

Luminate FE Admissions Policy 2027-2030

APPROVED BY SELT ON April 2026

Applies to:	
Harrogate College	X
Keighley College	X
Leeds City College	X
Leeds Conservatoire	
Leeds Sixth Form College / Pudsey Sixth Form College	X
Luminate Group Services	X
University Centre Leeds	

CHANGE CONTROL

Version:	2	
Approval route		
Approval committee (ELT, SELT, Board)	Date approved	Version
SELT	April 2026	2
Name of author:	Kate Couzens	
Name of responsible committee:	SELT	
Related policies: (list)	- Equality, diversity and inclusion Policy - Learning Support Policy - Data Protection Policy - Fees Policy - Guidance Policy - Safeguarding Policy and procedures	
Equality impact assessment completed	Date:	13/03/26
	Assessment type ☒ Full ☐ Part ☐ Not required	
Environmental Impact Assessment Completed	Date:	
	☐ Yes ☐ No ☐ Not required	

Policy will be communicated via:	College website, email, staff intranet
Next review date:	30/06/2030

Contents

1. Admissions Policy Statement	4
2. Policy aims and objectives	4
3. Applicant Entitlements	4
4. Interview / Applicant event or Briefing	5
5. Functional skills Assessment.....	6
6. Offer	6
7. References	7
8. Appeals	7
9. Keep Warm.....	7
10. Enrolment	8
11. Internal Applications/Internal Progression.....	8
12. Inclusive Provision Internal Admission for process details	9
13. Inclusive Provision Internal Admissions	10
14. Safeguarding	11
15. Criminal Convictions	11
16. Resolving problems and Complaints.....	12
17. Review.....	12
18. Associated procedures and appendices	13

1. Admissions Policy Statement

This policy sets out how we are fair and transparent within our full and part-time Further Education Admissions processes across Leeds City College, Leeds Sixth Form College, Keighley College and Harrogate College. This is inclusive of all apprentices, students on flexible starts, full cost courses, community courses and English for Speakers of Other Languages (ESOL) courses.

Please see appendices for Special Educational Needs and Disabilities (SEND), The vine – PMLD Provision/ Joseph Priestley Centre Preparation for Adulthood provision. 14-16 Academy and 14-16 Skills Development Program admissions.

This Admissions Policy operates in alignment with the Group Equality, Diversity and Inclusion Policy and reflects the Group's commitment to fair access, inclusive practice and equitable outcomes.

At Luminate, we recognise admissions as a critical entry point into the learner journey and understand the central role it plays in upholding the Group's duties under the Equality Act 2010 and the Public Sector Equality Duty.

All admissions processes must be conducted in a manner that actively reduces barriers to participation, promotes equality of opportunity and fosters dignity and respect.

Decisions that impact our stakeholders must be evidence-based, proportionate and transparently documented using our IMPACT Framework.

Where reasonable adjustments are required, these will be explored fully and in good faith before any decision is made.

Monitoring of admissions outcomes, including offers, refusals, appeals and progression, will contribute to Group-level equality analysis and inform continuous improvement activity.

2. Policy aims and objectives

This policy aims to support college staff to guide all potential students onto a course that is most appropriate for their needs, skills and aspirations; thus, improving motivation, retention, achievement, success rates and outcomes for students. The policy promotes an inclusive approach to admissions.

3. Applicant Entitlements

All applicants are entitled to the following:

Pre-Application

- Appropriate and accurate Information; this should be comprehensive and published in a timely manner such that it helps inform choice and be available in a variety of formats to ensure accessibility for all applicants.
- Information that includes details of course content, costs, entry criteria, progression opportunities and other relevant detail including method of application.
- Advice and Guidance to enable applicants to make informed and appropriate choices prior to application, through a number of interactions these may include open days, school visits and events.
- To be signposted to appropriate support services at the earliest opportunity including financial, safeguarding, wellbeing and childcare learner support services.
- Supportive and inclusive pre and post application process for those students declaring an EHCP and other vulnerable learners.

