

Catch22 College Policy

Induction & New Start Policy Catch22 College

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

Policy Owner:	Catch22 Colleges
Queries to:	Will Duke-Oddy
Date created:	15 th January 2026
Date of last review:	31 st August 2026
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Catch22 group, entity, hub:	Catch22 Colleges
4Policies level (all staff or managers only)	All Catch22 College Staff

Document Version Control & Changes

Version	Last modified	By	Changes Made
1.0	7th May 2025	Will Duke-Oddy - Quality & Curriculum Manager - OSH	New Policy Created
2.0	04/11/2025	<i>Tandia Costain – Compliance & Quality Manager</i>	

1. What is the policy about?

The purpose of this policy is to ensure that all learners experience a consistent, structured and supportive induction process at the start of their study programme. It aims to provide learners with the information, guidance and initial assessment necessary to engage fully in learning, understand their responsibilities and access the support and resources available to them. In addition, all start documentation should be completed accurately and in accordance with the DfE funding and reporting requirements prior to the induction.

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
- Colleges Induction Checklist – New Learner

2. Who does this policy apply to?

This policy applies to all new learners enrolling on study programme funded by the DfE and all staff involved in enrolment, induction delivery, assessment and learner support.

3. Policy requirements

Pre Induction

Prior to the induction, all learners must complete a learning agreement/enrolment form and ensure that the information provided is accurate and that all funding eligibility checks have been completed, in line with the DfE requirements. This ensures learners are fundable from their first day of programme and are enrolled on a tailored course plan.

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)

Initial Assessments

Initial Assessments are to be completed for every learner including new, returning and learners that are exempt for completing a Maths and/or English qualification. *N.B. Initial assessment for learners not studying Maths and/or English to be used to assess vocational level.* This should be completed at the time of initial interview to:

- Evidence the current level of the learner
- Provide evidence that core aims meet the need and aspirations of learner
- Plan a timetable that meets the learners' needs and aspirations and takes into consideration any additional hours, stretch & challenge & any prior attainment,
- Influence impartial CEIAG (Careers, Education, information, Advice & Guidance) regarding a curriculum that meets the need and aspirations of the learner

Timetable

A timetable must be agreed by Catch22 Colleges & the learner that is reasonable and achievable, whilst offering an adequate level of challenge. Timetables should include:

- Core aims of a suitable level that reflect learner aspirations and are the core purpose of their study programme.
- Maths & English that meet COF in both level and guided learning hours – [Current Guidance](#)

- *Learners who are exempt from Maths & English conditions of funding, should still have adequate literacy & numeracy included within their timetable.*
- Reviews, personal behaviours, wellbeing, employability, Votes for Schools, EPP and work experience - where applicable and confirmed.
- Appropriate GLH for the learner to achieve their qualification.
 - *The planned learning hours on the timetable must be realistic, deliverable and fully evidenced through registers and learning records.*

Please refer to the admissions policy for further information.

Induction

Once the above has been completed (condition of funding has been met, all relevant forms completed on 'PicsWeb', compliance checked and confirmed) a learner is able to start their programme with Catch22 Colleges.

Induction sessions should take place before the qualifying period (QP) ensuring learners understand programme expectations, support available and their responsibilities.

During the induction phase, the following topics will be discussed;

- Learner Handbook
- Behaviours and Code of Conduct policy
- Safeguarding
- Data Protection
- Prevent
- British Values
- Appeal Procedure
- Attendance and Participation in class
- Careers & education information, advice and guidance.
- Digital Skills
- Bursary

After Induction

Once a learner has completed the induction period a CEIAG and review need to be completed to determine if the learner is on the right course, right levels, and to set targets for the next 6 weeks. Learner reviews should continue at termly intervals to ensure CEIAG & pastoral support is provided to learners on an ongoing basis. All Learners will be expected to complete their diagnostic assessments including new, returning, and exempt learners to determine what support they need. It is at this stage that a learner can change their vocational aims and levels provided they

meet the condition of funding, prior attainment and current levels. A change request form must be submitted via PicsWeb and signed by both the learner and lead teacher if any changes are made to their study programme.

Qualifying Period & Funding Start

Learners are considered to have started their study programme for funding purposes once they have completed the qualifying period (QP), as defined by the DfE funding rules. Attendance and engagement during the QP are critical, please refer to the attendance policy for further information. Learners that leave before this period will not generate funding.

Once learners have completed their qualifying period, a QP form must be submitted via PicsWeb and include the following:

- Registration Evidence with the Awarding Body for all accredited aims
- Evidence of attendance/engagement on all aims, including EEP
- Confirmed timetable
- Bursary paperwork with supporting evidence (if applicable)
- Evidence of agreements for High Needs Funding (HNF) from local authority (if applicable)

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.

4. Related policies

Admissions Policy – Catch22 Colleges

Attendance & Punctuality Policy – Catch22 Colleges

Behaviour and Code of Conduct Policy – Catch22 Colleges

Registration & Certification Policy – Catch22 Colleges

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

This EIA is for:	Induction & New Start Policy Catch22 College
EIA completed by:	Will Duke-Oddy - Quality & Curriculum Manager - OSH
Date of assessment:	07/05/2025
Assessment approved by:	<Name>, <Position> [if required]

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Induction & New Start Policy Catch22 College 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
Age	<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.
Disability	<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.
Pregnancy & Maternity/paternity	<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.
Race (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.
Gender and Gender Re-assignment	<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.
Sexual Orientation	<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