



**Buckinghamshire
College Group**

Admissions Policy 2025-27

| | |
|--------------|---|
| Author: | Executive Director MIS and Digital Transformation |
| Date: | June 2025 |
| Review Date: | June 2027 |
| Available: | Staff intranet / Teams / Website |

Admissions Policy 2025-27 Academic Year

Purpose of the Policy

The purpose of the policy is to ensure the College provides a broad, balanced and coherent Curriculum offer that gives choice and flexibility. This policy applies to applicants for all types of provision and qualifications.

The college will:

- Ensure all student applications are treated fairly through a clear and transparent process
- Ensure that all students have access to information, advice and guidance at all stages of the process, including clear entry criteria for all courses and routes to work
- Provide information about the likely career or employment outcomes of the course to assist future choices
- Provide a timely and efficient application process
- Ensure learners with a learning difficulty and/or disability are not disadvantaged by the process
- Ensure students are offered places on courses that best suit their individual abilities and aspirations
- Ensure that the admissions criteria allow for widening participation by those sectors which are currently under-represented within the College's Further Education cohort.
- Ensure effective information and advice is given to applicants about the availability of sources of funding and other forms of support to assist the student to successfully complete their course of study
- Provide appropriate staff development for all staff involved in the admissions process
- Support any student to dispute or appeal against an admissions decision using the colleges complaints or appeals policy
- Not retain data outside of the purposes it is intended for in line with General Data Protection Regulation (GDPR) regulations.

The College adheres to the QAA Quality Code for Higher Education. Where the College's higher education courses are franchised from partner universities/institutions, applicants for those courses come under the scope of the admission guidelines of that particular organisation.

Equality Impact Assessment

| Section One | |
|---|--|
| College: | Buckinghamshire College Group |
| Departments Affected: | Whole College |
| Who is responsible for the Equality Impact Assessment? | Executive Director MIS and Digital Transformation |
| Title (of the policy/practice/decision) | Admissions Policy |
| Description (Provide a brief description of the policy/practice/decision) | The College provides a broad, balanced and coherent curriculum offer that gives choice and flexibility. This policy applies to applicants for all types of provision and qualifications. |

| Section Two – Stakeholder Consultation | | |
|--|---|------------------------------------|
| 2 | Who are the main stakeholders and what consultation exercise are you planning to undertake, if required (e.g. consultation with Employee Voice, Trades Unions, Staff groups, Student groups?) | Students, parents/carers and staff |
| 3 | Are there concerns that this could result in differential or adverse impact on any Equality Groups (Protected Characteristics as identified by the Equality Act 2010) | No |

Section Three

Please identify how the procedure may impact the following protected characteristics:

- Identify any positive impacts the policy/practice/decision may have on equality groups.
- Identify any negative impacts the policy/practice/decision may have on equality groups.
- Propose measures to mitigate or eliminate identified negative impacts.

| Protected Characteristics | Impact High/Medium/Low/N/A | Action(s) you will take to mitigate or remove the negative or adverse impact if identified? Propose measures to mitigate or eliminate identified negative impacts |
|--|----------------------------|---|
| 1. Age (e.g. are there ways older or younger people may find it difficult to engage?) | High | We treat all applicants equally in terms of aiming to provide them with any opportunities we can, supporting them to find the right course etc., but due to funding rules inevitably will need to consider age when working out what we can offer them. |
| 2. Disability (eg do you need to consider large print or easy read?) | High | As described in the procedure, where additional needs are identified, we have a Learning Support policy and team who can support these applicants to get what they need. Adding accessibility tools to our website may be a useful additional support |
| 3. Gender identification (eg is your language inclusive of LGBTQ+ groups?) | Low | |
| 4. Gender Re-assignment (eg is your language inclusive of trans and non-binary people?) | Low | |
| 5. Marriage and civil partnership (eg does it treat marriage and civil partnerships equally?) | Low | |
| 6. Pregnancy and Maternity | Low | |

| | | |
|--|-----|---|
| (eg with this have an impact on pregnant or those on family leave; breastfeeding services?) | | |
| 7. Race / Ethnicity (eg does it take into account the needs of people from different groups) | Med | Potentially only an issue if students and their parents/carers speak different languages. Consideration given to translating key policy documents where possible. |
| 8. Religion or Belief (eg do people from faith groups experience any specific disadvantage) | Low | |
| 9. Sexual Orientation (eg is your language inclusive of LGBTQ+ groups?) | Low | |

Section Four – Monitoring and Review

| | |
|---|-----|
| Does your criteria and procedure promote fairness and equal opportunities? <i>Utilize relevant data sources, such as demographic information, student feedback, or staff surveys, to inform the analysis as necessary</i> | Yes |
| How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied? | |

Section Five – Outcome, Sign-off and Authorisation

| | |
|---|---|
| Equality Impact Assessment Outcome Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision | |
| Option 1: No change required – the assessment is that the policy/practice is/will be robust. | X |
| Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. | |
| Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified | |
| Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified. | |
| Name and job title of authorised person | Oliver Roth Executive Director of MIS & Digital Transformation |
| Equality Impact Assessment was completed on: | 11 June 2025 |
| Date of next review, and by whom? This may include regular reviews, data analysis, and stakeholder feedback | April 2027 Director MIS and Admissions |