



# Young People's Learning

## Admissions Policy & Procedures

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## **Young People's Learning - Admissions Policy**

'The contents of this policy are an integral part of the Hampshire Achieves (HA) Quality Assurance Framework'

### **1.0 Introduction**

This policy outlines the commitment to recruitment, selection, and admission of learners onto our programmes. Hampshire Achieves is committed to ensuring that its admissions policy and procedure is transparent, followed fairly and consistently; that information concerning applicants remains confidential between designated parties, and that decisions are made by those equipped to make the required judgements.

### **2.0 Key Responsibilities**

Hampshire Achieves' Head of Service takes overall responsibility for the development of the admissions policy and procedures and the Management Team will review the admission Policy as appropriate. Functional and operational responsibility has been delegated to the Curriculum Manager for Young People's Learning who will ensure this Policy is fully implemented.

At Meet the Team and Induction days Curriculum staff will assess the abilities, aptitudes, skills, qualifications (including English, maths and Digital Skills proficiency) and experience of applicants that indicate their potential to succeed on each programme and use this policy as a guideline, along with the benchmarks for entry, to determine if a learner can be admitted to a course.

### **2.1 Aims of the Admissions Policy**

- Provide our applicants and their parents/carers/guardians with a fair and transparent process.
- To identify on application individual support needs
- To ensure admission events are accessible to all.
- To ensure all programme promotional materials are relevant, accessible, and accurate at the time of publication.

### **3.0 Applying for a Pathways or Supported Internship programme.**

Hampshire Achieves strives to ensure that promotional materials are relevant, accessible, and accurate at the time of publication, are not misleading, and provide as much information as possible to enable applicants to make informed decisions about their options. The Marketing and Communication team has processes which ensure the accuracy of all information published by the Service.

Hampshire Achieves' programmes are advertised through/on:

- Participation and Lifelong Learning external website pages: [Participation and Lifelong Learning | Hampshire County Council \(hants.gov.uk\)](https://hants.gov.uk/participation-and-lifelong-learning)
- Hampshire County Council's external website – Jobs, careers, and volunteering pages: [Jobs, careers and volunteering | Hampshire County Council \(hants.gov.uk\)](https://hants.gov.uk/jobs-careers-and-volunteering)
- Other partner agencies.
- Other Hampshire Achieves' services.
- Social Media.

Additionally, the programme information is shared with colleagues across Participation and Lifelong Learning (PLL) and with Hampshire County Council (HCC) Special Educational Needs (SEN) Colleagues to ensure that all potential applicants can be targeted. Hampshire Futures is a key partner where they have the responsibility to track and monitor those young people not in education, employment, or training (NEET).

Potential applicants or organisations working with young people can download an application form from the website.

### **3.1 Data Protection**

Information concerning applicants will remain confidential to those processing the application and no aspect of any application will be disclosed to other parties unless authorised to do so by the applicant and /or if the information is required to safeguard a young person – see appendices 1&2.

### **3.2 Entry Criteria**

Our minimum entry criteria are set out in the Course Information Sheet and on the Service's website. The Service reserves the right to alter the criteria, however, once the criteria are made public for a specified intake or calendar period, they will not be changed except in exceptional circumstances. To ensure we recruit learners who can identify they are motivated to learn with the skills and abilities needed to secure successful outcomes, applicants must meet the following criteria:

#### **Supported Internship**

- This programme is aimed at 16 – 24 years of age who have an Educational Health Care (EHC) Plan who want to move into employment and need extra support to do so.
- For 2024-25 learners with additional learning needs, but not in receipt of an EHC plan, can apply to a pilot project for non-EHC plan supported internships.
- Keen interest in developing English, Digital literacy and/or maths knowledge and skills.
- Motivation to learn and develop skills to support progression into employment.
- Readiness to undertake and complete a work placement and develop their employability competencies.
- Good prior attendance at previous educational establishments

#### **Pathways**

- This programme is aimed at 16 – 24 years of age who have a SEND need and who want to improve their independence and personal skills and need extra support to do so.
- Keen interest in developing English, Digital literacy and/or maths knowledge and skills.
- Motivation to learn and develop skills to support progression.
- Good prior attendance at previous educational establishments.

## **4.0 The Recruitment Process**

### **4.1 Application form**

Applicants or referring organisations will set up an account and complete the online EBS application form. Applications will then be able to be viewed via the Ontrack system.

The application form is designed to allow the applicant to show how well they suit the programme criteria and the opportunity to explain why they have chosen this programme and what skills and abilities they have that make them right for the programme.

### **4.2 Information to Support Applications**

Supporting statements from support workers must include information which can help identify the strengths of applicants alongside academic or pastoral information. Hampshire Achieves' staff will conduct additional checks for each applicant which will include:

- Contact with previous education establishments to identify attendance patterns and achievements.
- Qualification checks through the Learner Registration Service
- Accessing personal support data on Hampshire County Council's Child Portal.
- Contact with Hampshire County Council's Special Education Needs Team to confirm applicants with EHC plans.
- All programmes have a process flow chart in place for learners who have EHC Plans which is managed by the Young People's Learning Curriculum Manager, see Appendix 3.

## **5.0 The Admissions Process**

Following the application deadline, the Curriculum Manager and Senior Tutors will review the applications using the following:

- Programme entry criteria.
- Review of exceptional circumstances.
- Supporting statements.
- Other information from additional checks.

Following this process, the applicant will be contacted and invited to a 'Meet the Team Day' Arrangements will be made to cover travel costs where required.

Those who are unsuccessful will receive a phone call and advice on alternative options including referrals, where appropriate, to one-to-one support through other programmes or agencies including Hampshire Futures who will support the young person's next steps.

### **5.1 Meet the Team Days (MTTD)**

The Meet the Team days are held in various locations across Hampshire; they are an opportunity for the applicant and parents/carers to meet the teams and find out more about Hampshire Achieves. They are designed to support the young person in deciding if they have the interest and/or motivation required for either the Pathways or Supported Internship programmes, and to share with us what additional support they might need to be successful on the programme.

The young people will be observed in various situations by multiple staff providing a more accurate picture of individual needs, interests, and motivation to learn.

**The day's activities can include:**

1:1 supported meeting with Senior Tutor/Tutor; Skills Coach; ESH Team rep; Duke of Edinburgh (DofE) rep; and/or Hampshire Futures (Careers) rep

Exercises and activities to determine:

- Communications skills including speaking and listening skills.
- Confidence levels.
- Working as part of a team
- Suitability and readiness for work including previous work experience.
- How much interest the applicant has in the programme.
- Motivation to take ownership of their learning.

The following will be considered from the point of view of identifying the support each individual will need on the programme:

- Attendance & punctuality
- Ability to travel to training venue and work placement.
- Specific interests and preferences for work placements
- Future career aspirations
- Safeguarding concerns raised in supporting statements will also be taken into consideration.

Following the day's activities, the staff team will review individual applicants and complete the MTTD check list. This will then be looked at alongside the application form and EHC Plan summarising the applicants recommended for places; this record will include comments on:

- Attendance and punctuality.
- Health and mental health issues.
- Safeguarding.
- Behavior.
- Any difficulty linked with travel.

A final recruitment discussion/meeting will take place with the relevant Senior Tutor/s, Curriculum Managers, and the Programme Manager (Quality, Planning & Success). They will review the applicant summary and agree which applicants will be offered a place on the induction programme and the support each will require.

## **5.2 Exceptional Circumstances**

Applicants who have not met all of the entry criteria, but it is deemed have the focus to be supported onto one of the programmes and will be reviewed in the same way as all other applicants. Exceptional applicants include those who fall short of the entry requirements, care leavers and those in care.

### **5.3 Final Decisions**

To ensure we have selected applicants who meet the entry criteria and who are motivated and enthusiastic with the skills and abilities to succeed on our Pathways and Supported Internships programmes we will:

- Ensure all applicants have a full understanding of the programmes, and where relevant, the work placement requirements, with a commitment to complete all elements.
- Ensure that all applicants' skills and motivation were considered during the Team Day activities.
- Provide unsuccessful applicants with information and ideas on what their next step may be to successfully gain a place on a course or secure employment in the future.
- Ensure all applicants have a full understanding of the Bursary Policy.

Each successful applicant will receive a phone call or email to confirm the outcome of the Meet the Team Day; this will be followed by a formal email to confirm an invitation to the first day of induction.

Those who are unsuccessful will receive a phone call and advice on alternative options including referrals, where appropriate, to one-to-one support through other programmes or agencies. All applicants will be supported to find an alternative programme/support.

### **5.4 Appeals Process**

Should an applicant wish to lodge an appeal regarding the Admissions process, they should follow the guidelines set out in the [Hampshire Achieves Feedback and Complaints Policy and Procedures](#).

### **6.0 Monitoring, Review & Audit**

The contents of all policies and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed in line with our policy schedule to determine their effectiveness, and where any changes are required, these will be applied and ratified. In addition, an annual cycle of internal policy compliance audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

## Appendix 1 Learners consent form for confidential disclosure of disabilities and/or learning difficulties (Part A)

*This form is not required for those with an EHC Plan.*

<b>Learner Name:</b>
<b>Course:</b>
<b>Course dates:</b>
<b>Details of disabilities and/or difficulties requiring support</b> (ask what supports aids the learner will be providing themselves e.g., wheelchair; ability dog; IT support programme):
<b>Type of support to be provided:</b>
<b>I consent to the information outlined above being made available to relevant people at Hampshire Achieves:</b> <b>Yes / No*</b>
*If you have answered No please complete Part B of the Consent Form
<b>Learner Signature:</b>
<b>Hampshire Achieves Staff Signature:</b>
<b>Name:</b>
<b>Job Title:</b>



## Appendix 2 Learners consent form for confidential disclosure of disabilities and/or learning difficulties (Part B)

*This form is not required for those with an EHC Plan.*

In order to provide the right support for you, it may be necessary to make staff and/or learners aware of any relevant changes. If you wish to specify which people may be made aware of your additional support requirements, please complete the table below.

I give my permission for the people indicated below to be made aware of my additional learning/support needs:

Hampshire Achieves staff	Seeking/authorising additional support funding/resources	
Curriculum Manager	Seeking additional support funding/resources	
Course Tutor Other Tutors Skills/Learning Coach	Delivery of accessing/ modification of learning materials	
Administrative staff	Providing administrative support e.g., photocopying of adapted materials	
Learners	Group work/peer support	
Caretaking staff	Access issues e.g., car parking	
Other - please specify		

Learner Signature:

**This form will be stored securely in Hampshire Achieves programme files and will not be used for any purpose other than those identified above.**

### Appendix 3 Education & Health Care (EHC) Plans & Annual Review Process for Pathways and Supported Internship



