 - School Leaver Apprenticeships Admissions Procedure
 - Non-School Leaver Apprenticeships Admissions Procedure
- 3.13 During the college admissions process, there may be instances where the College Safeguarding Policy or the College Fitness to Study Procedure take precedence.

4. Appeals

- 4.1 Where an applicant has not been accepted onto a college programme and feels that they have been treated unfairly, then they have the right to appeal. Appeals must be lodged in writing with our Learner Services Administration team within 5 working days of the college decision. The appeal should be

addressed to the Principal & Chief Executive, Simon Nixon, who will appoint an appeals investigator.

5. Student information

- 5.1 In implementing this policy and associated procedures, the College will ensure that any personal data relating to the application of this policy will be obtained, processed and destroyed in line with the principles outlined in the General Data Protection Regulation and supplementary enacting Data Protection Legislation. The College is committed to being transparent about how it collects and processes the personal data of its students, employees, visitors and other stakeholders to meet its data protection obligations. The College will ensure all processing is lawful, fair and transparent and individuals are informed of the legal basis for processing their data. Further information relating to the College's compliance of the General Data Protection Regulations can be found in the College's Data Protection Policy.