

# Catch22 policy

## *Admissions policy Catch22 Colleges*

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#### Annex 1 – Equality Impact Assessment

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	<i>Compliance</i>
Queries to:	<i>Tandia Costain</i>
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# Document Version Control & Changes

Version	Last modified	By	Changes Made
1.0	18/02/2025	Tandia Costain – Compliance & Quality Manager	
2.0	04/11/2025	Tandia Costain – Compliance & Quality Manager	
3.0	15/01/2026	Tandia Costain – Compliance & Quality Manager	

## 1. What is the policy about?

This policy establishes the criteria, procedures and principles governing the admission of learners to Catch22 College. It ensures a fair, transparent and consistent admissions process in alignment with the Department for Education requirements.

Further guidance documents have been produced to assist staff in the correct procedures and should be read in conjunction with this policy. These include;

- Enrolment Submission Guide
- QP (Qualifying Period) Submission Guide
- Bursary Submission Guide
- Change Request Submission Guide
- EoP (End of Programme) Submission Guide

## 2. Who does this policy apply to?

This policy applies to all learners enrolling at Catch22 College.

## 3. Policy requirements

### Eligibility Criteria

To qualify for a study programme, learners must satisfy the eligibility criteria and submit the required documentation for verification. Enrolment is contingent upon signing a learning agreement, which confirms the accuracy of the information provided.

### **Residency**

Learners must be legally resident in the UK and possess the legal right to reside in the UK at the start of their study programme.

Learners who have not been ordinarily resident in the UK for the previous three years may still be eligible if they hold one of the following:

- Indefinite leave to enter/remain, right of abode, Hong Kong British National, refugee status, humanitarian protection, discretionary leave, exceptional leave to enter or remain, biometric residency permit, asylum seekers, Calais leave to remain and unaccompanied asylum seekers.

### **Age**

Learners must meet DfE age requirements for funding eligibility:

- Learners aged 16, 17, or 18 on 31 August 2025 are eligible for funding as 16 to 18-year-old learners.
- If a learner turns 19 during their study programme, they will continue to receive funding at the 16 to 18-year-old rate until completion.
- Electively home-educated (EHE) learners aged 14–15 on 31 August 2025 are eligible for part-time study at funded institutions.
- Learners aged 19 to 24 with an Education, Health, and Care (EHC) plan on 31 August 2025 qualify for young people's DfE funding.

### **Recruitment Area**

- DfE public funding is allocated for young people residing in England before starting their study programme.

- The DfE considers an institution's normal recruitment area to be its physical location, factoring in typical travel-to-learn patterns.

### **Enrolment at Multiple DfE-Funded Institutions**

- Institutions must not claim DfE funding for any learner that is already supported through another public funding source (other DfE, OfE, HE funding, or any other government funding stream).
- Learners enrolled full-time at one institution must not be enrolled in part-time funded programmes at other institutions.
- This restriction does not apply to privately or commercially funded learning, provided it does not duplicate publicly funded provision.

### **Prior Qualifications**

- Provision must not be duplicated. Each learners study programme must be unique to their learning plan and must not repeat or duplicate learning already funded within their programme, except where required to meet the Condition of Funding in Maths and English.
- Verify that the learner is enrolled in appropriate aims and levels using the Learner Record Service (LRS) and Personal Learning Record (PLR) prior to enrolment.

### **Application Process**

Once learners have expressed an interest in joining Catch22 Colleges, Learners must provide supporting evidence to confirm eligibility during enrolment. This information is collected via the enrolment form and learning agreement, which also serve as compliance documentation for DfE funding audits.

The learning agreement/enrolment form must include:

- Learner details: Name, address (including postcode), residency duration and status, age, health and wellbeing, personal circumstances and employment history.
- Learning programme details: Course plan, planned learning hours/timetable and start/end dates.
- Evidence of prior qualifications and eligibility: Verified using the Learner Records Service (LRS) and Personal Learning Record (PLR).
- Initial assessment results submitted.
- Evidence that adequate careers information, advice and guidance has been provided to the learner and that curriculum and level meet the needs and aspirations of learners.

- Confirmation that learners are not receiving funding elsewhere.
- Acknowledgment that learners have reviewed the privacy notice and photo/film consent agreement.
- Evidence of EHE (if applicable)
- Evidence of EHCP (if applicable)

### **Special Educational Needs and Disabilities (SEND) Support**

- Learners with additional needs will be provided with reasonable adjustments and support to ensure equal access to learning.
- Applicants are encouraged to disclose any SEND requirements at the point of application to allow for timely support arrangements.
- Learners with an Education, Health and Care Plan (EHCP) will be required to complete a tailored enrolment form that incorporates their EHCP. This form will still encompass all of the standard elements outlined above.

All paperwork must be submitted promptly to ensure compliance with data management principles and allow the compliance team sufficient time to process and validate records. Timely submission enables the identification and correction of errors or warnings, ensures data quality, and supports accurate and timely funding reconciliation.

### **Appeals and Complaints**

- As outlined in the *Catch22 Complaints, Compliments and Feedback Policy*, complaints must be submitted within three months of the incident and can be made via freepost form, email, letter, or an online form. Complaints will be acknowledged within 1-3 working days, with investigations typically completed within 28 days. If the investigation takes longer, the complainant will be notified of the revised timeline.
- If dissatisfied with a complaint outcome, an appeal must be submitted within 28 days of receiving the response. The appeal decision is communicated within seven days of the panel meeting.

### **Data Protection and Confidentiality**

- All personal information collected during the admissions process will be handled in accordance with GDPR regulations.
- Learners' data will only be used for enrolment purposes and shared in compliance with DfE and other legal requirements.

## 4. Definitions

**Study Programme:** A structured educational plan that includes qualifications, non-qualification activities, and work experience, designed to meet individual learning goals.

**Funding Year:** The academic period from 1 August to 31 July for which DfE funding is allocated.

**Planned Study Hours:** The total planned study hours required as part of the study programme.

**Residency:** Learners legally residing in the UK with the right to remain at the start of their study programme.

**Age:** Age as of 31 August 2025.

**Enrolment Form:** A signed document confirming study programme details, eligibility, and the provision of support, advice, and guidance.

**Information, Advice, and Guidance (IAG):** Support provided to learners to help them make informed decisions about their education and career pathways.

**Electively Home-Educated (EHE) Learner:** A learner who was previously home-educated and is now enrolling in a funded institution for part-time study.

**Education, Health, and Care (EHC) Plan:** A legal document outlining the special educational needs and support required for learners aged up to 25.

**Learner Record Service (LRS):** A system that stores learner achievement data and personal learning records to verify eligibility.

## 5. Related policies

- **EHE Learner Policy:** Outlines eligibility and enrolment procedures for electively home-educated learners.

- **Induction and New Start Policy:** Details the support and guidance provided to new learners during their induction period.
- **Recognition of Prior Learning Policy:** Explains how prior qualifications and experience are assessed for enrolment.
- **Leavers Policy:** Defines the procedures for learners who withdraw or complete their learning programme.

## 6. Appendices

### Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

#### 1. Summary

<b>This EIA is for:</b>	Admissions Policy – Catch22 Colleges
<b>EIA completed by:</b>	Tandia Costain
<b>Date of assessment:</b>	07/11/2025
<b>Assessment approved by:</b>	

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Admissions Policy – Catch22

Colleges for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.



## 2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
<b>Age</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
<b>Disability</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
<b>Pregnancy &amp; Maternity/paternity</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
<b>Race</b> (incl. origin, colour and nationality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Gender and Gender Re-assignment</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively

				on any member of staff because their sexual orientation.
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### 3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner