Admissions Regulations and Procedures for Students

Introduction

This policy sets out our approach to admissions, including policies, procedure, criteria for admission, and provisions for applicant complaints and appeals.

We're committed to delivering a fair admissions system that admits students of outstanding achievement and potential, irrespective of their background. We've designed our 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.

Scope

This Policy applies to all applicants to LIS for its undergraduate programme.

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

Our recruitment and admissions policies and procedures must be clear, accessible, fair, lawful and have due regard to the legitimate interests of prospective students.

We will provide timely, accurate and appropriate pre-entry information to prospective students.

Recruitment and admissions shall be founded on the principles of selection according to merit and equality of opportunity. We will encourage applications from as diverse a range of applicants as possible through our access and outreach activities, and through our commitment to considering each applicant's academic attainment in the context of their background (educational, familial and personal).
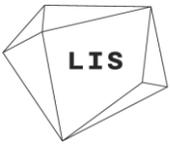
In making decisions on acceptance of an applicant, staff will only take into consideration the applicant's achievement of the criteria set out in these Regulations and Procedures and approved by the Academic Council. These criteria will be set to ensure that students selected for offer are capable of meeting the required standards of the programme.

In assessing prospective students for admission, we are committed to using methods that are fair, reliable, and consistently applied.

We encourage applicants with disabilities, specific learning differences and/or medical conditions to disclose these at the point of application, so that we can make reasonable adjustments to accommodate their needs. Our Disability Policy gives more information on this. Applicants who choose not to declare their disabilities, specific learning differences and/or medical conditions at the point of application may inform us of their circumstances and special needs at any point during the application process.

The final decision as to whether an applicant shall be offered a place and admitted to the LIS programme, and the conditions of any offer, rests with the Director of Teaching and Learning. The Director of Teaching and Learning also retains the right to determine the maximum or minimum intake for the programme.

When dealing with prospective applicants' or applicants' personal data, we will follow the stipulations of our Privacy Notice and our Data Protection Policy.

Individual verification of academic qualifications (including, where required, English language qualifications), will be required before registration as a student. As part of this verification, applicants may be required to provide certification to verify their academic qualifications. In some cases, and at the discretion of the Director of Teaching and Learning, this verification may be required prior to the offer of a place.

Where an applicant is found to have falsified information on their application, any offer of a place will be revoked.


Equality, Diversity and Inclusion

In line with the School's Equality, Diversity and Inclusion 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, Diversity and Inclusion Policy is applicable to all applicants, students and staff.

Background to LIS's 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.
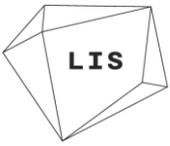
The School understands that academic grades are only one part of an applicant's story; it also understands that examinations are not a level playing field, and that some applicants have had greater opportunity—owing to educational, familial and personal advantages— to succeed in their exams than others. 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 the 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 conducted online and consists of:

- A problem-solving interview, to assess qualitative and quantitative problem-solving abilities;
- A mindsets interview, to assess mindsets and behaviours.

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

All direct online, via LIS website

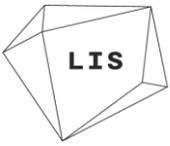All subjects welcome

No minimum grades

(2) Selection Day

Eligible applicants invited to Selection Day

No preparation required

Two interviews, getting to know you and thinking through a problem
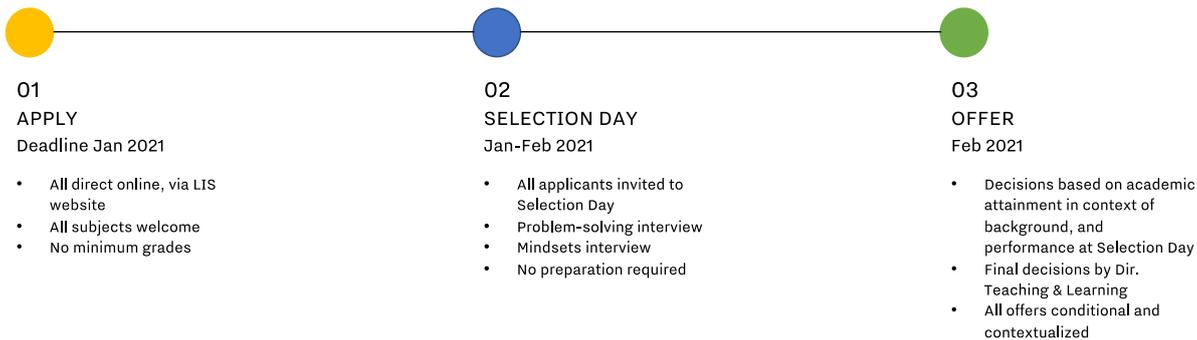
(3) Offer

Decisions based on academic attainment in context of background, and performance at Selection Day

Final decision made by Director of Teaching and Learning

All offers conditional and contextualised

LIS ADMISSIONS PROCESS

01
APPLY
Deadline Jan 2021

- All direct online, via LIS website
- All subjects welcome
- No minimum grades

02
SELECTION DAY
Jan-Feb 2021

- All applicants invited to Selection Day
- Problem-solving interview
- Mindsets interview
- No preparation required

03
OFFER
Feb 2021

- Decisions based on academic attainment in context of background, and performance at Selection Day
- Final decisions by Dir. Teaching & Learning
- All offers conditional and contextualized

LIS's admissions process will operate in waves, the timings of which are published on the School's website.

How our admissions process helps widen participation

A central mission for LIS is to engage with, and ultimately recruit, a diverse, representative student body. In order to achieve this, LIS will be moving away from processes that typically only highlights one part of an applicant's journey – namely their grades. LIS aims to review each applicant on their academic achievement in the context of their background, as well as behaviours and potential.

Our admissions process—which views all academic attainment in the context of background and which looks beyond grades to evaluate potential—is the main lever by which we are aiming to achieve our institutional access objectives for lower HE participation, household income and socioeconomic groups, BAME students, and disabled students.

Students' prior attainment has long been cited as a key driver of access to higher education[1]. Although the links between attainment and higher education access are complex, one powerful dimension is that applicants' grades are currently used by UK higher education institutions as the primary basis for admissions decisions. This absolutist focus inhibits access for disadvantaged groups because they tend to perform more poorly in public exams relative to their more advantaged peers[2]. Furthermore, high-attaining disadvantaged pupils are more likely to have their grades under-predicted, when compared to their more disadvantaged peers[3]. The Fair Education Alliance, and other leading sector voices, have been unequivocal in their argument that to improve access, higher education institutions must move away from a reductive view of student attainment, and towards a model that considers student attainment in the context of their background.[4]
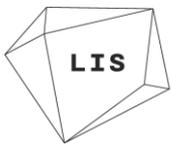
The narrow focus on academic attainment in UK higher education admissions both reduces the talent pool and inhibits equality of access. There is increasing evidence that A-Levels and GCSEs are poor indicators of future performance because they reflect a restricted set of competencies and sample a limited quantum of knowledge (hence the trend of 'teaching to the test'). In doing so, public exam grades reflect attainment rather than *potential.* This approach perpetuates bias against students who have faced disadvantage. But existing providers have struggled to move away from this model, fixated on the notion that public exams provide the most scalable and 'objective' test, regardless of the reality that public examinations do not present a level playing field, do not reflect candidates' individual starting points and only indicate what students have achieved 'so far', rather than what they can achieve in the future.

Our undergraduate programme adopts a radical approach to admissions that enables LIS to understand and consider students' context when making offers. LIS goes beyond grades to evaluate potential whilst continuing to be highly selective and ensuring that only students who can be successful on the course will be admitted. The three key features of this approach are:

i.   **No minimum grade tariff**: LIS is open to all subject and grade backgrounds and all eligible applicants will be invited to a Selection Day

ii. **Evaluation of potential as well as attainment**: The Selection Day will consist of a problem-solving interview and a mindsets interview. These interviews require no preparation, are designed to be accessible to all applicants, and test for the key attributes required to succeed on the programme, e.g., problem-solving ability (analytical thinking, quantitative thinking and conceptual thinking), curiosity and self-reflection.

iii. **Student attainment viewed in the context of individual background**: Students will be made an offer on the basis of their selection day attainment and, in the case of Home students, a contextualised analysis of their prior academic attainment. This will take into account their geodemographic background, socioeconomic status and personal circumstances (e.g., young carer, care-experienced). All successful students will be given a personalised offer that reflects their background and considers their predicted grades.

It is important to note that being open to all grades does not mean that LIS will not be highly selective; the difference is that: (a) we will look at what applicants have achieved academically given their starting point, which is a fairer approach to admissions given that we know that public exams are not a level playing field; and (b) we will seek to understand distinctive potential as well as distinctive contextual attainment.

Non-Home students

The School has a licence 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.

