



UNIVERSITY OF
CHICHESTER

Admissions Policy

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ADMISSIONS POLICY

1 Definition

For the purpose of this document, the Admissions Policy encapsulates all activities, policies, procedures and practices involved in the process of admitting students to taught programmes at the University of Chichester. Admissions to postgraduate research and taught doctoral programmes are covered in the University's postgraduate research student regulations and code of practice.

The Admissions Policy is applied in conjunction with other institutional policies to the operation of admissions. Paragraph 24.1.1 of the University of Chichester's Articles of Association states that Academic Board, subject to the requirements of the validating and accrediting bodies, is responsible for:

General issues relating to the research, scholarship, teaching and courses of the University including criteria for the admissions of students; the appointment and removal of internal and external examiners; policies and procedures for assessment and examination of the academic performance of students; the content of the curriculum; academic standards and the validation and review of courses; the procedures for the award of qualifications and honorary academic titles; and procedures for the expulsion of students for academic reasons.

This policy aims to be fair to all applicants and to meet the legal obligations of the following Acts of parliament: [Rehabilitation of Offenders Act \(1974\)](#), [Safeguarding Vulnerable Groups Act \(2006\)](#), [Equality Act \(2010\)](#), [Police Act \(1997\)](#), [Protection of Freedoms Act \(2012\)](#), [Data Protection Act \(1998\)](#), [Human Rights Act \(1998\)](#). Equally, the policy seeks to give effect to the duty of care to all members of the University community and wider community, and recognises obligations placed upon the University of Chichester by the [Protection of Children Act \(1999\)](#).

2 Principles

The University of Chichester is committed to building and maintaining a welcoming and inclusive community that inspires and enables individuals to exceed their expectations.

The University is committed to promoting equal opportunities for all students. We recognise that a diverse student body that is reflective of the wider community, including students from the UK and overseas, enriches the experience of all students.

The University of Chichester welcomes applications from motivated candidates from all backgrounds. We recognise that student potential is not always fully demonstrated by formal academic qualifications and, therefore, strive to be effective in recognising the potential within applicants. We, therefore, particularly welcome applications from individuals from backgrounds under-represented within higher education, including mature applicants with relevant skills and experience but with no, or insufficient, formal qualifications.

The University is committed to widening access to higher education by providing clear, professional information and advice and by raising awareness and expectations in the pre-HE community in order to generate interest and enthusiasm in those potential applicants who can benefit from the provision on offer. The University submits an Access and Participation Plan to the Office for Students that details the considerable human and financial resources expended by the University in widening access, progression and success, as well as measures of its success in attracting a range of applicants that reflect the wider community which the University is part of. The University's Access and Participation Plan is available on the University website.

The University welcomes and supports the Universities UK / Guild HE Fair Admissions Code of Practice (March 2022) which offers guidance on good practice in relation to the recruitment of home undergraduate students. <https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/fair-admissions-code-practice>

This policy embraces the expectations and indicators of sound practice of the [UK Quality Code for HE; Part B](#): Assuring and enhancing academic quality Chapter B2 Admissions, Recruitment and Widening Access and relates to applications to all taught programmes approved by the University including collaborative programmes and all modes and levels of study.

3 Selection

The University is committed to fair and equal opportunities for all. Selection is, therefore, made on the basis of evidence of academic, professional and personal experience that meets, or exceeds, the advertised admissions criteria. Additionally, evidence of the potential to benefit from, and to successfully complete, the intended programme of study, as well as to make a positive contribution the University is part of the decision-making process.

Policies and practices for student admissions are designed to secure a good match between the abilities and aptitudes of the applicant and the demands of the programme.

No potential student will be excluded from entry to any programme as a result of discrimination on the grounds of age, disability, gender reassignment, pregnancy or maternity, marital or civil partnership status, race (including ethnic or national origin, colour or nationality), religion or belief (including non-belief), sex (gender), sexual orientation or any other matter not strictly relevant to the proposed programme of study. In some professional programmes the University's Admissions Policy will be influenced in this regard, by the statutory requirements, standards set by agencies such as the Health and Care Professions Council and the Nursing and Midwifery Council, particularly in relation to the definition of the term "fit to practise". At all times, the University will operate within the guidelines of the Equality Act (2010). The University endeavours to ensure that all applicants are treated fairly and with dignity and respect by showing appropriate sensitivity to individual differences.

The University ensures that decisions regarding admissions to the University are made by appropriate staff, who are equipped to make the required judgements and are competent to undertake their roles and responsibilities.

The University welcomes applications from appropriately qualified students offering a wide range of qualifications including A-Levels, T levels, IB, BTECs, HND, first degree and postgraduate qualifications as well as many other UK and international qualifications.

The University receives "contextual data" via UCAS which relates to school performance at GCSE and at level 3 (e.g. A level / T level / BTEC), as well as whether or not an applicant is from a postcode where residents are under-represented in higher education. This data evidences educational context and may help to inform selection decisions, once all the usual academic and, where relevant, professional criteria have been considered. Each application will be considered on its individual merits and there will be no recruitment quotas or "blanket" discrimination in favour of any particular sector or group.

All applicants for entry in September of each year to full time undergraduate places, including entry with credit, must apply through UCAS or, for PGCEs, The Department for Education's 'Apply for Teacher Training'. All other applicants should apply directly to the University for postgraduate and

part-time study and for entry to all non-UCAS programmes, such as collaborative programmes and international programmes.

All undergraduate applications received prior to the January UCAS deadline will be given equal consideration regardless of when they are received, if they are received at UCAS by the deadline. Applicants will not be required to make their decisions before the published national UCAS deadlines.

Entry to the University is competitive. The University receives more applications than there are places on its programmes. This means that, for the most popular programmes, not every applicant may receive an offer of an interview or a place, even if they meet the threshold requirements stated in the prospectus, as there may be better-qualified / more suitable candidates who exceed those requirements.

[Appendix A](#) sets out the University's *minimum* entrance requirements. All programmes will have significant additional specific **standard** entry criteria, as detailed on the University's website. These may relate to specific GCSEs (such as English language and mathematics) and / or particular subjects at specific grades at level 3 (e.g. A levels, T level / Extended Diploma, etc.), as well as work experience and / or professional requirements such as criminal record and occupational health checks. The Admissions Tutor, in liaison with the Head of Academic Department and the Head of Student Recruitment and Admissions, reviews these requirements each year.

As a general guide, **standard** level 3 entry requirements to bachelor degrees at the University are typically within the A level grade range of CCC to ABB (BTEC grades MMM to DDD) but may vary for individual applications. The University's website provides clear guidance on specific programme / subject entry criteria, experience or skills required and additional admissions process requirements such as interviews.

Any application that does not meet the programme's **standard** entry criteria will be referred to the Admissions Tutor for further consideration. Any independently verified mitigating circumstances, which may have affected academic achievement, will be considered.

Any application that does not meet the University's *minimum* entrance criteria will be automatically unsuccessful unless mitigating circumstances have been declared, in which case the application will be forwarded to the Deputy Vice Chancellor (Student Experience) for review and decision.

Overseas applicants who require a General Student Visa under the Student Route of the Points Based System for Immigration in order to study at the University will be bound by the terms and any restrictions of that visa and this may affect any options provided through application of the Academic Regulations in relation to their academic studies.

The University reserves the right to make independent academic judgements in relation to admissions decisions (see Appeals Section 7.2)

3.1 Interview/Audition

The purpose of the interview process is to ensure effective selection and the appropriate placement of the applicant on University programmes.

Interviews are required for professional, statutory, regulatory body (PSRB) programmes in education and health and social care.

Interviews are also arranged for admission to a wide range of programmes, for instance those in the Creative Arts. The decision to invite to interview is at the discretion of the Admissions Tutor or Admissions Office staff (under delegated authority from the Admissions Tutor).

In addition, an interview is often deemed desirable for applicants that do not hold the normal entry criteria.

Interviews may also be used to inform if a lower offer may be made to an applicant who demonstrates strong potential to flourish in higher education.

Interview criteria will be made available to applicants prior to the interview (usually with the initial invitation).

Where an applicant is invited to interview or audition, the Admissions Office will try to give at least two weeks' notice of the date. The applicant will normally learn of the decision within a week of the interview.

Where decisions may take longer than this (for example, where a number of interview sessions will take place before all offers are made due to a limited number of places available on a programme, such as Physiotherapy), the interviewer will inform the applicant at interview how long it will take them to be notified of the outcome of their interview or audition.

Applicants who are invited to attend interview (or audition) but who fail to respond may not be invited again.

Applicants who have been made an offer without attending an interview will normally be invited to attend an "Applicant Open Day" providing them with the opportunity to make an informed choice about whether they would like to study at the University.

3.2 Non-Standard Entry – Applicants without formal qualifications

Applicants who have relevant skills and experience, but who do not have sufficient formal entry qualifications, are considered as Non-Standard Entry students. The University policy is to welcome these applications and to provide the applicants with an alternative method of assessing their suitability for the course. For such applications, a non-standard entry task is used.

Applications from applicants without the usual formal entry requirements for programmes delivered in collaboration with partners should be referred to the relevant academic department.

Nursing programmes require certificated learning at level 3 (such as A levels, T Level or Access to HE Diploma) and do not normally admit to level 4 on the basis of prior experiential learning alone.

Guidance on the setting of non-standard entry tasks is attached in [Appendix H](#).

3.3 Non-Standard Entry - Admission on the Basis of Prior Experience (Recognition of Prior Experiential Learning (RPEL))

Recognition of Prior Experiential Learning (RPEL) is the recognition of learning achieved by reflecting on experience outside formal education or training systems. This may be learning derived from work, community or volunteer experience. Credit is not awarded on the basis of experience per se: it is awarded on the basis of what is learnt from the experience. Learning from experience must be evidenced as substantial, relevant and at a level in accordance with the Framework for Higher Education Qualifications.

Applications for credit must be made prior to admission to the programme of study.

However, Recognition of Prior Learning for Degree Apprentices may be decided at an RPL Board, chaired by the Deputy Vice Chancellor (Student Experience), after admission to the programme.

