

The London Interdisciplinary School

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 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.

Scope

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

Policies

Our recruitment and admissions policies and procedures must be clear, 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).

We encourage applicants with disabilities, learning difficulties 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, learning difficulties 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.

This policy clarifies the criteria for selection for the programme and is approved by the School's Academic Council during Programme Approval.

The decision as to whether an applicant shall be offered a place and admitted to the LIS programme 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](#).

An individual verification of academic qualifications obtained prior to entry (including any English language qualifications required) will be undertaken 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.

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 more holistic view of applicants, so that it can properly assess their potential to succeed on LIS's programme.

The School understands 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 will have had greater opportunity 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 applicants beyond their grades, **we'll invite all applicants to a Selection Day**, where we'll test their cognitive abilities, passions and attitude to learning. Our assessments are designed to limit bias; they test for potential rather than

historical achievement, and therefore cannot be prepared or coached for. This 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 Ernst & Young, 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:

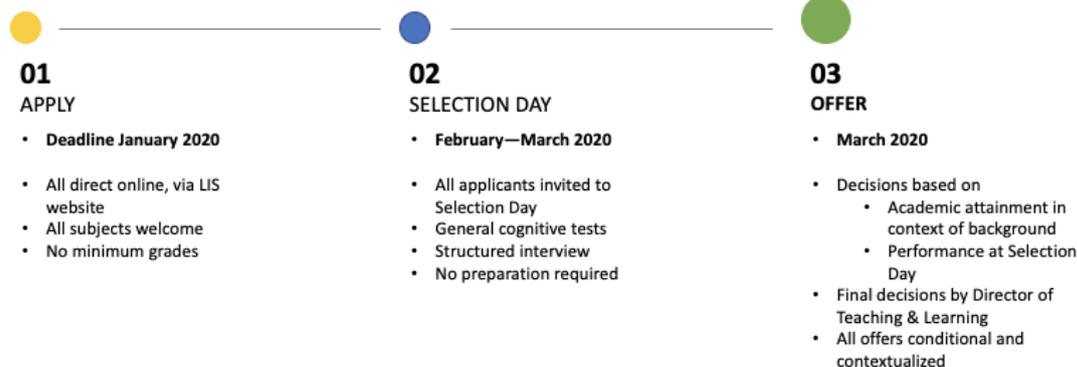
- their performance on the cognitive tests;
- their performance at interview;
- their academic grades in the context of their background;

before making an offer decision.

The School's admissions process follows 3 stages:

- (1) Apply
- (2) Selection Day
- (3) Offer

LIS ADMISSIONS PROCESS



How our admissions process helps widen participation

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

Prior attainment has long been cited as a key driver of access to higher education. The links between attainment and higher education access are complex; however, one clear and

powerful link is that an applicant's grades are currently used as the primary basis for admissions decisions by UK universities. This absolutist focus on grades tends to inhibit access for disadvantaged groups because they tend to perform more poorly in public exams relative to their more advantaged peers; further, high-attaining disadvantaged pupils are more likely to have their grades under-predicted versus their more advantaged peers.

The [Fair Education Alliance](#) has argued that in order to improve access, universities must move away from a reductive view of student attainment, but should instead see attainment in the context of student background. Abroad, concerns about biases inherent in standardised tests have led universities such as [Hampshire College](#) and [Minerva](#) to dispense with them altogether, with positive impacts on student diversity; and 36% of all US higher education institutions have moved to test-optional or test-flexible admissions. In the UK, leading employers are removing consideration of all academic criteria in considering applicants, leading to significant improvements in talent diversity with no reported negative impact on quality.

The LIS admissions process supports equality of access through a holistic consideration of (a) attainment in the context of individual background, (b) potential, as evaluated through cognitive tests and (c) passions and attitude to learning, as evaluated at interview.

International students

The School does not have a Tier 4 licence at this time, so cannot accept any Tier 4 international students. Therefore, at the time of publication of this policy, LIS can only accept UK, EU, EEA, and Swiss national students, or students who have been officially recognised as a refugee by the Home Office, or have been granted Exceptional Leave to Enter or Remain, Humanitarian Protection or Discretionary Leave in the UK.