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;

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
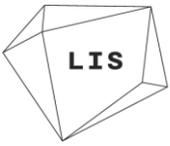
- Scottish National Qualification Level 5 = C
- Scottish Higher = A
- Scottish Advanced Higher = D

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. English language qualifications, but not to the standards specified above; or
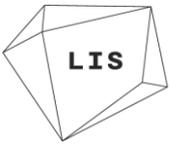
c. English language qualifications that were awarded more than two years before their application to the programme

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 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.

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.

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. . Non-Home students who are successful in passing this step will then be invited to a Selection Day..
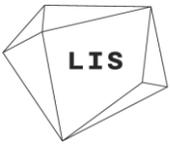
Programme-specific requirements

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 family 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, familial, 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 independent task to support the assessment of conceptual reasoning.
- Passion and attitude to learning, specifically: curiosity; and self-reflection. These will also 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

(1) Apply

Applicants apply directly to LIS via the School's website.

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, ethnicity, 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;
        - 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
    - Whether the applicant is a young carer;
    - Whether the applicant is estranged;
    - 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.
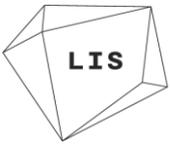
- Non-home students will be asked additional questions in relation to their funding and visa status, and will be required to fill in a short personal statement. They will also be invited to a short screening interview on their ability and intention to study at LIS before being invited to their Selection 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

All applicants will be invited to a 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 and self-reflection).

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.

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.

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. As part of this process, the School considers additional information that provides a fuller picture of the personal, social and educational circumstances which may play a role in applicants' academic performance. Specifically, the School will consider, for each applicant:
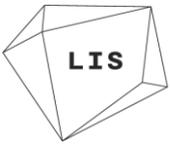
i. The level of their academic attainment given their background;
ii. Their performance at Selection Day.

*(I) Level of academic attainment given background*

The School will consider each applicant's academic qualifications and, where available, predicted grades, in the context of the applicant's background.

In order to appraise an applicant's background, the School uses a multiple flagging system that takes into account:

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:
        - Are 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
        - 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.
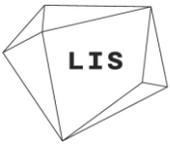
Verification of contextual information

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, or
  - 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.

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.

(ii) Performance at Selection Day

In holistically appraising each individual applicant, the School will also consider the applicant's performance in the Interviews conducted at Selection Day, which will be scored according to a structured rubric.

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 (see *Applicants Convicted of a Criminal Offence below*).

Where there is disagreement on whether or not to offer an applicant a place, the Director of Teaching and Learning shall have the final say, based on the existing evidence.

Admissions decisions and the role of contextual data in making them will be carefully logged and stored in the Student Records System; they will be destroyed in line with the School's Data Retention Policy.

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. A conditional offer may also include the requirement to evidence the completion learning activities to ensure readiness for the programme.
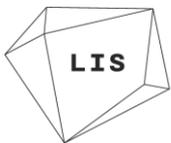
All applicants who are offered a place to study at the School will receive an offer letter detailing the Terms and Conditions of the offer. This will include details of individual requirements that need to be fulfilled before the applicant can be admitted to the School. Offer letters will be sent out 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 constructive feedback on why their application was unsuccessful on request.

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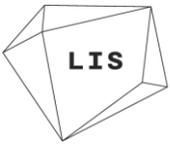
Offers will be made based on information supplied on the application form. If, at the stage of verification (see Registration Policy), this information is found to be inaccurate, the School reserves the right to retract the offer or provide new conditions for the offer.

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.

Recognition of Prior Learning (RPL)

An application for RPL exemption from admissions criteria must be made in writing to the Director of Teaching and Learning (learningdirector@lis.ac.uk), within the deadline for general admissions applications as set out in this Policy. Details on the criteria and procedures for RPL exemption from admissions criteria and from modules are in the School's Recognition of Prior Learning Policy and Procedure, Guidance on this policy can be sought from the Admissions team at admissions@lis.ac.uk.

Data Protection and Retention

Applicant and prospective applicant data will be captured digitally and securely, and will be handled in line with Data Protection Regulation and the School's Privacy Notice and Data Protection Policy.

Data will be held in line with the School's 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.

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
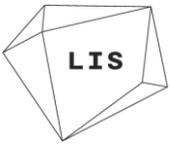
applicant to access a computer (e.g., through a school, college or library). If it is not possible for a candidate to access a computer, then, in exceptional circumstances, an interview may be held over telephone.

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.

Documentation Requirements

The Registrar will maintain prospectuses for the School listing all approved programmes and their modules of study. The prospectus will also provide general information on costs, fees, the availability of financial assistance, and guides on the study sites.

Applicants with Disabilities and/or Specific Learning Differences

In selecting students, equitable consideration must be given to all applicants. On being called to a Selection Day, or on being made an offer, a student who has disclosed a disability, specific learning differences or medical conditions shall be invited to discuss the support required to complete the programme with a trained and specially designated member of staff to:

- Ensure that the student is fully aware of the demands of the programme;
- Identify any resources or arrangements that the student requires;
- Determine whether the School can reasonably provide these.

Where adjustments are reasonable, the School shall deal with the student efficiently and fairly, in line with the School's Disability Policy.

For applicants attending a Selection Day who have disclosed a disability or specific learning differences, reasonable adjustments will be made as necessary and appropriate. 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.

Where reasonable adjustments have been agreed with an applicant who has accepted an offer of a place on the programme, the School will provide the student with a clear record of the adjustments to be made in the form of an accessible learning contract. The learning contract shall set out as a minimum:

- A clear, precise and accurate listing of adjustments to be provided by the School;
- An agreed clear contact point for the student during their studies;
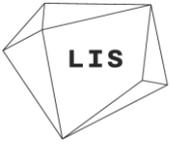
- A clear statement as to the expectations of the School that the student will keep the School reasonably and expeditiously informed as to any alterations in their disability and resulting effects on their study.

Further details on the School's approach to reasonable adjustments can be found in the School's Disability Policy.

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 School will advertise any vacancies that are available after the close of its admissions cycle on the School website. A telephone hotline service will be available for enquirers. Suitably qualified applicants will be considered against the published entry criteria. As A-level results are released in mid-August, please note that where additional requirements may need to be completed prior to admission, it may not be possible to start immediately. For example, there may be insufficient time to investigate an applicant who declares a criminal conviction.

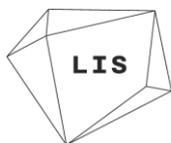The final deadline for all late applications is published on the School website.
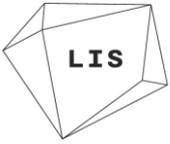
Complaints and Appeals

Details on how applicants may challenge the School's admissions processes and decisions are set out in the Applicant Complaints and Appeals Procedure.
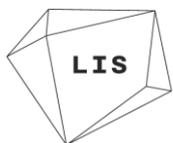
Monitoring and Review

The School's Admissions Regulations and Procedures for Students will be reviewed annually by the Admissions Decision Committee and any changes authorised by the Academic Council. The Academic Council may also authorise changes to the Admissions Regulations and Procedures for Students at their discretion.
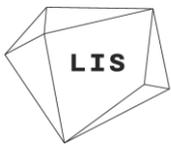
Version Control

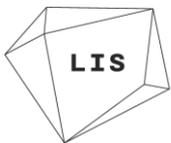| Name of policy/procedure:	Admissions Regulations and Procedures for Students
Date Originally Created:	02/2019
Related documents: (eg associated forms, underpinning processes, related policies or overarching policies)	Admissions Decisions Committee: Membership and Terms of Reference Criminal Convictions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

Version Control			
Version	Author	Date	Brief summary of changes
1	Hannah Kohler (Director of Admissions and Student Support)	20/02/2019	Original draft
2	Ed Fidoe (Chief Executive)	04/03/2019	Inclusion of diverse selection committee
3	Dr. Michael Englard (Director of Widening Participation)	14/03/2019	Wording changes
4	Prof. Carl Gombrich (Director of Teaching and Learning)	15/03/2019	Raised standard of English language requirements
5	Hannah Kohler (Director of Admissions and Student Support)	31/05/2019	Stipulated that International Students may not apply at this time given LIS does not have a Tier 4 licence; explanation of LISAdmissions Process (with diagram). Clarification of assessment of English language requirements; clarification that decision on admissionsrests with Director of Teaching and Learning; clarification of programme requirements; explanation of how applicant academic attainment will be assessed; what will be assessed at Selection Day and how decisions on offers will be made; clarification of approach to candidates who have a criminal conviction. Explanation of

			what happens if an applicant can't attend a Selection Day. Explanation of how data relating to admissions is handled and kept. Inclusion of point that timely feedback will be given to unsuccessful candidates.
6	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. Clarified that Programme admissions criteria should be available to potential applicants.
7	Jasper Joyce (Director of Finance and Operations)	17/06/2019	Expanded points on EU student admissions criteria
8	Hannah Kohler (Director of Admissions and Student Support)	19/06/2019	Removed exact deadline dates from admissions process—final dates TBC pending timing of validation
9	Jasper Joyce (Director of Finance and Operations)	19/06/2019	Minor adjustments to wording
10	Prof. Carl Gombrich (Director of Teaching and Learning)	22/06/2019	Stipulation that candidate should outperform school peers on exam results to be shortlisted
11	Kristen Stockdale (Marketing and Recruitment Associate)	26/06/2019	Minor adjustments to wording and punctuation
12	Hannah Kohler (Director of Admissions and Student Support)	22/07/2019	Inclusion of greater transparency on how shortlisting is undertaken and offers are determined. Clarification on English language tests (I.e., where an applicant is required to take one it is at their own costs). Inclusion of section on deferrals. Removal of disability as a contextual factor
13	Hannah Kohler (Director of Admissions and Student Support)	01/08/2019	Adapted detail on application process; adapted wording to be more user friendly
14	Hannah Kohler (Director of Admissions and Student Support)	06/08/2019	Updated link to gov.uk site on current offences and rehabilitation periods; clarified English lang
15	Hannah Kohler (Director of Admissions and Student Support)	06/08/2019	Slightly revised down English language requirements
16	Hannah Kohler (Director of Admissions and Student Support)	06/08/2019	Minor wording changes
17	Hannah Kohler (Director of Admissions and Student Support)	07/08/2019	Removed reference and application statement at application in interests of widening participation
18	Hannah Kohler (Director of Admissions and Student Support)	10/08/2019	Clarified responsibilities for review of policy and authorisation of changes. Removed the. Adapted English language requirement to ensure fairness - all those not who do not have a current English lang qual/ were not educated in English over 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 point of admission. Included implication of an unspent criminal conviction on eligibility for internships
19	Hannah Kohler (Director of Admissions and Student Support)	14/08/2019	Made significant change that all applicants are inviting to Selection Day, to ensure fairness of consideration of all applicants. Provided more specifics on how additional help for learning deficits is provided
20	Hannah Kohler (Director of Admissions and Student Support)	14/08/2019	Added FAQs
21	Hannah Kohler (Director of Admissions and Student Support)	14/08/2019	Changed passion and mindsets to passion and attitude to learning
22	Hannah Kohler (Director of Admissions and Student Support)	09/09/2019	Updated date of enrolment to 28th September
23	Hannah Kohler (Director of Admissions and Student Support)	01/10/2019	Updated to reflect that Selection Day consists only of structured interviews, and no longer any cognitive tests; removed FAQs as these are kept updated live on the website
24	Imogen Pemberton (Schools Outreach Manager)	08/11/2019	Clarified approach on contextual admissions and Selection Day
25	Academic Council	18/12/2019	Requires update in light of decision to delay opening and pursue NDAPs
26	Hannah Kohler (Director of Admissions and Student Support)	20/12/2019	Updated dates
27	Academic Council	16/03/2020	Approved. Requires addition of language of Specific Learning Differences (included)
28	Hannah Kohler (Director of Strategy & Special Projects, acting Admissions Lead)	13/11/2020	Updated status of international students, provided further details on contextual flags, clarified nature of interviews at Selection Days, stipulated that these would be online, minor adjustments to dates
29	Academic Council	19/11/2020	Approved
30	Hannah Kohler (Director of Strategy & Special Projects, acting Admissions Lead)	11/01/2021	Addition of section on applicants without access to data/ devices; update on age eligibility
31	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
32	Hannah Kohler (Director of Strategy & Special Projects)	30/06/2021	Updated English language requirements
33	Hannah Kohler (Director of Strategy & Special Projects)	02/07/2021	Clarified importance of accuracy of application form information

34	Hannah Kohler (Director of Strategy & Special Projects)	08/07/2021	Clarified verification evidence for contextual flags
35	Hannah Kohler (Director of Strategy & Special Projects)	26/07/2021	Updated policy for international students
36	Hannah Kohler (Director of Strategy & People)	07/10/2021	Minor wording changes on international students and updating of dates
37	Anastasia Barnes (Admissions and WP Associate)	14/10/2021	Minor wording edits/email address updates
38	Imogen Pemberton (Head of Admissions and Widening Participation)	15/11/2021	Removal of application wave diagram and clarified information underneath each
39	Imogen Pemberton (Head of Admissions and Widening Participation)	15/11/2021	Minor word edits for testing Selection Day criteria and international student screening. Approved RWG Chair's Action 06/12/2021
40	A Redford		Removal of criminal convictions section to separate policy
41	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