This process is distinct from the: **Recognition of Prior Certificated Learning (RPCL)**, which is the recognition of learning that, has been previously assessed by an education provider and is demonstrated by formal certification.

RPCL **can** be used in the following ways:

- admission to year 1 (or normal start) of a programme in place of some or all entry requirements
- admission with advanced standing
- claiming credit/exemption for particular course modules.

The Deputy Vice Chancellor (Student Experience), or nominated Head of Academic Department, reviews all applications for RPCL.

An applicant's prior uncertificated relevant learning (such as experiential learning in the workplace) may be assessed for entry to any programme of study at whatever level. However:

(i) responsibility rests with the applicant making a claim to have acquired knowledge and skills, and for supporting the claim with appropriate evidence;

(ii) the learning derived from experience must be identified in order to be assessed;

(iii) the identification of prior learning outcomes through systematic reflection on experience, the writing of clear statements about what has actually been learnt and the collection and collation of evidence to support those statements. Credit will only be awarded against authenticated documentary evidence of learning and not for specific experiences. It is the achievement or outcomes of learning that is being recognised;

(iv) academic assessment is the responsibility of the Admissions Tutor who may employ any appropriate procedure(s) to enable them to make an academic judgement about the evidence of prior learning submitted by the applicant. Dependent upon the procedure required, this may incur a fee e.g. for a portfolio assessment. You will be advised of this in advance if applicable.

3.4 Admission on the basis of Academic Credit (Recognition of Prior Certificated Learning (RPCL))

The University of Chichester seeks to work within a credit accumulation and transfer system to facilitate transfer between institutions and to provide opportunities for continuing professional education. The Deputy Vice Chancellor (Student Experience), or nominated Head of Academic Department, reviews all applications for RPCL.

Applications for credit must be made prior to admission to the programme of study.

Applicants who have already fulfilled some of the progression and assessment requirements of the programme of study via prior study at another institution are encouraged to apply through the RPCL route.

Recognition of prior experiential or certificated learning will not normally be granted for more than half of an undergraduate foundation degree, two thirds of an undergraduate bachelor degree or for more than half of a postgraduate award.

Credit cannot be transferred to a programme at the University where that previous credit contributed to the achievement of an award at the same level and designation. For example, an applicant who already has a bachelor degree cannot use credit from that previous bachelor degree towards a further bachelor degree. Similarly, an applicant who has already achieved a postgraduate certificate cannot use credit from that postgraduate certificate towards the award of another postgraduate certificate although they may use such credit towards a masters degree (where academically appropriate).

Admission with credit will be subject to the same principles as admission to the first stage of the programme.

The classification of an honours degree for students entering directly to level 6 at Chichester will be calculated in accordance with programme requirements and will be based on an aggregate of the marks achieved at this level at the University of Chichester.

If the student achieves 60 or more credits at level 5 with the University of Chichester (e.g. the previous credit recognised from elsewhere included 60 or fewer level 5 credits and no level 6 credits), the award calculation will be based upon the normal 40/60 weighting applied at the University. In all cases, marks achieved elsewhere will not count towards the classification of the degree at Chichester

For further clarification, please refer to the University's Academic Regulations.

Where applicants have previously gained credit at the University of Chichester, but no award, and they are applying for re-entry to the same programme, then the marks previously achieved may also be carried forward although, normally, not more than two years must have elapsed since said credit was awarded. Admission will not normally be granted for re-entry to the same programme if the applicant left the course due to academic failure or if their previous programme registration was terminated on disciplinary grounds.

Please see [Appendix C](#) for further details on procedure.

3.5 Deferrals

An applicant wishing to apply to the University for deferred entry will normally indicate this on the application form. Admissions Tutors will consider applicants on the same basis as applicants for the year prior to entry, and applicants will receive correspondence during that year from the Admissions Office. The University will normally only allow deferred entry for up to a maximum of one year.

3.6 Age on entry

Applicants would normally be 18 on entry to the University. Exceptions to this rule would be considered on a case-by-case basis. The University recognises that where an applicant is under the age of 18 at the commencement of the course, the University has additional responsibilities in admitting that student.

These have been detailed in [Appendix G](#) to this policy.

3.7 Pregnant applicants and applicants with very young children

The University of Chichester believes that being or becoming pregnant, terminating a pregnancy or having a very young child (including through adoption) should not, in itself, be a barrier to an applicant starting, succeeding in, or completing a programme of study at the University. The University is committed to being as flexible as possible, whilst, at the same time, making sure that any accommodations made for the applicant do not compromise academic standards. The special arrangements, which can and should be made for an applicant in these circumstances, will vary from Academic Department to Academic Department and from programme to programme. However, the general approach to be taken in these circumstances is consistent across the University – as is the legal framework in which the University operates – and is documented in the [University's 'Policy on support for pregnant students and students with very young children'](#)

4 Applicants with Disabilities and Specific Learning Difficulties

The University is committed to its duties under Disability and Equality legislation as it recognises the benefits of holistic assessment thus providing students with a disability the opportunity to demonstrate their achievements and potential and enjoy equal access to the University's courses. This policy is also guided by [the UK Quality Code for HE Part B: Chapter B4 Enabling Student Achievement](#). In all cases, the Admissions Office screens applications for declarations of disabilities and will invite the applicant to provide additional information, and consent to use of the information, for the purposes of a fully informed decision on their suitability for the programme and any support requirements they may have. Applicants are expected to provide all necessary details of their disability, with supporting evidence where necessary, in a timely fashion in order to facilitate the assessment of their needs.

The relevant adviser from the Disability and Dyslexia Service or the relevant Student Health Team Advisor will liaise with the applicant regarding their particular needs. If, for exceptional reasons, the University is unable to meet those needs, or can only do so by compromising the learning experience, which will disadvantage the applicant, then the University of Chichester will inform the applicant. The Disability and Dyslexia Service advisers (or the relevant Student Health Team Advisor) will maintain contact with applicants to ensure that equipment and/or residential needs and preparation (including further visits) are provided in advance.

No applicant judged academically suitable for a course should be refused admission on the grounds of disability without compelling and legally defensible reasons. Therefore, the procedure for admission of disabled applicants should be in accordance with the legislative requirements of the Equality Act (2010) and the Good Practice Guidance of the QAA in which the consideration of academic suitability is separated from the discussion of the applicant's other needs. Thus, academic offers will normally be made in advance of all requirements being identified and, as such are subject to the University and the applicant being able to agree on the reasonable adjustments required.

Further details of the procedures are attached in [Appendix D](#).

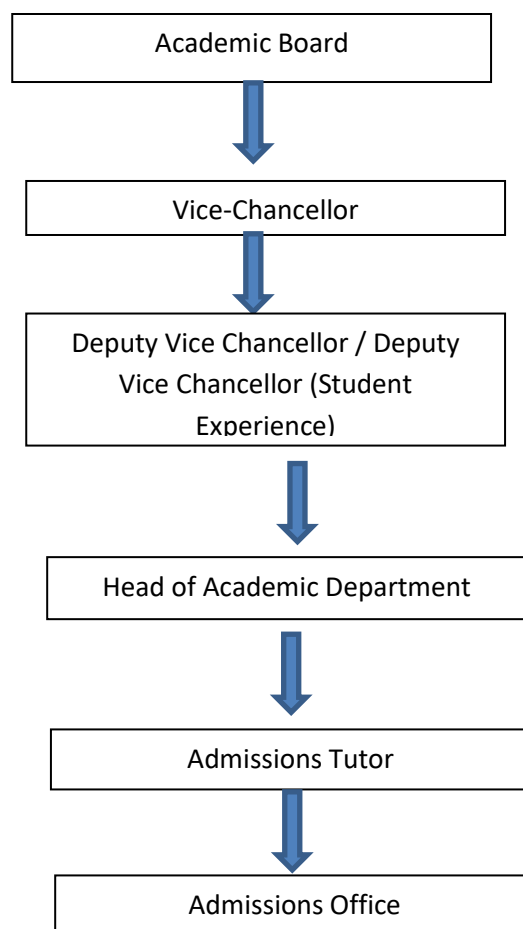
5 Roles and Responsibilities

All applications for University award bearing taught programmes are received and processed by the University Admissions Office.

Applications for full time study at undergraduate level are accepted only via UCAS.

Applications for PGCE programmes are accepted only via the Department for Education's 'Apply for Teacher Training'.

Authority for making decisions is delegated to the Admissions Tutors and the Admissions Office as demonstrated in the diagram below. The University's Admissions Office works closely with Admissions Tutors to ensure the effective administration of the Admissions Policy and the application of the admissions criteria.



5.1 Curriculum Planning Group

The Vice-Chancellor's Group will set student recruitment number targets / budget assumptions, by programme.

In addition, the Group will also decide whether to permanently close a course for further recruitment, on receipt of the relevant form with supporting evidence from the Head of Academic Department.

Courses may be suspended for recruitment for a particular intake by the Chief Marketing and Communications Officer. This would typically be in response to sufficient offers being made / accepted to fill a programme. For undergraduate courses, consideration will always be given to the normal UCAS deadlines when making such decisions.

The Head of Student Recruitment and Admissions will produce the following documents on undergraduate, PGCE and postgraduate admissions for Home / EU and International applicants:

- monthly reports on admissions from December to September
- a final annual End of Cycle report on the admissions year (including course competitor

analysis and student demographics) to the December Academic Board

Monthly reports will include year on year comparisons and, from February, projections of student recruitment for that year.

5.2 The Admissions Tutor

Admissions Tutors operate under authority delegated by the Deputy Vice-Chancellor for applying the criteria for the admission of students. Admissions Tutors are appointed by the Head of Academic Department.

Admissions Tutors' responsibilities will usually include:

- keeping abreast of the University's Admissions and Equality and Diversity Policies
- providing clear admissions criteria for their subject area
- making decisions on applicants where applicants do not meet the published criteria
- providing clear subject specific interview criteria and information about the format of interviews/auditions
- making decisions on applicants who are invited to interview or audition
- providing clear and relevant feedback on applicants who are unsuccessful (after interview or audition) so that this can be communicated to the applicants
- setting non-standard entry tasks in line with the University's guidelines on non-standard entry (see [Appendix H](#))
- responding to enquiries about applications where academic input is required
- maintaining close liaison with Admissions Office staff, especially for setting interview dates and making decisions on applications
- building and maintaining a working knowledge of all UK national qualifications and the national and institutional admissions procedures for their programmes
- attending admissions training sessions and meetings, including the Admissions Forum
- managing interviews set up by the Admissions Office staff
- checking their programme's entry in University and external admissions publications
- being aware of the importance of their role in promoting a positive image of the University
- ensure appropriate administrative support and academic cover during absences such as leave

5.3 The Admissions Office

The Admissions Office staff, operating under delegated authority, will make all formal offers to applicants or invite applicants to interview, as required.

The Admissions Office staff, under the direction of the Head of Student Recruitment and Admissions or Admissions Tutor, will carefully consider a range of criteria from the application form when trying to identify an applicant's ability to meet the demands of the programme. This will include:

- qualifications and results already achieved (if applicable)
- predicted qualifications and grades (if applicable)
- ability of applicant to benefit from the proposed programme of study potential to meet entry requirements and academic potential
- specific and general entry requirements
- reference provided
- commitment and motivation

- potential to contribute positively to the programme
- understanding of the programme applied for and the appropriateness of application
- relevant experience
- factors that affected past performance, work and/or life experience or skill-based knowledge
- extenuating circumstances
- number of applications received and places available

6 Staff Training and Development

All staff involved in the admissions process are informed of policies, procedures and criteria relating to admissions by the Head of Student Recruitment and Admissions.

Heads of Academic Departments are responsible for planning formal training for Admissions Tutors in consultation with the Head of Student Recruitment and Admissions.

Recruitment and Admissions Forum Meetings

There will be at least three meetings of the Recruitment and Admissions Forum each year providing the opportunity for discussion of admissions and recruitment issues, developments and the dissemination of good practice. The forum is not a decision making body but may make recommendations.

Membership includes (but is not restricted to) Student Recruitment and Admissions staff and Admissions Tutors, and is organised and chaired by the Head of Student Recruitment and Admissions.

7 Feedback, Appeals and Complaints

7.1 Feedback

Applicants for full time undergraduate and PGCE courses are notified of the decision via UCAS or the Department for Education's 'Apply for Teacher Training'.

Applicants are able to request feedback on decisions at any stage in the admissions cycle. Admissions Tutors and Admissions Office staff will, therefore, make sure that records are held, which can be drawn on when required.

The University treats all applications fairly and without prejudice.

7.2 Appeals

An appeal refers to the decision reached rather than how the application has been dealt with.

The University considers each application on its own merits, in relation to published selection criteria and within the context of the number of places available on any individual course.

Due to the finite number of places available on any course, the University acknowledges that where a course is oversubscribed, some suitably qualified applicants may not be offered a place.

The University reserves the right to make independent academic decisions on applications to be admitted to any of its courses. The University will not enter into dialogue about any other individual applicant to a course.

An applicant who is considering making an appeal against the decision made upon their application to the University should initially seek feedback about why their application was unsuccessful from the Admissions Tutor.

If the situation is not resolved, the next stage is to make a formal appeal, in writing, to the Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department. Any appeal must be made, in writing, within one month of the formal decision on the application being issued to the applicant, stating clearly that it is an appeal and the grounds of that appeal.

In responding to such cases, the Admissions Tutor or Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department may wish to seek advice, if necessary, from the Head of Student Recruitment and Admissions. An initial response will be made within one week of receiving the letter of appeal and, where necessary, further investigations will be made within an additional three weeks.

Applicants are advised that any such appeal should contain clarification of information already provided in the original application. Whilst additional information may be received, it must be acknowledged that this will not give the appellant an unfair advantage over other applicants who will not have had this opportunity to submit additional supporting information.

Thereafter, if the applicant continues to be dissatisfied, the appellant should write to the Deputy Vice-Chancellor who will review all the available information. The decision of the Deputy Vice-Chancellor is final.

7.3 Complaints

A complaint is distinct from an appeal as a complaint refers to how the application decision was reached rather than the decision itself.

A complaint should be dealt with quickly and as closely as possible to the point at which it arises. Applicants should be advised that, if they are not satisfied with the way in which an application has been considered, they should first write to or speak with the Head of Student Recruitment and Admissions or the Admissions Tutor concerned.

If they remain dissatisfied, they should write to the Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department. Any complaint must be made, in writing, within one month of the alleged incident(s) that gave rise to the complaint.

In responding to such cases, the Admissions Tutor or Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department may wish to seek advice, if necessary, from the Head of Student Recruitment and Admissions. An initial response will be made within one week of receiving the letter of complaint and, where necessary, further investigations will be made within an additional three weeks.

If the Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department decides that the complaint relates to the service provided by the Admissions Office, s/he will refer the matter to the Academic Registrar who will deal with it in accordance with the University's Student Complaints Procedure.

Thereafter, if the applicant continues to be dissatisfied, they should contact the Deputy Vice-Chancellor in writing who will review all the available information. The decision of the Deputy Vice-Chancellor is final.

All written appeals and complaints should be submitted via the Admissions Office.

7.4 Data protection and confidentiality of appeals or complaints

Appeals and complaints can only be undertaken by the applicant. Correspondence regarding an application to the university will be with the applicant in all cases unless the applicant has given their written consent to the University to correspond with someone else such as a parent or careers advisor.

The Head of Student Recruitment and Admissions will maintain a central record of all formal written admissions complaints, which will be kept for a year after the end of the relevant admissions cycle (e.g. until September 2024 for applications to enter in September 2023)

8 Obligations on the Applicant

8.1 Obligations on the applicant include the following:

(i) to provide complete, accurate and prompt information at all stages of the application.

Applicants who provide incomplete, misleading or fraudulent information are liable to have their application rejected. This includes plagiarism.

(ii) to familiarise themselves with the terms and conditions of the offer and the main University policies, as highlighted on the Student Contract page of the University website:

<https://www.chi.ac.uk/study/undergraduate/student-contract/>

(iii) to respond promptly to an offer of an interview / audition;

(iv) to respond promptly to a request for additional information or clarification;

(v) to respond to an offer of a place

When an applicant has been notified of the decisions on all their applications, the applicant will choose which, of the offers made, they wish to accept. UCAS applicants are allowed to accept one offer as their firm (first) choice and, if they wish, one as their insurance (second) choice. UCAS applicants are unable to respond to an offer until they have received a decision from every university they applied to (or withdraw their outstanding applications). Deadlines for applicants to respond vary according to when the application was made and the decisions issued but the earliest UCAS deadline for applicants to respond to offers is in June.

If the applicant has applied directly, they must contact the Admissions Office, in writing, to confirm their acceptance or declining of the offer. Offer letters will normally indicate the period within which the offer must be responded to.

(vi) withdrawing their application from the institution

The applicant can contact either the relevant clearing house (UCAS / the Department for Education's 'Apply for Teacher Training') or the University directly, in writing, to withdraw their application(s).

(vii) changing their personal details

If the applicant has applied via UCAS or the Department for Education's 'Apply for Teacher Training' they should contact UCAS / DfE and inform them of any changes to their personal details. They may also contact the University directly in writing, providing evidence where necessary (i.e. for change of name). Applicants who have not applied via UCAS or the Department for Education's 'Apply for Teacher Training' should contact the University Admissions Office.

8.2 International students – Arrival and Visa Deadlines

It is very much in the interests of new international students to arrive in time for the start of the semester or course and, wherever possible, to join the international student orientation programme in the day(s) preceding the start of the semester or course. However, it is acknowledged that there may be circumstances where this is not possible and a later starting date may be allowed. Normally, for first year undergraduates this may be up to two weeks after the start of the course / semester (acknowledging that the first week for undergraduates is not a full teaching week) and, for any other student, one week after the start of the course / semester may be permitted.

Any request to issue a Certificate of Acceptance for Studies (CAS) less than four weeks before the start of the course must be escalated to the Head of Student Recruitment and Admissions who may in turn choose to discuss or escalate the decision to the Academic Registrar.

9 Professional Requirements

Students undertaking certain programmes must comply with special entry requirements. These special requirements are usually imposed by law, accrediting or professional bodies or other third parties and are used for the purposes of admission to a programme of study only. Failure to comply with any such special requirements may result in an applicant not being permitted to start the programme or being required to leave the programme and/or the University.

9.1 Occupational Health Checks and Professional Body Involvement

Programmes overseen by Professional, Statutory and Regulatory Bodies (PSRB) may require applicants to have a certain level of physical and/or mental fitness. Where this is the case, all applicants are required to complete an occupational health declaration. All medical information received is treated confidentially and, where appropriate, passed directly to contracted occupational health professionals.

All offers made to applicants for such programmes are dependent on a satisfactory outcome following the completion of the occupational health declaration process. This process is separate from any decision about whether the University can meet an applicant's disability related needs or their academic suitability for the programme.

Where there is an issue with regard to "Fitness to Practise", the University reserves the right to make an independent academic judgement about whether or not to admit the applicant. The University will take into account information provided by occupational health and other medical professionals. The University may also consult placement providers.

It is acknowledged that this process can be time consuming. When the University reaches a decision regarding Fitness to Practise after the academic year has commenced, the applicant may be allowed to attend (University based) classes but the decision on whether to admit fully to the programme will remain an admissions decision and will fall under the Admissions Policy.

Please also see the [University's Professional Suitability and Fitness to Practise Policy](#).

9.2 Immunisation

Students of allied health programmes (e.g. Nursing and Physiotherapy) which involve NHS placements, are required to have the full course of relevant immunisations, as stipulated by the NHS. As of Summer, 2022, that relates to immunisation for the following diseases:

- Chickenpox
- Covid
- Hepatitis B
- Meningitis
- Measles, Mumps and Rubella (MMR)
- Tuberculosis (BCG)

You will be given further advice and support regarding how to obtain all these, if you are accepted onto the programme. Immunisations should be completed before the programme starts, wherever possible, and any outstanding immunisations must be completed before the first placement.

9.3 Criminal Records and Barred Lists checks

Applicants for relevant programmes involving “regulated activity” with under 18s and / or vulnerable adults, will be required to complete an application for an “Enhanced DBS Disclosure” and to share its contents with the University (please see Section 10 below).

Where the programme / placement may involve contact with children aged 8 years or under, the applicant / student will be required to complete a self-declaration regarding both their conviction history and that of those that they live with.

The University will check against a Department for Education database to confirm that entrants to / students attending courses of initial teacher training are not subject to a prohibition order.

10 Applicants with Criminal Convictions

The University does not require applicants to disclose previous criminal convictions unless there is a programme requirement to carry out a DBS check (e.g. initial teacher training, social work, sports coaching programmes, inter alia, nursing, other health and social care programmes).

The University encourages applicants who have served a custodial sentence to discuss any support needs that they may have for their transition to higher education. Such applicants are welcome to contact the Head of Student Recruitment and Admissions or the Director of Student Support and Transition for guidance.

Programmes that involve placement activity

DBS Enhanced Disclosures are required to be carried out for all programmes where the applicant will be in regular and / or sustained contact with minors or vulnerable adults. Applicants are required to have completed a DBS Enhanced Disclosure prior to being confirmed as suitable to undertake the placement(s).

Where an accepted candidate declares a relevant criminal conviction, their admission to (or continued registration on) the programme will be carefully considered. The applicant must provide full details of any relevant unspent caution, reprimand or conviction upon request. These details will be considered in accordance with the attached policy in [Appendix E](#) for the Admission of Applicants with Criminal Convictions.

The University reserves the right to refuse entry to any applicant with a criminal conviction, which may jeopardise the security, safety or reputation of the University or its community or where there are relevant professional criteria that apply.

For some programmes (e.g. some Sports Coaching programmes) where the placement is later in the course, the DBS check will be carried out after the course has commenced and the student is registered. Applicants for such programmes will be asked to disclose any relevant conviction information which may appear on their DBS Disclosure in advance of registering on the programme. The withholding of any such information by the applicant at that time will be deemed to be a serious omission and may jeopardise their continued place on that programme and suitability to proceed with a University sponsored placement.

Any student, who is awaiting the processing of an application for Enhanced Disclosure from the DBS, may be excluded from placement activities.

Checks of people barred from working in the relevant profession (e.g. teaching, health and social care professions) will be carried out on all students who have not received DBS clearance at the start of the programme or prior to placement.

The University does not receive a copy of the applicant / student's DBS Disclosure certificate. It is the responsibility of the applicant / student to keep the disclosure certificate safe. The University strongly recommends that applicants / students join the DBS Update Service as soon as they receive their DBS disclosure certificate so that an up to date record may be requested later in the course, if necessary, without resort to obtaining a new DBS disclosure.

Students (on relevant programmes) who go on intermission will be required to demonstrate, before their return to the programme, their current conviction status, preferably through the DBS Update Service or, failing that, by completing a new DBS Enhanced Disclosure through the University.

The procedures referred to in Appendix E apply equally to students who are DBS checked after Registration.

11 Changes to Programmes of Study prior to Registration

If fundamental change to a programme is required between the publication of its content and the start of the programme, Admissions staff, with express instruction from the Curriculum Planning Group and / or Deputy Vice Chancellor, will notify the applicant as soon as possible indicating all of the options available to them.

Fundamental change would include a change to the programme title, programme award or accreditation, cost, location or substantial change in core programme content.

Please note that some programmes and module options depend on internal or external approval processes, minimum student numbers, the availability of specialist teaching, or on placement at or collaboration with another institution. These programmes and modules cannot be guaranteed in advance, and may be withdrawn if those dependencies are not fulfilled.

12 Data Protection and Confidentiality

Admissions staff will correspond only with the applicant regarding their application, unless the applicant provides written permission for the University to discuss it with another person (such as parent/guardian or careers advisor).

Applications are confidential between University of Chichester staff who consider applications to study (e.g. Admissions Office, Admissions Tutors, Heads of Academic Department, Student Support and Wellbeing (where you have consented to this) and the Deputy Vice Chancellor (Student Experience)) and:

- the applicant;
- a nominated representative of the applicant;
- UCAS (if relevant);
- the University's Disability and Dyslexia Service (if relevant);
- the Student Loans Company;
- University of Chichester Students' Union (for sending pre-enrolment communications).

12.1 Retention of Applicant Data

For applicants do not attend (i.e. withdrawn, rejected, declined or just did not turn up for registration), any hard copy files will be held for a period of up to one full year following the date of original proposed registration.

Electronic data will be stripped of personal details that could identify the applicant within three years of the end of the relevant admissions cycle. The "skeleton" records will be retained for the purpose of monitoring and analysis.

For those that become students, via the Registration process, information is held by Academic Registry and kept in accordance with agreed retention schedules.

13 Monitoring and review

Operation of the Admissions Policy is monitored by Academic Board.

Reports on recruitment and admissions are submitted to the Board of Governors and to Academic Board throughout the academic year, including an annual report to Academic Board, which analyses admissions data at programme level, including demographic data. The Policy is reviewed annually by the Academic Board.

All staff involved in Admissions at the University will be made aware of the content of this Admissions Policy. The policy will be available to other staff, students and potential applicants via the University website and the Admissions Portal (ChiView).

Appendix A - Minimum Entry Requirements

Taught Masters Degrees:

An honours degree in a relevant subject (or equivalent professional qualification).

Where the bachelor degree classification is deemed insufficient, a pre-masters programme may be offered by the University.

Bachelor degrees:

Passes in at least two A levels or equivalent (e.g. Pearson BTEC National Diploma (12 Units) – Pass Pass; Access to HE Diploma - Pass)

Foundation degrees and four-year bachelor degrees with an integrated foundation year:

Pass at least one 'A' level or equivalent (e.g. Pearson BTEC National Extended Certificate – Pass; Access Diploma - Pass)

Certificate of Higher Education:

There are no formal qualification requirements for admission to a Certificate of Higher Education, but applicants will be expected either to have studied at Level 3 (e.g. A Level / BTEC / Access to HE) or be mature applicants who can demonstrate relevant skills from life experience. Applicants will need to demonstrate the potential to study at university level.

Programme Specific GCSE Requirements

Many programmes require specific GCSE passes at grade C / 4 or above, typically in English language, mathematics and / or science. Please refer to programme specific entry requirements in the prospectus and the University website.

Initial Teacher Training

The University adheres to the Department for Education's requirements regarding mandatory GCSE English and Maths at grade C / 4 or above and, for primary teacher training candidates, a Science GCSE at grade C / 4 or above.

Acceptable alternatives to the GCSE include, for English:

CSE in English, English language or English Studies at grade 1;

CEE in English at grades I, II, or III;

A or AS level in English Language or English Literature;

Scotland: Until 1985, C or above in the ordinary grade of the Scottish Certificate of Education;

In or after 1986, grade 3 or above on the standard grade of the Scottish Certificate of Education;

Higher grade English;

Irish Republic: In or after 1975, Irish Leaving Certificate in English language at grade C or above (Ordinary), or Grade D or above (Honours);

International Baccalaureate: Higher or Standard level English language at grade 4 or above;

Open University: A pass in any undergraduate course prefixed with letter 'A' or 'D'.

Edexcel: IGCSE in English Language or English Literature;

CIE: IGCSE in English Language or English Literature;

Acceptable alternatives to the GCSE include, for mathematics:

CSE in mathematics at grade 1;

CEE in mathematics at grades I, II, or III;

O level or AO level in additional mathematics;

A or AS level in mathematics or any A level subject with mathematics in its title;

Scotland: Until 1985, C or above in the ordinary grade of the Scottish Certificate of Education;

In or after 1986, grade 3 or above on the standard grade of the Scottish Certificate of Education;

Higher Grade mathematics;

Irish Republic: In or after 1975, Irish Leaving Certificate in mathematics at grade C or above (Ordinary), or Grade D or above (Honours);

International Baccalaureate: Higher or Standard level mathematics at grade 4 or above;

Open University: A pass in any undergraduate course prefixed with letter 'M' or 'T'.

Edexcel: IGCSE in mathematics;

CIE: IGCSE in mathematics.

Acceptable alternatives to the GCSE include, for science:

GCE O level (grade C or above) or A / AS level in any science subject (physics, chemistry, biology, human biology, general science, geology);

CSE in any science subject at grade 1;

Zoology A level

BTEC: First Diploma in Science; pass with merit or distinction; Science modules from the National Diploma: pass with merit or distinction (subject to content of modules)

Open University: A pass in any undergraduate course prefixed with letter 'M' or 'T'.

Edexcel: IGCSE in science (double award) or IGCSE in biology, chemistry or physics;

CIE: or IGCSE in biology, chemistry or physics, physical science, coordinated sciences or combined science.

In exceptional circumstances, the University may decide to recognise a GCSE equivalency test administered by the company Equivalency Testing.

For some programmes other than initial teacher education, Key Skills Communications at Level 2 may be an acceptable alternative to GCSE English where this is part of the entry criteria and Key Skills numeracy at Level 2 may be an acceptable alternative to GCSE Maths.

International Qualifications

The equivalence of international qualifications will be determined with reference to externally recognised systems such as UK ENIC. Internal University professional knowledge and experience of overseas qualifications will also be considered.

Admissions Tutors may liaise with the Head of Student Recruitment and Admissions for information and advice about international and European qualifications for applications.

English Language for those without certified English-medium studies

All students whose first language is not English should have met the minimum English language requirement before commencing the programme.

The level of English language proficiency required will depend upon the programme and the level of study.

For entry to level 6 undergraduate study (e.g. final year), the requirement will normally be IELTS 6.5. The University may run level 6 programmes with a lower English language requirement where those programmes include English language content.

Entry to Initial Teacher Teaching requires IELTS 7.0, with academic writing at 7.0.

Entry to Nursing, Physiotherapy or Social Work requires IELTS 7.0, with no element lower than 6.5.

For postgraduate taught study, the requirement will normally be 6.5 overall, with no element lower than 5.5.

In all cases, other recognised equivalent English language proficiency qualifications will be considered (see below). Applicants who have met the general entrance requirements of their programme but who have an IELTS score 0.5 or 1.0 below that required (or equivalent other qualification) may be admitted to the University's pre-sessional language programme.

All qualifications are assessed to ensure all four components of speaking, listening, reading and writing meet the minimum grade requirements.

Name of Test	International Top Up	Undergraduate	Postgraduate
IELTS	5.5 overall	6.0 overall with no lower than 5.5 in each component	minimum 6.5 overall with no lower than 5.5 in each component
TOEFL iBT	59 overall with <ul style="list-style-type: none"> • 12 in Reading • 11 in Listening • 17 in Speaking • 17 in Writing 	79 overall with <ul style="list-style-type: none"> • 18 in Reading • 17 in Listening • 20 in Speaking • 17 in Writing 	89 overall with <ul style="list-style-type: none"> • 18 in Reading • 17 in Listening • 20 in Speaking • 17 in Writing
Pearson Test of English	42-49 overall. No lower than 42-49 in each component	50-57. No lower than 42-49 in each component	58-64 with no lower than 42-49 in each component
Cambridge CAE (Certificate of Advanced English)	CAE Score 162-168 with no less than 162 in each score	CAE Score 169 - 175 with no less than 162 in each score	CAE 176 - 184 with no less than 162 in each score

Anglia Proficiency	Pass	Merit	
City and Guilds IESOL	Communicator B2		Expert C1
Trinity College	ISE II		ISE III
Language Cert International ESOL	B2 Communicator Pass		B2 Communicator High Pass
Oxford Test of English	111 OTE	120 OTE	130 OTE
International Baccalaureate	HL/SL English with a minimum of 4		
Skills for English UKVI	B2 Pass		B2 Pass with Merit (PGT) C1 Pass (PGR)
WIN/University of Portsmouth Pre-sessional (Thailand)	55%-59%	60%-64%	65% + (PGT) 70% + (PGR)
Duolingo*	85 or higher overall, minimum 80 in Comprehension and Conversation and minimum 85 in Literacy and Production	95 or higher overall, minimum 90 in each component	105 or higher overall, minimum 90 in Comprehension and Conversation and minimum 100 in Literacy and Production

* subject to review and only with follow-up interview by International English

Please also see the University website: <https://www.chi.ac.uk/study/international/english-language-requirements/>

National/regional qualifications acceptable *in lieu* of one of the English language tests above

(each valid for **7 years** up to the start date of the University of Chichester course applied for – usually in September or January)

Name of Qualification	Accepted level
GCSE	English Language C/4 or higher
IGCSE	English as a Second Language: B/6 or higher English as a First Language: C/5 or higher
Hong Kong HKDSE English	Grade 4 (will accept Grade 3 for UG with IES)
Indian Class XII / CBSE / CISCE	70%
Czech Republic Maturitní Zkouška / Maturita or the Vysvědčení o Maturitní Zkoušce	achieve a minimum grade of 1 on the English component
Denmark- Studentereksamenas	At least 4/7 on the English component
Finland Ylioppilastutkinto / Studentexamen (matriculation examination)	Minimum Grade 4 in the English component
German Abitur	Grade 9
Hungarian matura	minimum advanced level of 4
Malaysian Sijil Pelajaran Malaysia (SPM)	Advanced English C
Norway - Vitnemål fra den Videregående Skole	A minimum grade of 4 on the English component

Polish Matura	70% or above in the English component
Romanian Diploma de Bacalaureat	achieve B2 in the English component
Singapore/Cambridge O Levels	English grade C
Kenya KCSE	Grade B
Slovakian Maturita	Grade 2 or above
West African Examinations Council (WAEC)	English at C6 level or above
Senior School Certificate Examination	English at C6 level or above
South Africa National Senior Certificate ("matric")	Grade C or above in First Language English

English language support

Support is offered in addition to all programmes for all students for whom English is not a first/main working language by the University's International Academic and Language Support package. This scheme provides effective on-going language support.

Appendix B – Admissions Processes

Timescales

Applications are received in the Admissions Office, checked for completeness and eligibility (compared with a set of clear entry criteria) and prepared for the decision process.

Applicants will normally receive a response within at least four weeks of the receipt of their application at the University, normally sooner. In most cases, this means that a decision to offer, invite to interview or reject will be made. In some cases, further information will be requested from the applicant to enable a decision to be made.

For over-subscribed programmes, the University may choose not to issue decisions until all on time applications have been considered.

Any applications that do not meet the programme's standard entry criteria (but which exceed minimum University entrance requirements) are passed to the Admissions Tutor for a decision.

Decisions

What are the Potential Offers/Decisions?

Possible decisions are:

- (i) Unconditional Offer

Applicants who have already achieved the academic requirements for admission will be given an "unconditional" offer (please see Mandatory Requirements below).

- (ii) Conditional Offer

Applicants currently studying towards academic qualifications or with documents outstanding that are required to confirm the place (references or personal statement) will usually receive a conditional offer. This will require the applicant to fulfil certain requirements, academic or otherwise, before their place is confirmed (made unconditional).

- (iii) Unsuccessful

Applicants that do not meet the minimum and/or the subject specific entry or interview criteria.

Mandatory Requirements

All offers, conditional or unconditional, are subject to receipt of all relevant qualifications certificates prior to registration and, additionally, a satisfactory DBS check (and / or occupational health check) where this is a mandatory requirement of the programme.

International Tuition Fee Deposit

International tuition fee payers will be expected to pay a minimum deposit of £2,000 before a Certificate of Acceptance for Studies will be issued. Some programmes require a higher deposit.

For students joining a 'Pre-Sessional English language programme', payment of the tuition fee for that programme will be accepted as the deposit but must be paid no later than two weeks in advance of the programme start date.

The £2,000 deposit will be refunded, in full, if the University withdraws the programme.

Otherwise, the deposit will only be refunded, minus a £250 administration charge, if the applicant provides written evidence of being refused a visa to join the programme, through no fault of his or her own.

Where the applicant has not disclosed relevant previous study, or does not have sufficient funds in the bank account for the relevant period, are examples of where it would be deemed the applicant's responsibility for not securing a visa.

Notification

Applicants receive official notification of all offers from the University by way of a formal offer which creates a contract between the institution and applicant.

UCAS and Department for Education's 'Apply for Teacher Training' applicants will receive formal notification of their offer through the appropriate clearing house. Full details of any academic conditions will be supplied in this communication.

An offer from the University will confirm that an offer has been made and will include any additional non-academic conditions such as evidencing qualifications, criminal record and / or occupational health checks and any other conditions for entry.

University offers to direct (e.g. non UCAS) applicants will also include any academic conditions of entry.

Confirmation

If an applicant is made a conditional offer, the final stage of the application process takes place after the publication of examination results. If an applicant achieves the entry requirements as stated in the conditional offer the place will be confirmed.

Admissions Tutors, and / or Admissions Office staff, under the guidance of the Vice Chancellor's Group, consider applicants who do not meet the conditions for a particular programme due to receipt of lower results than predicted/required (this will also include where examinations are not completed due to illness of a teacher or applicant, or disputed results). If the applicant meets the minimum University entry requirements at Confirmation (when exam results are received), they may still be accepted.

Applicants are required to meet the conditions of an offer by 31 August in the academic year they apply even if the offer is for deferred entry in subsequent years.

Clearing

If UCAS applicants are not accepted at their firm and insurance choices (i.e. they hold no offers) they will automatically enter Clearing. The Clearing process allows applicants to apply for another programme where places have not yet been filled. UCAS Clearing starts from early July and may continue until the start of the semester. The Admissions Office will notify UCAS of any vacancies and publish details on the University website. A dedicated Clearing vacancy telephone line will operate during the first week of the Clearing period.

Induction and Enrolment

The University, via the Admissions Office, sends successful (Unconditional Firm) applicants an e-mail, in August, confirming their place on the programme and directing them to the 'ChiView' Applicant

Portal to view enrolment information including details concerning induction and general information to assist students to settle-in during their first few weeks at the University.

Applicants are invited to register / check their details on line before the semester starts.

The Academic Registry controls Registration activities and information.

International Induction Programme

Separate induction arrangements are made for overseas students and this is arranged and co-ordinated by International Student Support.

Appendix C - Entry with Credit

Recognition of Prior Experiential Credit

Assessment tools will normally include some or all of the following:

- a portfolio of evidence (which could include artefacts);
- a focused interview;
- completion of a piece of work and a reflective account/diary of the learning achieved, or
- completion of the usual assessment used to demonstrate learning in the module/course/programme for which equivalence is being claimed.

When considering a claim, the University will consider the following:

- authenticity – that the student actually completed what is claimed in the proposal and that the evidence relates to the applicant's own efforts and achievements
- sufficiency – that there is sufficient evidence to demonstrate fully the achievement of the learning claimed
- validity – that there is an appropriate match between the evidence presented and the learning being demonstrated and that the evidence is valid and reliable
- currency – that learning is sufficiently recent to allow the student to benefit from the proposed programme or the student has kept up-to-date with recent developments
- directness – that the learning was specific and can be identified and categorised
- quality – that learning reached a level to allow the student to benefit from the proposed programme

When assessing portfolios, admissions tutors may wish to consider the following:

- is the learning claimed clearly articulated in terms of competencies/outcomes?
- how closely does the learning claimed relate to the programme of study applied for?
- has the applicant identified those modules of the programme from which exemption is claimed?
- has the applicant shown and evidenced that the outcomes of those modules have already been met through her/his prior learning?
- is the learning claimed at a level comparable with that of the programme applied for?
- is there sufficient evidence for the learning claimed?
- has the learning been kept up-to date?

Recognition of Prior Certificated Learning

In order to enter:

Year 2 / Level 5 students will need 120 credits;

Year 3 / Level 6 students will need 240 credits. Applicants will then need to write to the Admissions Office. They will need to supply a covering letter and an official university transcript detailing the modules completed and credit gained.

(Where this is not possible, students will need to provide a list of the modules that they aim to achieve before transferring).

They should also provide evidence of previous relevant academic qualifications – GCSEs for teacher training, etc.

All information is sent to the Admissions Tutor to assess whether the courses / modules have similar learning outcomes and subject coverage to the Chichester provision and whether the transfer is possible.

If the Admissions Tutor supports the application for entry with credit, the applicant should submit a formal application to UCAS (or a direct application form for January starts / part time / postgraduate).

The applicants should indicate on the form in the section marked “Point of Entry”, the level of the course they seek to join.

An academic reference is also required, preferably from their last university / college.

Interviews/auditions

Once the application, transcript and any other relevant qualifications have been received, students will normally be interviewed (or auditioned if applicable) to establish that admission / progression will be suitable.

For courses that interview or audition i.e. Teaching, Music, Dance, these should be carried out before the papers are passed to the Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department for consideration.

The Admissions Tutor will submit a brief written recommendation to the Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department as to why this applicant is suitable for entry with credit. The recommendation will comment on how the applicant’s credits may satisfy the learning outcomes of the modules they are being given credit for.

All relevant papers should then be submitted to the Deputy Vice Chancellor (Student Experience) or nominated Head of Academic Department who will, in turn inform the Admissions Tutor and the Admissions Office of the outcome (accept / reject / gather further evidence).

Where applications relate to accreditation of prior certificated learning awarded by the University of Chichester (e.g. MA Education) the relevant Head of Academic Department, nominated by the Deputy Vice Chancellor (Student Experience), who may approve the application(s).

Entry part way through the year

Students coming in part way through the year (e.g. beginning of semester 2), and planning to study full time, will need to have completed modules and achieved 60 credits. Most universities will not have finished Semester 1 / awarded credits as early as the University and therefore it will not be possible to transfer.

Appendix D – Applicants with Disabilities and Specific Learning Difficulties

The Equality Act (2010) places a legal obligation on universities not to discriminate against disabled applicants for reasons relating to their disability. There are, however, some justifications for offering “less favourable treatment” and, for applicants and courses for whom any of these justifications are an issue, a pre-offer assessment will be both necessary and legal.

Grounds for pre-offer assessment:

Professional body involvement

Many vocational courses are overseen by a professional body, which requires a certain level of physical and/or mental fitness from those joining the course. Where this is the case, all applicants should be required to complete an occupational health declaration. Occasionally a disability will conflict with the professional body requirements. Involvement of a professional body does not, of itself, necessitate a pre-offer assessment of need, but it should be made clear that offers made to applicants for such courses are dependent on a successful completion of the occupational health declaration process. This process is separate from any decision about whether the University can meet the applicant’s disability related needs or their academic suitability for the course.

Please also see the [University’s Professional Suitability and Fitness to Practise Policy](#).

Health and Safety

For some disabilities and some courses, it may be necessary to carry out a risk assessment before making an offer. The Admissions Tutor and / or Head of Academic Department should contact the appropriate member of staff in the Disability Team for support in finding out more about the nature of the applicant’s disability and advice on what reasonable adjustments could be made to eliminate an assessed risk. Only after reasonable adjustments have been seriously considered and dismissed as being unfeasible can the applicant’s disability be used as a reason to refuse entry to the course.

“Material and Substantial” reasons, the maintenance of academic standards or other prescribed standards

Occasionally the nature of an applicant’s disability will conflict in essence with the nature of the course. For further information and guidance in these areas, please consult the Head of Disability and Dyslexia Services or the relevant Student Health Team Advisor.

It is important to note that any decision to offer, or not to offer a place to a disabled applicant must be made in the light of appropriate reasonable adjustment. An applicant may only be refused entry to a course on the grounds of disability if all reasonable support and adjustment has been considered and dismissed. This decision will be made by the Admissions Tutor and the appropriate member of staff in the Disability Team, with guidance from other appropriate professionals where relevant.

Non-UK Applicants with Disability Needs

The University does not discriminate against non-UK applicants with a disability need, but they are not eligible for the same level of individual funding received by the majority of disabled UK students. The University will make a decision regarding the extent to which the cost of supporting/making reasonable adjustments can be met.

Appendix E - Admission of Applicants with Criminal Convictions

The University receives applications from a wide range of candidates and it actively promotes equality of opportunity for all with the right mix of academic achievement and potential, relevant experience and practical skills. However, the University reserves the right to choose to admit, or not, an applicant to a place on courses where, because of a criminal conviction, the applicant is considered:

Unable to enter a programme leading to professional qualification where the criminal conviction will prevent professional registration*; and / or to pose a risk to the broader University community.

*Please also see the [University's Professional Suitability and Fitness to Practise Policy](#).

Applicants for any course that is exempted under the Rehabilitation of Offenders Act (Exceptions) Order 1975 (including initial teacher training, social work, nursing and others health and social care professions), or any other course which will bring students into regular, unsupervised contact with children or vulnerable adults, are required to disclose all previous relevant unspent convictions, including cautions and reprimands, which would appear on a DBS enhanced disclosure. Applicants to these courses will be required to register with the Disclosure and Barring Update Service so that their status can be checked.

The University complies fully with the [Disclosure and Barring Service \(DBS\) Code of Practice](#) and undertakes to treat all applicants fairly.

As part of our recruitment process we ask applicants to relevant programmes to declare if they have any previous relevant* unspent conviction(s), caution(s) or reprimand(s) by asking the question on the (UCAS) application form.

* Applicants wishing to find a current definition of relevant unspent convictions which may be "filtered" from a DBS disclosure may wish to consult the [UNLOCK website](#) for further guidance.

For most offences, this means a caution or reprimand received when aged under 18 would be "filtered" after two years; a conviction received whilst aged under 18 would be filtered after 5.5 years; a caution or reprimand received when aged 18 or over would be "filtered" after 6 years; and, a conviction received when aged 18 or over would be "filtered" after 11 years. There will be no 'filtering' for someone who has more than one conviction, or any conviction that resulted in a custodial sentence, or any conviction on the list of proscribed convictions issued by Parliament must declare all cautions, reprimands and convictions.

Criminal records are taken into account for recruitment purposes only when the caution, reprimand or conviction is relevant to the programme to be undertaken by the person if admitted to the programme. Having a relevant "unspent" caution, reprimand or conviction will not necessarily bar an applicant from the programme or result in the applicant being considered to pose an unacceptable risk to the safety of the University community; this will very much depend on the circumstances and background of the offence with regard to the programme for which the application is made.

Applicants with relevant, unspent previous convictions, cautions or reprimands are required to write to the Head of Student Recruitment and Admissions at an early stage of the application process, before a DBS disclosure is requested, to clarify the nature and context of their offence(s). If an applicant does not inform the University of a relevant, unspent caution, reprimand or conviction, and this becomes apparent (e.g. it is listed on the DBS disclosure) at a later stage, the applicant will not normally be admitted to the University and / or will have their registration terminated.

An applicant who has had a custodial sentence would need to arrange for a probation report and would be interviewed by the Deputy Vice Chancellor (Student Experience) (or nominee).

The University reserves the right to decide if the applicant will or will not be allowed to reside in University owned or managed property.

What would constitute “relevant”?

In considering the relevance of criminal convictions, the University of Chichester will take account of the nature of the programme, for example:

- Does the programme involve one-to-one contact with children or other vulnerable groups such as students, clients, customers or other associated people?
- What level of supervision does/will the student receive?
- Does the programme involve direct responsibility for finance or items of value?
- Does the programme involve a placement or any other direct contact with the public?
- The recruitment of ex-offender policies of the organisations with which the applicant may be placed as part of the course
- The likelihood of the applicant meeting professional and statutory body “fitness to practise” criteria to undertake a placement or, ultimately, to join the profession they are planning to train for.

A risk assessment will be conducted, relevant to that programme. Such an assessment will consider:

- The seriousness of the offence or other matter and its relevance to the safety of other employees, students, customers, clients, minors under their supervision and property
- The length of time since the offence or other matter occurred
- Any relevant information offered by the applicant about the circumstances which led to the offence being committed or other matter occurring (for example, the influence of domestic or financial difficulties)
- Whether the offence or other matter was a one-off or part of a pattern of offending behaviour or other relevant matters.
- Whether the nature of the programme presents any opportunities for the student to re-offend
- Whether the applicant’s circumstances have changed since the offence was committed, making re-offending less likely
- The country in which the offence was committed or other matter occurred
- Whether the offence has since been decriminalised by Parliament

In addition, where applicable:

- any information supplied by the Probation Service;

Process

1. Individuals who are applying for programmes that require a DBS Disclosure will be notified through the offer that the programme requires the disclosure of all relevant unspent criminal convictions, and that admission to the University will be conditional on the receipt of a satisfactory Enhanced DBS Disclosure. In some cases, for instance, where the placement activity is later in the course, the DBS check will be carried out after admission but the requirement for the disclosure of all relevant conviction information by the applicant during the application process remains unaltered.

2. Details will be requested from every individual who accepts an offer for such a programme.
3. The Disclosure or conviction information should be sent to the Head of Student Recruitment and Admissions and will be kept confidential amongst relevant University staff (as detailed within this policy).
4. Academic admissions decisions will be based on an assessment of the applicant's relevant skills, experience, qualifications and abilities in the normal manner.
5. Where a conviction, caution or any additional information is disclosed, the Head of Student Recruitment and Admissions will consult with the Deputy Vice Chancellor (Student Experience) (or nominated Head of Academic Department) to consider whether the applicant is still acceptable for admission, or if further information is required.
7. The Deputy Vice Chancellor (Student Experience) (or nominee), in consultation with the Head of Student Recruitment and Admissions, will decide what action should be taken in the light of the information. If necessary, and with the consent of the individual, references regarding the offence, and subsequent rehabilitation, may be taken up, for example, from a probation officer.
8. Following receipt of all relevant information a decision regarding the admission / continued registration will be made by the Deputy Vice Chancellor (Student Experience) (or nominee) in consultation with the Head of Academic Department.
9. Any decision that an applicant may be admitted to a programme of study does not, of itself, indicate that the applicant may be housed in University managed accommodation. This is a separate decision made by the Director of Estate Management, in consultation with the Deputy Vice-Chancellor on the facts of each case.

Appeals

Where an applicant wishes to appeal against the admission decision of the Deputy Vice Chancellor (Student Experience) (or nominee), the following procedure should be followed, within one month of the original decision:

- a) initially seek feedback on the decision from the Head of Student Recruitment and Admissions; and,
- b) if the situation is not resolved, make a formal written appeal, with any additional information, to the Deputy Vice-Chancellor.
- c) In responding to such cases, the Deputy Vice-Chancellor may wish to seek advice, if necessary, from the Deputy Vice Chancellor (Student Experience) and / or the Head of Academic Department who made the original decision, as well as the Head of Student Recruitment and Admissions.

The decision of the Deputy Vice-Chancellor will be final.

Following Admission

Where details of a conviction or other matter (e.g. being charged with an offence) come to light during the (relevant) programme of study and have not been revealed by the individual at the time of admission and / or it is found that a student deliberately withheld information, or misled the University to gain a place on the programme, this will be dealt with by the Deputy Vice-Chancellor through the disciplinary procedure.

The fact that the conviction was not declared previously will be taken into consideration. The University will also consider whether the conviction or other matter is relevant, whether there is a significant risk, and whether this may be reduced through safeguards or a transfer to another programme.

Reference should also be made to the [University's Professional Suitability and Fitness to Practise Policy](#).

Data Usage, Security, Retention and Disposal

1. No information regarding disclosed criminal convictions or Disclosure will be released to any individual or organisation, unless they are authorised to receive it in the course of their duties under Section 122 of the Police Act Part V 1997. It is a criminal offence to pass this information to anyone who is not entitled to receive it.

2. The Head of Student Recruitment and Admissions will ensure that Disclosures and the information they contain will only be released to those who need access in the course of their duties (e.g. Deputy Vice-Chancellor, Deputy Vice Chancellor (Student Experience), Head of Academic Department, Admissions Tutor, Head of Student Recruitment and Admissions). After discussions have been made, all Disclosure information that has been released will be returned to the Head of Student Recruitment and Admissions.

3. All hard copy Disclosure information will be stored in secure, locked filing cabinets. Keys to such cabinets will only be held by responsible persons nominated by the Head of Student Recruitment and Admissions with access strictly controlled and limited to those who are entitled to see it as part of their duties. Electronic information will be in a drive that can only be accessed by the Head of Student Recruitment and Admissions and the Deputy Vice Chancellor (Student Experience).

4. Information which has been disclosed to the University by an applicant / student regarding their convictions (in paper or electronic form) will normally be held for no longer than a year but may be kept for the duration of the student's programme where it may be necessary to retain access for liaison with placement providers.

5. As evidence of a DBS Disclosure having been undertaken by / on behalf of the University, a record of the date of disclosure, the name of the subject and the unique number issued by the DBS will be retained in accordance with DBS advice.

Complaints

The University of Chichester undertakes to comply with the DBS Code of Practice. A copy of the Code is available from the DBS website (<https://www.gov.uk/government/publications/dbs-code-of-practice>). If an applicant or student believes this Code has not been complied with, they should contact the DBS directly at:

Disclosure and Barring Service, PO Box 110, Liverpool, L69 3EF

Tel: 03000 200 190

Appendix F - Childcare Disqualification Regulations – Example of Declaration

Childcare Disqualification Regulations – Declaration

The Department for Education (DfE) document ‘Keeping Children Safe in Education’ (2018) requires schools to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

Further guidance is available in:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf

A person may be disqualified through

1. having certain orders or other restrictions placed upon them
2. having committed certain offences

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED.

Reference: <http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>.

These regulations apply to all ITT trainees and students on any other course which requires them to undertake placements in schools. You are therefore required to complete this form so that the University can consider your suitability to be a teacher or attend schools for placement purposes.

Please note that if you fail to complete and return the form, you will be unable to undertake school experience.

Please read the statements overleaf carefully before responding YES or NO to each.

The completed form should be returned to Admissions either by post or electronically.

admissions@chi.ac.uk

Name:

Student Number:

	Delete as appropriate
Have any orders or other determinations related to childcare been made in respect of you?	YES / NO
Have any orders or other determinations related to childcare been made in respect of a child in your care?	YES / NO
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children's homes or fostering?	YES / NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations? Available within appendices of the document linked below: https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006	YES / NO
Are you barred from working with Children (Disclosure and Barring (DBS))?	YES / NO
Are you prohibited from Teaching?	YES / NO
Have you been cautioned (including a reprimand or warning) since 6 April 2007 or have you ever been convicted of:	
<ul style="list-style-type: none"> Any offence against or involving a child? (A child is a person under the age of 18)? 	YES / NO
<ul style="list-style-type: none"> Any violent* or sexual offence against an adult? *a violent offence in this context is murder, manslaughter, kidnapping, false imprisonment, ABH, GBH 	YES / NO
<ul style="list-style-type: none"> Any offence under the Sexual Offences Act? 	YES / NO
<ul style="list-style-type: none"> Any other relevant offence? Available within appendices of the document linked below: https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 	YES / NO
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?	YES / NO

Declaration – please sign and date

In signing this form I confirm that I am not disqualified under the Childcare (Disqualification) Regulations 2009. I am aware that if I have answered YES to any question above the university may contact me about my declaration and seek further information from relevant agencies.

All of the information I have provided on this form is complete and correct to the best of my knowledge and belief and I understand that any false declaration may affect my eligibility to work in schools. I understand that should circumstances change which affect the responses on this form I should notify the University immediately.

Signature Date

Appendix G - Applicants under the age of 18

1. Where an applicant is under the age of 18 at the commencement of the course, they are still considered a child in English law. Given this, the University of Chichester recognises it has additional responsibilities to the applicant, their parents or guardians and the wider University community. To ensure the University meets its duty of care, applications from students who will be under the age of 18 at the commencement of their course will be identified and processed in the following way:

1.1. Whether an application is made through UCAS or by direct application form, the age of the applicant will be highlighted on the application.

1.2. The application will automatically then be sent to the Admissions Tutor, who should review the application with the relevant Head of Academic Department. The review must consider whether there could be any material, placement or activity within the programme content that may be inappropriate for a person under the age of 18 to access or be involved with.

1.3. If such material, placement or activity is identified, the Head of Academic Department should consider whether this content could be altered to make it appropriate for a person under the age of 18.

1.4. If the course content is such, that it would usually be considered inappropriate for a person under the age of 18 to view or be involved with, and it cannot be altered, the Head of Academic Department should consider whether the student could miss that part of the programme without detriment to their overall development and progression for award.

1.5. If the course content cannot be altered or missed by the individual student without detriment, the Admissions Tutor must interview the applicant in the company of a parent or guardian to explain the programme content and to assess whether the applicant's level of maturity is such that they could be admitted to the programme without causing them harm or distress and to ensure the applicant is being enabled to succeed within the degree award.

1.6. The Admissions Tutor will normally request a meeting with the parent or guardian of the applicant to assure themselves and the Head of Academic Department that both the parent / guardian and the prospective student are aware of the conditions that will be in place until the prospective student is 18 years old.

1.7. If an interview of an applicant is requested, the Admissions Tutor should contact the Admissions Manager who will arrange for the applicant and their parent / guardian to attend the University.

1.8. If the Admissions Tutor and Head of Academic Department agree that an offer for Admission to the University should be made, the Admissions Office will make a formal offer to the applicant either through UCAS or other written communication.

1.9. A condition of the entry of any applicant under the age of 18 will be that the parent /guardian of the applicant give their permission for the applicant to attend and provide emergency contact details (a pro-forma for parental /guardian's consent is attached). The University will also require the parent /guardian of the applicant to act as Guarantor for any debts the student may incur as a student under the age of 18 cannot legally enter into a contract.

1.10. The Head of Student Recruitment and Admissions will circulate the details of students under the age of 18 to the Deputy Vice-Chancellor, the relevant Deputy Vice Chancellor (Student Experience) and Head of Academic Department, the Deputy Director of Estates, the Head of Student Support and Wellbeing and the Manager of the Students' Union.

1.11. The University will not make any unconditional offer without a copy of the (attached) pro-forma on file.

1.12. The pro-forma will be kept on the student’s file and circulated to the Head of Academic Department and the Head of Student Support and Wellbeing.

1.13. The University will not act in “Loco Parentis” for any student.

1.14. The University has to assure itself that the applicant will be suitably housed to the satisfaction of a parent or guardian.

1.15. Where an applicant is under the age of 18 and international, the University will require contact details for a guardian in the UK.

1.16. The University will provide all students under the age of 18 with a campus card stating that they are “under 18”.

1.17. The University adheres fully to the Data Protection Act and will not therefore release any information about the student’s studies (except any outstanding debt, see 1.9 above) to their parent or guardian without the express written consent of the student.

Permission for student under the age of 18 to attend the University of Chichester

To be completed by the parent or guardian of any student who will be under the age of 18 at the point of Registration.

Full Name of Applicant:	
Course of Study:	
University Student Number:	Year of Entry:
Please indicate if the applicant will be living in University halls or commuting in:	University halls / Commuting
Date of Birth:	/ /
<ul style="list-style-type: none"> • I give permission for the above named applicant to attend the University of Chichester. I recognise the University to be an adult environment and understand the nature of study involved. • I understand the University does not act in loco parentis for any student. • I undertake to meet any debts incurred by the above named applicant before they reach the age of 18. • I have made the applicant aware that they may not enter the Students Union when any licensable activity is taking place (unless accompanied by a responsible adult). This generally means there is only access to the SU at Chichester before 6pm (not at all at Bognor Regis). • I understand and accept that the University of Chichester cannot release information relating to the applicant, either academic or personal, without their consent. 	

<ul style="list-style-type: none"> I consent to the University of Chichester acting on medical advice in the best interests of the applicant to authorise emergency medical treatment if it is not possible to contact the below named emergency contact. <p>If the applicant is 16 or 17 years old <u>and</u> applying for a visa:</p> <ul style="list-style-type: none"> I consent for the applicant to live and travel independently. 		
<p>Emergency contact details</p> <p>The University requires the contact details of a parent or guardian <u>resident in the United Kingdom</u> in case of emergency:</p>		
Name:	Relationship:	
Address:		
Phone numbers - Home:	Work:	Mobile:
Signed:		Date:
Name:	Relationship:	

Please return the completed form to:

admissions@chi.ac.uk

For further details of the University of Chichester’s policy on applicants under the age of 18 please see the Admissions Policy, appendix G, which can be found on the University’s Academic Policies webpage: <https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support>

Privacy statement:

This form and the personal data it contains will be processed in accordance with current data protection legislation and the University’s Privacy Standard. Please see the University’s Data Protection webpage for further information:

<https://www.chi.ac.uk/about-us/policies-and-statements/data-protection>

Appendix H – Non-standard Entry Procedures

Non-standard entry procedures may be used for applicants who do not have the minimum entry qualifications.

Non-standard entry procedures may be used for applicants who either do not have, or are unable to provide, evidence of the minimum entry qualifications. [This may include those with refugee status who claim to have the appropriate entry qualifications, but are unable to provide evidence. It may also include those who have mislaid evidence of qualifications and are unable to get copies or confirmation from the relevant awarding bodies.]

The tasks that are used for this purpose should enable the applicant to demonstrate that they have a sufficient level of academic ability in the proposed subject area to be able to engage successfully with the programme. The tasks should also require the applicant to demonstrate a good level of literacy (some programmes may also stipulate that numeracy be demonstrated as well).

Programmes have the responsibility for setting appropriate entry tasks with clear guidance and for providing feedback which is both of value to the student and can be referred to subsequently in the event of a decision being challenged.

The Admissions Office has the responsibility for ensuring that applicants who are applying through these routes are advised to speak to and, where possible, meet up with academic staff to ensure that the applicants understand what is required of them and are given appropriate support regarding the process. A positive experience of this entry process can re-affirm in the student's mind their decision to study their chosen subject at Chichester.

Guidance to academic staff setting and assessing Level 4 (Undergraduate) non-standard entry tasks

This guidance, informed by good practice within the University, has been written to ensure the maintenance of academic standards and the integrity of our admissions procedures.

1. The task should comprise more than one piece of writing (depending on the subject) and should make it clear in the rubric that the applicant is expected to use a range of academic and/or professional sources. The rubric should also include the assessment criteria and stipulate how long the applicant has to complete the work. [This will be reinforced by the accompanying e-mail from the Admissions Office (who send out the task to the applicant) detailing the date and time for the deadline and how the work should be submitted.]
2. The task should not be in the form of an extended personal statement. Such a statement is expected in addition to any task that is set. The task should take an appropriate form for the programme being applied for and should be prepared by the Academic Department and reviewed every year.
3. Tasks for performance / practice based or vocational courses will usually include at least one of the following: portfolio, audition, media artefact / recording but must also include a substantial piece of written work.
4. The minimum wordage for applicants to Level 4 should be 2,500 words or equivalent. It is advisable that within this at least one longer task is required in order to judge the applicant's ability to structure and sustain their argument. Practice-based or creative or some professional subjects will require a practice-based portfolio or performance or interview, but this should not wholly replace a written task (which should be 500 words minimum). The Common Undergraduate Framework

guidance should be used to judge the equivalence of tasks so that the total demand equates with 2,500 words.

5. It should not be assumed that the applicant can access specific texts (unless they are being supplied with the task) and therefore it is often better to set a task that requires the applicant to reflect critically upon contemporary issues / debates within the subject area that are in the public domain. Applicants should also be expected to draw upon a range of academic sources and references to inform their argument. [An example of a task is in the box below.]

6. When assessing the task(s), comments (including those re literacy) should indicate the strengths and weaknesses of the work, and whether it has passed or failed. Three or four paragraphs would be normal. Tasks that receive an overall fail should be second-marked by another subject tutor.

7. Students who are interviewed / auditioned should similarly receive written feedback as stated in 6.

8. Where the submitted task has failed to meet the required standard advice should be given as to what the applicant could do to improve their chances of gaining admission e.g. do an Access to HE Diploma / Foundation course, take a module on a 'stand-alone' basis as a part-time student, gain more vocational experience in the required area.

9. The comment sheet(s) should be returned to the Admissions Office and will be available for scrutiny in the event of the challenge to the admission process.

Example from Department of Social Work

BA (Hons) Social Work

Non-Standard Academic Entry Task

Explain how one skill that you have developed through your life experience could be used in social work. (Word limit 750 words)

AND

2. Reflect on your feelings about one aspect of social work about which you personally are apprehensive. (Word limit 750 words)

AND

Discuss how a current national issue in the press within the last month could affect people who receive a service from social workers. (Word limit 2,000) You will need to show evidence of informed reading from at least four different appropriate sources, e.g. books, the Internet, journal or newspaper articles, policy documents. Please attach a list of references, which will not count in the word limit.

The assessment criteria for this task is that students demonstrate their ability to:

- Explicitly address the topics and fulfil the requirements as stipulated in all elements of the task.
- Clearly present their own ideas and those of others within an organised structure.
- Reflect on personal experience/s, including the emotional aspect.

The completed task should be returned to the Admissions Office.

Guidance to academic staff assessing applications for non-standard entry to a taught postgraduate programme.

Applicants without the relevant formal qualifications required for entry to a taught postgraduate programme but who can demonstrate significant relevant skills, experience and subject knowledge will be considered for entry. This will most likely have been gained through substantial, relevant work experience. Applicants will be advised on the production of a portfolio to demonstrate how they have gained learning outcomes that are equivalent to the standard entry requirements.

This guidance, informed by good practice within the University, has been written to ensure the maintenance of academic standards and the integrity of our admissions procedures.

The portfolio for entry to a taught postgraduate programme should normally consist of circa 4,000 words.

The portfolio should take an appropriate form for the programme being applied for and should be defined by the Academic Department. Practice-based or creative or some professional subjects will require a practice-based portfolio or performance or interview, but this should not wholly replace the written portfolio.

Below is an example of a framework for the assessment of a portfolio for entry to a taught postgraduate programme, (based on the descriptors taken from UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards)

<ul style="list-style-type: none"> a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.
Evidence:
<ul style="list-style-type: none"> an ability to deploy accurately established techniques of analysis and enquiry within a discipline
Evidence:
<ul style="list-style-type: none"> conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
Evidence:
<ul style="list-style-type: none"> an appreciation of the uncertainty, ambiguity and limits of knowledge
Evidence:
<ul style="list-style-type: none"> the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
Evidence:
<ul style="list-style-type: none"> Typically, holders of the qualification will be able to: - apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
Evidence:

<ul style="list-style-type: none"> critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
Evidence:
<ul style="list-style-type: none"> communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
Evidence:
<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts
Evidence:
<ul style="list-style-type: none"> the learning ability needed to undertake appropriate further training of a professional or equivalent nature
Evidence:
<ul style="list-style-type: none"> Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.
Evidence:
<ul style="list-style-type: none"> Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision making in complex and unpredictable circumstances.
Evidence:

Appendix I – Compacts, Admissions Agreements and Progression Agreements

The University wishes to enter into compacts with schools and colleges to open up opportunities for learners. The University has compacts with local schools and colleges throughout Sussex, Hampshire and the Channel Islands.

The compacts guarantee offers at typical entry levels (or interviews, as appropriate) for applicants taking appropriate qualifications. The compacts encourage constructive communication between the schools / colleges and the University and allow for contextual data about applicants to be put forward by the school / college, where appropriate. The compacts will not be used to make general reduced offers to specific groups of candidates and individual applicants will continue to be treated on their merits.

Admissions agreements offer recognition of specific qualifications (at one or more institutions) as providing suitable preparation for entry to the start of particular programmes. Such agreements require the approval of the relevant Head(s) of Academic Department(s).

Progression agreements are agreed with specific institutions and offer recognition for agreed levels of achievement in particular qualifications to allow progression to enter with credit to specific programme(s) at the University.

Any progression agreement with another institution requires formal academic approval from the Head of Academic Department (where appropriate) and by the Deputy Vice-Chancellor. The Curriculum Planning Group will be informed of all such agreements.

The Deputy Vice-Chancellor considers and authorises progression agreements for international students. The Curriculum Planning Group will be informed of all such agreements.

The Academic Quality and Standards Service will maintain a record of progression agreements and will keep their currency and operation under review.

Appendix J - Information Provision

The University strives to provide relevant, accurate and transparent admissions and programme information, in its publications and website.

Information is made available regarding entry requirements, programme content, assessment methods, tuition fees and accommodation via the University website, as well as at Open Days and external events.

Recruitment events for potential students may include open days, campus tours, mature students open evenings, UCAS Fairs, taster days, school visits, careers fairs and summer schools. Student Recruitment, Outreach, and Admissions, in conjunction with academic departments, are responsible for promoting awareness of higher education and more specifically the programmes available at the University.

Outreach staff regularly visit schools and colleges to deliver a range of general presentations relating to many aspects of higher education such as the benefits of higher education, how to apply and what Admissions Tutors look for in a personal statement, etc.

Appendix K - Requirements for Admission to Professional, Statutory and Regulatory Bodies' (PSRB) Programmes

Specific Conditions for Admission to Professional, Statutory and Regulatory Bodies (PSRB) Programmes at the University

The University will

1.1 confirm on entry to the programme that students:

1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

1.1.2 demonstrate values in accordance with the Code

1.1.3 have capability to learn behaviours in accordance with the Code

1.1.4 have capability to develop numeracy skills required to meet programme outcomes

1.1.5 can demonstrate proficiency in English language

1.1.6 have capability in literacy to meet programme outcomes

1.1.7 have capability for digital and technological literacy to meet programme outcomes.

1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges (By 'pending charge' we mean police charge pending conclusion of the criminal proceedings in line with the NMC's guidance on health and character) or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme (Rule 6(1)(a)(i) of the Nursing and Midwifery Council (Education, Registration and Registration Appeals) Rules 2004 (SI 2004/1767).

1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC

1.6 for NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme

1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in Annexe 1 of this document.