



LONDON SCHOOL
OF SCIENCE & TECHNOLOGY

Admissions Policy

Version 11

Approved by the Board of Governors

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The following sets out how the School manages the admission of students to its higher education programmes.

The School's approach to admissions is guided by the *Schwartz Principles of Fair Admission to Higher Education* and the *UUK & Guild HE Fair Admissions Code of Practice*. This policy has been developed with due regard for the expectations for quality and standards outlined in *England's Regulatory Framework for Higher Education*, in addition to the following legislation:

- i. *The Equality Act (2010)*
- ii. *The Data Protection Act (1998)*



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1. Introduction

- 1.1. The London School of Science and Technology (LSST) understands that the success and continuity of its programmes are underpinned by the recruitment selection and admission of students who have the academic readiness, learning potential and motivation not merely to succeed in their programme of study, but to fully engage with the School in jointly enhancing the quality of its learning opportunities.
- 1.2. LSST's Admissions Policy accords with the School's mission to support individuals of all backgrounds, abilities and aspirations to fulfil their potential through learning, achievement and progression.
- 1.3. This document serves as a point of reference for all involved in the admission of students to the School's higher education programmes, as well as prospective students seeking to better understand the Schools admissions processes and procedures.

2. Guiding Principles

- 2.1. LSST offers Higher Education programmes that lead to awards validated by its university partners; specific student admissions criteria and procedures may vary between programmes offered under different validation agreements.
- 2.2. Irrespective of 2.1.the following guiding principles underpin all admissions to study at the School:
 - 2.1.1. The School considers all applications to study on the basis of the prospective student's ability and potential to succeed at the level of study applied for;
 - 2.1.2. The School aims, through its recruitment, selection and, admissions policies and procedures, to create a student body that is:
 - Capable of maintaining high academic standards and levels of achievement;
 - Balanced and diverse in terms of background and experience;
 - Motivated to engage with and contribute to the intellectual and cultural vitality of the School's academic community.
 - 2.1.3. The School seeks to achieve these aims by:
 - Agreeing with its partners on the appropriate minimum entry criteria that assures a prospective student's academic readiness for the programme-level applied for;



- Ensuring that prospective students have access to the information they need to make informed decisions about higher education and the School's application process;
- Implementing prospective student assessment and vetting procedures which are robust and applied consistently, and which duly recognise a prospective student's prior learning and experience;
- Using a variety of means to assess that prospective students have provided genuine documentary evidence to support their admission, and are themselves earnestly committed to study;
- Ensuring that applied-for programmes represent academic progression, taking into account a prospective student's prior learning;
- Removing unnecessary barriers to study that might prevent certain groups from making a successful application and ensuring that prospective students are supported throughout the admissions process.

2.1.4. The School will at all times:

- Provide a responsive, professional and student-focussed service;
- Ensure that prospective students are guided through the application processes and competent advisors, who are thoroughly briefed and kept well informed about learning opportunities on offer from the School;
- Ensure students are aware of their options with regards to financial support that may be available to them and understand the implications of applying for a student loan;
- Inform prospective students of any significant changes to a programme to which they have applied at the earliest opportunity; prospective students will be advised promptly of the options available in such circumstances;
- Relate feedback, if requested by a prospective student, as to why an application was unsuccessful;
- Provide a clear and accessible complaints process for admissions-related complaints which facilitates fair and timely resolution;
- Provide comprehensive induction and orientation activities to help students make the transition to study.



3. Allocation of Responsibilities for Student Admissions

3.1. The Executive Committee is responsible for designing and implementing student recruitment and admissions processes that accord with the guiding principles outlined in Section 2 and align with any additional requirements of the programme's awarding body partner.

3.2. Course Advisors are responsible for:

- 3.2.1. Encouraging applications from prospective students who have the academic ability, personal motivation and financial means to succeed in the higher education opportunities offered by LSST;
- 3.2.2. Furnishing prospective students with accurate and reliable information about the learning opportunities on offer from the School, as well as important information in its terms and conditions about prospective students' rights to cancellation and refund;
- 3.2.3. Identifying the applicant's academic and/or professional background and advising on the most suitable programme to enhance that applicant's career prospects;
- 3.2.4. Guiding applicants through the process of making an application.

3.3. The Admissions Department is responsible for:

- 3.3.1. Pre-screening all applications against the entry criteria and ensuring that all supporting documentation has been provided before progression and application;
- 3.3.2. Managing student funding eligibility and assisting with applications for financial support from Student Finance England;
- 3.3.3. Organising applicant entry tests and coordinating interviews with academic staff;
- 3.3.4. Ensuring that prospective students are kept informed about the progression of their applications and prompting them for any further information they need to submit;
- 3.3.5. Preparing information about applications for the consideration of the Admissions Panel as required;
- 3.3.6. Conveying the decision of the Admissions Panel to prospective students;
- 3.3.7. Communicating feedback to unsuccessful applicants if requested to do so;
- 3.3.8. Inviting accepted students who have met the programme entry criteria to enrolment/induction events;



- 3.3.9. Issuing student ID cards to eligible applicants;
 - 3.3.10. Enrolling students onto programmes and coordinating credit transfers or exemptions;
 - 3.3.11. Registering approved students with the awarding body in accordance with stipulated procedures;
 - 3.3.12. Addressing and resolving complaints about the application process fairly and promptly;
 - 3.3.13. In addition to the regular provision of management diagnostic information, the Admissions team will keep the School's Executive Committee informed of any anomalies, inconsistencies, or procedural risks arising in a timely fashion.
- 3.4. Programme Academics / Lecturers are responsible for:**
- 3.4.1. Interviewing prospective students in accordance with the School's candidate interview protocol and giving their impressions of the candidate's suitability to the Dean and the Senior Admissions Officer;
 - 3.4.2. Responding to prospective students' questions about academic aspects of the programme and further advising them on the potential career benefits.
- 3.5. The Dean (or a Senior Programme Academic nominated by them) is responsible for:**
- 3.5.1. Reviewing applications to study with all supporting documentation and approving, rejecting, or referring applications to the Admissions Panel (see 3.5 on referrals);
 - 3.5.2. Interviewing prospective students wishing to apply for the internal work placements (Level 5 Diploma in Education and Training applicants only);
 - 3.5.3. Participating in any secondary candidate interviews where specified by the Admissions Panel.
- 3.6. The Role of the Admission Panel**
- 3.6.1. The Admissions Panel reviews all study applications that require discretionary contributions from senior academics and those with particular expertise; it considers chiefly matters relating to students with special educational needs, safeguarding concerns, and other cases that fall outside of the standard admissions procedure. The Panel additionally considers appealed decisions of refusal.
- 3.7. The Role of the Readmission Panel**



- 3.7.1. The Readmission Process applies to former LSST students who were previously enrolled on a course and have requested permission to be readmitted to study.
- 3.7.2. This procedure applies to students who previously withdrew from a course or were withdrawn by the School.
- 3.7.3. Applications from applicants who were academically dismissed (termination of registration) or excluded from the School will not be considered for readmission.
- 3.7.4. Students are required to provide documentary evidence to explain why they were unable to complete their previous course, and their activity since leaving the School.
- 3.7.5. The Readmission Process and the application form is available on the School's website.

4. Information about Learning Opportunities

- 4.1. The School ensures that applicants have access to accurate and reliable information about its learning opportunities from the first point of contact. Information about learning opportunities is made readily available via the School's main website, as well as hard-copy factsheets and promotional materials. Upon enquiry, all prospective students receive a one-to-one consultation with a course advisor, to assess whether the chosen programme is suited to the prospective student's academic and professional goals.
- 4.2. LSST's *Published Information Policy* sets out how the School ensures that information about the School and its learning opportunities made available to prospective students and the general public is fair, accurate and kept up to date.
- 4.3. The School ensures that all material information given to students about the learning opportunities it offers, including all pre-contract information, is consistent with the requirements of UK Consumer Protection Law; the School exemplifies the principles of openness and accountability for published information set out in the *CMA's Guidance for Higher Education Providers*¹.

5. Entry Criteria

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf



5.1. Admissions criteria and entry requirements are prepared for each programme in accordance with the partner universities' requirements; the School and its university partners jointly ensure that admissions requirements are consistent with national standards and practices.

5.2. Undergraduate Programmes – Standard Entry

5.2.1. For learners seeking to apply via standard entry, who have recently been in education, the entry profile for higher education programmes is likely to include one of the following:

- BTEC Level 3 qualification in a relevant subject.
- An Access to Higher Education Certificate awarded by an approved further education institution.
- Other related Level 3 qualifications.

5.3. Undergraduate Programmes – Non-Standard Entry

5.3.1. Applicants who are over the age of 21 at the time of application and do not meet the minimum standard entry requirements may be considered under the School's non-standard entry procedures and the School's Recognition of Prior Learning Policy and Procedures.

5.3.2. Applicants applying via non-standard will be required to apply via our assessment-based entry and we will consider the applicant's prior experiences (work, voluntary, life and other experiences) that are relevant to the course using the School's Screening for Accreditation of Prior Experience (SAPE) specified in 5.6 and the School's Recognition of Prior Learning Policy and Procedures.

5.4. Postgraduate Programmes – Standard Entry

5.4.1. For learners seeking to apply via standard entry, who have recently been in education, the entry profile for higher education programmes includes:

- Applicants should hold an honours degree (2.2 or above) from a UK university or equivalent, or a Chartered Management Institute (CMI) Professional Diploma. Applicants may be required to attend an academic interview.
- Prospective students who have achieved a third-class may be considered for the MSc awarded by Ravensbourne University London. Such applications will be assessed on a case-by-case basis.

5.5. Postgraduate Programmes – Non-Standard Entry



- 5.5.1. Applicants without the above qualifications but possessing relevant work experience or alternative qualifications are invited to apply.
- 5.5.2. Each application will be considered based on individual merits in accordance with the School's non-standard entry and the Recognition of Prior Learning Policy and Procedures policy.

5.6. **Level 5 Diploma in Education and Training:**

- Hold a Level 3 qualification relevant to the subject area that the trainee teacher wishes to teach.
- GCSEs in English and Maths awarded at Level 2 or equivalent qualifications.
- Be 19 years old as a minimum.
- A keen interest in teaching and learning.

6. **Procedural Approach – Admissions Process**

6.1. **Apply**

- 6.1.1. The Prospective Students enquiring about LSST's learning opportunities will be directed to a member of the Admissions team who will consult with them about their study options and, guide them through the process of application.
- 6.1.2. Applicants with any special requirements should make these known to the School as soon as possible to ensure that reasonable adjustments can be made to the admissions process accordingly.
- 6.1.3. All applicants are required to complete an *electronic application form* and submit supporting documentation specified in section 6.2.
- 6.1.4. Additional evidence or documentation may be required in order for the School to reach a decision; where this is the case the prospective student will receive a clear explanation as to why this information is needed and how it will be used in the admissions process.
- 6.1.5. The School may require evidence of personal, professional, and educational experience that provides indication of an applicant's ability to meet the demands of the programme.
- 6.1.6. All applicants will need to demonstrate they have the required prerequisite knowledge and motivation to study and complete their desired course; an



applicant seeking entry to a course must satisfy the School that there is a reasonable expectation they will be able to fulfil the defined objectives and to achieve the standard required for the award.

- 6.1.7. The School employs a range of assessment techniques to assess the suitability of applicants for their chosen course.
- 6.1.8. Prospective students are required to attend a *finance consultation* with a member of the Admissions team and/or Student Finance Officer. The purpose the finance consultation is to provide applicants an opportunity to discuss affordability and eligibility for any financial support.

6.2. General Document Submission

6.2.1. Undergraduate and Postgraduate:

6.2.2. The following documents must be provided by applicants to support their application:

- Valid ID;
- Proof of address (dated within the last three months);
- Proof of prior qualifications; if applying via standard entry, this will be compared with applicable databases such as ECCTIS, if necessary;
- Personal Statement (300 words for postgraduate applications);
- Academic and/or professional reference (if applying for postgraduate via non-standard entry);
- Supporting funding documents;
- A signed copy of the School's terms and conditions, acknowledging that the student has read and understood them.

6.2.3. Level 5 Diploma in Education and Training:

- Valid ID;
- Proof of address (dated within three months);
- Original Certificates and Transcripts;
- Complete a disclosure and barring services (DBS) check at their own expense. If the applicant can provide an Enhanced Disclosure and Barring Service (DBS)



certificate which is registered on the update service, this will be accepted by the School. This will show all unfiltered convictions, whether spent or unspent including some cautions, reprimands, warnings and bind overs. Applicants should not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults;

- Provide a placement agreement letter from a recognised post (16) or compulsory education institution to cover a minimum of 100 (One Hundred) hours of teaching or training placement. This only applies if the applicant has chosen to undertake their work placement externally.

6.2.4. To be able to fully process an application, the School may require more information or additional documentation. In this situation, applicants will be provided with detailed information on why this information is required and how it will be utilised during the admissions process.

6.3. English and Maths Tests

6.3.1. In addition to the general entry criteria set out above, applicants applying for an undergraduate course may also be required to demonstrate a standard of literacy in the English language and a standard of numeracy sufficiency through compulsory English and Maths tests irrespective of the route learners have applied.

6.3.2. Applicants applying for the Level 5 Diploma in Education and Training would be required to complete the English and Maths tests if they are unable to provide GCSEs or equivalent qualifications at Level 2.

6.3.3. LSST's programmes are delivered in English. The grading of the English entry test will align with the International English Language Testing System (IELTS) applicants must achieve a minimum IELTS score of 5.5 for undergraduate degree programmes and the Level 5 Diploma in Education and Training.

6.3.4. Applicants applying for an undergraduate degree program awarded by Buckinghamshire New University will be required to achieve a minimum IELTS 6.0 in the English entry test.

6.3.5. Applicants applying for a postgraduate degree may be required to complete the English Language test. This will be determined by the Admissions team depending on the nature of the application.

6.4. Screening for Accreditation of Prior Experience (SAPE)

6.4.1. Applicants for an **undergraduate programme** who are unable to present relevant qualifications on application will be considered via non-standard entry and can apply on the basis of prior learning which is acquired through personal and professional experiences. This learning can take place at work, home or leisure



activities and if they can be measured and are relevant to the course then applicants can apply for SAPE.

- 6.4.2. The SAPE may not be required of applicants who have submitted any Level 3 qualifications in the relevant subject or those applying for the Level 5 Diploma in Education and Training.
- 6.4.3. This process does not apply where a student seeks to use prior learning to obtain credit towards an award or exemption from part of a course. Such applications are instead dealt with as admissions with Advanced Standing.
- 6.4.4. For more information, please refer to the School's Recognition of Prior Learning Policy and Procedures.

6.5. **Recognition of Prior Experiential Learning (RPEL)**

- 6.5.1. Recognition of Prior Experiential Learning (RPEL) is a process for assessing work experience in the field of the applicant's chosen course for credit for your **postgraduate programme** if the applicant does not meet the standard entry requirements. Similar to the Screening for Accreditation of Prior Experience (SAPE) which is used for undergraduate level.
- 6.5.2. For more information, please refer to the School's Recognition of Prior Learning Policy and Procedures.

6.6. **Writing Assessment**

- 6.6.1. Applicants applying to study the Level 5 Diploma in Education and Training must undertake a writing assessment to allow the School to evaluate the applicants' proficiency in writing.
- 6.6.2. Applicants are required to write their personal statement as a central component of the writing assessment addressing specified prompts or topics.
- 6.6.3. The writing assessment must consist of 500 words and be completed on campus under exam conditions.
- 6.6.4. The Academic Interviewer reviews and marks the writing assessment using the English Language Testing System (IELTS) writing descriptors.
- 6.6.5. Applicants may receive feedback on their writing assessment to support their development and improvement in written communication skills.
- 6.6.6. The writing assessment is evaluated holistically, considering applicants' motivations, aspirations, experiences, and potential contributions to the academic community.



6.7. Prospective Student Interviews

- 6.7.1. Programme academics will consider the suitability of prospective students by holding applicant interviews, which also provide an opportunity for prospective students to learn more about the Programme as well as the School's approach to teaching and learning.
- 6.7.2. Where prospective students have recently been in formal education, the interview will explore their previous study experiences and achievements. Where prospective students have not recently been in education the interview will focus on prior professional experience with reference to an applicant's employment history, personal statement, SAPE, or RPEL submission.
- 6.7.3. For applicants who have applied for the Level 5 Diploma in Education and Training, the interview will focus on the supporting documents provided in section 6.2.3 and the writing assessment. Applicants would be required to specify the specialist subject area they are interested in. Applicants would be required to provide further information on how they plan to fulfil the required work placement hours. Applicants will be given the opportunity during their academic interview to decide whether they will be applying for an internal work placement offered by the School or obtaining their own work placement externally.
- 6.7.4. The academic interviewer may further request additional interviews for the applicant with a more senior academic staff member, senior admissions officer, or the Student Support department depending on the nature of the application. Please refer to sections 7.2 and 7.3 for more information.
- 6.7.5. Prospective students must attend all interviews to which they are in order for their application to progress.
- 6.7.6. For applicants who have applied for the Level 5 Diploma in Education and Training and have chosen to apply for an internal work placement offered by the School, will have to attend a work placement interview.

6.8. Consideration and Approval of Applications

- 6.8.1. Upon completion of the Assessment process, an applicant's file will be submitted to the Dean, or a Senior Programme Academic nominated by them, or the Admissions Panel or Re-admission Panel for consideration.
- 6.8.2. The admission of individual applicants is at the discretion of LSST having regard to the safety and welfare of the School community and the general principles as outlined in its Equal Opportunities and Anti-bullying and Harassment.
- 6.8.3. The final decision to admit an applicant shall rest with the Dean, a Senior Programme Academic nominated by them, or the Admissions Panel.



- 6.8.4. If the applicant has applied for the Level 5 Diploma in Education and Training and their application is successful, the Admissions team will send the applicant via email a link to complete their DBS application.

6.9. Acceptance of an Offer

- 6.9.1. The Admissions Team will relate the decision of the Dean, a Senior Programme Academic nominated by them or the Admissions Panel to applicants.
- 6.9.2. Where the School has approved the application to study, an *Offer Letter* will be sent to them.
- 6.9.3. Applicants applying for the Level 5 Diploma in Education and Training will be issued with a *conditional offer* on the basis that they receive DBS clearance and formal approval of their work placement. The deadline whereby the applicant must meet the conditions is decided by the School. Should the applicant fail to meet the conditions by the set deadline, they will be withdrawn from the course and deferred to the next available intake.
- 6.9.4. At the point of accepting the offer, the applicant will be required to complete the Admissions Satisfaction Survey. This survey provides feedback to LSST in terms of the applicant experience. LSST may use the results of this survey to implement changes and further improve processes and procedures.
- 6.9.5. Acceptance of an offer marks the point at which the signed Enrolment Terms and Conditions become effective; cancellations and refund terms and conditions will be effective from the day the School confirms acceptance of an offer.
- 6.9.6. Following acceptance of an offer, the Admissions team will provide information about enrolment and induction events the student must attend to formally commence their studies.
- 6.9.7. Where the School is minded to reject an application, the reason for refusal will be communicated to the applicant, along with information about the admissions appeals procedure and how they might successfully reapply in the future.

6.10. Induction

- 6.10.1. LSST will provide a comprehensive and appropriate induction to all new students as part of their formal enrolment onto study programmes.
- 6.10.2. The purpose of induction to study programmes is primarily to:
- Prepare students for the rigors of study and adjusting to academic life;



- Familiarise them with the School's campus layout, facilities, support services and its Virtual Learning Environment;
 - Provide students with the information and resources they need to begin their studies (such as handbooks and timetables);
 - Introduce students to key staff members and make formal introductions;
 - Provide new students with their LSST Student ID Cards;
 - Assist students with their enrolment with the awarding body, if enrolled on a franchise programme.
- 6.10.3. The School will normally notify students of their induction details at least 14 days prior to the induction date, except where students enrol to programmes late, in which case they will be notified as soon as possible.
- 6.10.4. Students' attendance at inductions is a mandatory requirement of the programme and the School will inform students of this.
- 6.10.5. *More information about student inductions is given in the School's Student Induction Policy.*

7. Our Commitment to Equal Opportunities and Widening Access

7.1. Access and Participation

- 7.1.1. The School's recruitment and admissions strategies are guided by a commitment to upholding equality of opportunity and fostering diversity.
- 7.1.2. LSST will ensure that no student is treated less favourably or disadvantaged during the admissions process for reasons of their race, ethnicity, religious belief, gender, sexual orientation, gender identity, gender reassignment, marital or civil partnership status, pregnancy, maternity, age or disability, including mental health.
- 7.1.3. The School seeks in particular to extend the reach of higher education to persons underrepresented in higher education; particular focus is given to the recruitment of students in local communities where the School has teaching locations.

7.2. Disabilities and Special Educational Needs (SEN)

- 7.2.1. The School welcomes applications from all disabled applicants, those with specific learning difficulties and special needs.



- 7.2.2. Applicants with a disability or specific learning difficulty are encouraged to consult with the School at the earliest opportunity to determine appropriate forms of support. This can be done through the School's online application form, during the interview, or by speaking to a member of the Admissions team. Early disclosure enables the School to provide students with appropriate information and make reasonable adjustments as early as possible.
- 7.2.3. Where a disability or specific learning difficulty is disclosed, applicants will be invited to attend an interview with a member of the Wellbeing Team to discuss the nature of the disability or special need. Applicants may be required to submit suitable supporting evidence from a recognised body, which confirms the nature of the disclosed disability. The application will be referred by the Wellbeing team to the Admissions Panel for consideration.
- 7.2.4. Should the School be unable to accommodate any particular support needs, or can only do so by compromising the learning experience which would disadvantage the applicant, the School will inform the applicant immediately as soon as the situation is apparent.

7.3. **Prospective Students with Criminal Convictions**

- 7.3.1. Should the School be unable to accommodate any particular support needs, or can only do so by compromising the learning experience which would disadvantage the applicant, the School will inform the applicant immediately as soon as the situation is apparent.
- 7.3.2. London School of Science and Technology wants to make sure that everyone who will benefit from higher education may access it. In this situation, having a criminal record does not automatically rule out admission to the desired course. The Rehabilitation of Offenders Act (1974) governs how all criminal convictions—including warnings, reprimands, and cautions—are taken into account, and the School will only take into account convictions that are relevant.
- 7.3.3. The School must take into account all convictions, including warnings, reprimands, and cautions, for applicants who are applying for a programme that requires an Enhanced Disclosure and Barring Service (DBS). Applicants can check if their desired course requires a DBS check by contacting the Admissions Team on admissions@lsst.ac or by starting their online application at <https://online.lsst.ac>
- 7.3.4. For those applying for other courses that do not require a DBS check, the School will solely request disclosure of relevant unspent convictions that could endanger the health and safety of other students or the School's employees. Relevant unspent convictions in this case, whether they were obtained in the UK or elsewhere, are associated with:

- 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.
 - Sexual offences, including those listed in the Sexual Offences Act 2003.
 - 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).
 - Offences involving firearms.
 - Offences involving arson.
 - Offences involving terrorism.
- 7.3.5. Applicants who have declared any previous convictions will be invited to attend an interview with a Senior Admissions Officer. Following this interview, the application will be referred by the Senior Admissions Officer to the Admissions Panel for consideration.
- 7.3.6. The Admissions Panel exercises the School's duty of care towards its employees and students. Their safety and security are its prime concern and it is responsible for assessing the risk of admitting an applicant.
- 7.3.7. The School retains the right to refuse entry to any applicant with a previous criminal conviction which may jeopardise the security, safety, or reputation of the School or its community, or where there are relevant professional criteria that apply.
- 7.3.8. Applicants will be notified of the outcome of these assessments. The Admissions Panel may request additional information or documentation from the applicant to enable the Panel to make a formed decision. In cases where applicants are unsuccessful, an explanation will be provided by the designated Senior Admissions Officer of the Admissions Panel.
- 7.3.9. If it is later discovered that the applicant failed to declare such convictions and they should have done so, the applicant may be withdrawn from the School without notice.

8. External Work Placement Verification

- 8.1. Applicants applying to study the Level 5 Diploma in Education and Training must undertake one hundred (100) hours of work placement as specified in the course handbook.



- 8.2. If the applicant has chosen the external placement option, they'd need to provide an external letter specified in section 5.4.3.
- 8.3. Once the external letter has been provided, the Head of Admissions will contact the provider and firstly ask if the letter provided is genuine and secondly request for the provider to complete the *Health and Safety check form*.
- 8.4. Once the provider has completed the *Health and Safety check form* an LSST representative will organise a site visit and complete the relevant due diligence and provider verification checks.
- 8.5. The LSST representative will then decide whether or not the work placement provider is suitable or not.
- 8.6. The applicant will be made aware of the decision.
- 8.7. Should the work placement provider not be suitable or the provider fail to respond, this could risk the applicant not meeting the conditions outlined in their *offer letter*.
- 8.8. The School will not be responsible for following up with providers who do not respond to initial or subsequent communications. The onus of ensuring effective communication and resolution of any issues rests with the applicant and the work placement provider.

9. Feedback, Complaints and Appeals

9.1. Appealing a refused application

- 9.1.1. Applicants who are unsuccessful in their application to study at the School and who wish to appeal the decision, may appeal in writing to the Admissions Panel.
- 9.1.2. Applicants can submit an appeal by completing the Admissions Appeal Form available on the School website.
- 9.1.3. Applicants must submit an Appeal within 20 working days of receiving a decision outcome on their application. The Admissions Panel will consider the appeal if the applicant can show that:
 - Refusal was given as a result of the applicant not being properly assisted throughout the admissions process, or not being given the information they needed,



- There was an administrative error in considering the application to study which led to the refusal, for example:
 - The application was considered against the wrong entry requirements for that programme, or
 - Supporting evidence provided by the applicant has not been considered, or
 - The School has not followed its normal procedures (as outlined in this guide), or applied them fairly, and this has had a material impact on the decision of refusal.

9.1.4. The Admissions Panel will normally reply in writing to student appeals within 10 working days. If there is a delay in replying, the applicant will be notified of the reason for the delay.

9.1.5. Where the appeal is upheld, the response will indicate the outcome of the School's reconsideration of the application.

9.1.6. The Admissions Panel's decision will be considered final.

9.2. **Submitting a complaint about the admissions procedure**

9.2.1. LSST is committed to providing fair, transparent, and consistent admissions procedures for all of our applicants. We recognise, however, that there may be occasions when applicants are dissatisfied with the conduct of the admissions process in which-case they may invoke the Admissions complaints procedure.

9.2.2. *NB: The admission complaints procedure is distinct from the Student Complaints Procedure.*

9.2.3. The complaints procedure may be invoked by any individual who has submitted an application to study at the School.

9.2.4. A complaint should only be made by the applicant; complaints made on behalf of the applicant by parents, representatives, or another third party will only be considered in exceptional cases where there are clear reasons for doing so. Complaints that are made anonymously cannot be dealt with under this Complaints procedure.

9.2.5. An applicant making a complaint, and those whom the complaint is made about, can expect the complaint to be dealt with confidentially. It may be necessary, however, to disclose information to others in order to deal with the complaint and in these circumstances, the parties concerned will be informed of such disclosure.

9.2.6. The applicant should first raise their complaint informally with a member of the Admissions team. In most cases, this would be the member of staff who



processed the application unless the complaint is about that individual. In such cases, the complaint may be addressed to an Admissions Officer.

- 9.2.7. If the applicant is unable to resolve the complaint informally with the relevant member of the Admissions team, they should submit a complaint form available on the School's website.
- 9.2.8. A Senior Admissions Officer will acknowledge in writing receipt of the complaint. The Senior Admissions Officer will then investigate the complaint and submit a written response to the complainant within 10 working days from acknowledgement of receipt of the complaint.
- 9.2.9. If the applicant is still dissatisfied with the outcome of the Senior Admissions Officer's investigation, the applicant may further write to the Head of Admissions. The Principal will be made aware of complaints escalated to this level.
- 9.2.10. The Head of Admissions' decision upon the investigation of the complaint will be considered final.

10. Prospective Students Personal Data

- 10.1. The School collects and retains certain types of data, in various formats, about its applicants, current and past students in order that it can fulfil its functions as an education provider. The School complies with the *Data Protection Act (2018)* with regard to the treatment of applicants' personal data.

11. Fraud and Plagiarism

- 11.1. Applicants whose information is deemed to be fake or plagiarised will not be admitted by the School.
- 11.2. In certain situations, the School retains the authority to deny or revoke an application, or to suggest to a **validating body** that they should.
- 11.3. If an applicant's application to the school is later discovered to have been filed fraudulently or with plagiarised content, LSST has the right to cancel their application.

12. Review and Update



- 12.1. Responsibility for reviewing and evaluating the effectiveness of the Admissions Policy resides with the Academic Board. Updates to this policy will be coordinated by the Head of Admissions, all revisions and amendments will be reviewed by the School's Executive Committee and ratified by its Board of Governors.



Version History

Version	1.0.-8.5	
Original author(s):	Director of Marketing and Admissions Principal	
Reviewed by:	Executive Committee	September 2016 – January 2019
Version	9.0 – 9.2	
Revised by:	Director of Marketing and Admissions Quality Audit Manager	
Revision summary:	<i>Amendments to document structure and guiding principles to align with Revised UK Quality Code for Higher Education and to reflect procedural changes effective form 2019. Formatting, numbering pagination and version control applied. Clarification of responsibilities added in Section 3. Changes reviewed by Publications Committee / Executive Committee.</i>	
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Revised by:	Director of Marketing and Admissions	
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Version	9.4	
Revised by:	Director of Marketing and Admissions Senior Admissions Officer Quality Audit Manager	
Revision summary:	<i>Annual review and update. Clarification on role of re-admission panel added.</i>	
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Version	9.5	
Revised by:	Quality Unit Director of Marketing and Admissions	
Revision summary:	<i>Annual review and update.</i>	
Approved by:	Board of Governors	October 2021
Version	9.6	
Revised by:	Admissions Manager Quality Unit	
Revision summary:	<i>Annual review and update.</i>	
Approved by:	Board of Governors	September 2022
Version	10	
Revised by:	Head of Admissions Quality Unit	
Revision summary:	<i>Annual review and update, Criminal Convictions, Recognition of Prior Experimental Learning (RPEL). Version control applied.</i>	
Approved by:	Board of Governors	October 2023
Version	11	
Revised by:	Head of Admissions	



Quality Unit

Revision summary: *Annual review and update (section 5 and 6 swapped, policy in line with Admissions flowchart), document revised to include DET, minor grammatical corrections, document format applied. New Sections 8 and 11 added. Policy now refers to UUK & Guild HE Fair Admissions Code of Practice in addition to Schwartz Principles of Fair Admission to Higher Education, version control applied.*

Approved by: Board of Governors

October 2024