

Hertfordshire International College (HIC)

CPR QS3: Admission

Version 3.17

1. Introduction

This document sets out the Navitas policy and procedure for admission and entry for undergraduate and taught postgraduate students. The Admissions and Recruitment Centre (ARC) undertakes admission of all Navitas students alongside HIC (“the College”) and whilst some processes may require significant liaison with the Partner University, the policy and process is owned by the Admissions and Recruitment Centre.

There are a number of documents and processes that are linked directly to this policy, however because of the variation across the group and the requirement for flexibility due to the changing nature of the regulatory framework, these documents sit outside the policy [see the appendices below for details of these documents]. The policy should always be read and used in conjunction with the documents listed or referenced below and that are stored on the Wiki at this address:

https://navitas.sharepoint.com/nvt_eu/COE_Wiki/Introduction.aspx

Appendix A – Academic Entry Requirements

Appendix B – English Entry at Non-SELT

Appendix C – Academic Board Minute College Template

Appendix D – Visa Refusals and Administrative Review

Appendix E – CAS issuance and Risk Management

2. Principles of Admission

2.1 The admission of individual applicants is at the discretion of HIC with entry levels and other regulatory requirements agreed in principle with the partner University. These will be unique to each College, but are referenced below as Appendix A – [Academic Entry Requirements].

2.2 In exercising this discretion, the College and/or the ARC will abide by the following principles:

2.2.1 There should be a reasonable expectation that any person admitted to a pathway of study has the potential to achieve the standard prescribed in the ‘progression criteria’ at each stage of that pathway. Further, that there should be reasonable expectation that such persons are able to fulfil the objectives of the degree award and that this achievement be sequential.

2.2.2 Where applications do not directly meet normal stated entry criteria or where there are regulatory, migratory or other requirements to consider, the College/ARC reserves the right to review such applications as ‘Non-standard’ [see below for the policy on ‘Non-standard’ applications].

2.2.3 When considering each individual applicant for admission to a pathway of study, in addition to the entry criteria, evidence may be sought as to the applicant’s personal, professional and educational experiences that provide indications of his or her ability to meet the demands and inherent benefits of the pathway.

2.2.4 Both the ARC and the College endeavours to ensure that no applicant is discriminated on the grounds of race, colour, nationality, ethnic or national origin, marital status, disability, age, gender, sexuality, political or religious beliefs. To this end, the College / ARC, in association with each partner university, ensures that the criteria and procedures used for selecting students are relevant to the requirements of the pathway and in no way unjustly disadvantage such applicants. The College / ARC will consider all applications in accordance with both the Disability Act, 1995 and The Equality Act, 2010 and all associated guidance [see below for policy on ‘Non-standard’ applications].

2.2.5 Both the ARC and the College reserves the right to consider in greater detail, applications from persons who have a criminal record in either the UK, in their country of origin or elsewhere [see below for policy on Non- standard’ applications].

- 2.2.6 Admission with exemption and/or on the basis of prior experience will be governed by the same principles as those applying to applicants seeking admission to the beginning of a pathway of study [see below for policy on 'Non-standard' applications].
- 2.2.7 When making an offer (conditional or unconditional) in response to an application and having due regard to all entry requirements (academic and otherwise), any such offer will be for the entire undergraduate or postgraduate degree pathway. This does not preclude the possibility that the offer may require the applicant to obtain more than one Confirmation of Acceptance of Study (CAS) and, in the event that more than one CAS is required, each might be issued by either the College or the University as a Tier 4 sponsor.

3 Code of Ethics

- 3.1 All Navitas agents, Navitas UK representatives and HIC staff, when considering applicants for entry into the UK, must adhere to the Code of Ethics as laid down by UKCISA and these can be found on UKCISA's website.
- 3.2 Further to this, all College staff must sign up to the Navitas UPE Code of Ethics Agreement [and if a requirement, the partner university's], which is based on the UKCISA expectations above. This is to assure appropriate quality and rigour towards the recruitment of international students and their ongoing administration and management, inclusive of the application of objectivity, equality, parity and transparency. Navitas UPE requires that the following standards are applied at all times to the recruitment and application processes.
- 3.2.1 All staff act in the best interests of the applicant, while respecting College, Navitas Ltd, Navitas UK and institutional policies and regulations, statutory and legal requirements and the legitimate interests of the financial sponsors of students.
- 3.2.2 The Admissions and Recruitment Centre, Source Country Office Staff, and College Marketing and Admission Teams recognise the power of influence that comes with their position and that it is not used inappropriately. Assurance of this message and its application to second and third parties should be monitored by the General Manager Sales and Marketing UPE (GMSM)), The Director of Admissions and Recruitment Centre UPE and the College Director/Principal (CD/P).
- 3.2.3 All College staff and authorised representatives reflect accurately their areas of competence, education, training and experience and recognise the boundaries of their qualifications and competence, making appropriate referrals when situations fall outside them, specifically by referring 'Non-standard' applications [see below for policy on 'Non-standard' applications]. The CD/P is responsible for assuring that this standard is met.
- 3.2.4 The CD/P, Director of Admissions and Recruitment Centre UPE and GMSM must actively seek to promote their professional development and that of the marketing and recruitment team and Admission Office. They must keep pace with current developments in recruitment practice, legislation, statutory case law, immigration rules and procedures, Academic Registry UPE policies and guidance, along with guidance from authorities, such as the Home Office. They should inform the Academic Registry of any proposed changes and maintain operating standards and compliance requirements, with a view to enhancement.

4 Non-standard applications

- 4.1 As noted throughout this document, applications may be considered as 'Non-standard' due to a number of reasons and these may be, but are not limited to, reasons associated with; academic entry requirements, regulatory compliance, equality and diversity, and any other requirements, which may affect the applicant's chosen course of study such as professional membership criteria.
- 4.2 All such applications should be referred to an Admissions Manager for consideration at Academic Board and possible onward referral to the university Registry or Admissions office.

- 4.2.1 The Academic Board is the mechanism by which each application, not meeting the standard entry requirements and/or requiring consideration because of other criteria, should be reviewed and this review should occur before the issuance of any offer (conditional or unconditional).
- 4.2.2 Its membership should include an admissions manager with sufficient compliance knowledge and understanding to review all the regulatory requirements (in instances where there is insufficient personnel available the case should be referred to the Academic Registry.) and the college Director of Marketing and Admissions.
- 4.2.3 The authority under which the Academic Board operates is the Academic Registry.
- 4.2.4 All cases considered by the Academic Board should be fully noted [using Academic Board template – Appendix C] and should be submitted to the CMT for recording on the minutes. Its membership should include an admissions manager with sufficient compliance knowledge and understanding to review all the regulatory requirements (in instances where there is insufficient personnel available the case should be referred to the Academic Registry.)
- 4.2.5 Should a case require onward referral to the university Registry, this should be recorded in the notes of the College Management Team and no decision made until such time as the university Registry returns.
- 4.3 Those applications considered as ‘Non-standard’ could be included under one of the following categories:
- i. Academic Entry (those falling below entry and those requiring consideration of Accredited prior learning or Admission with Exemption)
 - ii. Regulatory (Immigration)
 - iii. Equality and diversity (disability or additional learning needs)
 - iv. U18 Minor
 - v. Criminal record and persons at risk
- 4.3.1 Academic Entry
Where an applicant marginally does not meet the stated entry standards, however demonstrates abilities and aptitudes that can be mapped as appropriate for entry to a stage of study, these applicants are eligible for referral to the AAC and consideration for admission, given that the stage of study in question is designed to incorporate:
- i. appropriate teaching support via enhanced contact hours; or is to be
 - ii. delivered over a longer period of time to enable adjustment to mature learning processes.
- However, these applicants are not guaranteed to be successful in securing an offer of admission and may also require onward referral to the partner University for approval.
- 4.3.2 Those applicants where their prior qualifications and learning are accepted as fulfilling some of the requirements of the proposed pathway or course of study may be eligible for exemption through the Accreditation of Prior Learning (APL) either through experience or by qualification.
- 4.3.3 The awarding of APL is a recognised route of entry to the College and should be formally referred to the AAC as a ‘Non-standard’ application.
- 4.3.4 The CMT delegates responsibility for the formal approval, to the AAC, of an applicants’ prior learning and experience and for determining the amount of credit that an applicant might be permitted.
- 4.3.5 All CLTBs and Academic Boards are required to follow the guidelines published by the Quality Assurance Agency (QAA) and specifically here this refers to Chapter B6: Assessment of students and accreditation of prior learning.
- 4.3.6 The following general guidelines should also be considered when making decisions about APL:
- i. It is clearly demonstrated that an applicant has fulfilled some of the assessment requirements of the designated pathway or course of study by means other than attendance on that course;

- ii. That by completing the remaining requirements of the designated stage of study or course, the applicant will be able to fulfil the objectives of the course or pathway and attain the prescribed standard for successful completion and onward progression to the partner University;
- iii. That there are no constraints placed by external bodies; and
- iv. APL cannot be granted to the modules Interactive Learning Skills and Communication.

4.3.7 The College places an equivalent credit limit on the proportion of learning that can be recognised through APL. These are as follows:

| Pathway Title | Delivery Model | Stage of Study Credit Points (maximum) | APL Credit Points / Modules (maximum) |
|-------------------------------|----------------|--|---------------------------------------|
| Undergraduate Pathway Stage 1 | SDM | 120+ | 60 or four (4) modules |
| Undergraduate Pathway Stage 2 | SDM | 120+ | 40 or two (2) modules |
| | IDM | 120 | N/A |
| Postgraduate Pathway Stage 1 | SDM | 80 | N/A |
| | IDM | 120 | N/A |

4.3.8 Regulatory (Immigration)

There are a number of regulatory considerations that need to be reviewed before an offer of admission can be issued to an applicant. These are related to the requirements laid down in the Immigration Rules and Policy Guidance documents issued by the Home Office. These requirements for consideration include:

- v. English Language Level

There are specified English Language levels that need to be evidenced to study at different RQF Levels. These can be found in the Immigration Rules and Policy Guidance documents, however in summary:

When you assign a CAS to an applicant to study at QCF or RQF level 6 (SCQF level 9 in Scotland) and above you must ensure they are competent in English language at a minimum level B2 on the Common European Framework of Reference for Languages (CEFR) and this in all four components.

If assigning a CAS using the Sponsor Licence of the University, it is permissible to choose the method of assessment, however the applicant must still be proficient to level B2 in each of the four components and these cases must be documented thoroughly, with a statement made on the CAS. In these cases there will be an agreed list of qualifications, which will be signed off by the partner University (only HEIs have this ability) [see Appendix B – English Entry at non-SELT].

When you assign a CAS to an applicant to study at QCF or RQF level 3, 4 or 5 (SCQF level 6, 7 or 8 in Scotland) you must ensure they are competent in English language at a minimum level B1 on the CEFR and this in all four components.

It is not a requirement to confirm English language competence for; Tier 4 (Child) students; students moving from Tier 4 (Child) into Tier 4 (General); those who have previously completed an academic qualification equivalent to a UK degree, which was taught in one of the majority English-speaking countries; or those who are nationals of countries, which are 'majority English-speaking'. These lists can be found on the Home Office's website. However, applicants to all Navitas UPE courses must meet the English language entry requirements.

- vi. Previous study in the UK – Academic Progression

There are specific requirements and exemptions with respect to academic progression and

these can be found in the Immigration Rules and Policy Guidance documents, however in summary:

For those applicants where they have previously studied in the UK and that study has been under Tier 4 (General) or as a Student, their next course must represent academic progression from the previous.

You do not need to show academic progression if this will be the applicant's first course of study in the UK, you are assigning a CAS for a student to make a first application to complete an existing course (e.g. the student may be completing a course with you that they started with another Tier 4 sponsor), or you are assigning a CAS for a student to re-sit an examination or repeat a module. Careful consideration of the Immigration Rules and Policy Guidance documents needs to be completed before any offer of admission is made, where a student has previously studied in the UK.

When confirming academic progression, for those cases that require it, a note must be added to the CAS and you will be expected to be able to justify this statement. When the Home Office carry out a compliance visit they may ask for the documented evidence of any decision and confirmation of academic progression.

- vii. Previous study in the UK – Study time rules
The time a student can spend studying at or above degree level is limited to five years except if enrolled on certain courses, studying for a Master's degree following the completion of an undergraduate degree where the duration of that degree course was four or five academic years.
- viii. Previous study in the UK – Right to study
Tier 4 Sponsorship is based on two basic principles and one of those is that "...those applying to come to the UK to study [applicants] are eligible to do so...". It is a requirement therefore, before assigning a CAS to a prospective student (or issuing an unconditional offer), the Sponsor (College and/or University) have assessed that the applicant is eligible for such. This is most applicable, but not exclusive, to applicants that are already in the UK.

In addition to these checks, it is also a requirement to monitor the continued eligibility for students enrolled under the 'change of sponsor' rules. This is covered in NPR M3 – Attendance, Student Monitoring and Reporting.

- ix. Previous applications to study in the UK
If an applicant has made a previous application to study or enter the UK, this will have been declared on the application form. For those applicants, as well as the requirements above, it is important to establish the outcome of that application even if it was refused. A previous refusal to enter the UK may result in further refusals and this information needs to be confirmed.

4.3.9 Equality and diversity (disability or additional learning needs)

The College / ARC is committed to developing educational opportunities, which can be accessed by all qualified applicants and, as such, the admission process is open to all persons with disability or learning needs.

The partner University's Statement on Disability and Disclosure by applicants should be read and understood in detail by admission and marketing staff prior to an offer being made, as this may affect a student's eventual progression. Note that prior to an Offer of Admission being made in such an instance, a full Student Management Plan must be completed and approved by both the CLTB (through the CMT) and the University disability services for assurance of management on onward progression.

The College / ARC strongly encourages applicants to disclose their disabilities as early as possible in order to ensure that any necessary support arrangements can be considered and where appropriate made prior to an applicant's arrival at the College.

As noted in 2.2.4, The College / ARC will consider all applications in accordance with both the Disability Act, 1995 and The Equality Act, 2010 and all associated guidance. In accordance with this, the College may reject an application on the grounds of disability where:

- x. The reason is fully justified by the CMT on the basis of the College's general principles of admission and therein, ongoing duty of care to the existing student population.
- xi. Necessary adjustments would not be reasonable either to the physical or staffing resource base of the College.
- xii. The College cannot guarantee the health and safety of the applicant for the times that they are not in timetabled sessions at the College.

4.3.10 Under 18 - Minors

Those persons considered minors, will be less than eighteen (18) years of age at the time of enrolment. The College will give consideration to minors as the resource (staff and built environment) of the College allows. Such applicants will be considered on their individual merit and their potential to benefit from their chosen pathway.

The College / ARC recognises that students should normally be eighteen (18) years old at the time of progression to the stage of study taken in full at the partner University. The University may also set a higher minimum age limit for certain pathway progression points if required by a professional or statutory body and where this is active may, in turn, determine age limits to College entry points.

There are a number of operational requirements that are linked to the enrolment and admission of a student who is under the age of eighteen and as such link to their admission:

- xiii. The relevant sections of the Acceptance of Offer are required to be completed;
- xiv. Confirmation of their accommodation and travel arrangements need to be received prior to arriving in the UK (a regulatory requirement);
- xv. Parents/legal guardians must provide a written letter of consent with their son's/daughter's/ward's Tier 4 (General) visa application;

For further policies and procedures for admitting and managing students who may be under the age of eighteen (18) years, see NPR 4.

4.3.11 Criminal Record and persons at risk

Where there is deemed to be a risk to the applicant themselves, the College will demonstrate reasonable effort to provide appropriate advice and assistance in enabling the applicant to determine his or her ability to meet the demands of a chosen pathway.

Whilst the College does not wish to further penalise an ex-offender, it will nevertheless find occasion to prohibit the admission of an applicant with the correct academic qualifications where it is deemed that the applicant may pose a risk to others. The College will also consider the University's regulations with regard to applicants with a criminal conviction.

5 Entry Requirements

5.1 Admission to Undergraduate Stage 1

The minimum level of attainment normally required for entry to Stage 1 is either: (a) a minimum of five (5) subjects at GCSE level (grade D or above) inclusive of English or as per the requirements of a specific Programme Specification; or (b) who meet prior certified or experiential learning. As a provider of educational pathways to international students, the College/Admissions and Recruitment Centre will accept all equivalent qualifications as listed in Table 1.

5.2 Admission to Undergraduate Stage 2

The minimum level of attainment normally required for entry to stage 2 studies is established is either:

- i. [One (1) or more GCE Advanced levels or two (2) Vocational A levels with a minimum of 48 UCAS points (new UCAS points system 2016 onwards); or
- ii. one (1) vocational double award, supported by passes in three (3) other subjects at GCSE level (grade C or above) reflecting subject specialism where required; or
- iii. who meet prior certified or experiential learning.]

- 5.3 As a provider of educational pathways to international students, the College will accept all equivalent qualifications as listed in the Sharepoint Wiki, the College/Admissions and Recruitment Centre will accept all equivalent qualifications as listed in Appendix A.
- 5.4 **Admission to Pre-Masters (Postgraduate Stage 1)**
The normal entry requirement for a pathway leading to a partner University Taught Masters is dependent on the type of degree being undertaken. For some pathways demonstrated work experience may be required. Normal entry criteria to such pathways are dictated by the requirements of the Programme Specification and are listed in the Sharepoint Wiki.
- 5.5 Other qualifications or experience that demonstrates a candidate possesses appropriate knowledge and skills may be acceptable after consultation with the appropriate partner University Admission Tutor.
- 5.6 All pathways associated with analytical techniques and their application, have a higher level of mathematics entry qualification associated with them. These specific entry criteria over and above the normal entry criteria are dictated by the requirements of the Stage/Programme Specification.

6 Offers

- 6.1 An Offer of Admission should only be produced using Navigate and is only valid if it is in the prescribed current format. Members of the UPE Admissions Team and College Admission Office should ensure that they do not make an Offer of Admission to any applicant unintentionally, either in writing or orally (for example, during an initial interview).
- 6.2 An offer of a place [conditional or unconditional] on a pathway of study, Offer of Admission, imposes an obligation on the College to admit an applicant and neither should be withdrawn without their consent, except where:
- i. The applicant fails to meet the conditions of the Offer of Admission.
 - ii. The intake to the stage of study, pathway or course is cancelled.
 - iii. The applicant fails to provide any requested supporting documentation by the specified date.
 - iv. The applicant is found to have made a false statement on the Application Form and/or the Acceptance of Offer Form or any other admission associated form, documentation, interview or statement, deliberately or inadvertently, or has otherwise sought to mislead the College / ARC.
 - v. The applicant has withheld pertinent information or only provided basic information, such as failure of attainment or poor attainment in a previous course of study or qualification.
 - vi. There can be no reasonable adjustment made by the College or partner University with regard to learning provision or pastoral care.
 - vii. The applicant is unable to present at enrolment as per the stated intake date on the Offer of Admission.
 - viii. The applicant has failed to complete the Acceptance of Offer Form and return by the specified deadline.
 - ix. The applicant has demonstrated an inability to make proper payment of the requisite Course Fee Deposit, and where appropriate accommodation final payments prior to issue of a Provisional/CAS Statement.
 - x. The applicant has failed to demonstrate adequate maintenance funds on request by the College / ARC and prior to issue of a Provisional/CAS Statement.
 - xi. The applicant has failed to provide evidence of insurance for the first year of their studies in the UK.
 - xii. An incorrect offer has been made and needs to be withdrawn.

7 Information and processing

- 7.1 All applicants, who submit a fully completed and signed Application Form, must be issued with an Offer of Admission, either conditional or unconditional, along with full, current and accurate information regarding the Acceptance of Offer and associated information, as created in Navigate; or a letter of refusal of entry.
- 7.2 Each applicant should make themselves familiar with the appropriate pathway or course information prior to making a Course Fee Deposit and completing the Acceptance of Offer Form. Course information should be provided to all Navitas Source Country offices and agents.
- 7.3 All applicants will be notified if there are any changes to a pathway or course to which they are holding an Offer of Admission. A new and revised Offer of Admission should be issued in all cases of change.
- 7.4 The College/Admissions and Recruitment Centre makes every reasonable endeavour to ensure that each 'standard' application that meets minimum entry requirements to a pathway or course is processed within a 24-hour period.

8 Tuition Fees

- 8.1 Tuition fees for full fee paying international students are determined by the College Management Team (CMT) and overseen and approved by the General Manager of University Programme Division UK, under the auspices of the CEO University Programmes.
- 8.2 Tuition fees for EU students are in line with the Home/EU fees as set by the University and agreed from OFFA
- 8.3 Tuition Fees are normally subject to change at the start of each new academic year.

9 Intake Targets

- 9.1 Maximum and minimum quotas of numbers of students to be enrolled per course of study are determined between the CMT in consultation with the partner Heads of School and relevant Pro-Vice Chancellor. Such quotas will be arrived at after consideration of the human and physical resources and facilities required to effectively run the course, including any specialist laboratory space, lecture, seminar rooms and the number of available teaching staff.
- 9.2 Although the College endeavours to run all academic stages of study from one semester to the next, constraints concerning the delivery of some modules may result in them only running during certain academic sessions.
- 9.3 The College cannot guarantee that all academic modules will run in any given semester.

10 Failure to Run Courses

- 10.1 All applicants should be aware that where a new or existing module, stage of study or pathway has failed to attract the required minimum quota of students to run, then the College reserves the right to delay the start of the module, stage of study, course or pathway until the next academic session and beyond, as necessary. Where this occurs, the College will make every possible alternative available to the applicants to inform the choice of their commitment.

11 Complaints

- 11.1 Any complaint or grievance made by an applicant (or their representative) relating to the administration of the admission process or regulatory framework will be deliberated by the CLTB/CMT to ensure a resolution that is fair and responsible. Where necessary the complaint may be referred to the Quality and Standards Office UK for deliberation.

12 Appeal

- 12.1 An 'appeal' is a process of review, in this instance of an admission decision made by the Admission Office and based upon a full application and associated documentation. Queries may be made on the following grounds:
 - i. suspected administrative error in Offer of Admission processing;

- ii. the applicant has a strong holistic profile providing the skills set to cope with the rigours of degree level study'; or
- 12.2 Whilst applicants may raise queries about the outcome of a verification process by the Admission Office, the Admission Office will not admit queries which consist solely of a challenge to the academic judgement.
- 12.3 Where queries relate to the substantive correctness of a recommendation or decision (such as a request to be provided with the reasons or as a request that is to be reassessed), the CMT will respond only to those that fall within the permitted grounds for a request for the review of an admission decision.
- 12.4 At all stages of the procedures, the CMT may decide to exercise its powers in accordance with the provisions of NPR 6 and refer the matter to the Quality and Standards Office UK.
- 12.5 With limited exceptions, all written materials considered under deliberation for the purpose of this policy, will be provided to the student in question.
- 12.6 The applicant should raise the matter at the earliest possible time and within 30 days of the initial Offer of Admission being issued, with the Admission Office who will undertake a reassessment of the decision and referral of that decision to the CMT. Under this process:
- i. the applicant who is raising the query will be required to complete and submit for reassessment;
 - ii. the Admission Office will collate all applicant data and submit for deliberation;
 - iii. the decision/s or deliberations of the Admission Office will be referred and reported to the CMT;
 - iv. the CMT may refer the matter to the Quality and Standards Office UK; and
 - v. the decision of the CMT or where referred to the Quality and Standards Office UK is taken as final.
- 12.7 In very exceptional circumstances, for example, where it believes that a CMT has misused or otherwise contravened its authority or there are procedural irregularities, the Quality and Standards Office UK has the power to consider and, if appropriate, change a decision. In such exceptional circumstances, the delegation of authority made to the CMT would be temporarily revoked.

13 Withdrawal or Termination of Enrolment Based on Misrepresentation

- 13.1 The College / ARC reserves the right to withdraw from enrolment to any pathway, a student who has deliberately or unintentionally misrepresented either their qualification or immigratory status or any physical, mental or learning disability. This is inclusive of non-declaration of any disability/disabilities, educational transcripts or certificates, for the sake of application to the College. Similarly, providing contrary information or any kind, without prior communication, on arrival at the College will also be deemed misrepresentation.

14 Changes in Offer and CAS

- 14.1 If there is a change made to an Offer, either conditional or unconditional, a new offer is required to be produced and forwarded to the prospective student. This may be either in relation to a new semester intake, alteration in the content of the offer (e.g. course) or any other substantial change.
- 14.2 If the prospective student has accepted an unconditional offer, then a further acceptance will be required to be completed to ensure the contractual relationship remains in place.
- 14.3 If an alteration is required to be made to a CAS, there are two options:
- i. A note can be added to the existing CAS using the Home Office Sponsor Management System; or
 - ii. The existing CAS can be Withdrawn and a new CAS Assigned (the exception here is where the amendment relates to extending the enrolment period. This can only be done by adding a note to the CAS).
- 14.4 Where the above in (i) above relates to the extension to the enrolment period, the following is applicable and in addition these actions should be completed, which if under the University SLN, should involve documented agreement with the University:
- i. Each extended enrolment should be considered only on a case by case basis;
 - ii. When considering the request for delayed enrolment a full review of the individual's

- circumstances is required, including the student's likely success should they miss classes;
- iii. In some circumstances it might be applicable to create an individual study plan for the student and they be added to the Student in Jeopardy programme;
 - iv. Each case for amendment requires individual sign off from the CDP and the University (if under the University's SLN);
 - v. Then a report is required to the Home Office under the Sponsor Guidance, by way of a note added to the CAS detailing the extension and the confirmation that the prospective student will be able to engage and catch up with the course programme; and
 - vi. A note should be added to the student's file.

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Appendix A – Academic Entry Requirements

The table below is a guideline to the academic requirements for entry into HIC's Stage 1, Stage 2 and Pre- Masters programs.

HIC welcomes all applications from all countries, and will assess each application on its own merit.

Mature-aged entry

Applicants who are aged 21 years or above may be asked to provide a 500 word personal statement in addition to the standard academic entry criteria.

Creative Arts applicants

Applicants for a Creative Arts program will need to provide a portfolio as evidence of their creative ability in addition to the standard entry criteria. Examples of work can be sent electronically at the application stage.

| Country /Region | Undergraduate Pathway | | Postgraduate Pathway |
|-----------------|---|--|--|
| | Stage 1 University Foundation* | Stage 2 First Year Degree | Stage 1 Pre-Masters |
| UK | 5 GCSE passes at grade C or 4 (1 semester) 5 GCSE passes at grade D or 3 (2 semesters) 28 new 2017 UCAS points (2 semesters) International Bacculaureate MYP 5 scores grade 5 (1 semester) International Bacculaureate MYP 5 scores grade 4 (2 semesters) | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Bacculaureate (IB) | Completion of a recognised Bachelor Degree, pass grade (1 semester) NQF Level 5 Qualification (2 semesters) |
| Angola | Habilita o Liter rias with grade 11 overall (1 semester) Habilita o Liter rias with grade 10 overall (2 semesters) | Grade 10 at Pre-University Certificate | Completion of Licenciado |

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|------------|---|--|---|
| Armenia | Certificate of Completed Secondary Education | Certificate of Completed Secondary Education GPA 5.0 - 6.0 or Diploma of Completed Specialised (Vocational) Secondary Education | Successful completion of a Bachelor's degree |
| Australia | Successful completion of year 11 | Satisfactory VCE ATAR score or completion of Foundation/Cert IV | Successful completion of a Bachelor's degree |
| Austria | | Reifeprüfung / Matura with grade 4 average | |
| Bahrain | 5 passes at Certificate of General Secondary Education (Shahadat Al-Thanawaya Al- Aama). | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of recognised Bachelor Degree: GPA 2.0/4.0 |
| Bangladesh | Completion of HSC 12 with GPA of 2.5 (1 semester) Completion of HSC 12 with GPA of 2.0 (2 semesters) | Completion of HSC 12 with grade average of 3.0 (3.5 for Engineering) | Completion of a recognised Bachelor Degree (4 years): GPA 2.2 |
| Belarus | Certificate of Completed Secondary Education | Certificate of Completed Secondary Education GPA 5.0 - 6.0 or Diploma of Completed Specialised (Vocational) Secondary Education | Successful completion of a Bachelor's degree |
| Belgium | | Abschlusszeugnis der Oberstufe des Sekundarunterrichts (German-speaking Community) with 60% average Certificat d'enseignement secondaire supérieur (French-speaking Community) with grade 10/20 | |

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| | | Diploma van secundair onderwijs (Flemish-speaking Community) with grade 10/20 | |
| Botswana | 5 passes at grade C BGSCE or COSC (1 semester) 5 passes at grade D BGSCE or COSC (2 semesters) | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: pass grade |
| Cambodia | Completion of Diploma of Upper Secondary Education, 50% overall | Completion of Associate Degree | Completion of a recognised Bachelor Degree: GPA 2.0 |
| Cameroon | Baccalaureat 5 passes Certificat de Probation 5 passes at grade 10 GCE O level 5 passes grade C. | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Licenc with a minimum grade 13 |

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| China | Successful completion of Senior Middle School 2 with at least 70% | <p>Successful completion of Senior Middle School 3 with 60% average/Engineering and Computer Science 70%</p> <p>Successful completion of a recognised Specialised College (Zhongzhuan) with 60% average/Engineering and Computer Science 70%</p> | <p>2 or 3 year Diploma (大专) from a recognised institution with minimum 60% (Full and Part Time Diploma (大专) can now be accepted)</p> <p>4 year Benke (本科) from a recognised institution with minimum 60% (Full and Part Time Benke (本科) can now be accepted)</p> <p>Self-taught or distance learning (自考) with minimum 60%</p> |
| Canada | Completion of grade 11: 60% average | <p>Atlantic provinces (NB, NL, NS, PE) Grade 12: 50% average on 5 grade 12 courses, including English and mathematics</p> <p>Ontario Grade 12: 50% average on 6 grade 12 U/M courses, including grade 12 U English and mathematics</p> <p>Alberta, Manitoba, Saskatchewan Grade 12: 50% average on 5 grade 12 courses, including English and mathematics</p> <p>British Columbia Grade 12: 50% average on 4 provincially examinable grade 12 courses, including English and mathematics</p> <p>Northern territories (NT, NU, YT) Grade 12: 50% average on 5 grade 12 courses, including English and mathematics</p> <p>Quebec Diplome d'Etudes Collegiales (DEC) 50% average on academic courses</p> | Completion of a recognised Bachelor Degree, pass grade |

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| Croatia | <p>Svjedodžba o Završnom Ispitu (Certificate of Completed Education) with grade 4 average (1 semester)</p> <p>Svjedodžba o Završnom Ispitu (Certificate of Completed Education) with grade 2 average (2 semesters)</p> | Svjedodžba o Maturi (Matura Certificate) with grade 2 average | |
| Cyprus | Upper Secondary School (Lykeio) Leaving Certificate (Apolytirio) with grade 10 average (2 semesters) | Upper Secondary School (Lykeio) Leaving Certificate (Apolytirio) with grade 12 average | |
| Czech Republic | Completion of 2 years of Matura, Gymnasium or Stredni with Grade 4 (pass) | Vysvědčení o maturitní zkoušce (Secondary School Leaving Certificate) with grade 4 average | |
| Denmark | <p>Folkeskolens 10 Klasseprøve / Folkeskolens Afgangsprøve (10th Form Advanced Leaving Examination) with grade 7 average (1 semester)</p> <p>Folkeskolens 10 Klasseprøve / Folkeskolens Afgangsprøve (10th Form Advanced Leaving Examination) with grade 2 average (2 semesters)</p> | Bevis for Studentereksamen (Secondary Education Graduation Certificate) at General upper secondary schools (gymnasium) | |
| Egypt | 5 passes at Certificate of General Secondary Education or Secondary Education Certificate of Al Alzhar at 50% | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised university Bachelor Degree: pass grade |

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| Estonia | <p>Lõputunnistus kutsekeskhariduse omandamise kohta (Vocational Secondary Education Certificate) or Lõputunnistus põhihariduse baasil kutsekeskhariduse omandamise kohta (Vocational Secondary Education Certificate (post-basic education)) with grade 5 average (1 semester)</p> <p>Lõputunnistus kutsekeskhariduse omandamise kohta (Vocational Secondary Education Certificate) or Lõputunnistus põhihariduse baasil kutsekeskhariduse omandamise kohta (Vocational Secondary Education Certificate (post-basic education)) with grade 3 average (2 semesters)</p> | <p>Gümnaasiumi lõputunnistus (Secondary School Leaving Certificate) with grade 3 average</p> <p>Gümnaasiumi lõputunnistus with the Riigieksamitunnistus (Secondary School Leaving Certificate with the State Examination Certificate) with grade 3 average</p> | |
| EU member states | Minimum of 20 points from International Baccalaureate | Minimum of 24 points from International Baccalaureate | Completion of a recognised Bachelor Degree, pass grade |
| Finland | <p>Ammatillinen Perustutkinto / Yrkesinriktad Grundexamen (Vocational Upper Secondary Award) with grade 5 average (1 semester)</p> <p>Ammatillinen Perustutkinto / Yrkesinriktad Grundexamen (Vocational Upper Secondary Award) with grade 2 average (2 semesters)</p> | Ylioppilastutkinto / Studentexamen (Matriculation Examination) with grade 2 average | |
| France | <p>Brevet de Technicien / Brevet Professionnel / Brevet des Métiers d'Art / Brevet de Maîtrise / Brevet Technique des Métiers with grade 16 average (1 semester)</p> <p>Brevet de Technicien / Brevet Professionnel / Brevet des Métiers d'Art / Brevet de Maîtrise / Brevet</p> | Diplôme du Baccalauréat Général / Diplôme du Baccalauréat Professionnel / Diplôme du Baccalauréat Technologique / Option Internationale du Baccalauréat with grade 10 average | |

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| | Technique des Métiers with grade 10 average (2 semesters) | | |
| Georgia | Certificate of Completed Secondary Education | Certificate of Completed Secondary Education GPA 5.0 - 6.0 or Diploma of Completed Specialised (Vocational) Secondary Education | Successful completion of a Bachelor's degree |
| Germany | <p>Hauptschulabschluss (awarded on completion of year 10) OR Realschulabschluss / Mittlere Reife / Mittlerer Schulabschluss / Erweiterter Realschulabschluss / Fachoberschulreife / Sekundarabschluss 1OR Berufsfachschulabschluss (Assistentenberufe / Vollqualifizierende Berufsausbildung) (from 2013) with grade 2 average (1 semester)</p> <p>Hauptschulabschluss (awarded on completion of year 10) OR Realschulabschluss / Mittlere Reife / Mittlerer Schulabschluss / Erweiterter Realschulabschluss / Fachoberschulreife / Sekundarabschluss 1OR Berufsfachschulabschluss (Assistentenberufe / Vollqualifizierende Berufsausbildung) (from 2013) with grade 4 average (2 semesters)</p> | Zeugnis der Allgemeinen Hochschulreife / Abitur OR Fachgebundene Hochschulreife / Fachhochschulreife with grade 4 average | |

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| Ghana | <p>5 C grades from Senior Secondary School (WAEC/NECO) examinations (1 semester)</p> <p>5 D grades from Senior Secondary School (WAEC/NECO) examinations (2 semesters)</p> | <p>West African A Levels/48 new 2017 UCAS Tariff points/minimum of 24 points in the International Baccalaureate (IB)/Diploma from Polytechnic</p> | <p>Completion of a recognised Bachelor Degree: pass grade</p> |
| Greece | <p>Upper Secondary School (Lykeio) Leaving Certificate (Apolytirio) with grade 10 average (2 semesters)</p> | <p>Upper Secondary School (Lykeio) Leaving Certificate (Apolytirio) with grade 12 average</p> | |
| Hong Kong | <p>Successful completion of Form 4 & 5 with an average grade of 40%, including Mathematics where required (2 semesters)</p> <p>HKDSE 6 points in 3 subjects (1 semester)</p> <p>HKDSE 6 points in 4 subjects (2 semesters)</p> <p>28 new 2017 UCAS points (2 semesters)</p> | <p>HKDSE 9 points in 3 subjects</p> <p>A minimum of 24 points in the International Baccalaureate (IB)</p> <p>48 new 2017 UCAS Tariff points</p> | <p>Hong Kong Higher Diploma pass</p> <p>Bachelor Degree with GPA 2.0</p> |

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| Hungary | <p>Szakközépiskola Érettségi Bizonyítvány (Vocational Secondary School Leaving Certificate) with grade 4 average (1 semester)</p> <p>Szakközépiskola Érettségi Bizonyítvány (Vocational Secondary School Leaving Certificate) with grade 2 average</p> | Érettségi Bizonyítvány (Secondary Education Graduation Certificate) with grade 2 average | |
| India | <p>Completion of all India or State SSC (X) with 50% average (1 semester)</p> <p>Completion of all India or State SSC (X) with 40% average (2 semesters)</p> | Completion of All India or State Board HSC (XII) with 50% average or 60% for Engineering/Computing | Completion of a recognised Bachelor Degree: Pass class |
| Indonesia | <p>Completion of all SMA II with average grade 7.0 (1 semester)</p> <p>Completion of all SMA II with average grade 6.0 (2 semesters)</p> | Completion of SMA III with grade 7.0 in 4 academic subjects | Completion of a recognised Bachelor Degree (Sarjana 1: grade B) |

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| Iran | Completion of High School Diploma with an overall pass | Completion of High School Diploma and Pre-University Certificate with a grade average of 10 or above | Completion of a recognised Bachelor Degree or 3 year Diploma equivalent from a recognised institution: grade 11/20 |
| Italy | | Diploma di Esame di Stato 60% | |
| Japan | Successful completion of 5 subjects at Kotogakko with 2.0 average | Successful completion of 5 subjects at Kotogakko with 3.0 average | Completion of a recognised Bachelor Degree: GPA 2.2 |
| Jordan | 5 passes at Certificate of General Secondary Education | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: pass grade |
| Kazakhstan | 5 passes at DCSE with grade 3 Successful completion of Attestat (Certificate of Secondary Education) with an average grade of 3.0 | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) Successful completion of Attestat (Certificate of Secondary Education) with an average grade of 4.0 | Completion of Bakalava: pass grade |

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| Kenya | <p>Completion of KCSE/CSE with grades C or above in 5 subjects (1 semester)</p> <p>Completion of KCSE/CSE with grades D or above in 5 subjects (2 semesters)</p> | East Africa Advanced Certificate of Education (EAACE) - 2 subjects at grade E or above | Completion of a recognised Bachelor Degree: pass grade |
| Kuwait | <p>60% in the Secondary School Certificate (Tawjihyah, Thanawiya, Thanawaya)</p> <p>50% in the Secondary School Certificate (Tawjihyah, Thanawiya, Thanawaya)</p> | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: pass grade |
| Laos | Pass Baccalaureate | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Equivalent to completion of a recognised UK Bachelor Degree |
| Latin America | See UK Entry Requirements | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bacharel / Licenciado: pass grade |
| Latvia | Diploms par videjo arodizglitibu (Diploma of Secondary Vocational Education) with 40% average | Atestāts par vispārējo vidējo izglītību (Certificate of General Secondary Education) with 40% average | |

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| Lithuania | <p>Pagrindinio Išsilavinimo Pažymejimas (Basic School Leaving Certificate) with grade 8 average (1 semester)</p> <p>Pagrindinio Išsilavinimo Pažymejimas (Basic School Leaving Certificate) with grade 5 average (2 semester)</p> | Brandos Atestatas Grade 5 | |
| Luxembourg | Diplôme de fin d'études secondaires (secondary education completion diploma) OR Diplôme de technicien / Diplôme de fin d'études secondaires techniques with 30/60 points | | |
| Macau | 5 passes at Cambridge Overseas School Certificate (COSC) / GCE O Level / HKCEE or Senior Middle 2: Minimum of 60% | 48 new 2017 UCAS Tariff points of 24 points in the International Baccalaureate (IB) or Senior Middle 3: Minimum 60% (70% required for Engineering and Computer Science courses) | Completion of recognised Bachelor Degree: GPA 2.0 |
| Malaysia | 5 passes at SPM at grade E, or UEC 2 passes at C8 or higher (not including Malay, English or Chinese) | 2 passes at STPM at grade E, or UEC 4 passes at C8 or higher (not including Malay, English or Chinese) | Completion of recognised Bachelor Degree: Class 3 |
| Malawi | <p>5 passes at Malawi Certificate of Secondary Education at grade C (1 semester)</p> <p>5 passes at Malawi Certificate of Secondary Education at grade E (2 semesters)</p> | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of recognised Bachelor Degree: GPA 2.0 |

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| Malta | <p>Secondary Education Certificate at Grade 5 (1 semester)</p> <p>Secondary Education Certificate with grade 7 average (2 semester)</p> | <p>Secondary Education Certificate at Grade 5 or Matriculation/Advanced Matriculation Grade E</p> | |
| Mauritius | <p>5 O Level/COSC passes, minimum Grade C (1 semester)</p> <p>5 O Level/COSC passes, minimum Grade E (2 semesters)</p> | <p>48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB)</p> | <p>Completion of recognised Bachelor Degree: GPA 2.0</p> |
| Moldova | <p>Successful completion of Year 11 with a minimum of five grades of 5 (2 semesters)</p> | <p>Certificate of Completed Secondary Education GPA 5.0 - 6.0 or Diploma of Completed Specialised (Vocational) Secondary Education</p> <p>Successful completion of the Diplomă de Bacalaureat with an average of 5</p> | <p>Successful completion of a Bachelor's degree</p> |
| Mongolia | <p>Completion of Certificate of Secondary Education with pass overall (60%)</p> | <p>48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB)</p> | <p>Equivalent to completion of a recognised UK Bachelor Degree</p> |
| Morocco | <p>Diplome du Baccaureat, minimum of 5 subjects at grade 10 (pass)</p> | <p>Diplome du Baccaureat, minimum of 5 subjects at grade 14</p> | <p>Diplome du Cycle Normal, minimum grade 12 or Dilpome d'Ingeniuer minimum grade 10</p> |

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| Myanmar | 5 passes (40%) at Basic Education High School Examinations | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: pass grade |
| Namibia | 5 passes in Cambridge School Certificate (CSC) or Cambridge Overseas School Certificate (COSC) /GCE O Level | Namibia Senior Secondary Certificate (with Matriculation Endorsement) | Completion of a recognised Bachelor Degree: grade A |
| Nepal | Completion of HSEC 12 with grade average of 50% (1 semester) Completion of HSEC 12 with grade average of 40% (2 semesters) | Completion of HSEC 12 with grade average of 60% | Completion of a recognised Bachelor of Engineering, Architecture, Technology, Medicine, Surgery: pass grade |
| Netherlands | Hoger Algemeen Voortgezet Onderwijs (HAVO) diploma with grade 8 average (1 semester) Hoger Algemeen Voortgezet Onderwijs (HAVO) diploma with grade 6 average (2 semester) | Vorbereidend Wetenschappelijk Onderwijs (VWO) OR MBO Middenkaderopleiding with grade 6 average | |

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| New Zealand | National Certificate in Education Achievement (NCEA): Level 2 with 60 credits plus 20 credits at Levels 1 or 3 | National Certificate in Education Achievement (NCEA): Level 3 with 60 credits plus 20 credits at Levels 1 or 2 | Completion of a recognised Bachelor Degree: pass grade |
| Nigeria | 5 C grades from Senior Secondary School (WAEC/NECO) examinations (1 semester) 5 D grades from Senior Secondary School (WAEC/NECO) examinations (2 semesters) | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) or pass in National Diploma Business Only: 6 C grades from Senior Secondary School (WAEC/NECO) examinations | Completion of a recognised Bachelor Degree: 3rd class/GPA 2.0 Nigerian Higher National Diploma (HND) pass |
| Oman | Completion of Thanawiya Amma with 60% | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: Pass class |
| Pakistan | Completion of SSC (10) with grade average of 60% | Completion of HSC (10+2) with grade average of 50%/65% Eng/Computing | Completion of a recognised Bachelor Degree: GPA 2.5 out of 5.0 (1 semester) Completion of a recognised Bachelor Degree: GPA 2.0 out of 4.0 (2 semesters) BCom with 65% and 3 years of relevant experience (1 semester) |

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| Poland | Świadectwo Ukończenia Liceum Ogólnokształcącego (Certificate of Completion from a General Lyceum) with 5 subjects at Grade 2 (2 semesters) | Świadectwo Dojrzałości (Certificate of Maturity) with 30% average | |
| Portugal | <p>Completion of Year 12 with grade average 12, without final Diploma Nível Secundário de Educação / Certificado Nível Secundário de Educação awarded (1 semester)</p> <p>Completion of Year 11 with grade average 12 (2 semesters)</p> | Diploma Nível Secundário de Educação / Certificado Nível Secundário de Educação with grade 12 average | |

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| Peru | Certificado de Educacion Secundaria Comun Completa: 5 subjects passed at grade 11 or higher | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: pass grade |
| Qatar | Completion of Thanawiya Amma with 60%. | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: 1.50/4 GPA |
| Romania | Certificat de Absolvire a Ciclului Inferior al Liceului (Compulsory Education /Junior High School Graduation Certificate) with grade 8 average (1 semester) Certificat de Absolvire a Ciclului Inferior al Liceului (Compulsory Education /Junior High School Graduation Certificate) with grade 5 average (2 semesters) | Diplomă de Bacalaureat (Baccalaureate Diploma) with grade 6 average | |
| Russia /CIS | Certificate of Completed Secondary Education. | Certificate of Completed Secondary Education GPA 3.5-4.0 or Diploma of Completed Specialised (Vocational) Secondary Education. | Completion of Bakalavr: Grade 3 |

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| Saudi Arabia | Completion of Tawjihyah (General Secondary Education Certificate) with minimum grade average of 60% | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: GPA 2.0 /50% |
| Singapore | Successful completion of O Level | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: 2nd class lower division /CAP 3.5 (1 semester) Completion of a recognised Bachelor Degree, Associate Degree or Advanced Diploma (2 semesters) |
| Slovakia | Vysvedčenie o maturitnej skúške (Secondary School Leaving Certificate) with grade 4 average | Maturitetno spričevalo (Matura Certificate - Secondary School Leaving Examination) with grade 2 average | |
| Slovenia | Spričevalo o poklicni maturi (Vocational Matura) with grade 4 average (1 semester) Spričevalo o poklicni maturi (Vocational Matura) with grade 2 average (2 semesters) | Maturitetno spričevalo (Matura Certificate - Secondary School Leaving Examination) with grade 2 average | |

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| South Africa | Completion of Senior Certificate (no matriculation endorsement) | Completion of Senior Certificate (with matriculation endorsement) | Completion of an Advanced Diploma: 2nd class /60% or a Bachelor Degree: 3rd class /50% (1 or 2 semesters) |
| South Korea | High School Y11 GPA 2.0 | Completion of High School Diploma | Completion of a recognised Bachelor Degree: Pass Grade |
| Spain | Título de Graduado en Educación Secundaria Obligatoria (ESO) with grade 7 average (1 semester) Título de Graduado en Educación Secundaria Obligatoria (ESO) with grade 5 average (2 semesters) | Título de Bachiller/Bachillerato with grade 5 average | |
| Sri Lanka | Successful completion of Year 11 (GCE "O" Levels) or equivalent, with minimum of 5 C grades (1 semester) Successful completion of Year 11 (GCE 'O' Levels) or equivalent, with minimum of 3 C and 2 S grades (2 semester) | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: 55% |

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| Sweden | <p>Slutbetyg från Grundskola (Compulsory Education Leaving Certificate) with grade 15/C average (1 semester)</p> <p>Slutbetyg från Grundskola (Compulsory Education Leaving Certificate) with grade 10/E average (2 semesters)</p> | <p>Avgångsbetyg / Slutbetyg från Gymnasieskola (Upper secondary school leaving certificate) OR Högskoleförberedande examen (Higher Education Preparatory Diploma) with grade E/10 average</p> | |
| Taiwan | <p>Successful completion of Senior Middle School 2 with at least 60%</p> | <p>Successful completion of Senior Middle School 3 with 60% average.</p> <p>GSAT of 50%.</p> <p>Vocational High School Senior Middle 3– 65% average.</p> | <p>Completion of a recognised Bachelor Degree: grade C/pass</p> <p>5 Years Junior Diploma 60%+ 1 year work experience (including military service)</p> |
| Tanzania | <p>Certificate in Secondary Education - 5 passes at grade C (1 semester)</p> <p>Certificate in Secondary Education - 5 passes at grade E (2 semesters)</p> | <p>Cambridge Overseas Higher School Certificate (COHSC) /East Africa Advanced Certificate of Education (EAACE): 2 subjects at grade E or above.</p> <p>National Form VI Examination /Advanced Certificate of Secondary Education (ACSE): grade S or above in 2 subjects</p> | <p>Completion of a recognised Bachelor Degree: pass grade</p> |

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| Thailand | Successful completion of Matayom 6 with a minimum average of 50% or completion of Matayom 5 with a minimum average of 65% | Successful completion of Matayom 6 with a minimum average of 65% or above | Completion of a recognised Bachelor Degree: GPA 2.0 |
| Turkey | Completion of Devlet Lisesi Diplomasi with average grade of 2.0 | Completion of Devlet Lise Diplomasi with average grade of 3.0 or completion of Diploma level studies | Completion of a Lisans Diplomasi: GPA 2.0 |
| UAE | Completion of Tawjihyah (Secondary School Certificate) 60% | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: GPA 2.0/50% |
| Uganda | 5 passes at Uganda Certificate of Education (UCE) grade 6 or above (1 semester) 5 passes at Uganda Certificate of Education (UCE) grade 8 or above (2 semesters) | 2 passes at Uganda Advanced Certificate of Education (UACE) when grades 1-6 are obtained Cambridge Overseas Higher School Certificate (COHSC) /East Africa Advanced Certificate of Education (EAACE) - 2 subjects at grade D or above | Completion of a recognised Bachelor Degree: GPA 2.0 |
| Ukraine | Certificate of Completed Secondary Education | Certificate of Completed Secondary Education GPA 7.0 - 8.0 or Diploma of Completed Specialised (Vocational) Secondary Education | Successful completion of a Bachelor's degree |

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| USA | High School Graduation Certificate with GPA 2.0 Successful completion of GED (General Educational Development) | High School Graduation Certificate with 2.5 score plus SAT's /AP /ACT examinations at grade D equivalent | Completion of a recognised Bachelor Degree: grade C |
| Uzbekistan | Certificate of Completed Secondary Education | Certificate of Completed Secondary Education GPA 3.5 - 4.0 or Diploma of Completed Specialised (Vocational) Secondary Education | Successful completion of a Bachelor's degree |
| Vietnam | Successful completion of Year 11 with 6.0 average* | Successful completion of Year 12 with 6.0* | Completion of a recognised Bachelor Degree: pass |
| Zambia | 5 passes at ZSC with minimum grade 6 (1 semester) 5 passes at ZSC with minimum grade 8 (2 semesters) | 48 new 2017 UCAS Tariff points or a minimum of 24 points in the International Baccalaureate (IB) | Completion of a recognised Bachelor Degree: 50% /grade C |
| Zimbabwe | 5 passes in ZGCE O Level at grade C (1 semester) 5 passes in ZGCE O Level at grade D (2 semesters) | 2 passes in ZIMSEC A level grade D | Completion of a recognised Bachelor Degree: 3rd division |

Entry requirements for First Year Life & Medical Science Courses:

| Programme | Subject(s) Required | Minimum Grade |
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| BSc (Hons) Biochemistry | Equivalent of 88 UCAS tariff points including 2 Sciences | C in Chemistry |
| BSc (Hons) Biological Sciences | Equivalent of 88 UCAS tariff points including 2 Sciences | C in Science |
| BSc (Hons) Biomedical Science | Equivalent of 88 UCAS tariff points including 2 Sciences | C in Science |
| BSc (Hons) Environmental Management and Ecology | Equivalent of 96 UCAS tariff points | N/A |

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| BSc (Hons) Environmental Management with Agriculture | Equivalent of 96 UCAS tariff points | N/A |
| BSc (Hons) Geography | Equivalent of 96 UCAS tariff points | N/A |
| BSc (Hons) Molecular Biology | Equivalent of 88 UCAS tariff points including 2 Sciences | C in a Science Subject |
| BSc (Hons) Sports and Exercise Science | 48 new 2017 UCAS Tariff points including one Science at a pass grade or above | Pass grade in a Science Subject |
| BSc (Hons) Sports Studies | 48 new 2017 UCAS Tariff points | N/A |
| BSc (Hons) Human Geography | Equivalent of 96 UCAS tariff points | N/A |
| BSc (Hons) Human Geography with Environmental Studies | Equivalent of 96 UCAS tariff points | N/A |
| BSc (Hons) Physical Geography | Equivalent of 96 UCAS tariff points | N/A |
| BSc (Hons) Pharmacology | Equivalent of 88 UCAS tariff points including 2 Sciences | C in a Science |
| BSc (Hons) Pharmaceutical Science | 48 new 2017 UCAS Tariff points including Chemistry at Grade C | Grade C in Chemistry |
| BSc (Hons) Nutrition | Equivalent of 96 UCAS tariff points including Biology and Chemistry* | Both Grade C |
| | *Can consider students without Chemistry but they will be asked to take an additional Chemistry module in Year 1. | |
| | | |
| | IB: 96 points from a minimum of 2 HL subjects at H4 or above to include Biology and preferably Chemistry - applicants without Chemistry will be asked to study additional Chemistry module at Year 1 (with the remaining points to come from a combination of HL, SL and Core) | |
| | IELTS 6.5 (no band below 6.0) | |
| BSc (Hons) Psychology | 48 new 2017 UCAS Tariff points + minimum Grade C in Mathematics at GCSE or equivalent | N/A |

- (footnotes) 1. All students must have taken English and Maths to GCSE Level (or equivalent)
2. Students entering Engineering degrees must also have Physics qualifications
 3. Students presenting with UCAS tariff points must have taken at least 1 A Level.
 4. Entry requirements are subject to change. Admission to the College will also be subject to other factors (eg financial background, study profile etc.)

Appendix B – English Entry at Non-SELT

UK

| Qualification | Level required for B2 (RQF Level 6 and above) | Skills testing |
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| GCSE English | C or 4 Grade | Taught and assessed in English |
| iGCSE English (English as a First Language and English as a Second Language) | C or 4 Grade in both the English as a First Language and English as a Second Language – possible revision to grade B for second language for Sept 2015 | Taught and assessed in English |
| O Level English (UK examining boards) | C or 4 Grade | Taught and assessed in English |
| International Baccalaureate | IB Diploma or Certificate / SL 5 or HL 4 | Taught and assessed in English |

International

| Qualification | Level required for B2 (RQF Level 6 and above) | Notes (NARIC /quals guide/performance data) | Skills testing |
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| Malaysian SPM1119 Advanced English O'Level CSE score only | 1-6 or A-C | NARIC: Advanced English - 1119 is considered comparable to GCSE Sample of 23 Malaysian students who graduated in 2012 showed 20 UG students achieved a 2:1 or 1 st class degree; one a third class degree; and three PG students achieved a Masters with Commendation or Distinction | Taught and assessed in English |
| Nigerian WAEC/NECO | C6 (1-6 or A-C) | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard <i>Sample of Nigerian students who graduated in 2012 showed 23/37 (62%) passed their Masters degree – 16 of these 23 with a commendation or</i> | Taught and assessed in English |

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| | | <i>distinction.11 repeating or results awaited, 3 withdrawn.</i> | |
| Hong Kong Diploma of Secondary Education (HKDSE) HKALE Use of English (phased out 2012) | Level 3 or above Pass | NARIC: considered comparable to the overall GCE Advanced level / Scottish Advanced Higher standard where levels 3-5 obtained. Performance to be monitored from 2013 (first graduating cohort with HKDSE) NARIC: considered comparable to the overall GCE Advanced level / Scottish Advanced Higher standard | Taught and assessed in English |
| Sri Lankan A level | Grade S (Pass) or above | NARIC: considered comparable to the overall GCE Advanced level / Scottish Advanced Higher standard <i>Sample of 16 Sri Lankan UG students who graduated in 2012 showed 10 students achieved a 2:1 or 1st class degree; two achieved a 2:2 and one a 3rd class degree. Of two PG students, one successfully completed, one result awaited.</i> | Taught and assessed in English |
| Canada | 60% average on grade 12 | NARIC: considered comparable to the overall GCE Advanced level / Scottish Advanced Higher standard | Taught and assessed in English |
| Botswana GCSE | C or above | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |
| Ghana SSCE | C6 or above | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |
| Kenya KCSE | C or above | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |
| South Africa | Senior Certificate 60% (Grade C) | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |
| Tanzania CSE | C or above | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |
| Uganda UCE | 1-6 or A-C | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |
| Zambia School certificate | C or above | NARIC: considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |
| Zimbabwe GCE | C or above | Is considered comparable to GCSE (grades A*-C) / Credit Standard Grade standard | Taught and assessed in English |

NON-STANDARD APPLICATION RECORD

| | | | |
|--|---|-----------------------------|---|
| 1. <u>Student Name and ID</u> | | | |
| <u>Business Unit</u> | | | |
| <u>Country of Recruitment</u> | | | |
| <u>Course and Stage</u> | Stage <input type="checkbox"/> 1- Foundation <input type="checkbox"/> 2- First Year <input type="checkbox"/> PMP | | |
| <u>Previous RQF Level (if applicable)</u> | <input type="checkbox"/> CEFR B2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> Unknown <input type="checkbox"/> Other, please explain: | | |
| <u>The student's situation</u> | <input type="checkbox"/> 1. Qualification held is not on published requirements <input type="checkbox"/> 1.1 NARIC gives equivalence to entry requirements (please attach a screenshot from NARIC) <input type="checkbox"/> 1.2 No information on NARIC – Need university's approval <input type="checkbox"/> 2. Final grades (or subject grades) are slightly lower than the entry requirements Entry requirement : Actual result: <input type="checkbox"/> 3. Unsuccessful previous UK studies <input type="checkbox"/> 3.1 UK foundation – failed one or more modules and overall <input type="checkbox"/> 3.2 UK foundation – failed one or more modules but passed overall <input type="checkbox"/> 3.3 UK foundation – passed all modules but failed to progress <input type="checkbox"/> 3.4 UK First Year – Failed one or more modules Please provide further information on the previous UK studies here: <input type="checkbox"/> 4. | | |
| <u>Is the student qualified for the applied stage with home qualifications?</u> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Final grade attained: | | |
| <u>Supporting evidence</u> | | | |
| <u>Previous precedents</u> | | | |
| <u>What is proposed?</u> | | | |
| <u>Sign-off</u> | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Admissions:</td> <td style="width: 50%; border: none;">Compliance (if applicable):</td> </tr> </table> | Admissions: | Compliance (if applicable): |
| Admissions: | Compliance (if applicable): | | |

Appendix D – Visa Refusals and Administrative Review

This Appendix should be read in conjunction with NPR QS3: Admission version 2.1

Introduction

This document sets out the Navitas policy and procedure when, following a visa refusal, the College / ARC and/or student consider there are possible grounds for seeking an Administrative Review of the refusal decision. All Colleges should undertake this procedure, however some processes may require significant liaison with the Partner University (especially where they are the Tier 4 Sponsor). The individual College Process is noted below in section 8.

This policy and process is owned by the College, however there will be clear operational procedures which will require liaison with the University.

There are a number of documents that should be considered when following this process, and these include:

- Tier 4 Policy Guidance for Sponsors;
- Tier 4 Policy Guidance for Applications;
- The Immigration Rules, as amended; and
- Tier 4 interviews and genuine student rule (GSR): STY02.

All of these documents can be found on the Home Office section of the UK Government website and also on the Navitas UK infonet.

2. Principles of Administrative Review

- 2.1 Administrative Review is the means by which a student can challenge a refusal decision made under the Points Based System, where the student believes an error has been made in the decision. The Administrative Review is free of charge.
- 2.2 Administrative Review is an entitlement but the request must be made within 28 days from the date the refusal notice is received by the student. For time limits for making a request, see further paragraphs 6 and 7 below.
- 2.3 Administrative Review is a non-statutory scheme; that is there is no legislation setting out what it covers or who is eligible to apply. The policy is contained in the Tier 4 Policy Guidance for Applications.
- 2.4 An Entry Clearance Manager will conduct the Administrative Review. This may mean that in some cases an Entry Clearance Manager from another entry clearance post will conduct the Administrative Review. The applicant may receive the result of the Administrative Review from an entry clearance post that is different to the one that considered the original entry clearance application.
- 2.5 Any applicant refused entry clearance under Points Based System, where they believe the Entry Clearance Officer has made an incorrect decision.

3 The Tier 4 Process of Administrative Review

- 3.1 The student will receive the Administrative Review Request Notice with the entry clearance refusal notice.
- 3.2 The student must complete the Request Notice in full and send it directly to the address stated on the Request Notice.
- 3.4 Students must not send any additional documents such as passport or supporting documents with the Administrative Review request notice. If the refusal is subsequently overturned, the student will be asked to send in their passport.
- 3.5 The student has 28 days from the date of receipt of the refusal notice, to submit a request for Administrative Review; however,
 - 3.5.1 Where an Administrative Review request is received outside the 28-day period, the administrative reviewer will consider if there are exceptional circumstances to accept the application outside of the deadline; and

3.5.2 If the Administrative Review request is late and the administrative reviewer decides not to perform the Administrative Review, the request notice will be returned to the applicant with a letter explaining why it is not being accepted.

3.6 Applicants may request only one Administrative Review per refusal decision. Any further review requests received for the same refusal decision will not be accepted. They will be returned to the applicant; however,

3.6.1. Where the Administrative Review upholds a refusal but with different refusal grounds, the applicant may request an administrative review of these new refusal grounds.

3.7 If the applicant has new or further information, documents or other paperwork that they failed to submit with their original application, they will need to make a new application and pay the appropriate fee.

3.8 The administrative reviewer will complete their review and notify the applicant in writing of their decision within 28 days from the date of receipt of the Administrative Review request notice; however if, in exceptional circumstances, the administrative reviewer is unable to complete the Administrative Review within the 28 days, they will notify the applicant in writing as to when to expect a decision.

4 What will the Administrative Review consider?

4.1 The administrative reviewer will examine the evidence submitted with the original application, copies of which will be kept at the refusal post.

4.1.1 The applicant is not allowed to provide new evidence. Any new evidence must be disregarded unless the applicant was refused under paragraph 320 (7A) or 320 (7B) of the Immigration Rules on General Grounds for Refusal.

4.1.2 Any new evidence submitted by the applicant must be returned to them together with the outcome of the Administrative Review.

4.2 More detail on the process and decision making processes of Administration Reviews can be found in the Tier 3 Policy Guidance for Applications.

5 Reasons for a Navitas student to consider Administration Review and possible outcomes

5.1 A student should consider an Administration Review in one of the following cases, where the ECO:

5.1.1 Failed to properly consider evidence submitted with the original application;

5.1.2 Failed to apply the Immigration Rules correctly;

5.1.3 Made a mistake in processing the application; and

5.1.4 Failed to give adequate reasons for refusing entry clearance. In this case, the administrative reviewer will recommend the Entry Clearance Officer revoke the original refusal and serve a new refusal notice giving a full explanation for the refusal.

5.2 There are three possible outcomes of Administrative Review:

5.2.1 Uphold decision - reasons for refusal remains the same;

5.2.2 Uphold decision - with revised reasons for refusal; and

5.2.3 Overturn decision - issue entry clearance.

6 Credibility Refusals

6.1 These refusals are more difficult to challenge through Administration Review than those relating to documentation issues or failures in the application process. Therefore this sets out some additional considerations.

6.2 The current caseworker guidance is referenced below and should be considered carefully when all refusals from credibility are reviewed by the College. There are a number of areas where it is specifically noted that a caseworker cannot refuse on the grounds of credibility (Genuine Student Rule – 245ZV(k)); these are:

- 6.2.1 Academic ability, as assessed by the ECO;
- 6.2.2 Academic progress, as assessed by the ECO;
- 6.2.3 The relative cost of the course and whether it is available more cheaply in the country of application;
- 6.2.4 The relevance of the course to future employability; and
- 6.2.5 Whether the student intends to leave the UK at the end of the course.
- 6.2.6 In addition, applications should not be refused on the grounds of credibility without an interview unless the applicant has previously been refused for not being 'genuine' and the new application shows no material change of circumstance or no new evidence, or if other applicants have made the same or similar applications and have all been refused for not being 'genuine'.

If any of the above applies, then the student (and College) should consider going for an Administration Review or assigning another CAS. There are some considerations; however that need to be ensured if either of these are being pursued.

7 Processing a Credibility Administrative Review

- 7.1 If considering an Administrative Review, it is possible and recommended to request the interview transcript (this has to be done by the student*);
- 7.2 This transcript then should be reviewed before the Administration Review is submitted (there are time constraints on submitting as noted above, so action needs to be taken promptly);
- 7.3 Current legal advice also recommends that if a College clearly considers this applicant to be genuine, then they should also submit a covering letter to support this application for Administrative Review.

* A new declaration has been added to the Acceptance of Offer whereby the student consents to the College/University contacting the UKVI in matters relating to the student's immigration status.

- 7.4 Please contact the Senior Compliance Specialist, UK if you are considering either an Administration Review or a second CAS for a student who has received a refusal on the grounds of credibility and you require further guidance.

8 College Process Flow for Administration Review

- 8.1 When a Visa Refusal is received the receiving member of staff must notify the central compliance team and inform staff at the College Management Team (CMT) Meeting.
- 8.2 The ACM will follow-up on the progress of the Administrative Review every week. Once a decision is received (positive or negative) the CMT should be informed.

Appendix E – CAS issuance and Risk Management

This Appendix should be read in conjunction with NPR QS3: Admission version 2.1; and
The Navitas UK and College risk management documents and process (Section 6 attached to this document)

1. Introduction

This document sets out the Navitas UK policy, and provides further information to support the College procedure when considering the assignment of a CAS and in this the assessment of the associated risks. This is designed so that the College can ensure that it continues to meet both its regulatory objectives and broader legal obligations including those outside of immigration e.g. The Equality Act, 2010.

The individual College Strategy and Procedure is noted below in section 6.

This policy and associated procedure is prescribed by Navitas UK and owned by the College, however there will be clear operational procedures, which will require liaison with the partner university.

There are a number of external documents that should be considered when following this and any risk management process associated with the assignment of a CAS, and these include:

- Tier 4 Policy Guidance for Sponsors;
- Tier 4 Policy Guidance for Applicants;
- The Immigration Rules, as amended; and
- Tier 4 interviews and genuine student rule (GSR): STY02; and
- The Equality Act, 2010.

All of these documents can be found on the Home Office and legislative sections of the UK Government website and/or on the Navitas UK infonet.

2. Principles of Sponsorship and issuing a CAS

2.1 Paragraph 1 of the Tier 4 Points Based System Guidance for Sponsors states that:

Sponsorship is based on two basic principles. They are that those who benefit most directly from migration (employers, education providers or other bodies that bring in migrants) help to prevent the system being abused; and those applying to come to the UK to work or study are eligible to do so and a reputable employer or education provider genuinely wishes to take them on.

2.2 As part of these obligations is it essential that a CAS be assigned only to those students who are eligible and this requires that an assessment of the 'credibility' of the student and their application to study be carried out; the Home Office and Immigration Rules refer to this as assessment under the 'Genuine Student Rule'. More information on assigning a CAS can be found in the above documents.

3 HTS Metrics and Risk Management

3.1 Institutions licensed under Tier 4 are required to apply for and renew their HTS status annually. Within this application they are assessed against and are required to meet certain metrics, these are visa refusal rate, enrolment rate and completion rate. Current definitions of these can be found in the Tier 4 Points Based System Policy Guidance documents.

3.2 In order that these HTS metrics are met, the College needs to ensure that the recruitment, admission and on-going management of students is considered carefully as part of the on-going overall risk management strategy of the College. Failure to meet any of the HTS metrics in their own right will result in an automatic suspension and then revocation of an institution's licence.

3.3 Each College should consider how its recruitment strategy, forward projections through the financial planning process, current admission verification and student management compliance systems all combine to ensure that the on-going regulatory risk is minimised, whilst maximising the opportunity for sustainability and future growth of the business.

- 3.4 When conducting this overall risk management approach to the HTS metrics it is important to ensure that Colleges and individuals adhere to and remain compliant with all other UK law including, but not limited to, the Equality Act, 2010.

4 The requirements of the Equality Act, 2010

- 4.1 The Equality Act, 2010, amongst other aspects, statutes to protect individuals against discrimination, both direct and indirect. It also defines a number of 'protected characteristics' and details how these are to be considered.
- 4.2 It is important when determining the risk of regulatory breach under Tier 4 that the decision making processes consider the requirements of the Equality Act, 2010 and that the provisions of paragraph 2.2.4 in the NPR QS3 Admission policy are adhered to in full.

5 Reasons for refusing the issuance of a CAS

- 5.1 Each and every application from a prospective student should be considered on their academic merits, taking into account the requirements for entry, the Tier 4 Points Based System Policy Guidance for Sponsors and the QAA UK Quality Code for Higher Education, Chapter B2 – Recruitment, selection and admission into Higher Education.
- 5.2 There are many considerations when determining the issuance of a CAS, not least those listed within the Guidance and documents above.
- 5.3 One of the conditions within the Acceptance of Offer and to which all students agree is:

"I understand that this offer, whilst unconditional, will not be binding in the event that the College/University deems that by continuing to support the offer either party could be in contravention of UK law and/or that you may not be successful in any subsequent visa application."

This condition protects the College, as far as it can under the law, in any decision following the student's acceptance of an unconditional offer, where the College determines not to issue a CAS to a student. Not with standing, this decision cannot be made on any grounds where the determination may be considered to be in breach of the Equality Act, 2010.

- 5.4 Any decision to issue or not, a CAS should be made solely on the grounds of whether:
- 5.4.1 The prospective student meets the applicable entry requirements (e.g. academic, English Language level and suitability to their chosen course of study); and/or
 - 5.4.2 The prospective student meets the requirements of the Immigration Rules and any associated guidance e.g. is a genuine student; and/or
 - 5.4.3 Where by assigning a CAS or not, this might bring the College in breach of its obligations under UK law, now or knowingly in the future.

6 College Risk Management Strategy and Processes

HTS statistics are monitored on a weekly basis at the College Management Team (CMT) meeting. Where areas of risk are identified (i.e. if the College reaches an HTS metric of 5%) action is taken to mitigate that risk. Areas of analysis include Visa Refusals, Non-Enrolments, Programme Completion and Withdrawals split by country, agent, UK domicile, and Sponsor Licence Number. A full report on HTS metrics and risk mitigation is provided to the General Manager UK and partner university on a semester basis.

<ends>