

Student Admissions Procedure

Version:	2
Bodies consulted:	University of East London; University of Essex; Middlesex University
Approved by:	Academic Governance and Quality Assurance Committee
Date Approved:	15.02.2016 (Chairs Action)
Lead Author:	Rebecca Bouckley (Quality Officer, Academic Governance and Quality Assurance)
Responsible Director:	Director of Education and Training
Date issued:	25.02.2016
Review date:	December 2016



Contents

1	Introduction	3
2	Purpose	3
3	Scope	4
4	Definitions	4
5	Duties and responsibilities	4
6	Procedures	6
7	Training Requirements.....	12
8	Process for monitoring compliance with this Procedure	12
9	References.....	12
10	Associated documents	13
	Appendix A : Equality Impact Assessment	14

Student Admissions Procedure

1 Introduction

- 1.1 This procedure is a statement setting out structured steps, which need to be adhered to, in the process of admitting students to study at the Tavistock and Portman NHS Foundation Trust ('the Trust'), and Trust Associate and Alternative Centres of Delivery.
- 1.2 The Trust has a commitment and a responsibility to ensure that legislative requirements relating to equality and diversity are met and that the Trust aligns itself with the Quality Assurance Agency for Higher Education's Quality Code Chapter B2: Recruitment, Selection and Admission to Higher Education, as well as other relevant guiding principles.

2 Purpose

- 2.1 The purpose of this procedure is to ensure the fair, transparent, reliable, valid and inclusive admission of students onto courses delivered at the Trust, and to ensure that admissions processes:
 - Are transparent
 - Enables the Trust to select students who are able to complete the programme as judged by their achievements and their potential
 - Strive to use assessment methods that are reliable and valid
 - Seek to minimise barriers for prospective students
 - Are professional in every respect and underpinned by appropriate organisational structures and processes
 - Support staff to recruit students who are able to complete their programmes
- 2.2 The procedure also works to ensure that admissions supports the mission and strategic objectives of the Trust's training.

3 Scope

- 3.1 This procedure applies to all staff involved in the recruitment, admission and enrolment of students onto any course of study delivered at the Trust.
- 3.2 Associate Centres and Alternative Centres of Delivery shall follow this procedure. Associate Centres and Alternative Centres may have additional processes from a strategic institutional perspective, but the duties and responsibilities listed under (5) will be applied to all Associate Centres and Alternative Centres of Delivery.

4 Definitions

- 4.1 **Admission** denotes the application, selection and enrolment processes.
- 4.2 **Applicant** is any person who has applied for a course, up until the point of enrolment when they become a student.
- 4.3 **Selection Criteria** is the requirements that course teams and the Trust set out as the minimum requirements needed for a student to be offered a place on the course.

5 Duties and responsibilities

- 5.1 **The Trust Academic Governance and Quality Assurance Committee** are responsible for the approval and oversight of the Student Admissions Procedure and for regularly reviewing the policy.
- 5.2 **The Trust Academic Governance and Quality Assurance Unit** are responsible for ensuring the dissemination and updating of the procedure and for supporting the implementation and offering guidance on the procedure, and monitoring compliance of the procedure.
- 5.3 **The Trust Director of Education and Training** is responsible for ensuring that all staff delivering Education and Training at the Trust follow all relevant policies and procedures.
- 5.4 **The Trust Associate Deans within the Directorate of Education and Training (DET)** may be consulted where there are queries about the outcome of a DBS check raises queries with safeguarding (see 6.6 below).
- 5.5 **The Trust Portfolio Managers** ensure that Course Leads are equipped with the knowledge and training to make appropriate

decisions in relation to the entry criteria, and the shortlisting, interview and ultimate selection onto the relevant course.

- 5.6 **Student Recruitment and Marketing Manager** is responsible for the operational management of the student admissions procedure including applications and interview. They assist course teams in ensuring that selection criteria are clear and accurate, and that the selection criteria within the programme specifications synergise with the marketing materials.
- 5.7 **Course Leads** have the ultimate responsibility for all decisions relating to the selection of students for entry onto their course. They must ensure that they are familiar with this procedure and take responsibility for their knowledge and training to ensure they are equipped to make appropriate decisions in relation to the entry criteria, and the shortlisting and interview (where applicable) and ultimate selection of applicants. Course Leads may delegate authority to other members of the Course Team or other academic members of staff who have the knowledge of the course to enable them to come to a fair judgement on the suitability of the applicant. Course Leads are responsible for ensuring that anyone who has delegated authority has the relevant training, knowledge and expertise to make decisions on the selection of applicants.
- 5.8 **Course Tutors** may have delegated authority to shortlist, interview or select students for entry onto the relevant course.
- 5.9 **Trust Course Administrators** assist course teams in ensuring that selection criteria are clear and accurate, and support registry in enrolment processes.
- 5.10 **Management Accountant** ensures that registry functions including enrolment are carried out efficiently and in accordance with this Procedure.
- 5.11 **All staff within DET** are responsible for working in line with this Procedure, where they may have dealings with any part of the admissions, recruitment or enrolment (registration) processes.
- 5.12 **The Trust Medical Director or equivalent post within Associate Centres (but not Alternative Centres of Delivery)** may, in exceptional circumstances, be consulted where an applicant has disclosed information which needs to be considered from a safeguarding duty of care to the public perspective.

6 Procedures

6.1 Selection Criteria (see section 4 for definition)

6.1.1 In addition to the course-specific requirements (refer to 6.1.2 below), The Trust's General Selection Criteria exists to ensure the standards and rigour of the courses are maintained, and are based on nationally recognised, formal minimum attainment levels (where applicable):

- a) **CPD:** For all Continuing Professional Development (CPD) courses, there are no Trust-level generic selection criteria, although individual CPD may have particular requirements, such as certain experience or employment, which is specified in marketing materials.
- b) **Trust Courses (other than CPD):** For courses delivered by the Trust but not validated by a University Partner, must meet any requirements stipulated by Professional Statutory and Regulatory Bodies (PSRBs) where a course has accreditation status, and/or meet any minimum standards stipulated in current marketing literature for the relevant course such as suitable professional skills and experience to be able to achieve the learning aims and outcomes of the course.
- c) **FHEQ Level 6 courses:** For courses validated by a University Partner at Level 6, students must hold qualifications which demonstrate sufficient ability that those making selection decisions to be reasonably confident of an applicant's ability to complete the course. Applicants whose first language is not English must hold IELTSs 6.0 overall with a minimum of 5.5 in each area, or equivalent, although the course selection criteria may specify a higher score.
- d) **FHEQ Level 7 courses:** For Postgraduate Certificates, Postgraduate Diplomas and Masters courses validated by a University Partner at Level 7, students must hold an Undergraduate Honours Degree or equivalent, or demonstrate sufficient prior experiential learning to satisfy those making selection decisions to be reasonably confident of an applicant's ability to complete the course. Applicants whose first language is not English must hold IELTSs 6.5 overall with a minimum of 6.5 in each area, or equivalent, although the course selection criteria may specify a higher score.
- e) **FHEQ Level 8 courses:** For Doctorate in Philosophy (PhD), Professional Doctorates (DProfs) or any other Degree validated by

a University Partner at Level 8, students must hold a Postgraduate award at FHEQ Level 7 or equivalent, or demonstrate equivalent prior experiential learning to satisfy those making selection decisions to be reasonably confident of an applicant's ability to complete the course. Applicants whose first language is not English must hold IELTSs 7.0 overall with a minimum of 6.5 in each area, or equivalent, although the course selection criteria may specify a higher score.

6.1.2 The Course Team (led by the Course Lead) for each course leading to an award validated by one of the Trust's University Partners will produce a Programme Specification as part of the Validation process. This Programme Specification will clearly articulate the course-specific requirements for entry onto the course (Selection criteria). These requirements should:

- a) Identify any qualification or awards needed to enter the course (e.g. it is typical for entry to a Level 7 Postgraduate Award to require a BA (hons) or equivalent).
- b) Identify any grades/classification of the stipulated award (e.g. applicants must hold a BA (hons) **2:2 or above**) where required.
- c) Identify any prior knowledge or skills in a specific subject area needed to enter the course (e.g. students must have a BA (hons) **2:2 in Psychology**) if required.
- d) Some courses are particularly emotionally challenging, and courses may wish to stipulate certain requirements as part of the entry onto the course to demonstrate the applicant's ability to cope with emotionally demanding scenarios.
- e) Identify any additional requirements, such as being in certain employment, Disclosure and Barring Service (DBS) checks, references, examples of previous work, or PSRB requirements for example.
- f) Identify any progression routes whereby a student may enter the course at another point than the beginning through routes **other than** Accreditation of Prior Learning (APL) (e.g. if they have successfully completed another identified course, applicants may be able to step directly onto the 2nd year (or a certain stage) of the course they are applying to).

6.1.3 All marketing material should use the Programme Specification as the primary source of information relating to selection criteria, although the language used in marketing materials can be amended as appropriate for the target audience.

6.1.4 Selection Criteria will form the basis of shortlisting and interview where necessary, and for ultimately offering applicants a place on the course in question.

6.2 Marketing and Publicity

6.2.1 All marketing and publicity (in addition to 6.1.3) will be clear, accurate, relevant, current and accessible, and provide information that will enable applicants to make informed decisions about their options. They will comply with the Quality Assurance Agency Quality Code Part C; and with the Consumer and Markets Authority (CMA) Consumer Protection Law.

6.2.2 All marketing and publicity for externally validated awards will comply with any requirements of our University Partner guidelines, policies or procedures.

6.3 Admission with Advanced Standing (Accreditation of Prior Learning)

6.3.1 In recognition of the prior certificated or experiential achievement of applicants, the Trust follows the Accreditation of Prior Learning (APL) procedures of the Validating Universities.

6.3.2 Where applicable, students must identify that they wish to begin the course with advanced standing at the outset of their application and will not be able to apply for APL once on the course of study.

6.4 Application Form

6.4.1 There is a standard Application Form for students to complete online. Additional, course-specific information can be included on the application form but will not replace the generic Trust requirements. Associate and Alternative Centres of delivery may have their own application form but are encouraged to use the Trust form where possible,

6.4.2 Any personal information relating to the Protected Characteristics (as identified in the Equalities Act 2010) disclosed on the form will not be used for making a decision about the suitability of the applicant. This information will be stored separately to the information used for selection and will only be used where special arrangements need to be made (such as for wheelchair access), or for anonymised, statistical analysis of applications, and/or submissions to bodies such as the Higher Education Funding Council for England (HEFCE).

6.4.3 Application forms will be processed in a reasonable time-frame and application forms submitted within any deadlines stipulated in marketing materials or on the application form will be processed in

good time to enable successful applicants to enrol before the beginning of the course. Furthermore, applicants will be kept informed of the progress of their application either by having access to an applicant portal or via email.

6.5 References and other evidence

6.5.1 Some courses require references to be submitted as part of the application process, to provide evidence that the applicant will be suitable for entry to the course. These will be requested at the point of application.

6.5.2 Certificates for any awards (or the highest award at the time of application) will normally be requested as evidence.

6.5.3 Course teams may also ask for other information such as previous essays or examples of work.

6.6 Criminal records and Safeguarding

6.6.1 Some courses of study require that students undertake a Disclosure and Barring Service (DBS) check (formerly the Criminal Records Bureau - CRB - check) where the students may be in contact with members of the public in the course of their studies. This will normally take place as part of the enrolment process. In these cases, all offers of a place on a course are conditional, subject to a satisfactory DBS check being carried out.

6.6.2 Declaring a prior criminal conviction either through the application process or by another means does not necessarily rule the applicant out of the process.

6.6.3 Prior criminal convictions will be considered carefully and investigated by the relevant course lead in consultation with the Portfolio Manager and Associate Dean. The Trust takes its Duty of Care in safeguarding the public extremely seriously. If the conviction is sufficiently serious, the Trust Medical Director will be consulted as part of the investigation.

6.6.4 Please refer to Withdrawal of Offer (6.9) below for further information.

6.7 Interview

6.7.1 Where an interview takes place, it will be conducted fairly and equitably, with applicants assessed solely on their skills, knowledge and capability to complete the course of study applied for.

- 6.7.2 Interviewers shall be using a standard interview form template (See Appendices)
- 6.7.3 Interviewers will use the form to base their questions and decisions on the course selection criteria.
- 6.7.4 The selection criteria will be made available to applicants prior to the interview.
- 6.7.5 Interview panels will be made up of the course lead, or at least one member of the course team or another suitable academic staff member with the knowledge and expertise in the subject area to make a fair judgement on the applicant's ability to complete the course of study. Members other than the Course Lead will have delegated authority to make decisions on behalf of the Course Lead.
- 6.7.6 At the interview, interviewers will be responsible for checking the interviewee's identity matches their application
- 6.7.7 The opportunity to be interviewed either by conference call or by video link will be made available if applicants are unable to attend for reasons out of their control.

