

Admissions Regulations and Procedures for Administrative Staff

Introduction

This document sets out the admissions regulations and procedures for staff involved in the administration of the School's recruitment and admissions process for candidates for the School's undergraduate programme.

The School is committed to delivering a fair admissions system that admits students of outstanding achievement and potential, irrespective of their background. The School has designed its admissions process in line with [UK Quality Code for Higher Education](#) and associated [Advice and Guidance](#) and the five key principles of Fair Admissions in the [Schwartz Report](#): transparency; minimising barriers to entry; selecting for merit, potential and diversity; professionalism; and using assessment methods that are reliable and valid.

As a student sponsor license holder, we have also developed our admissions regulations and procedures in line with the [UK Visas and Immigration \(UKVI\) guidance](#) on sponsoring students.

This document should be read in conjunction with the School's [Admissions Regulations and Procedures for Students](#), as well as the [Equality, Diversity and Inclusion Policy](#), the [Code of Ethical Conduct](#), the [Data Protection Policy](#), the [Safeguarding Policy and Procedure \(including Prevent\)](#), the [Disability Policy](#), and the [Recognition of Prior Learning Policy](#).

Scope

This guidance applies to all School staff with any involvement in the recruitment and admission of students to the School.

Definitions

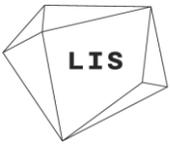
Home students are those living in the UK or Republic of Ireland, and EU nationals with settled status in the UK.

In order to be classed as a home student, a student normally needs to meet all of the following criteria on the first day of the first academic year of the course:

- They are settled in the UK (this means there is no immigration restriction on the length of their stay).
- They are ordinarily resident in the UK and have been for the full three years before the first day of the academic year. (Ordinarily resident means that their main home is in the UK, and they are choosing to live in the UK.)
- The main reason for them being in the UK was not to receive full-time education.

Students who do not fit into the above category are classified as Non-Home.

Policies



Policies and procedures for application, selection and admission of students should be clear, transparent and accessible to all prospective students.

Admissions processes must be conducted in a fair and lawful way by all relevant staff, with due regard for the legitimate interests of prospective students.

Staff involved in recruitment and admissions activities must provide timely, accurate and appropriate pre-entry information to prospective students, in line with Consumer Protection Law as it relates to higher education providers and the School's [CMA Compliance Policy](#).

Recruitment and admissions shall be founded on the principles of selection according to merit and equality of opportunity. In making decisions on acceptance of an applicant, staff will only take into consideration the candidate's achievement of the criteria set out in these Regulations and Procedures and approved by the Academic Council, taking contextual information into account where stipulated to support equality of opportunity. These criteria will be set to ensure that students selected for offer are capable of meeting the required standards of the programme.

Assessment methods used in admissions must be fair, reliable, consistently applied and deliver consistent outcomes. Tools used to differentiate the suitability of applicants should be appropriate to the course of study and within the reasonable expectations of prospective students.

Where applicants disclose specific learning differences and/or disabilities, the relevant staff will make all efforts to make any reasonable adjustments, dealing with such requests in accordance with the School's [Disability Policy](#). All applications to the School will be assessed on the basis of whether the applicant meets the criteria of the [Admissions Regulations and Procedures](#); discussions about the support requirements of students will be separate from any admissions decision.

Staff involved in student recruitment will encourage applications from as diverse a range of applicants as possible through the School's access and outreach activities.

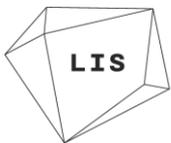
Staff involved in student recruitment must adhere to the provisions of the School's [Safeguarding Policy and Procedure](#).

When dealing with prospective applicants' or applicants' personal data, staff will follow the regulations as set out in the School's [Data Protection Policy](#), its [Data Retention Policy](#) and its [Detailed Data Retention Schedule](#).

Where an applicant wishes exemption from either admissions criteria or exemption from modules of the programme on admission to the School, they should be dealt with under the [Recognition of Prior Learning Policy](#).

Where an applicant wishes to complain about the conduct of the admissions procedure or make an appeal about the outcome of an admissions decision, they will be directed to do so under the provisions of the School's [Applicant Complaints and Appeals Procedure](#).

The School will provide appropriate guidance, training and support and resources for all staff engaged in recruitment and admissions activities. Training and resources shall be reviewed, evaluated and refreshed on an annual basis to ensure that practice and policy are fully aligned to and reflect the current landscape.



Principles

Equality, Diversity and Inclusion

In line with the School's [Equality, Inclusion and Diversity Policy](#), staff involved in the recruitment and admission of applicants for the School's programme will seek to ensure that all individuals are treated equitably, regardless of gender, race or ethnicity, socio-economic background, disability, religion or belief, sexual orientation, gender reassignment, marital status, pregnancy or maternity, age, or any other inappropriate distinction. Staff will promote diversity of student recruitment and eliminate bias of any kind, through outreach and access activities, through a fair, contextual admissions process, and through monitoring the School's progress against its access targets and making changes to activities and processes where appropriate.

The School's [Equality, Inclusion and Diversity Policy](#) is applicable to all applicants, students and staff.

Widening Participation

The School is committed to widening participation in higher education, as is set out in the School's [Access and Participation Plan](#).

Information Provision

The School is committed to the provision of timely, accurate and appropriate pre-entry information and support to prospective students. Its recruitment and admissions activities are informed by a commitment to the provision of impartial advice and guidance and support for applicants to enable them to make informed decisions about the School as a study destination.

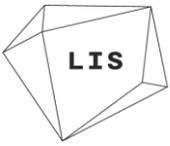
Information provision by School staff to prospective students shall be guided by the following principles:

- *Accuracy:* The School is committed to providing accurate and detailed information on its programme, its structure, duration, mode of assessment, associated fees and any additional costs, as well as the School's student experience offering.
- *Transparency:* Information about LIS's programme and the student experience will be communicated through multiple channels, including the School website, prospectuses, digital communications, open days and recruitment events, and through correspondence with candidates.
- *Timeliness:* The School will provide appropriate information at each stage of the applicant journey, from early interactions with pre-16 learners to targeted communication with offer holders, making every effort to ensure that the information provided is accurate at the point of publication.

All staff must ensure that communication with prospective students is compliant with Consumer Protection Law and CMA guidance, as set out in the School's [CMA Compliance Policy](#) and associated guidance.

Professionalism in Student Recruitment and Admissions

Staff involved in student recruitment and admissions must be committed to maintaining high professional standards, particularly in terms of:



- Providing impartial advice and guidance to prospective students;
- Acting fairly in decision-making on admissions;
- Keeping up to date on UK and international higher education trends and developments;
- Maintaining integrity in their interactions with prospective students, avoiding offering personal opinions on other higher education institutions; and
- Undertaking training and development to ensure their knowledge of recruitment, selection and admissions practice, policy and procedure remains current.

Use of Third Parties

The School does not use third parties to recruit candidates.

Data Protection

Any data relating to prospective applicants or applicants will be handled in line with data protection regulation and the School's [Privacy Notice](#) and [Data Protection Policy](#), and will be stored and destroyed in line with the School's [Data Retention Policy](#) and [Detailed Data Retention Schedule](#).

- Records documenting the handling of unsuccessful applications, including an applicant's application form, supplementary information, and scoring of Selection Day assessments, will be held for 1 year after the completion of the admissions cycle, in line with [GDPR](#) and [JISC](#) recommendations.
- Records documenting the admission of successful candidates will be held for 6 years following the admissions decision, as suggested by [GDPR](#), the [Limitation Act 1980](#), and [JISC](#) recommendations.

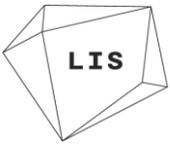
All staff will receive training in Data Protection as part of their induction and will have refresher training annually.

Non-Home students

The School has a [license to sponsor non-Home students](#). All non-Home students will be asked at the point of application to complete an additional step, which is the completion of a short personal statement on why they are applying for the LIS programme. . Non-Home students who are successful in passing this step will be invited to their mindsets and problem-solving interview. In line with UKVI guidance, before the School makes any offer of a place, it will invite the student for a short screening call in relation to their ability and intention to study at LIS. [Overview of the Admissions Process](#)

The School has designed its admissions process to limit bias and to take a holistic view of applicants, so that it can properly and fairly assess their potential to succeed on LIS's programme.

The School understands that academic grades are only one part of an applicant's story; it also understands that examinations are not a level playing field, and that some applicants have had greater opportunity—owing to educational, familial and personal advantages— to succeed in their exams than others. That is why LIS does not set a minimum bar in terms of grades, but instead looks at every applicant's academic attainment in



the context of their educational, familial, and personal background. We want to understand what our applicants have achieved academically given their starting point.

It's also why, to get a fuller picture of applicants beyond their grades, **we'll invite all eligible applicants to a Selection Day**. The Selection Day plays a key role for the School to gather information about an applicant, beyond their grades. The aim of Selection Day is to create a positive environment for applicants to demonstrate who they are, what motivates them and how well suited to the course they are. In order to test for potential of students, the key design principles of the Selection Day include:

- Limit bias and level the playing field;
- Support candidates to succeed;
- Limit burden on candidates – for example, no preparation prior to Selection Day;
- Provide a friendly, interesting, high human-contact experience.

Selection Day is run online and consists of:

- A problem-solving interview, to assess qualitative and quantitative problem-solving abilities
- A mindsets interview, to assess the mindsets and behaviours required to succeed at LIS.

Interviews will be conducted by trained academic and non-academic LIS staff. The interviews are designed to limit bias and to test for potential rather than for historical achievement, and do not require preparation. Our approach is in line with how top employers are recruiting their talent today; and we'll be using assessment techniques employed by leading recruiters such as the Civil Service Fast Stream and McKinsey.

After the Selection Day, we'll look at each individual's application holistically and on a case-by-case basis, taking into consideration:

- their performance at the interviews on Selection Day;
- their academic grades in the context of their background;

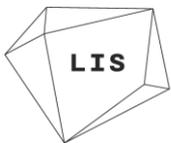
before making an offer decision.

The School's admissions process follows 3 stages:

(1) Apply

(2) Selection Day

(3) Offer

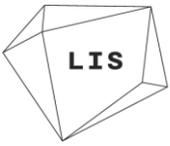


Roles and responsibilities

The Academic Council is responsible for agreeing selection criteria and admissions regulations and procedures.

The Head of Admissions is responsible for:

- Designing the admissions approach, procedure and regulations, in collaboration with faculty, and for approval by the Academic Council
- Overseeing delivery of admissions process from application to offer. This includes:
 - Communicating with applicants throughout the admissions process, and fielding admissions questions and application queries;
 - Implementing Selection Days;
 - Collating relevant information on applicants for consideration by the Admissions Decisions Committee;
 - Notifying, and giving feedback to applicants where their application is unsuccessful;
 - Ensuring that applicant data is handled in line with data protection regulation and LIS's [Data Protection Policy](#) and [Privacy Notices](#);
 - Monitoring likely student enrolment against approved targets and to ensure appropriate action is taken in response to any anticipated shortfalls or over-recruitment.
- Acting as a member of the Admissions Decisions Committee, which makes decisions which applicants should be offered a place at the School.
- Ensuring staff involved in admissions have completed the relevant training, including training in regulatory and legislative requirements, LIS Admissions Regulations and Procedures training, Data Protection Training, Unconscious Bias training, and Behavioural and Problem-Solving Interview Training.
- Where an applicant has declared a relevant, unspent criminal conviction and where necessary, asking the applicant for further information and for permission to contact third parties, and gathering relevant information for consideration by the Criminal Convictions Panel.
- Acting as a member of the Criminal Convictions Panel.
- Where an applicant has disclosed a disability, specific learning difference or medical condition, the Admissions Lead and Student Support Lead will discuss this with the applicant and make reasonable adjustments for them as appropriate to attend a Selection Day, in line with the School's [Disability Policy](#).
- Where, on application, or on being made an offer, a student has disclosed a disability, specific learning difference or medical condition, discussing and agreeing any reasonable adjustments, in line with the School's [Disability Policy](#)
 - Note that all applications to the School will be assessed on the basis of academic suitability for the programme, and discussions about the support requirements of students will be separate from any academic decision
- Liaising with Registrar on registration of students at the School.
- Submitting an annual report on admissions to the Academic Council.



The Director of Marketing and Recruitment is responsible for:

- Ensuring that accurate and relevant information is provided to prospective students, working in collaboration with the Teaching and Learning Department, the Registrar and the Admissions and Student Support Departments.
- Coordinating an applicant enquiry management process that meets the information needs of prospective students and other key stakeholders.
- Overseeing School recruitment processes, ensuring that prospective students are supported from initial enquiry up until the point of application.
- Monitoring likely student enrolment against approved targets and to ensure appropriate action is taken in response to any anticipated shortfalls or over-recruitment.
- Organising Open Days (called “Discovery Days”).
- Advertising any vacancies that are available after the close of the School’s admissions cycle on the School’s [website](#).

The [Equality, Diversity and Inclusion Committee \(EDIC\)](#) is a formal sub-committee of the Academic Council. It is responsible for evaluating the School’s performance against its Access and Participation Plan. Insofar as this applies to admissions, EDIC will review admissions data to determine the effectiveness of the admissions process, the extent to which the School is meeting its diversity admissions targets, and actions for improvement. It will report its findings on each admissions cycle and agreed actions for improvement to the Academic Council. EDIC will also consider the effectiveness of the School’s dedicated outreach programmes to promote the diversity of student recruitment to LIS.

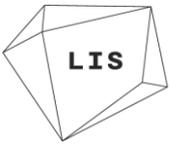
[The Admissions Decisions Committee \(ADC\)](#), which is a subcommittee of the Academic Council, is responsible for:

- Reviewing individual applications holistically and on a case-by-case basis following Selection Day and making admissions decisions, ensuring that all candidates are assessed fairly, against the same entry criteria, and in line with this policy. Where there is a disagreement amongst the Committee over a decision on an applicant, the Director of Teaching and Learning shall have the final say, based on existing evidence.
- Determining conditions of offer for applicants.
- Ensuring admissions procedures are fair, consistently applied and compliant with this Policy, and that any assessment methods are reliable and valid.
- Recording reasons for decisions on offers and ensuring their secure storage, in line with Data Protection Regulation, and LIS’s [Privacy Notice](#) and [Data Protection Policy](#).

The Director of Teaching and Learning is responsible for:

- Making all final admissions decisions, including on conditions of offer.
- Determining the minimum and maximum intake for the programme.
- Making offers to individual applicants.

In cases where an application is discovered during the admissions process to contain misrepresentation or fraudulent information, the Director of Teaching and Learning will have the authority to reject an application or revoke an offer of admission.



The Criminal Convictions Panel is chaired by the Chief Executive and comprises the Director of Teaching and Learning, Director of Student Experience, Careers and Partnerships, the Admissions Lead, and the Registrar. Where the Registrar deems it necessary, s/he will engage legal expertise to provide advice to the Panel. The Panel is responsible for:

- Reviewing documentation gathered by the Admissions Lead relating to an applicant's declaration of a relevant, unspent conviction;
- Determining whether or not an applicant's application may progress, given the seriousness and nature of the applicant's offence and its compatibility with the programme, with participation in an academic and social setting, and with the School's responsibility for a safe and neutral environment for students and staff.
- Where the Panel is satisfied that an applicant's application may progress, it may stipulate conditions of offer (e.g., support for the application, restrictions to services or activities not related to the programme).

The Chief Executive is responsible for considering any evidence of fraudulent information in the application of a registered student. In this instance the Chief Executive has the authority to terminate the student's registration.

The Registrar is responsible for:

- Maintaining prospectuses for the School listing the approved programme and its modules of study. The prospectus will also provide general information on costs, fees, the availability of financial assistance, and guides on the study sites.
- The formal investigation of any applicant complaint and appeal, in line with the School's [Applicant Complaints and Appeals Procedure](#).
- Acting as a member of the Criminal Convictions Panel, and keeping a record of all cases dealt with by the Criminal Convictions Panel, in accordance with the School's [Data Protection Policy](#).
- Acting as a member of the Admissions Decisions Committee.