Criteria for admission

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

- Minimum general entry requirements;
- For students whose first language is not English, or who have not been educated and assessed in English at an English medium school for two years or longer, there are English language requirements;
- Programme-specific requirements.

Minimum general entry requirements

Applicants must be at least 18 years of age on admission to the School. For the purpose of this policy, the date of admission is defined as the 1st of October in the relevant academic year that the programme starts.

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).

Applicants 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. 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 recognised English language qualifications, and will be asked to specify. The following English language qualifications are accepted by LIS; they must have been awarded within two years of application to the programme:

- IELTS Academic (7 overall with a minimum of 6 in each component);
- TOEFL IBT (100)
- Pearson (68)
- Cambridge CPE and CAE (185 – test taken after January 2015)
- GCSE, A-Level, AS-Level or Cambridge O-Level English Language (Grade B or above)
- IGCSE in English as a first language (grade B or above); IGCSE English as a second language (grade A or above)
- International Baccalaureate (5 in SL EL)
- European Baccalaureate (90% in EL)

Verification of any English language qualifications must be uploaded with the applicant's application form. 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.

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 had). 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 cognitive 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 cognitive skills (verbal, numerical, abstract and spatial). These will be assessed at our Selection Day using general cognitive tests. These skills are a proven indicator for the strong problem-solving skills that will be required to succeed on our challenging, interdisciplinary programme. The general cognitive tests are designed to limit bias, by focusing on inherent aptitude rather than learned competence; there is limited scope to prepare or be coached for these tests.
- Passion and attitude to learning, specifically: passion for problem-solving; appetite to engage with the wider world; self-awareness. These will be assessed via a structured interview at Selection Day. Structured interviews are shown to be less susceptible to bias.

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 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 a care leaver or young carer;
 - Eligibility of Free School Meals at secondary school;
 - Eligibility for Education Maintenance Allowance;
 - 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
 - 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 English is not the applicant's first language, information relating to their English language proficiency or qualifications. Applicants will be asked to upload verification of their English language qualifications at the point of application.

The deadline for application for entry in Autumn 2020 will be in January 2020. The specific closing date is to be confirmed and will be publicised on the LIS website and social media channels.

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 in London, at the School, between February and March 2020. Applicants who were eligible for Free School Meals during secondary education or who are currently on Education Maintenance Allowance will have their UK travel expenses reimbursed. Where an applicant is unable to make any Selection Day, the School will make reasonable efforts to allow the candidate to sit the cognitive tests and undergo a structured interview at the School at another convenient time.

The Selection Day is designed to assess the applicant's potential to achieve the learning outcomes of the LIS programme, and consists of:

- General cognitive tests (verbal, numerical, abstract and spatial), to assess problem-solving skills. These tests will be undertaken online in our assessment centre; applicants will be required to show their identification (passport, birth certificate, driving license) to verify their identity.
- A structured interview, conducted by a senior LIS staff member, who will have undergone unconscious bias training.

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 in our tests. The outcomes of the cognitive tests and structured interviews will be logged by the relevant LIS staff and kept in a secure Student Records System. All applicants undergoing Selection Day will receive feedback on their tests.

Where an applicant can no longer attend a Selection Day, the School will make reasonable efforts to allocate them to a different Selection Day, or, if they cannot attend any Selection Day, to arrange for the applicant to come to the School to complete the general cognitive tests and structured interview.

(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 an 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 in the general cognitive tests;
- (iii) Their performance in the Structured Interview.

(1) 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:

- Educational background
 - If an applicant attends a school which scores in the bottom 40% nationally for any of the following measures, this information will be used to raise a contextual flag:
 - % of students achieving five 9-4 (A*-C) grades at GCSE (including English and Maths);
 - Best 8 GCSE Performance Score;
 - Average QCA points (qualification points) per qualification per entry;
 - Average QCA points per qualification per student;
 - Average A-level grades and point scores (or equivalent);
 - For Scottish applicants, the Scottish equivalent will be considered-- i.e., % students achieving a 5+ SCQF Level 4 (incl. English and Maths),

best 8 SCQF Level 4 Performance Score; average tariff points per qualification per entry and per student.

- Individual circumstances
 - An applicant will be given a contextual “flag” if any of the factors below apply to them:
 - Has been in care;
 - 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.
- Geo-demographic/area-based data
 - An applicant will be given a contextual “flag” if any of the factors below apply to them:
 - Index of Multiple Deprivation (IMD): lives in an area ranked in the bottom 40% for deprivation;
 - POLAR4: lives in a Quintile 1 or Quintile 2 area (the areas with the lowest rates of progression into higher education).

Where an applicant has one or more flags, these will be considered alongside their academic attainment to ensure that the School is viewing grades in the context of the particular challenges an applicant has faced.

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.

Where the applicant is from the EU, EEA or Switzerland, the same decision-making principles will apply. In considering these applications, the School will consider the equivalence of EU/EEA/Swiss qualifications with UK qualifications, source public data, where available, on the performance of the applicant’s school, and find proxy measures where available to determine whether the applicants are from areas of deprivation or lower participation in higher education. The School will also take into account any personal characteristics declared by the applicant in their application form.

(ii) Performance in the general cognitive tests

In holistically appraising each individual applicant, the School will also consider the applicant’s performance in the cognitive tests conducted at Selection Day.

(iii) Performance in the Structured Interview

In holistically appraising each individual applicant, the School will also consider the applicant’s performance in the Structured Interview 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. 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 final say.

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 Schedule](#).

Offers will be made to applicants by email by the end of March 2020 (exact date to be confirmed). 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. They will also be given feedback on their application and assessments.

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 at the point of notification.

Offer-holders will be required to confirm whether or not they are taking up the conditional offer of a place by the beginning of May 2020. 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](#).

Additional support for offerees with learning deficits

Where an applicant has been extended a formal offer but may have a learning deficit given their educational background, the Director of Teaching and Learning will work with the Director of Admissions and Student Experience to determine any additional learning support required for that applicant before and during the programme. This determination will be

based on detailed consideration of the individual's application (their academic attainment) and their performance on cognitive tests. Additional learning support for those with identified learning deficits may include:

- Pre-entry preparation assigned work or teaching;
- Additional teaching during the programme;
- Additional tutorial support during the programme.

The offeree will be notified of the available additional support at the point of offer.

Recognition of Prior Learning (RPL)

RPL Exemptions from Admissions Criteria

An application for RPL exemption from admissions criteria must be made in writing to the Director of Teaching and Learning, within the deadline for general admissions applications as set out in this Policy. Given the School's unique admissions criteria and process, approval of RPL exemption from admissions criteria is likely to be rare.

The Director of Teaching and Learning
The London Interdisciplinary School
X + Why
20-30 Whitechapel Road
London
E1 1EW
United Kingdom.

The letter must set out:

- Name of student;
- Cohort applied for;
- Admissions criteria from which the applicant wishes to be exempted, with reference to this Policy;
- Detailed description of relevant prior certificated learning or prior experiential learning;
- Description of how prior certificated learning or prior experiential learning is relevant to the admissions criteria exemption applied for;
- Evidence of the prior certification learning or prior experiential learning, for example:
 - Certified copies of any relevant certificates;
 - Examples of work undertaken;
 - Reflective accounts of learning;
 - Videos of performance;
 - Testimony of employer, colleagues, clients;

- Narrative account of learning gained.
- Evidence of prior certificated learning or prior experiential learning must be:
 - Relevant to the admissions criteria, and sufficient to meet these criteria;
 - Verifiable and clearly related to the student's own efforts;
 - Current (no more than 5 years out of date).
 - Where the evidence is not in English, it must be accompanied by a certified translation.
- *All documents will be returned to the student once the RPL evaluation process has been completed.*

RPL applications for the purposes of gaining exemption from admissions criteria shall be considered by the School's Director of Teaching and Learning prior to the consideration of the applicant's full application.

Applicants may receive a written request for further information or evidence where there is insufficient information or evidence for the School to make a decision in the first instance. Once the Director of Teaching and Learning has come to a conclusion, applicants will receive a decision in writing, including reasons for rejection or acceptance of the application for RPL.

Decisions will be recorded on the Student Record System.

RPL Exemptions from Modules

Prior certificated and experiential learning of students admitted and registered on a programme may be accredited against modules on that programme of study and exemptions granted, provided that any such accreditation and exemption are consistent with the terms governing the programme and award, and with the School's [Recognition of Prior Learning Policy](#). Further details on recognition of prior learning and exemption from modules are given in the School's [Recognition of Prior Learning Policy](#).

Data Protection and Retention

Applicant and prospective applicant data will be captured in LIS's secure Student Record System, 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.

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 Learning Difficulties

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, learning difficulty 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, 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 Convicted of a Criminal Offence

The School acknowledges the role of education in rehabilitation, and also acknowledges that a criminal record may not debar an applicant from admission unless the nature and seriousness of the offence in question is incompatible with:

- The programme applied for; or
- Participation in an academic and social setting; or
- The School's responsibility for a safe and neutral environment for students and staff.

Any applicant to the School must declare on their application form if they have a relevant and unspent criminal conviction.

What is a relevant offence?

A relevant offence includes one or more of the following:

- a) Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm, or offences which resulted in actual bodily harm;
- b) Sexual offences, including those listed in the [Sexual Offences Act 2003](#);
- c) The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking (drug offences only involving possession are not relevant offences);
- d) Offences involving firearms;
- e) Offences involving arson;
- f) Offences involving terrorism.

If an applicant was convicted outside the UK for an offence listed above, this is also considered a relevant offence. Cautions, reprimands and final warnings are categorised as convictions. Public notices for disorder (PNDs) and Anti-Social Behaviour Orders (ASBOs) are not convictions, unless an applicant has contested a PND or breached the terms of an ASBO/other order and this has led to a criminal conviction.

What is meant by "unspent"?

Convictions that are 'spent' or will be spent at the point of starting the course of study do not need to be declared. A criminal conviction is "spent" after a certain period of time. This period is defined by the [Rehabilitation of Offenders Act 1974](#), and depends on the court's sentence following conviction. Sentences of over 4 years in prison cannot become spent; most cautions, reprimands and final warnings are spent immediately. More information on offences and rehabilitation periods can be found [here](#).

If an applicant is uncertain as to whether their conviction is spent, they should seek independent advice.

What if an applicant has a relevant, unspent conviction?

An applicant with a relevant, unspent conviction is not automatically excluded from the application process. In line with best practice as defined by Supporting Professionalism in Admissions (SPA), LIS will consider an applicant's criminal conviction separately from the rest of their application.

Where an applicant has declared a criminal conviction on their application form, the Director of Admissions and Student Experience will contact the applicant to seek further information on the conviction and to explain the School's procedure in relation to applicants with criminal convictions. It may be necessary for the School to approach third parties in order to request additional information (e.g., a police check on the applicant's criminal record; additional information from the applicant's referees or probation officer). The applicant's permission will always be obtained before approaching such third parties. A refusal of permission to the School may prevent further consideration of the application.

Details of any relevant, unspent offence will be considered by a Criminal Conviction Panel, comprising the Director of Teaching and Learning, Chief Executive, Director of Admissions and Student Experience and the Registrar. Where the Registrar deems it necessary, they will engage legal expertise to provide advice to the Panel.

The Panel will assess, in light of the documentation gathered by the Director of Admissions and Student Experience, whether the declared conviction(s) is/are such that the applicant ought not to be admitted to the School, or whether special measures should be put in place to facilitate effective support for the applicant and/or to protect other students and staff from risk. Where the Panel is in disagreement, the Chief Executive will have the final say.

The Panel will determine whether the nature and seriousness of the applicant's offence is compatible 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. In coming to a decision, the Panel will take into account the following factors:

- The nature of the offence;
- The time that has passed since the offense was committed
- Any additional information provided by third parties (e.g., Social Services, the Probation Service, senior prison officers);
- Where more than one offence was committed, the number of offences, and whether each was a separate offence or part of a series of similar offences.

Where the Panel is satisfied that the nature and seriousness of the applicant's offence is compatible with the programme, with participation in an academic and social setting, and compatible with the School's responsibility for a safe and neutral environment for students and staff, the applicant's application may proceed as normal, and information about the applicant's criminal conviction will not be taken into account in any decisions about an offer. An offer may however come with specified conditions (e.g., support for the application, restrictions to services or activities not related to the programme), agreed by the Panel.

Where the Panel is not satisfied that the nature and seriousness of the applicant's offence is compatible with the programme, with participation in an academic and social setting, and compatible with the School's responsibility for a safe and neutral environment for students and staff, the applicant's application will be denied.

The Director of Admissions and Student Experience will inform the applicant of the Panel's decision. The reasons for the decision will be recorded by the Registrar, who will keep a record of all cases dealt with in accordance with the School's Data Protection Policy. This record will ensure that any decision can be verified, to show that procedures have been correctly followed and to allow any feedback to the applicant if required. All records and correspondence relating to an applicant declaring a relevant criminal conviction will be securely stored in accordance with the School's [Data Protection Policy](#).

If a criminal conviction is declared and the offer-holder becomes a registered student, all records and correspondence relating to the application and supporting materials will form part of the student's personal record and will be kept in the way that all student records are kept. However, any information and correspondence relating to the applicant's conviction will be stored separately and securely.

If a criminal conviction is declared and the offer-holder does not become a registered student, all paper documents will be securely destroyed. The Registrar will keep a copy of the information relating to the conviction and this will be securely stored for a period of one year after the admissions cycle has ended, at which point all electronic and paper files will be deleted. This is consistent with the School's [Data Retention Schedule](#).

In the event that the offer-holder becomes a registered student, the Panel will determine who, if anyone, within the School should be provided with details of the conviction in order to facilitate effective support for the applicant and/or to protect other students and staff from perceived risk.

Information on the criminal conviction will be gathered and a decision reached by the Panel as promptly as possible, to ensure that delays to the standard admissions process are minimised.

An applicant who receives a relevant unspent conviction after applying to the School, whether before or after registration, must declare it immediately. The School reserves the right to withdraw or amend any offer of admission, or to prevent the enrolment and registration of, or to terminate the registration of any applicant that it discovers has withheld information about a relevant unspent conviction.

Placements and students with unspent criminal convictions

It should be noted that Employer Partners may ask students for information on unspent criminal convictions in shortlisting candidates for Placements. It will be made clear in publishing information on which Placements are available as to what information the Employer Partner will ask of students, before students indicate their preferences. This does not necessarily mean that a candidate with an unspent criminal conviction will be ruled out;

this will be determined by the Employer Partner on a case-by-case basis in line with their published recruitment policies.

It should also be noted that any employers in the UK (including major private and public organisations and the Civil Service) have [Banned the Box](#) in recruitment - which either means they have removed the criminal convictions tickbox from application forms and ask about criminal convictions later in the recruitment process, or that they exclude this information altogether.

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@t-lis.org. 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 21st September 2020.

Complaints and Appeals

Applicants may choose to challenge the School's admissions processes and decisions under the School's [Applicant Complaints and Appeals Procedure](#) on the following grounds:

- An applicant may raise a *complaint* regarding a specific procedural error, irregularity, or maladministration in LIS's admissions process.
- An applicant may *appeal* an admissions decision, or the wording/terms/conditions of an offer, or a pre-entry fee status decision, on the grounds that the decision/offer was not made fairly on the basis of the evidence originally submitted.

Applicants may not appeal against admissions decisions based on the academic judgment of the School staff about their suitability for entry to a particular programme.

An admissions appeal shall not be considered where the applicant does not meet any criteria specified for entry to the programme of study. Further, the School will not review an admissions decision simply because an applicant disagrees with or wishes to challenge the admissions criteria set by the School.

Further details on how and on what grounds an applicant may make a complaint or appeal can be found in the School's [Applicants 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.

Annex: Admissions FAQs

Contents

- Section 1 – General admissions questions
- Section 2 – Can I apply to LIS if...
- Section 3 – Fees & finance
- Section 4 - Application requirements
- Section 5 – Starting your application
- Section 6 – Submitting your application
- Section 7 – Selection Day
- Section 8 – Offers
- Section 9 – Contact details

Section 1 - General admissions questions

How many places are available?

There are 120 spaces available in our founding cohort.

Is it possible to visit LIS again before applying?

Yes of course. It's brilliant that you've already been to a Discovery Day and we would love to see you again. We have an open-door policy and are happy for you to come in and see us at any point. Just drop us an email or give us a call on the contact details at the end of this document.

Can I do the programme part-time?

We don't currently offer a part-time programme. The vast majority of UK undergraduates choose to study full-time as it allows you to focus intensely on your academic development.

I have a question not listed in the FAQs. What shall I do?

Great, keep them coming! Send us an email to hello@t-lis.org or [give us a call](#).

Section 2 - Can I apply to LIS if...

I am home-schooled?

Yes.

I am already studying at another university?

Yes.

I will be age 17 when I enrol?

No. You must be at least 18 years old at enrolment on 1st of October 2020.

I am an international student?

At this time, we can only accept students with a UK or EEA passport. We will apply for a Tier 4 license so that we can sponsor international students from outside these territories within the first three years of our operation. That is to say, right now we are unable to accept students who don't hold a UK or EEA passport, but we plan to do so in the next few years.

I am a mature student? (i.e. aged 21 or over at enrolment)

Yes – we welcome applications from mature students.

English is not my first language?

If your first language isn't English, you'll need to demonstrate your ability to understand and express yourself in English reading, writing, listening and speaking so that we can be sure you'll be able to succeed on our

programme. Our [Admissions Regulations and Procedures for Students](#) sets out how applicants from outside the UK can provide evidence on their English language capabilities.

Section 3 - Fees & finance

How much are tuition fees for 2020 entry?

Our fees will be in line with the traditional university sector – c. £9,000 per year.

What types of loans are available to me?

We're currently in the process of being registered as a higher education provider by the Office for Students. Once we're registered, you'll be able to apply for student finance (tuition fee and/or maintenance loan) to support you while you study on our programme. We expect to have a decision on registration by January 2020.

Can I get a Disabled Students' Allowance grant?

If you have a disability you may be able to get a Disabled Students' Allowance grant to help pay the extra essential costs that you have as a direct result of your disability. This could be things like specialist computer software, help with extra transport costs or somebody to help you take notes in lectures.

What scholarships/bursaries do you offer, and how can I apply?

We are currently in the process of setting up a bursary fund – please email admissions@t-lis.org for further details.

Section 4 – Application requirements

Which qualifications do you accept?

We're happy to look at a variety of qualifications e.g. A-levels, Scottish Highers and Advanced Highers, French Baccalaureate, International Baccalaureate etc. We're looking to understand individual students and will make every effort to accommodate different types of qualification where possible. If you have any questions about your own qualifications, please do get in touch.

Which subjects do I need to apply?

We welcome candidates from all subject backgrounds – whether that's arts, sciences, or a mix of subjects.

What grades do I need to apply?

We don't have a minimum grade threshold; instead, we look at your grades in the context of your education, family, and personal background to understand what you've achieved in the context of your educational advantages or disadvantages. This means that we want to look at what you've achieved academically given your starting point.

How do you look at grades in the context of personal background?

In looking at your background, we'll use a multiple flagging system that takes into account:

- Your educational background (if your school scores in the bottom 40% nationally for key performance measures such as % of students achieving five 9-4 (A*-C) grades at GCSE)
- Your individual circumstances (whether you've been in care, are a young carer, or have received Free School Meals or Education Maintenance Allowance)
- Where you live (whether you live in a high deprivation area, or whether you live in an area with low progression into higher education)

If you have one or more of these flags, we'll consider this alongside your grades, to ensure we're looking at your achievements in the context of any particular challenges you've faced.

It is important to stress that these contextual flags in and of themselves won't increase the likelihood of an applicant being given an offer. Only where we consider that the applicant shows strong academic attainment given their educational, familial or personal background will contextual factors have any bearing on an offer decision.

More information is available in our [Admissions Regulations and Procedures for Students](#)

How does LIS view the Extended Project Qualification (EPQ) and can I submit this as part of my application?

If you'd like to, you can list your EPQ in the qualifications section of your application. You can also talk about it in your interview during Selection Day, but there's no room to submit your EPQ as part of your application.

Section 5 – Starting your application

When do applications open?

Applications open in the middle of August.

Can I apply through clearing?

Applications will close January 2020.

We'll 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 in the late summer. Suitably qualified applicants will be considered against the published entry criteria and will be assessed in line with the standard admissions process. The final deadline for late applications will be 21st September 2020.

Where do I apply? E.g. online, UCAS, via email, post...

You can apply online, directly to us. You'll still be able to apply to five other universities via UCAS - meaning you get six choices rather than five!

Is there an application fee?

We don't have an application fee – we prefer to keep things simple and cut unnecessary costs for students.

Can I apply for deferred entry?

We will make every effort to facilitate deferred entry for students who wish to enrol at LIS at a later date.

Section 6: Submitting your application

When do applications close?

Applications will close in January 2020 – we'll be publishing the exact date shortly.

Can I submit a late application?

There are only have 120 places in our first cohort. This means that we can only look at late applications if places are left, and if we have time to fairly assess it alongside other applications.

How will I know if you have received my application?

You will receive an email from Hannah (Director of Admissions and Student Experience) with your confirmation number. If you have any problems, please contact admissions@t-lis.org.

Can I change something on my application after it has been submitted?

We are unable to change applications once they've been submitted, so please be extra careful and only submit when you're 100% happy.

I submitted my application, but I no longer want to be considered for admission by LIS. Can I withdraw my application?

We hope that this won't happen, but of course circumstances can change. If you'd like to withdraw your application, please email admissions@t-lis.org

Section 7: Selection Day

What is Selection Day?

Selection Day is our chance to get to know you – your attitude to learning, passions, and potential. You'll be given some general cognitive tests and an interview. You can't prepare for it; so just turn up and be yourself!

Will I automatically be invited to Selection Day?

All applicants will be automatically invited to Selection Day.

When will I hear when my Selection Day is?

In February 2020

If I apply for deferred entry (i.e. for 2021), which Selection Day would I attend?

You can indicate whether you'd rather attend Selection Day in 2020 or 2021 and we'll try to make that work.

What can I expect at Selection Day?

The Selection Day will take place over 2-3 hours in London and does not require preparation. The day will consist of:

- Online cognitive tests (verbal, numerical, abstract, spatial)
- A face-to-face interview with one of our senior staff.

Travelling to London for Selection Day is expensive. Can you help?

We understand that travel costs can be a real burden. So, if you're eligible for Free School Meals or an Education Maintenance Allowance, we'll happily reimburse you for your travel costs.

I live outside of the UK. Do I have to attend Selection Day?

It would be great if you can, but we know that it can be expensive to travel and so not always possible. In such cases, we will do our best to make alternative arrangements (e.g. Skype interviews).

What are you looking for in candidates at Selection Day?

We will assess your potential rather than your achievements

Overall, we're looking for three things in our students:

1. Proven academic ability, given your background
2. General cognitive aptitudes (problem-solving ability, critical and creative thinking)
3. Passions and attitude to learning (passion for problem-solving; appetite to engage with the wider world; self-awareness)

We'll assess (1) through your application form. Selection Day is used to assess (2) and (3)

After the Selection Day, we'll make offers; these will be conditional. We'll determine what your conditional offer is based on your personal circumstances and predicted grades.

Section 8: Offers

What are 'conditional' and 'unconditional' offers? And which do LIS give out?

'Conditional' offers mean you must meet conditions set by LIS to get your place confirmed. For most people, this means waiting for results day in summer to see if your exam results meet the conditions. 'Unconditional' offers mean you've already met the entry requirements, so the place is yours if you'd like it.

LIS will only give out unconditional offers to applicants who have already met their individual requirements.

When will I hear about the outcome of my application after Selection Day?

We know you need to make decisions quickly, so we'll get back to you around two weeks after Selection Day with news of your application.

Can I appeal an admissions decision?

You can appeal an admissions decision if you feel that it was not made fairly on the basis of the evidence you originally submitted. However, you cannot appeal against admissions decisions based on the academic judgment of LIS staff about your suitability for entry to the programme. More information can be found in our [Applicant Complaints and Appeals Procedure](#).

Can I reapply if my previous application was unsuccessful?

You may reapply to LIS either the following year or in a future year.

Will feedback be provided if my application is unsuccessful?

We'll provide feedback to all unsuccessful candidates.

If I receive a conditional offer, do I need to send my examination results to LIS?

Yes. We will provide instructions on how to do this.

What will happen if I don't meet my offer conditions?

Having one bad exam on one bad day shouldn't get in the way of your future. If something like this happens and you miss your offer, it doesn't necessarily mean you won't get a place at LIS. That being said, we will evaluate such instances on a case by case basis.

Section 9: Contact details

Email: admissions@t-lis.org

Phone: 0203 409 1912

Name of policy/procedure:	Admissions Regulations and Procedures for Students
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Related documents: (eg associated forms, underpinning processes, related policies or overarching policies)	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

Version Control			
Version	Author [name]	Date	Brief summary of changes
1	Hannah Kohler (Director of Admissions and Student Experience)	20/02/2019	Original draft
2	Ed Fidoe (Chief Executive)	04/03/2019	Inclusion of diverse selection committee
3	Michael Englard (Head of Programmes and Outreach)	14/03/2019	Wording changes
4	Carl Gombrich (Director of Teaching and Learning)	15/03/2019	Raised standard of English language requirements
5	Hannah Kohler (Director of Admissions and Student Experience)	31/05/2019	Stipulated that International Students may not apply at this time given LIS does not have a Tier 4 licence; explanation of LIS Admissions Process (with diagram). Clarification of assessment of English language requirements; clarification that decision on admissions rests 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 Strategy and Operations)	17/06/2019	Expanded points on EU student admissions criteria
8	Hannah Kohler (Director of Admissions and Student Experience)	19/06/2019	Removed exact deadline dates from admissions process— final dates TBC pending timing of validation
9	Jasper Joyce (Director of Strategy and Operations)	19/06/2019	Minor adjustments to wording
10	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 Experience)	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 Experience)	01/08/2019	Adapted detail on application process; adapted wording to be more user friendly
14	Hannah Kohler (Director of Admissions and Student Experience)	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 Experience)	06/08/2019	Slightly revised down English language requirements
16	Hannah Kohler (Director of Admissions and Student Experience)	06/08/2019	Minor wording changes
17	Hannah Kohler (Director of Admissions and Student Experience)	07/08/2019	Removed reference and application statement at application in interests of widening participation
18	Hannah Kohler (Director of Admissions and Student Experience)	10/08/2019	Clarified responsibilities for review of policy and authorisation of changes. Removed the. Adapted English language requirement to ensure fairness - all

			<p>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 Placements</p>
19	Hannah Kohler (Director of Admissions and Student Experience)	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 Experience)	14/08/2019	Added FAQs
21	Hannah Kohler (Director of Admissions and Student Experience)	14/08/2019	Changed passion and mindsets to passion and attitude to learning