6.8 Selection

- 6.8.1 Selection processes will be conducted fairly and equitably for both external candidates, and staff or students already at the Trust, with applicants assessed solely on their skills, knowledge and capability to complete the course of study applied for.
- 6.8.2 Staff members involved in any aspect of the selection of applicants will be compliant with the Trust's Equal Opportunities Statement and the Trust's Equality of Opportunities Statement on Disabilities, which are located in the Trust's Equal Opportunities Policy, available to all staff and published on the Trust intranet and website.
- 6.8.3 Information relating to the nine protected characteristics as identified in the Equalities Act 2010 are not made available to staff members who are involved in the selection of applicants.
- 6.8.4 The ultimate decision on offering a place to an applicant lies with the Course Lead. The decision is based on the academic judgement of the course lead or delegate that in their opinion the applicant is likely to be able to successfully complete the course of study, based on the selection criteria for the course. The decision should be recorded clearly on the interview form, along with the name of the decision maker and the date of the decision. A copy of this record should be

kept by the Student Recruitment and Marketing Manager or delegates.

- 6.8.5 Course teams who reject a student onto their course may advise an applicant to apply for a different course which they feel is more suited to the student's current level of knowledge, skills and/or ability. This does not guarantee a place on that course and is subject to that course's admissions criteria.

6.9 Withdrawal of Offer

- 6.9.1 The Trust reserves the right to withdraw the offer of a place on any course at the Trust at any time, if information comes to light which means that an applicant is not suitable. This may be (for instance) where it comes to light that an applicant has a prior criminal conviction which may prevent them from being eligible to undertake clinical placements or observations on a course.

- 6.9.2 The Trust reserves the right to withdraw an offer of a place on the course where unforeseen circumstances mean that the Trust is unable to run the course (e.g., due to low interest in the course meaning there is not adequate funding to run the course). In this instance, the Trust may offer applicants alternative suitable courses, or to allow successful applicants to defer their place until such time as the course is delivered.

- 6.9.3 The Trust is under no obligation to allow a student to continue on the course were information provided at application is found to be misleading or incomplete.

6.10 Complaints and Appeals

- 6.10.1 In accordance with the Data Protection Act, applicants have the right to receive feedback and to access any documentation held on them.

- 6.10.2 An unsuccessful applicant may challenge the decision based on misconduct of the admissions procedure but cannot challenge the academic judgement of the Course Lead or delegates.

- 6.10.3 The Trust Student Complaints Procedure can be used as the conduit for this challenge, which can be found on the Trust website.

7 Training Requirements

- 7.1 It is desirable that Equality and Diversity training is undertaken for all staff members who take part in the interviewing and/or recruitment of students.
- 7.2 It is desirable that Disability Awareness training is undertaken for all staff members who take part in the interviewing and/or recruitment of students.
- 7.3 All staff processing applications will undertake mandatory information governance training.

8 Process for monitoring compliance with this Procedure

- 8.1 The Academic Governance and Quality Assurance Unit will have responsibility for monitoring compliance with this procedure, alongside Portfolio Managers, Associate Deans and the Academic Governance and Quality Assurance Committee.
- 8.2 Statistical data will be taken from the applications stage and compared with enrolments to analyse the effectiveness with the commitment to equality of opportunities.
- 8.3 A sample of interview forms will be requested by the AGQA Unit and reviewed for compliance with the process.
- 8.4 The AGQA Unit will bring this Procedure annually to AGQA Committee for review and amendments to ensure that the procedure continues to support the Trust's mission and strategic objectives, and any external changes which may impact the procedure.

9 References

- Competition and Markets Authority: Competition and Regulation in Higher Education in England: <https://www.gov.uk/cma-cases/competition-and-regulation-in-higher-education-in-england>
- Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- QAA UK Quality Code for Higher Education Chapter B2: Recruitment, Selection and Admission to Higher Education: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

10 Associated documents¹

- Application form:
<https://www3.tavistockandportman.ac.uk/tavcourseapplication/accessdenied.aspx?returnurl=/tavcourseapplication/?aspxautodetectcookiesupport=1>
- Regulations for Registry and Enrolment:
<https://tavistockandportman.uk/training/studying-us/your-application>
- Course Fees Regulations:
<https://tavistockandportman.uk/training/studying-tavistock-and-portman/fees-and-funding>
- Standard Interview Form Template: APPENDIX B
- Reference Request Form: APPENDIX C

¹ For the current version of Trust procedures, please refer to the intranet.