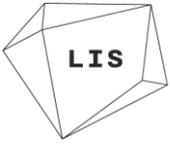
The Faculty is responsible for:

Supporting the design of the problem-solving interview and delivering this interview to applicants.

Criteria for admission

The categories of entry criteria for admission to the School's programme are as follows:

- Minimum general entry requirements;
- English language requirements;
- Requirements specific to non-Home students;
- Programme-specific requirements;



Minimum general entry requirements

Applicants must be at least 18 years of age by the end of the first academic year of enrolment at the School.

English Language Requirement

The LIS programme is taught in English. To derive full benefit from and succeed in passing our programme, you must be able to understand and express yourself in English (reading and listening, speaking and writing).

Non-Home students

Non-Home students seeking LIS sponsorship to study in the UK will need to pass a Secure English Language Test (SELT) as specified below. These tests must have been passed within two years of application to the programme:

If a student is in the UK, they must one of the following SELTs, to the stated standard:

- IELTS for UKVI (provider: IELTS SELT Consortium; minimum of 7.0 overall, with a minimum of 6.5 in each component)
- LanguageCert International ESOL SELT (provider: LanguageCert; minimum of 33 in each component)
- PTE Academic (provider: Pearson; minimum of 66 overall, with a minimum of 60 in each component)
- Integrated Skills in English (provider: Trinity College London; pass in each component)

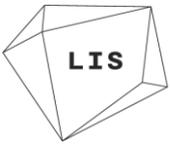
If a student is outside the UK, they must take a SELT with one of the following providers:

- IELTS for UKVI (provider: IELTS SELT Consortium; minimum of 7.0 overall, with a minimum of 6.5 in each component)
- LanguageCert International ESOL SELT (provider: LanguageCert; minimum of 33 in each component)
- PTE Academic (provider: Pearson; minimum of 66 overall, with a minimum of 60 in each component)
- Skills for English UKVI (provider: PSI Services (UK) Ltd; pass in each component)

The UK Government states that students can prove their knowledge of English by EITHER a SELT, or having a GCSE, A Level, Scottish National Qualification level 4 or 5, Scottish Higher or Advanced Higher in English, gained through study at a UK school that a student began when they were under 18.

The following minimum grades for each of the listed qualifications (all grades being equal to a 'pass') are accepted:

- GCSE = 4 or C
- A Level = C
- Scottish National Qualification Level 4 = Pass
- Scottish National Qualification Level 5 = C
- Scottish Higher = A
- Scottish Advanced Higher = D



Applicants who are a national from, or have successfully completed an undergraduate degree from one of the following countries within the last five years do not need to prove their knowledge of English:

- Antigua and Barbuda
- Australia
- The Bahamas
- Barbados
- Belize
- Dominica
- Grenada
- Guyana
- Ireland
- Jamaica
- Malta
- New Zealand
- St Kitts and Nevis
- St Lucia
- St Vincent and the Grenadines
- Trinidad and Tobago
- United Kingdom
- United States of America

Applicants also do not need to prove their knowledge of English if one of the following applies:

- The applicant is a national of Canada.
- The applicant has proved their level of English in a previous visa application.

Home students

Home students whose first language is not English will be asked, at the point of application, whether they have attended an English medium school where all classes, coursework and assessment were conducted in English for the past two years or longer, or whether they have been working in the English language for the past two years or longer. If they have, they will be assumed to have sufficient English language ability to succeed on the course. If not, they will be asked if they have undertaken any of the SELTs listed above, and to the required standard, within two years of application to the programme.

Verification of any English language qualifications must be submitted prior to any offer being made. Where the applicant in question has either:

- a. no English language qualifications; or
- b. has English language qualifications, but not to the standards specified above; or
- c. has English language qualifications that were awarded more than two years before their application to the programme;

they will be required to undergo (and verify that they have undergone) an English language assessment (specifically, any of the assessments listed above or equivalent) at their own cost to ensure that they meet the required standard in English reading, writing, speaking and listening before they are offered a place.

The decision as to whether or not a student who falls just below our English Language requirements will be required to take another SELT is at the discretion of the Chair of the Admissions Decision Committee.

The decision as to whether or not a home student whose native language is not English has demonstrated their English Language proficiency via an alternative route is at the discretion of the Chair of the Admissions Decision Committee.

Requirements specific to non-Home students

All non-Home students will be asked at the point of application to complete an additional step, which is the completion of a short personal statement on why they are applying for the LIS programme. They will also be invited to a short screening interview to determine their ability and intention to study on the LIS programme. Non-Home students who are successful in passing these steps will then be invited for their mindsets and problem-solving interviews (Selection Day).

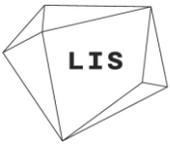
Programme-specific requirements

The School does not set a minimum grade threshold for entry into its programme. Instead, the School looks at every applicant's academic achievement in the context of their background (their school background, their socioeconomic and geodemographic background, and any disadvantages they may have faced). This is because we understand that academic attainment is not a level playing field, and that different applicants will have had differing opportunities to succeed in their studies. The School also considers academic attainment in context alongside problem-solving skills and passions and attitude to learning, as evaluated at Selection Days.

The programme-specific requirements are:

- Strong academic attainment *given the educational, geodemographic, socio-economic and personal background of the applicant*. This will be assessed using information submitted in the applicant's application form (grades, educational background, family and personal circumstances).
- Strong general problem-solving skills (analytical thinking, quantitative thinking, conceptual reasoning). These will be assessed at our Selection Day using a structured problem-solving interview which has been developed by the faculty and which draws on how leading employers test for problem-solving potential. Structured interviews are shown to be less susceptible to bias; there is limited scope to prepare or be coached for these kinds of interviews. The problem-solving interview will incorporate a short live written task to support the assessment of conceptual reasoning.
- Passion and attitude to learning, specifically: curiosity; resilience; and self-reflection. These will be assessed at our Selection Day using a mindsets interview.

Each application will be considered after Selection Day on a holistic, case-by-case basis, taking these three elements into account.



Given the interdisciplinary nature of our programme, the School is open to applicants from all subject backgrounds.

These programme-specific requirements are derived from the abilities required to achieve the programme's learning outcomes and succeed on the programme, and are confirmed by the Academic Council, which is the School's academic authority.

Admissions procedure in detail

(1) Apply

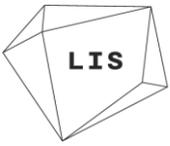
Applicants apply directly to LIS.

Applicants apply directly to LIS via the School's [website](#). They are asked to fill in an online form that includes the following information (compulsory information is asterisked):

- Personal details (name, gender, date of birth, residential category)*
- Contact details*
- Disability/ special needs, to support any reasonable adjustments
- Contextual information, which the School will take into account in considering academic attainment:
 - Whether the applicant is care experienced or a young carer;
 - Eligibility of Free School Meals at secondary school;
 - Eligibility for Education Maintenance Allowance;
 - Whether the applicant has had significant time out of secondary education (i.e., a total of one year or more since year 10) owing to ill health;
 - The applicant may decline to answer any of these questions if they wish.
- Whether the applicant has a relevant criminal conviction that is unspent*
- Educational background*
- Qualifications; includes:*
- Details of any qualifications achieved, including year of attainment, type of qualification, country administering qualification, subject and grade
- Details of qualifications the applicant is studying towards, including year they expect to take the qualification, type of qualification, country administering the qualification, and subject
- Predicted grades: applicants are also asked to include the email address of their Head of Sixth Form or equivalent so that the School can verify the student's predicted grades for any qualification not yet sat.
- Where required, applicants will be asked to submit verification of their English language qualifications at the point of application.
- Non-home students will be asked additional questions in relation to their funding and visa status and will be required to fill in a short personal statement. They will also be invited to a short screening interview on their ability and intention to study at LIS before being invited to their Selection Day.

Deadlines for applications will be published on the School's [website](#).

Applications made before the closing date will be considered equally against the stated selection criteria and in the context of the number of available places. Late applications will be considered at the discretion of the Director of Teaching and Learning.



(2) Selection Day

Selection Days will take place online. Selection Day dates will be published on the School's [website](#).

Arrangements will be made for applicants who do not have access to a laptop and/or quiet space.

The Selection Day consists of a problem-solving interview (conducted by a member of faculty) and a mindsets interview (conducted by a member of senior staff). These interviews are designed to assess the applicant's potential to achieve the learning outcomes of the LIS programme, specifically:

- General problem-solving skills (analytical thinking, quantitative thinking, conceptual reasoning);
- Mindsets and behaviours (curiosity, resilience, team-working).

The Selection Day has been designed to assess potential rather than historical achievement, and therefore requires no preparation on behalf of the applicant. Every effort has been made to reduce bias at our Selection Day, through the use of structured interviews, clear rubrics, scoring moderation through trial interviews, interview training and unconscious bias training. We will aim for diversity in our staff interviewing team.

In each admissions cycle, each case study interviewer will be moderated at least once. Wherever possible, moderation will take place within two weeks of the interviewer's first interviewing assignment.

Moderation will consist of the Director of Teaching and Learning and chosen delegates viewing recordings and assessing the marking of interviewers against the baseline scores determined by the Director of Teaching and Learning.

Should a significant disparity between the baseline grading and the interviewer's scores be uncovered then this information will be passed to the Admissions Decisions Committee. The interviewer will be notified and, where necessary, receive additional training.

Applicants will be asked for their consent before their calls are recorded and the recordings will be used and managed in line with the School's [Data Protection Policy](#), [Data Retention Policy](#) and [Data Retention Schedule](#).

The structured interviews will be marked according to rubrics and the outcomes will be securely and digitally logged by the relevant LIS staff.

Where an applicant can no longer attend a Selection Day, the School will make reasonable efforts to allocate them to a different Selection Day, given reasonable notice.

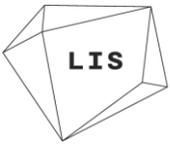
Where an applicant fails to attend their confirmed Selection Day and does not give a valid and evidenced reason for doing so, their application will be assumed to have been withdrawn.

(3) Offer

Offers are made on an individual, holistic basis.

Overview

The School is committed to ensuring that it offers admission to students of the highest potential, irrespective of social and financial considerations. To achieve this, every applicant is considered individually in a holistic



assessment using all the information available to us, including each applicant's personal, social and educational circumstances, which may play a role in their academic performance.

Compiling of individual applicant information

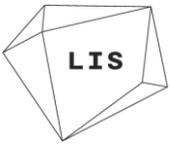
The Admissions Lead, supported by administrators from other areas of the organisation, will compile a file on each candidate comprising :

- Summary of academic attainment (from the individual application forms).
- Contextual flags (from public data and individual application forms).
- Scores and comments from the Selection Day interviews, in line with the LIS rubric.

Contextual flags are used to support the assessment of academic attainment in context. Contextual flags are given as follows:

- Educational background
 - An applicant will be given a contextual flag where
 - The applicant attends a school which scores in the bottom 40% nationally in terms of percentage of students achieving five 9-4 (A*-C) grades at GCSE (based on an average of the last three years of available data from the Department for Education); for Scottish students, the Scottish equivalent will be considered—i.e., percentage of students achieving a 5+ SCQF Level 4;
 - The applicant attends a school which scores in the bottom 40% nationally for progression to the Top third of universities.
- Individual circumstances
 - An applicant will be given a contextual flag if they:
 - Is care experienced;
 - The School's definition of care experienced is anyone who, at any stage in their life, for any length of time (no matter for how short a time period):
 - Has been in care; or
 - Is currently in care; or
 - Is from a looked-after background, including adopted children who were previously looked-after; this could be looked-after in the UK or overseas
 - Is a young carer;
 - Was eligible for Free School Meals during their secondary education
 - Is eligible for Education Maintenance Allowance (EMA) if they live in Scotland, Wales, or Northern Ireland;
 - They have had significant time out of their secondary education owing to ill health.
- Geo-demographic/area-based data
 - An applicant will be given a contextual flag if they:
 - Live in an area ranked in the bottom 40% for deprivation as per the Index of Multiple Deprivation (IMD);
 - Live in a POLAR4 Quintile 1 or Quintile 2 area (the areas with the lowest rates of progression into higher education).

Please note that the available contextual information for non-Home students will be more limited; however the School will take into account individual circumstances in considering academic attainment of non-Home students.



Verification of contextual information

Note that the School may ask for verification from applicants who have stated they have individual contextual factors, including being care-experienced, being a young carer, being eligible for Free School Meals or Education Maintenance Allowance, or having had significant time out of their secondary education owing to ill health. Such verification will be required before any offer of a place is extended to the applicant.

- Applicants who are care experienced will be asked to provide either:
 - A letter on headed paper from their Personal Advisor or Social Worker to confirm that they were a statutory care leaver. Where an applicant does not have a personal adviser or social worker, they can contact the Duty Social Worker within the local authority where they spent time in care
 - A letter on headed paper from the local authority where they spent time in care, confirming that they have spent time in care. Where an applicant does not have this letter already, they should contact the Duty Social Worker within the local authority where they spent time in care.
- Where an applicant has indicated significant disruption to their secondary education, the School will be in touch with the applicant's school/college to confirm this;
- Where an applicant has indicated eligibility for free school meals or Education Maintenance Allowance, the School may get in touch with their school/college to confirm this.

Consideration by Admissions Decision Committee

The Admissions Lead will submit a dashboard summarising individual applicants to the Admissions Decision Committee for consideration once Selection Days are completed.

The Admissions Decisions Committee will convene to review each applicant's application holistically and on a case-by-case basis. Specifically, the Committee will take into account, for each applicant:

- i. The level of their academic attainment given their background (contextual flags);
- ii. The rubric scores and comments captured at Selection Day.

It is important to stress that contextual factors in and of themselves would not increase the likelihood of an applicant being given an offer. Only where the School considers that the applicant shows strong academic attainment given their educational, familial or personal background will contextual factors have any bearing on an offer decision.

In considering applicants for offer, the School will not take into account:

- The special needs provision required to support the applicant should they enrol on the course. This is a separate concern and has no bearing on the success of an individual's application.
- Whether the applicant has a relevant unspent criminal conviction. It is the responsibility of the Criminal Convictions Panel to determine whether an applicant with an unspent criminal conviction may be given an offer, based on the provisions of the School's admissions regulations and procedures.

Where there is disagreement on whether or not to offer an applicant a place, the Director of Teaching and Learning shall have the casting vote.

Admissions decisions and the role of contextual data in making them will be carefully and securely digitally logged; they will be destroyed in line with the School's [Data Retention Policy](#) and [Detailed Data Retention Schedule](#).

All applicants offered a place will be given an individualised offer conditional on their A-level (or equivalent) grades. This will be determined based on their personal circumstances (school, family, personal background) and their predicted grades, and will be determined by the ADC, with final decision-making power assigned to the Director of Teaching and Learning. A conditional offer may also include the requirement to evidence of completion of learning activities (determined by the Director of Teaching and Learning) to ensure readiness for the programme.

All applicants who are offered a place to study at the School will receive an offer letter detailing the Terms and Conditions of the offer. This will include details of individual requirements that need to be fulfilled before the applicant can be admitted to the School. Offer letters will be sent out by post and email. The School's [Terms and Conditions can also be found on the School website](#).

Offer holders are responsible for providing evidence that they have met the terms and conditions of their offer. This evidence could include for example, certificates and degree transcripts once these become available.

Unsuccessful applicants will be given feedback on why their application was unsuccessful on request. This feedback should offer clarity to enable the applicant to undertake meaningful reflection.

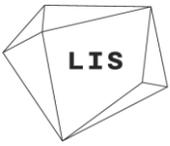
Deadlines to acceptances of offers will be published on the School [website](#). Where offer-holders do confirm that they will take up the conditional place, this will signify their agreement that upon registration, they will abide by the rules and regulations of the School, available [here](#).

Conditional offers and additional qualifications

In making conditional offers, the Admissions Decisions Committee may authorise the Director of Teaching and Learning to make an offer dependent on the achievement of qualifications additional to typical Level 3 qualifications such as A Levels or BTEC.

This provision creates an additional measure for assessing the suitability of applicants for the School's programme(s), and, where relevant, allows for the furtherance of the School's stated objectives in widening access. Scenarios where additional qualifications may be requested include but are not limited to: (i) mature students whose historical attainment do not provide a full indication of academic potential; (ii) students whose existing academic profile and performance at interview display borderline aptitude for specific requirements of the programme (e.g. where data garnered from existing qualifications and interview performance makes it difficult to determine a candidate's mathematical ability).

Additional qualifications will be set by the Director of Teaching and Learning on a case-by-case basis. There is no prescribed limit on the number of additional qualifications which may be requested. In all instances, the Director of Teaching and Learning will ensure:



- (i) that the qualification can be completed in a timely fashion commensurate with the School's admissions deadlines;
- (ii) that any required level of performance is made known to the candidate at the point of offer;
- (iii) that completion of the qualification by the applicant can be verified. Should verification not be possible through a secured credential (e.g. a digital certificate), the Director of Teaching and Learning may request that the applicant attends a viva voce in which the applicant's completion of the course can be tested;
- (iv) that the cost of the qualification and/or its verification is fair and proportionate.

As with conventional qualifications such as A-Levels, the School will not pay for the applicant to complete and verify the additional qualification set. Should the applicant be unable to complete or verify the qualification due to financial reasons, the School may offer support at the discretion of the Registrar.

All offers will be made in accordance with these regulations. As such, the completion and verification of an additional qualification will be treated with equal status to other academic qualifications.

Offers will be made based on information supplied on the application form. If, at the stage of verification (see [Registration Policy](#)), this information is found to be inaccurate, the School reserves the right to retract the offer or provide new conditions for the offer.

Conditions of offer for non-Home students

Any offer to a non-Home student will be conditional upon that student meeting the visa sponsorship criteria set out in the School's [CAS Issuance Policy](#). LIS will only sponsor a student where it believes the visa application will be successful and will not fall for refusal. Where LIS believes that there are reasonable grounds to suspect that a student's visa application will be refused, it reserves the right to withdraw that student's offer.

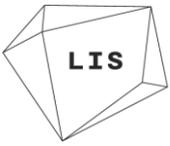
Applicants without access to a device/data for their online interview

Where an applicant is unable to access data to attend their online interview, they are eligible for a small stipend of up to £5 to cover their data costs. This must be agreed with the Admissions Lead by email (admissions@lis.ac.uk) and will be paid to the applicant following their submission of a receipt for the data purchased.

Where an applicant does not have access to an appropriate device with which to access their online interview (i.e., PC/ laptop/tablet), LIS will work with the applicant to make arrangements to enable the applicant to access a computer (e.g. through a school, college or library). If it is not possible for a candidate to access a computer, then, in exceptional circumstances, an interview may be held over a telephone.

Misrepresentation or Fraudulent Information within an Application

In cases where an application is discovered during the admissions process to contain misrepresentation or fraudulent information, the Director of Teaching and Learning will have the authority to reject an application or revoke an offer of admission. If such evidence of fraudulent information in the application of an applicant is



discovered after the registration of that applicant, the case shall be considered by the Chief Executive, who will have the authority to terminate the student's registration.

Applicants Wishing to Reapply

Applicants who are unsuccessful may apply again in a subsequent year. Applications will be considered against the standard course entry criteria for that year of entry. The new application should demonstrate an improvement from the previous application. We may draw upon all information from previous applications when assessing suitability for the programme.

Deferrals

The School will accept applications for deferred entry where the deferral is for a single academic year. The School is unable to defer conditional offers; all conditions must be met before a place can be deferred. A deferral of two academic years will usually only be considered if an applicant is completing compulsory national or military service which exceeds 12 months. In this case, an applicant must provide evidence that they will be undertaking compulsory service along with their deferral request and should submit this request to admissions@lis.ac.uk. Decisions relating to deferrals of two academic years will be at the discretion of the Director of Teaching and Learning.

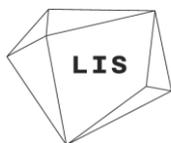
In the situation where the programme changes in name or content from year to year, the School will contact applicants with a deferred offer as soon as possible to make them aware of changes and discuss options. Where a student is dissatisfied with the changes to the programme, they may withdraw their acceptance of an offer.

Late Applications

The Director of Marketing and Recruitment will advertise any vacancies that are available after the close of its admissions cycle on the School [website](#), and a telephone hotline service will be available for enquirers. Suitably qualified applicants will be considered against the published entry criteria and will be assessed in line with the standard admissions process (including review of application and invitation to a Selection Day). The final deadline for late applications is published on the School [website](#).

Review and Monitoring

The School's Admissions Regulations and Procedures for Administrative Staff will be reviewed annually and amended as appropriate by the Admissions Decisions Committee; any major changes will be signed off by the Academic Council. The Academic Council may also authorise changes to the Admissions Regulations and Procedures for Administrative Staff at their discretion.



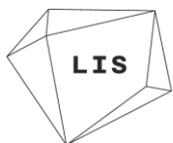
Version Control

Name of policy/procedure:	Admissions Regulations and Procedures for Administrative Staff
Date Originally Created:	02/2019
Related documents: (e.g. associated forms, underpinning processes, related policies or overarching policies)	<p>Admissions Decisions Committee: Membership and Terms of Reference</p> <p>Criminal Convictions Panel: Membership and Terms of Reference</p> <p>Admissions Regulations and Procedures for Students</p> <p>Applicant Complaints and Appeals Procedure</p> <p>Equality, Diversity and Inclusion Policy</p> <p>Disability Policy</p> <p>Recognition of Prior Learning Policy</p> <p>Safeguarding Policy and Procedure (including Prevent)</p> <p>Data Protection Policy</p> <p>Data Retention Policy</p> <p>Detailed Data Retention Schedule</p> <p>Terms and Conditions</p> <p>CAS Issuance Policy</p>

Version Control			
Version	Author	Date	Brief summary of changes
1	Hannah Kohler (Director of Admissions and Student Support)	20/02/2019	Original draft
2	Hannah Kohler (Director of Admissions and Student Support)	03/06/2019	Added diagram of process and significant detail on the process of decision-making. Further detail on roles and responsibilities of LIS individual staff and committees. Included further detail on data protection and widening participation principles. Further detail on the handling of criminal convictions and English language requirements. Included dates in the process. Added links.
3	Prof. Chris Maguire (Registrar)	14/06/2019	Stipulated that Registrar will have final say over whether an applicant younger than 18 at the point of admissions can be offered a place on the programme. Included section on additional support for offerees with a potential learning deficit.
4	Jasper Joyce (Director of Finance and Operations)	17/06/19	Minor adjustments to wording



5	Hannah Kohler (Director of Admissions and Student Support)	18/06/19	Removed exact dates for admissions process, to be confirmed when clarity on validation
6	Jasper Joyce (Director of Finance and Operations)	18/06/19	Addition of how shortlisting will work for students from EU/EEA/ Swiss nationals
7	Ed Fidoe (Chief Executive)	24/06/19	Adjustments to wording
8	Hannah Kohler (Director of Admissions and Student Support)	23/07/19	Removal of disability as a contextual factor. Clarification of what qualification details are required. Inclusion of how predicted grades are factored in to evaluation of academic
9	Marielle Van Der Meer (Director of Careers and Networks)	23/07/19	Included reference to deferrals and clarified that costs of requested English language tests must be borne by candidates
10	Hannah Kohler (Director of Admissions and Student Support)	01/08/2019	Updated role of Director of Admissions and Student Support; included role of Admissions Officer; removed Marketing and Recruitment representation from AWT/ADT
11	Hannah Kohler (Director of Admissions and Student Support)	06/08/2019	Clarified English language requirements, update link to gov.uk site relating to rehabilitation of offenders
12	Hannah Kohler (Director of Admissions and Student Support)	06/08/2019	Slightly revised down English language requirements
13	Hannah Kohler (Director of Admissions and Student Support)	07/08/2019	Removed reference and application statement from application process to support widening participation
14	Hannah Kohler (Director of Admissions and Student Support)	10/08/2019	Adapted English language requirements to ensure fairness - all those not who do not have a current English lang qual/ were not educated in English over the past 2 years/ are non-English speakers must take a listed test prior to offer. All Eng lang qual verifications must be uploaded with the application form. For safeguarding reasons, no students can be below 18 years old at the point of admission. Clarified minimum bar for cognitive tests. Clarified decision making of ADC.
15	Hannah Kohler (Director of Admissions and Student Support)	14/08/2019	Made significant change that all applicants are invited to Selection Day, with implications for the process of determining applications.
16	Hannah Kohler (Director of Admissions and Student Support)	14/08/2019	Changed passions and mindsets to passions and attitude to learning
17	Hannah Kohler (Director of Admissions and Student Support)	01/10/2019	Removed the reference to cognitive tests on Selection Day
18	Imogen Pemberton (Schools Outreach Manager)	04/11/2020	Updated details on contextual analysis Selection Day; included consideration of whether an applicant has had significant time out of education in contextual analysis
19	Academic Council	18/12/2019	Requires update in light of decision to delay opening and pursue NDAPs



20	Hannah Kohler (Director of Admissions and Student Support)	14/02/2020	Updated dates
21	Academic Council	16/03/2020	Approved
22	Hannah Kohler (Director of Strategy and Special Projects, Acting Admissions Lead)	13/11/2020	Updated status of Non-Home students, provided further details on contextual flags, clarified nature of interviews at Selection Days, stipulated that these would be online, minor adjustments to dates
23	Academic Council	19/11/2020	Approved.
24	Hannah Kohler (Director of Strategy and Special Projects, Acting Admissions Lead)	11/01/2021	Addition of section on applicants without access to data/devices; update on age eligibility
25	Dr Michael Englard (Registrar)	11/01/2021	Further detail on DOTL discretion to apply conditions of offer that are not related to performance in public exams
26	Hannah Kohler (Director of Strategy and Special Projects)	30/06/2021	Updated English language requirements
27	Hannah Kohler (Director of Strategy and Special Projects)	02/07/2021	Clarified importance of accuracy of application form information
28	Hannah Kohler (Director of Strategy and Special Projects)	08/07/2021	Clarified verification of contextual information
29	Hannah Kohler (Director of Strategy and Special Projects)	26/07/2021	Updated for non-Home students
30	Hannah Kohler (Director of Strategy and People)	07/10/2021	Minor wording changes on international students and updating of dates
31	Anastasia Barnes (Admissions and WP Associate)	18/10/2021	Minor spelling edits and email address updates. Approved RWG Chair's Action 06/12/2021
32	A Redford		Removal of criminal convictions policy to separate document following rolling internal audit
33	A Redford (Head of Quality)	Approved PRC Chair action 03/11/2022	Amendment of English language requirements for IELTS and Pearson, inclusion of minimum grades for other qualifications accepted for English, inclusion of list of countries where demonstration of English is not necessary, inclusion of decision where students do not meet English language requirement is that of Chair of ADC