- A named point of contact in the curriculum department.
- Communications with parents / carers for applicants to study programme and school to post 16 transition planning with feeder schools where appropriate.

Application

- Access to an appropriate format and method of applying or registering interest in a course.
- Help to complete an application if necessary to help to remove barriers.
- Give details of any learning support needs they may have, knowing that they will be assessed without prejudice and in confidence in accordance with published service standards.
- Have their application or register of interest acknowledged within 3 working days.
- If an applicant does not secure a place on their preferred course, information and advice will be given by curriculum to offer an alternative course &/or signpost the applicant to other Learning Providers.
- At pre-entry enrolment, curriculum through their conversation with the applicant will provide information and advice as above and where appropriate refer the applicant for personalised guidance by the central Careers team.
- All Internal progressors have access to the central Careers team and the referral process for a guidance meeting with a qualified Careers Adviser.
- Be referred to appropriate support services in college or provided by external agencies.
- Have their personal and sensitive personal data processed lawfully, fairly and transparently in line with GDPR legislation and our student privacy notice which can be accessed on our website.

4. Interview / Applicant event or Briefing

The interview / applicant event or briefing (where appropriate) forms part of the lengthier process of holistic assessment where information is collected from a variety of sources. The information is needed to guide applicants onto the most appropriate course and level of course to give students the best chance of succeeding and achieving their aspirations.

Where an interview or applicant briefing is not required for entry to a course, applicants are entitled to notification of the next steps regarding their application within 15 working days. This may include notification of an enrolment date, or that a date will be given in due course. All applicants for full time courses, Apprenticeships and identified part time courses are entitled to an Admissions interview / applicant event or briefing. The opportunity for students to arrange this is available within 5 working days of receipt of application or expression of interest, and we will continue to contact potential students to offer an interview, applicant event or briefing by various mediums of communication throughout the year. Interview/ applicant events or briefing communication should include clear information regarding the time, date and venue alongside the documentation they will need to bring with them / preparation they need to undertake in advance.

The purpose of the interview / applicant event or briefing is to:

- Provide information on the college and courses within the chosen school.
- Aligning the learners suitability in terms of academic ability, aspirations, motivation and personal attributes.

- Establish the appropriate level of course for the candidate.
- Check the applicant understands the content of their study program, progression pathways, and college expectations.
- Provide the candidate an opportunity to disclose support needs explaining why this may be of benefit to them of any kind and discuss a support package.
- Inform the candidate of any fees, exam fees and any associated course costs e.g., for equipment, clothing, books, study trips etc.
- Enable the interviewer to direct the applicant to additional college services where required, e.g., Finance, information around Childcare, Learning Support etc.
- Allow candidates to ask questions to enable them to assess suitability of the course for their needs.
- Show candidates facilities and study areas where possible.

At interview / applicant event or briefing (where appropriate) all candidates are entitled to:

- An interaction with a positive and informed member of staff who has received the necessary training from their manager to carry out this role.
- Be accompanied to interview by a parent, carer or other appropriate adult where necessary and if required.

5. Functional skills Assessment

Where appropriate, initial and diagnostic assessments for literacy, language and numeracy and I.T. form part of the process to help identify the most appropriate main qualification and associated qualifications including English and Maths. This should be completed before or as part of the induction to a course.

Any applicant completing an assessment will be advised of the outcome of that assessment within 5 days by the assessor and given feedback. Based on the outcome of the assessment applicants will be able to explore other opportunities within college or externally.

6. Offer

All candidates should be informed of the outcome of their interview, ideally at the end of the interview. Where this is not possible or an offer of a place cannot be made, they should receive information about the outcome of the interview within 10 working days of their interview, by the interviewer.

When a student has an ECHP the offer will be made from curriculum with standard course conditions needed for the course. However, they will also be given the condition based the college being able to meet the EHCP need.

Possible outcomes of an interview are:

- a) Conditional Offer – The candidate is made an offer of a place on a suitable course subject to meeting one or more conditions by a specified time. This may include attainment of particular grades, receipt of a satisfactory reference from current school or provider, attendance at keep warm or transition activities or attendance of further assessment activities, subject to EHCP or criminal conviction risk assessment process.

- b) Unconditional Offer – The candidate is made an offer of a place with no formal conditions attached to the offer (subject to funding and availability) applicants will be offered and expected to attend keep warm or transition activities.
- c) Offer Waiting list- The candidate is made an offer however is placed on a waiting list as the course has already reached capacity and will be contacted should a space on the course become available. This offer can be conditional as per set out about or unconditional subject to space.
- d) No Offer – The candidate is made an offer where it has been discussed with the candidate that no suitable course is available within the faculty.
- e) Referral to another department or the central Careers team - If the candidate is not successful at securing their preferred course, the candidate may be referred to another course, in agreement with the alternative department. If a course is not identified the candidate may be referred to the central careers team for a personalised guidance meeting with a Careers Adviser.

Where no offer has been made, applicants are entitled to a full explanation of the decision and must be directed to suitable support either within an alternative curriculum area or where this is

not clear, the candidate should be referred to the careers team through the college referral process and / or external support services or other learning providers.

All decisions should be documented at the earliest possible stage using the college Outcome of Interview Record including online, and one of the following methods: College Offer card, email, letter or phone call.

7. References

Wherever appropriate, references will be sought at offer stage by the curriculum where needed. The purpose of a reference is to place applicants on a level of course most suitable for their needs and skills, and to identify areas of support for the candidate. Issues highlighted on the reference such as attendance, punctuality and behaviour need to be discussed within the context of the offer and support plans put in place, this should not be a reason for refusal of a place. Where pastoral support needs are identified these will be discussed with the applicant and parent / carer.

8. Appeals

Initial queries regarding Admissions decisions should be handled informally by the Head of the curriculum department. Where no satisfactory outcome can be agreed all applicants have the right to appeal a decision by writing formally to the Head of Student Recruitment, who will convene a review panel within 15 working days. This is the informal stage of the complaints process.

9. Keep Warm

The college Student Recruitment and Admissions team in conjunction with Curriculum teams will engage throughout the year with applicants, and those made an offer of a place to provide opportunities for information and access to support services, to enable applicants to confirm the suitability of their course choice. This may take the form of:

- Keep in touch emails / mail shots/ text messages
- Social Media such as Facebook and Blogs
- Invitations to Curriculum/ Open Events

- Schools outreach
- Taster sessions
- Summer School Activities
- Student funds information

10. Enrolment

Applicants should be contacted at the earliest possible opportunity to book a suitable enrolment date via our online booking system. This communication should include clear information regarding:

- The time, date and venue for their enrolment
- Documentation they will need to bring with them to enable enrolment
- Details of fees payable, including additional course costs
- Details of funds available to support students and evidence needed
- Learner loan information for applicants aged 19+years

At enrolment candidates should be given full opportunity to confirm the suitability of their course choice and be offered appropriate support where necessary.

Applicants who have disclosed Learning Support Needs are entitled to appropriate support during their enrolment where necessary and if required, this support should be arranged through the curriculum team enrolling directly with the student.

Late applicants (1st August onwards for full-time courses) who have not completed the Admissions process already, will be given the opportunity to access appropriate support and information to help them make informed course choices.

11. Internal Applications/Internal Progression

The college actively encourages the 'Internal Progression' route for current students wishing to progress to another substantial programme of study at college and will ensure that the process is streamlined and aids progression.

Current students will be notified by their tutor in class of a deadline for Progression Applications which should ideally be completed within the tutorial or other part of their current course. All such applicants will have an individual discussion with their tutor about suitability for progression and will be notified of the outcome of this.

In principle the department from which the student is progressing is responsible for their student's positive destination or successful progression to another course and will complete the online internal progression platform to progress an application for the following year. For 14–18-year-old students, there is an opportunity for all students to progress subject to them achieving the academic grades required for entry to their chosen course. Where there is a technical skills element, students may be asked to demonstrate that they meet the required standard. For students aged 19+, all offers are also subject to funding regulations.

Luminate Education Group is an inclusive organisation and will make reasonable adjustments where appropriate based on individual needs. Conditions may be attached to any offer of a place, such as obtaining required grades. Discussions around improvement to attendance/punctuality or behaviour should take place and targets set within the progress

review meeting at induction, in line with the Relationships and Behaviour Policy alongside the group EDI policy.

If the applicant is declined, the department receiving the application must provide valid reasons in case of decline and offer a suitable alternative. Departments are responsible for the education, employment and training destinations of all their students and apprentices and internal progression records as a positive destination.

The sending department must identify alternative options with the students, including external opportunities where appropriate. The college works closely with the local authority to reduce the number of young people not in education, employment and training (NEET) and external agencies will support our students to find suitable opportunities if referrals are made.

It is important that on-going Learning Support needs are considered during the application process. Internal applicants are encouraged to disclose continuing or new support needs on application.

Internal students who are only taking GCSE English & maths and therefore cannot meet the 4 GCSE requirement will be considered on an individual basis. Internal students who are studying English and maths, but not at GCSE level and therefore cannot meet the GCSE requirement will be considered on an individual basis.

If a student is not accepted (step 1 or at enrolment) and the referring department disagrees then meetings with heads from each department should take place to discuss the student further. Non-completers and in year transfer- Departments must follow the same processes as listed above.

12. Inclusive Provision Internal Admission for process details

The college has a statutory responsibility to provide all 16–18-year-olds with impartial information about all progression routes, and a responsibility to ensure all 16- and 17-year-olds receive an offer and progress into learning or apprenticeships. The college careers team will provide advice and guidance to all students where needed including students who are unlikely to continue studying in college and who are at risk of becoming NEET / unemployed.

Enrolment for Internal Progression students will take place between the beginning of the Easter term and the summer break. Those who need to pay may be invited to special enrolment sessions during the summer period.

Non-completers and in year transfer- Departments must follow the same processes as listed above.

Referral process

The college understands that students may not enrol on to the correct course at the beginning of term and understand there may need to be some movement.

Please note that referrals are to be made for the following reasons:

1. Wrong Course
2. Change to personal circumstance
3. Additional Pastoral Support
4. Campus too big (anxiety)

Referrals should not be made for any students for the following reasons

1. Final Behaviour meeting (college panel process- see Relationships and Behaviour Policy)
2. Non attendance

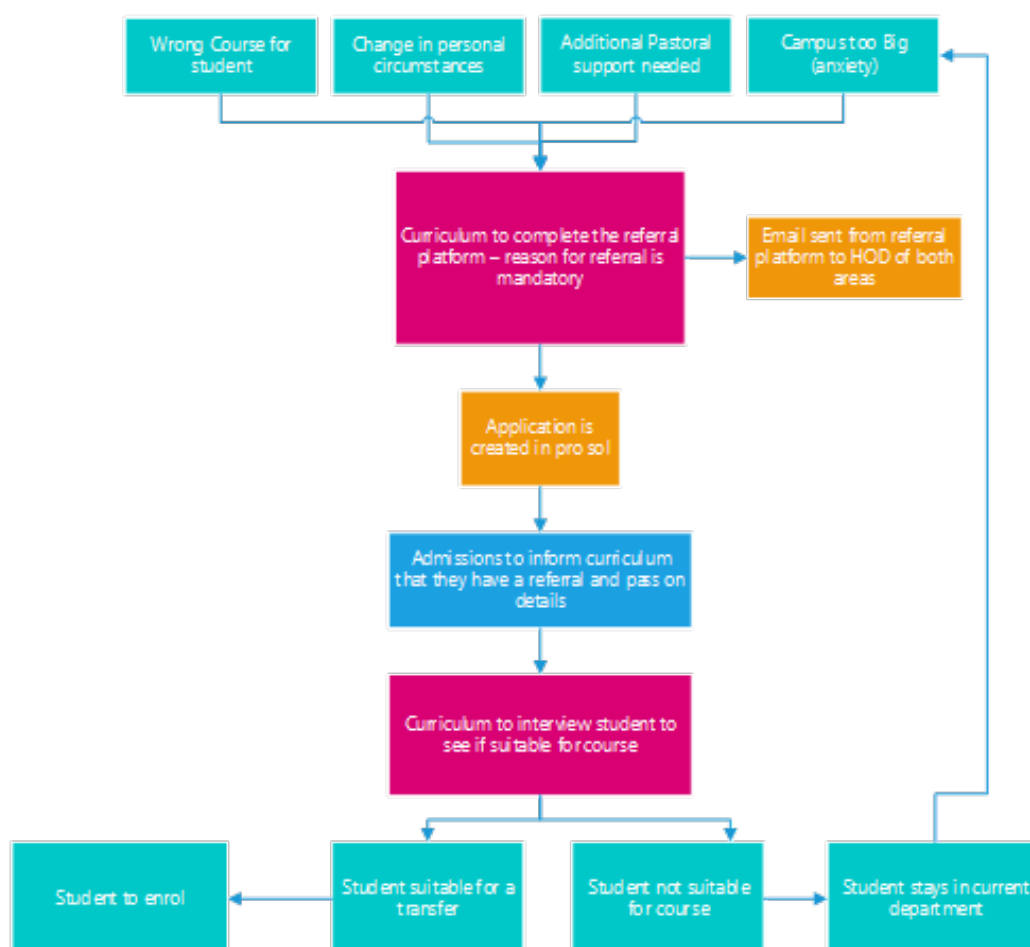
Only students at Entry 3 and with an EHCP to be referred to the Future Pathways Programme.

Enterprise and employability referrals must only be for one of the following:

Students who are working towards Level 1/ Level 2 and require additional pastoral support.

Students who require a slower transition to campus, due to anxiety, can be referred to the Level 1 online blended learning course.

Students with an EHCP who require a slower transition to campus, due to individual needs, can be referred to the online RARPA non-accredited course.



13. Inclusive Provision Internal Admissions

It is the intention of this process, that all students referred from the departments named below will be able to successfully progress into all vocational areas of study.

Departments included:

- 14+ Academies (Park Lane)
- 16-19 Future Pathways
- 16-19 Enterprise and Employability
- 16-18 ESOL

Step 1 - (Progression lead to Progression lead) where appropriate the referring departments will set up a meeting with vocational heads to discuss potential students one by one to ensure that the department has the full information to support progression and is informed of the reason for the recommendation, including a summary report for each student. A face-to-face discussion should take place about each student being recommended. Further meetings to be held on an ad hoc basis for any students who have not yet decided on their progression route at that point.

Step 2 - Where a place has been agreed, the referring department will complete the internal progression system to apply to the department with support from the referring team if necessary. If a student is not accepted at step 1 or at point of enrolment and the referring department disagrees then meetings with heads from each department should take place to discuss the student further. The course leader will need to prepare a report outlining the reason why the student has been unsuccessful. A meeting is to be held with the referring department to outline the reason for the decision. If no agreement is reached, then the referral will be escalated to ELT if necessary.

Step 3 - Interviews will be set up by the vocational department and the referring department should be provided with details for this so that they are able to support the student and/or attend the interview. It is expected at this point that the student will be provided with an offer of a place.

14. Safeguarding

Luminate Education Group prioritises the safety of all its students through everything we do. The Admissions service will ensure that safeguarding is embedded throughout all processes supporting this policy, in line with safeguarding policy. We specifically ask feeder schools to identify to us applicants who may have a safeguarding need so that we can actively engage with the feeder school regarding the applicant and put into place any necessary measures, as well as arrange formal handovers for students who enrol. The college's Care Experience Team liaise with regional Local Authorities to ensure that applicants who are Children Looked After and Care Leavers have appropriate support measures in place.

15. Criminal Convictions

Luminate Education Group welcomes applicants who have a criminal conviction and the college considers each application on its own merits. A criminal record will not be regarded as an automatic barrier to studying on any programme offered by the college and convictions which are deemed "spent" under the terms of the Rehabilitation of Offenders Act 1974 will not be taken into account and we do not ask for "spent" convictions to be disclosed.

The NACRO website is a useful source of advice and information and includes guidance on when a conviction becomes spent.

www.nacro.org.uk

NB. Some convictions are deemed as "exceptions" under the terms of the Rehabilitation of Offenders Act 1974 and where these spent offences are required to be disclosed this will be indicated on the application form.

When an applicant declares a criminal conviction on application the admissions team requests more information using an online form. Once the applicant has completed this the Safeguarding Team carries out an assessment of the information, and at this stage further information/references may be requested from Probation Workers /Youth Offending Workers before a decision to progress the applicant to the next stage of the application process is made. The purpose of the assessment is to identify potential risk and where any is identified to look at what support can be put in place to enable the applicant to thrive on their chosen course.

Luminate Education Group has a Duty of Care to provide a safe and secure environment for its staff, students and visitors. Therefore, the college will balance the interests of the applicant with

its responsibilities to the college community and so reserves the right to decline an application where a criminal conviction makes a college place unsuitable

Where the offences demonstrate a potential higher level of risk, applicants maybe invited to a meeting with a member of the safeguarding team so a more detailed assessment of risk to take place. The outcome of this is either:

Decision to forward to curriculum for interview/next stage of the application process. In some circumstances it is necessary to share details with curriculum staff of the conviction to ensure appropriate support can be put in place, this maybe through a risk assessment.

Decision to refuse the applicant a place. In such a case the application will be informed in writing.

If the curriculum cannot meet the risk assessment mitigation and therefore the course is not suitable and the applicant is to be referred for careers guidance and alternative course within college will be explored along with other options.

If an applicant declares a criminal conviction during an interview an offer cannot be made at that time and will need to complete a questionnaire and assessed as above before we can make an offer

Confidentiality is of paramount importance; all procedures take account of Data Protection legislation and the college Data Protection Policy, and all information relating to an applicant's disclosure is kept within the Safeguarding and the recruiting Curriculum Team. Where a course requires a Disclosure and Barring (DBS) check, information may be shared between the safeguarding team and appropriate members of curriculum staff to facilitate this process.

Should you want to discuss your situation prior to application please get in touch with our safeguarding team by emailing safeguarding@leedslcitycollege.ac.uk

16. Resolving problems and Complaints

Initial queries/concerns regarding any aspect of the admissions process should be handled informally by the student recruitment and admissions team, in conjunction with the relevant department. This is the informal stage of the complaints process.

Where no satisfactory outcome can be agreed, the college complaints procedure should be followed.

17. Review

The Head of Student Recruitment and Customer Experience and Director for Quality will ensure that implementation is monitored via:

- Statistics presented and analysed including analysis of the profile of learners by equality characteristic regularly for Senior Leadership Team.
- Meetings with ELT, Head of Student Recruitment and Admissions, Admissions and Customer Experience Manager, Admissions Coordinator Admissions Campus Execs and MIS.
- Feedback from staff involved in the process.
- Sampling of interview records for equality aspects, particularly refusals of a place.
- Setting and monitoring of Service Standards and targets times for each stage of the process.
- Student feedback through the student surveys.

18. Associated procedures and appendices

- Full-time and substantial Part-Time course applicants
- 14 + Academy
- 14-16 skills programme
- The vine – PMLD Provision/ Joseph Priestley Centre Preparation for Adulthood provision.
- Flexible Starts
- Apprentices
- Sub-contracted & Full Cost courses
- Higher Education/UCAS
- Part-time & Community courses (register of interest/applicant)
- ESOL
- DWP and Adult skills
- Complaints Procedure
- Student Pregnancy guide