Appendix A : Equality Impact Assessment

1. Does this Procedure, function or service development affect patients, staff, students and/or the public?

YES

NO

If NO, this is usually an indication that the Procedure, function or service development is not relevant to equality. Please explain that this is the case, or explain why it is relevant to equality even though it does not impact on people:

.....

.....

.....

2. Is there reason to believe that the Procedure, function or service development could have an adverse impact on a particular group or groups?

YES / NO

If YES, which groups may be disadvantaged or experience adverse impact?

Age – specific age groups & issues of inter-generational fairness YES / NO

Disability – people with impairments YES / NO

Gender – women, men, transgender people YES / NO

Race – people of different ethnic groups YES / NO

Religion and belief – people of different faiths and beliefs YES / NO

Sexuality – especially lesbian, gay, and bisexual people YES / NO

OtherYES / NO

*3. If you answered **YES in section 2**, how have you reached that conclusion? (Please refer to the information you collected e.g., relevant research and reports, local monitoring data, results of consultations exercises, demographic data, professional knowledge and experience)*

4. Based on the initial screening process, now rate the level of impact on equality groups of the Procedure, function or service development:

Negative / Adverse impact:

High

(i.e. high risk of having, or does have, negative impact on equality of opportunity)

Medium.....

(i.e. some risk of having, or there is some evidence of, negative impact on equality of opportunity)

Low X

(i.e. minimal risk of having, or does not have negative impact on equality)

Positive impact:

High X

(i.e. highly likely to promote, or clearly does promote equality of opportunity)

Medium.....

(i.e. likely to promote, or does have some positive impact on equality of opportunity)

Low.....

(i.e. not likely to promote, or does not promote, equality of opportunity)

N.B. A rating of 'High' negative / adverse impact' means that a Full Equality Impact Assessment should be carried out (available from the Trust's Policy Lead)

A rating of 'Medium negative' or 'Low' positive impact may mean that further work has to take place, especially where the Procedure, function, service development is designed to promote equality of opportunity

Date completed16/02/2016.....

NameRebecca Bouckley.....

Job Title..... Quality Assurance Officer, Directorate of Education and Training

Interview Record – 20..../.... Entry

Name:

Date of Interview:

Interviewer:

Date of Application:

Papers in support of application:

Certificate of Highest qualification Seen Not seen

Were all the references available? Non One Two

Comments on references:

Access requirement:

Applicant Information:

Profession:

Sponsored or not:

Special requirement:

DBS (Disclosure and Barring Service)

APPENDIX B

APEL/APL		
Student wishes to APEL/APL	Yes	No
Application for APEL/APL to..... is supported *	Yes	No
Application APEL/APL some of module is supported *	Yes	No
Brief notes		
<p>*If supported course administration will ask student to submit APEL application form and evidence to support claim for APEL</p>		

Part 2

Course specific Interview Questions:

Entry requirements (see programme specification)

General Interview questions: (personal readiness, personal suitability)

General Information for Applicants: (to be discussed)

- Enrolment day:.....
- First day of term:.....
- Group relations conference (if applicable):.....
- Observation (Child/Family observation and/or institution observation)
- DBS
- Registration requirement
- Any other: eg Clinical placement provision

General Comments (e.g. issues to be mindful of, access requirements/factors that will impact on learning)

Any other comments:(might be useful as feedback to Applicant):

Comments in relation to the decision:

Recommendations:

Accept for current Year: a) Yes b)Yes, but with the following conditions:

Waiting List.

Next Year Without Re-Interview: Yes No

Recommend to re-apply and be re-interviewed: Yes No

Not accepted: (please give clear reason in respect of admissions criteria and any advice offered)

Other – please specify:

Interviewer(s) Signature: _____

Date: _____

Directorate of Education and Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 7435 7111
Fax: 020 7447 3837
www.tavi-port.org

REFERENCE REQUEST FORM

Confidential Statement by Referee

For Applicant:

Please complete this section and send to your referee with a course outline and a pre-paid envelope.

Applicant's full name:
Applicant's date of birth:
Course title and code:
Name of referee:
In what capacity is the referee known to you:
Address of referee:
Postcode:

APPENDIX C

Tel:	Email:
------	--------

For Referee:

Guidance Notes

The information you provide is an important part of the selection process, the information will guide organising tutors in making their decision together with an interview. Please find a course outline attached to enable you to write on the suitability of the applicant for the course of study. Please contact us on academic@tavi-port.org if you prefer an email version of this document or download from www.tavi-port.org

Please continue onto a separate sheet if required and return in the envelope provided.

Signature:	Date: