

# **Admissions Policy**

## **London College of Osteopathic Medicine**

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### **The admissions tutor. Role descriptor**

The role of admissions tutor will usually be undertaken by the course director or their nominated deputy. They will also be supported by another member of faculty and an appointed trustee.

The role includes but is not limited to:

- Dealing directly with enquiries regarding studying on the MLCOM course.
- Meeting with prospective candidates to discuss the course, funding, student life, course content and delivery and admissions arrangements at the college.
- Ensuring the application process is followed at all times and any deviation is properly scrutinised by the college principal, trustees and academic council.
- Ensuring the applications process is kept up to date
- Ensuring the online resources for applicants are adequate and up to date.
- Ensuring arrangements for verifying information such as qualification, experience and ID are adequate and up to date
- Ensuring documentation such as application forms, interview schedules and assessments methods are adequate and up to date.
- Liaising with the principal and trustees as appropriate during the process
- Ensuring proposed changes to the process are properly scrutinised.
- Keep up to date records of those who have made enquiries, made an application, progressed with the application process and been successful in gaining admission to the course.

### **Applying to the course.**

#### **Prerequisites for application**

- Applicants must hold a medical qualification from a medical school in the UK or one recognised by the General Medical Council (GMC) as being approximately equivalent to one awarded in the UK and listed on the world directory of medical schools. The list of acceptable courses can be found here. <https://www.wdoms.org/>
- Applicants should have at least two years post grad clinical medical experience and have been in some form of clinical practice within the last five years.
- Applicants from non-native English-speaking countries should have at least IELTS level seven, or OET grade B in all four aspects of the test and taken the medical version of the OET.

## The process

- Applicants express an interest in the course by contacting the admissions tutor and are given all the information necessary to make an application and the process that involves including information regarding the portfolio and OSCE.
- The applicant is asked to fill out application form and monitoring forms (appendix 3) which they submit to the admissions tutor. The application form includes a small portfolio to compile requesting information about their present or previous practice, which demonstrates their skills, knowledge and ability in certain areas.
- The applicant is invited for interview with two members of staff, which also involves a review of their portfolio and a small OSCE which tests their knowledge and skills in other areas.

If the applicant passes the assessment processes, they will be offered a place on the course subject to the below being satisfied.

- UK applicants are required to bring three forms of identification to the college for a DBS check to be completed. For non-UK applicants they should provide an equivalent to DBS in their country of residence or if this is not possible, they should supply a letter of good standing from their local police station, which will need to be checked through primary source verification.
- Applicants are also asked to undertake primary source verification checks, these include:
  - For UK applicants who are currently registered with the General Medical Council (GMC) they will have their prior medical experience and medical qualification checked by primary source verification. The admissions tutor will check their current registration status with the GMC.
  - For UK applicants who are not currently registered with the GMC they will also have their prior registration checked by primary source verification.
  - For non UK applicants they will have their medical qualification, past medical experience, past or present registration and their identification checked by primary source verification.

All information will be gathered and verified by the admissions tutor and another member of the management team. Passed to a nominated trustee for verification before being passed to the board to be officially accepted on to the course.

The applications checklist (Appendix 4) should be used by each person involved in the process to ensure all aspects of the admissions process have been completed. This with all other information should be passed to the board of trustees for final verification and formal acceptance on to the course.

Admissions and management may from time to time vary this process but only in consultation with the trustees and academic council. This will be done on an individual basis based on need. Major changes will have to go through consultation and academic council before being approved by the trustees. The process will be reviewed every four years by the academic council.

### **Admissions assessments**

The admissions assessment for the course forms an important part of our quality assurance mechanisms.

There are three main elements

- The portfolio
- The interview
- The OSCE

Students will be given a portfolio which they must fill out, this is designed to allow them to demonstrate their skills and abilities as a healthcare practitioner in the areas detailed below. They will be required to supply evidence in the form of written reflections on the issues explored in the portfolio.

The portfolio must be submitted no later than one week prior to interview to allow assessors time to work through the portfolio and make a decision on what elements they need further clarification on, if any. These will then be explored at the interview. Applicants will be assessed as demonstrating they have an adequate understanding of each portfolio section or an inadequate understanding by two assessors who will also interview the applicant. The marking grid is shown in appendix 2.

In areas where they are deemed to be inadequate, the applicant will be given the opportunity to provide further evidence at the interview. If the student fails to provide adequate information at his stage assessors will make a determination based on their performance in other areas of the applications assessment.

The determination can be

- Accepted on to the course
- Accepted on to the course with conditions
- Not accepted on to the course

The decision of the admissions assessors is final.

Applicants who have conditions attached are asked to provide a personal development plan to address their weaknesses and this will be enacted in the modules 2 & 3.

Applicants who are not accepted are given written or verbal feedback on their performance should they wish to apply at a later stage.

Marking for the assessment is Pass, Fail or Borderline

If the candidate fails the assessment they are rejected with feedback so they can re-apply at a later stage.

If the applicant is deemed to be borderline they are given feedback and are required to develop a personal development plan to address their areas of weakness, this will be assessed by senior management team and if it is felt to be comprehensive enough the academic council will be asked to make a judgement on whether the applicant should be offered a place. If they are offered a place it is subject to the below being satisfied.

## **Additional information**

### **Portfolio**

The portfolio is an essential part of the application procedure. It must be returned to the admissions tutor no less than one week prior to interview.

The portfolio is designed so the candidate can demonstrate their knowledge and understanding in the areas listed below from the Osteopathic Practice Standards (OPS).

A1, 2, 3, 4, 6, 7 Communication and consent

B2, 4 D11. Reflexivity. Examples of reflection in action and after. with own health and performance

B4, D5 Confidentiality. Record keeping. Basic principles of legibility, storage etc

C5 Health & Safety

C6 Public health

D4 Complaints handling scenario

D7, 8 honesty, integrity, inside and outside professional role.

D12 professionalism

The portfolio and portfolio marking grid can be found in the appendices

### **The Interview**

The interview gives assessors the opportunity to explore in more depth the answers given in the applicant's portfolio as well as to explore specific issues.

Each interview will thus be structured slightly differently but the overall aims are set out below. Again, these are designed to explore the candidates knowledge and skill in certain OPS areas and to determine their appropriateness for the course.

### **Observations**

A1. Does the candidate display good verbal and non verbal communication skills?

### **Interview questions should be focussed around**

A6 Patient's dignity and modesty

A7, D6 Equality, beliefs and values

D1 Acting with honesty and integrity

B3 Professionalism.

C3 Confidentiality

D2 Boundaries trust and candour

This could include the use of scenarios. Or direct questions

- What would you do if?
- How would you handle?
- Can you give examples of?
- Can you tell us your understanding of?

### **The Objective Structured Clinical Assessment (OSCE)**

The OSCE is undertaken after the interview. It is assessed using the OSCE marking grid which can be found in appendix 1

The OSCE will take place directly after the interview and will involve the same two assessors. It should last no longer than 30 minutes.

The OSCE should be structured to elicit the applicant's knowledge and skills with regards to the following OPS areas.

A4 Consent & Communication

B1 Pathophysiology, Psychosocial aspects to health,

C1 Clinical examination skills

C6, D9, 10 working with other healthcare professionals

This will involve a clinical scenario split in to three section.

#### **Station 1 (appx 5 minutes)**

initial information will be given about a clinical scenario that details the patient's presentation.

The applicant will be given five minutes to read and digest this information followed by five minutes of questioning around this information.

This should include an assessment of what their initial thoughts are regarding the cause of the patient's symptoms.

**Station 2** (appx 10 minutes)

The applicant will then be asked what further information they would like to elicit or additional examinations or assessments they would like to undertake.

The applicant will be asked to perform some or all of the assessments they have identified or if they have failed to identify relevant assessments the assessors could choose from several of the below.

- Cardiovascular examination including auscultation of the heart, palpation of peripheral pulses, radio-femoral delay.
- Neurological assessment including testing of power and reflexes, sensory testing, coordination, cranial nerves II to XII
- Respiratory system assessment including auscultation of the lungs
- GI. Abdominal palpatory investigation.

The applicant's knowledge of what is being tested, why and what any finding would mean will be assessed using questioning.

**Station 3** (appx 5 minutes)

The applicant will be given additional information regarding the patients, mainly findings from their investigations. applicants will be given five minutes to read this and order their thoughts.

**Station 4** (appx 10 minutes)

Applicants will be asked to comment on the findings and what they would propose to do at this stage regarding the patient. This may include additional testing, onward referral or the involvement of other healthcare professionals.

Additional information may also be collected at this stage from earlier sections if it is felt necessary to explore in more detail information omitted during the assessment.



## Appendix 1

### Applicant OSCE process

#### Station 1

**Students are presented with a clinical scenario that is open to interpretation, they are given five minutes to order their thoughts**

#### Information for applicants

Applicants should read the history and prepare to present your ideas *verbally* about the following:

- a) Your hypotheses for the cause of the patient's symptoms, generated with 'evidence '(reasons) supporting ideas
- b) Any other information you would still wish for that was not available in the case history. Be prepared to explain how this will affect your decisions about examinations to be performed.
- c) Provide a brief summary of proposed examination to explore any symptoms that you consider may be relevant
- d) Prepare to demonstrate some of your proposed examinations that you feel are relevant, in order to identify the structure or structures causing the symptoms (e.g. Neurological, CVS, Respiratory, GI, GU etc.  
(The assessor will choose the procedures to be demonstrated).
- e) You will be asked about factual details of the procedures performed. (What are you testing and what is the theory behind the procedure?)
- f) You will also be asked about what you may anticipate in terms of result of the various examinations, how you would interpret these and whether you would like to refer this patient or involve other healthcare professionals

#### Station 2

The student is required to demonstrate their clinical reasoning by providing their hypotheses regarding this patient's presentation. Communication additional information they would like to ascertain from the patient, provide a summary of the examinations they would like to undertake with the patient and carry out some of those assessments. The assessor will choose which assessments they should carry out.

#### Station 3

The applicant is given examination findings and additional information regarding the patient

Information for applicants

Read and organize ideas in preparation for station 4.

Based on the additional information you should provide

- a) A summary of the patient health status that demonstrates your interpretation of the patient's presentation, medical history and your examination findings.
- b) Any further information required about the patient, and the relevance of this information.
- c) Your management of the patient. Onward referral, involvement of other healthcare professionals and their role in this patient care

**Station 4**

The applicant will present their thoughts regarding the patient and what they propose should happen.

You may discuss the involvement of other healthcare professionals and any additional testing or referral as appropriate.

You may also explore any information that may have been omitted in earlier sections.

See below for marking grid

<b>Application OSCE Marking Grid</b>	Candidate	Assessor	
<b>Station 2</b>	Comments		Grade Max 5
Applicant summarised the case well highlighting relevant information contained in the clinical scenario			
The additional information the applicant wished to explore was relevant and had clear reasoning behind it.			
The practical assessments selected by the applicant were appropriate and were directly related to the clinical scenario			
Applicant included psychosocial elements of the scenario in their thinking			
The candidate conducted the clinical examinations with appropriate manual skill			
The candidate was able to demonstrate they understand what any finding may indicate			
The candidate demonstrated understanding of the underlying reason for the test			
The applicant's handling was appropriate			
The applicant communicated well with the model patient seeking consent as appropriate			
<b>Station 4</b>			
The applicant was able to identify sign of serious health issues within the information such as red flags.			

The applicant was able to re-evaluate their clinical decision making based on new information		
The applicant demonstrated good verbal and non verbal communication skills.		
The candidate demonstrated an understanding of the underlying pathophysiological processes at work in this scenario.		
The candidate considered appropriate referral.		
The candidate identified what further testing may be necessary		
The candidate was able to identify how other healthcare professional could contribute the patient care		
Global rating    Pass    Fail	Overall grade	MAX 80

## Marking

Separate elements are graded 0 – 5.

The pass mark is 50%.

Mark	Descriptor
0	Not sufficient. standard achieved was well below that expected, to the extent of serious concern
1	Standard achieved was not sufficient, consultation or treatment skills were clearly deficient, although not unsafe.

2	Standard was just borderline; skills were a minimum and examiner was not comfortable with candidate's clinical competence
3	Examiners comfortable with candidate's standard, although not particularly developed nor showing any flare
4	Examiners confident that this is definitely a passing candidate, showed clear level of competency, and good approach to the assessment and interaction with the process
5	Examiners very confident of the candidates skills, showed flare and mature clinical approach and demonstrated a smooth and fluid performance.

## Appendix 2

### Portfolio Marking Grid

The grading for the portfolio is a pass or more evidence required. You should note any deficiencies or omissions so they can be followed up at interview.

<b>Application portfolio</b>	<b>Candidate</b>	<b>Date</b>	<b>Assessor</b>
<b>Passing grade look like</b>	<b>Justification for pass</b>	<b>More evidence required looks like</b>	<b>What is lacking? How can tl</b>
The candidate provided a clear reflective account of the issue. That showed that they had learned from it. Clear evidence of reflection.		The candidates account is lacking the clarity necessary to make a judgment. They provide little evidence of reflection on the incident or scenario	
The candidate highlights the main issues regarding the scenario such as being understanding of those who have different values, complaints handling, working in partnership with patients & others, working within their competence, confidentiality, safeguarding, professionalism and boundaries.		The candidate fails to highlight the main issues or has a clear lack of understanding of the issue being written about.	

<p>You feel confident that the candidate has a grasp of the issue and would be able to apply this in a real situation</p>		<p>The account is unconvincing. It lacks depth and detail. Given the information, you cannot make a judgement as to whether the candidate would handle the issue or scenario well in a real situation</p>	
<p>Pass</p>			
<p>Seek more information</p>			
<p>After interview did the candidate demonstrate</p>	<p>Pass Fail Borderline</p>		<p><b>Feedback.</b> What will the car necessary standard.</p>

**Appendix 3**  
**Application form**

**APPLICATIONS FOR THE MEMBERSHIP COURSE 2019**

If you have downloaded this form, you can complete it using Microsoft Word and return it as an email attachment. Or you can print off a copy and fill in by hand, in which case, please write clearly.

The information in this application is confidential and will be seen only by faculty member, management or trustees involved in the applications process.

If you have previously downloaded an application form from LCOM please check with the college that you have the current application form.

SURNAME	
FORNAMES	
Date of birth	
Address	
Post Code and Country	
Email Address	
Telephone: Home	
Business	
Mobile	
Next of Kin and contact details	
Country of residence	
Passport(s) number and country	



Medical qualifications	Dates	Awarding Body

Current or past Medical Registration, Number and Details;

Country of Medical Registration;

Details of other professional registration current or past;

Curriculum Vitae summary or attach full version

Dates	Post	Employer

Publications or Articles

Details of any experience in specialist interests or complementary therapies not implicit in CV entries:

Would you please describe how your interest in osteopathy developed and how you would expect the course to alter your professional practice and career:

Names, addresses and email address (essential) and status of two professional referees with current email address and telephone contact details. Both should be from medical practitioners you currently or have most recently worked with and who know your clinical skills. No referee should be related to you or have been a patient.

1)	2)
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Portfolio section

### **Application Portfolio LCOM**

As part of your application we would like you to reflect on your professional experience to date. There are four sections below, each section covers a different aspect of good healthcare practice. We would like where possible for you to provide us with real experiences, detailing what happened and how you dealt with it. Furthermore, we would like you to provide a short reflection on the incident that further demonstrates your understanding in the area suggested. If you cannot identify a specific incident you can discuss the issue more generally highlighting what you believe to be important.

There are two questions in each section. You need only complete one from each section. Please try to keep your accounts to a maximum of 500 words. Please try to be concise and identify the main issues, highlight what is important such as communication and what went wrong or right.

### **Communication**

- A) Please provide a reflective account of an incident where a patient made a complaint to you regarding some element of clinic practice, either your own or close working colleague and how you handle this?
- B) Can you provide a reflective account of engaging with a patient whose values you did not agree with and how you handled that situation? What did you do? What did you learn? How would you handle the situation now?

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

**Working in partnership with patients & others**

- A) As a healthcare profession you sometimes have to advise patients to engage with a treatment or care plan that they don't believe will benefit them. Can you provide a reflective account of one such incidence and how you worked with the patient to make an informed decision?
- B) Can you provide a reflective account of a time where you felt you were moving outside of your sphere of competence, how did you handle this, what did you do to prevent it happening again and how did you involve other healthcare professionals.

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

### **Confidentiality and consent**

- a) Can you give us examples from your experience of when you felt conflicted with regards to patient confidentiality? Either from colleagues, family members (your own or a patient's) or felt pressured to release information regarding patients for any other reason.
- b) Can you provide a reflective account of a time when you encountered a safeguarding issue, what happened, what did you do about it and what have you learned from it?

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

### **Professional behaviours**

- a) As a healthcare professional you are expected to adopt certain generic values and attributes. Can you provide a reflective account of what you believe these to be and why you feel they are important?

- b) Can you provide us with a reflective account of when a patient has attempted to overstep professional boundaries, what happened, how did you handle it and what would you do differently?

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

**Declaration;**

I understand that, should this application be successful, my admission to the course will be conditional on my agreement to abide by college rules and understand the commitments the students and LCOM have with each other in order to deliver the course, see below.

A clear Disclosure and Barring Service check (previously a CRB check) is a condition prior to starting the course, the cost is the responsibility of the potential student, and application is made through the college administrator. For non-UK applications either a similar check should be supplied from your country of residence, except if you are applying for a student visa when similar checks are part of the visa application process.

I do/do not have a disability to declare. If you have a disability please state below.

I do/do not have a health problem that may impact on learning practical manual skills, either as a therapist or as a subject. Please give further information below, if you are unsure whether a health problem is relevant to the course please discuss with one of the Course Directors.

I declare that I have no current or past conditions or formal investigations into my medical registration with GMC or equivalent professional body or association or college in any

country. In addition if any occur during the course I have to inform the college immediately . Any conditions or investigations must be declared at time of application.

I declare I have no criminal convictions in any country. If you have any criminal convictions you need to provide full details.

I consent to any previous employer or colleague providing information that the College may need to be assured of my fitness to undertake the MLCOM course and practice osteopathic medicine.

I agree to give LCOM any details in change of address, contact details or next of kin whilst attending the college. In addition, if I normally live outside the UK, then I will supply and update this address and contact details in the UK as well as address and contact details in my country of origin. This requirement of overseas students is part of the regulations of the UK Immigration and Tier 4 student visa regulations.

I agree to pay the fees for the course totaling £14000, which can be paid in full or with an initial payment of £8000, and further payments after six months in monthly standing order of 12 payments of £500 All fees are payable to Osteopathic Association Clinic. All payments in UK Sterling. Should I decide not to continue or to leave the course at any time I understand that £8000 is not refundable.

I understand that obtaining the MLCOM does not automatically entitle me to register with the General Osteopathic Council, and separate application is made to the regulator as they will perform their own checks such as DBS or equivalent prior to entry on to the UK osteopathic register.

I understand that osteopathic qualifications in the UK may not be recognised automatically in the EU following UK departure from the EU. I understand that osteopathic qualifications may not be recognised outside the EU.

I have provided an ID, copy of my medical degree certificate, and full curriculum vitae with all posts since medical qualification and explanation of any gaps in career with the application form.

I agree that all the information presented to LCOM in application is true and correct. Any significant incorrect statements may result in being discharged from the course or subsequent MLCOM to be rescinded.

I have read and understand the college and clinic regulations, stages of the course, and prospectus. These documents are appendix to the bottom of this document.

Your initial application and documents will be assessed and once agreed, you will then have to provide DBS or Student Visa and evidence of Indemnity prior to Final Acceptance on the course.

Please sign below and also at the below student agreement on next page.

Signature:

Date

Electronic signature is acceptable as long as application form is sent from your agreed email address.

**For college use;**

Phase 1

Application for received: date:

Checked by:

Portfolio checked by two members: Date

Checked by:

Interview undertaken: date:

Interviewed by:

OSCE undertaken: Date

Undertaken by:

Phase 2

Voucher code for data flow issued: date

Information to be verified:

ID Y/N

Registration Y/N

Qualification Y/N

Experience Y/N

Agreement with Student and London College of Osteopathic Medicine

LCOM commitment to Students



1. LCOM will deliver distance learning course, intensive course, technique teaching as per the curricula, and assessment program.
2. LCOM will provide clinical teaching with patients at the Osteopathic Association Clinic for the duration of the course. LCOM cannot guarantee the numbers of patients that students will consult with as some factors outside our control affect patient numbers.
3. LCOM will provide a mentor for each student for educational support.
4. LCOM will give successful applicants a minimum of three months notice of date that the intensive course and clinic course is starting, during which time the students will start the Distance Learning course.
5. LCOM state that the minimum number of students for a course to commence is four. If the numbers drop below four during the distance learning course then LCOM retains the rights to delay the progression of the course. Educationally the course cannot teach effectively with less than three students, and financially it is not viable. Therefore, a minimum of four at the start of the course is required to provide a buffer if one student has to discontinue the course.

### **Student Commitment to LCOM**

1. Students agree to follow the clinic and college rules, separate document.
2. Students agree that there is a minimum number of students, four, at the start of the distance learning course. If a student withdraws after this point, fees may not be refundable and if a student withdraws prior to the clinic part of the course, the course may not be viable and may be discontinued. Students need to consider carefully work, home and family factors that might cause them to resign from the course, and to discuss any concerns with the course directors early, as adaptations to the course can be made to support students.
3. The students have a responsibility to the patients who attend the student clinic, for providing patient care. Therefore students need to plan holiday from the course with the other students so that the clinic has sufficient students to care for patients. Students are required to follow procedures for requesting leave.
4. Students are required to attend all course assessments, three months' notice will be given for all assessments. If students do not attend assessments, then student may be charged for setting up an assessment at a later date especially for that student.
5. Students agree that they will attend Technique 1 and 2 teaching sessions, or if on leave they ensure that they attend the appropriate revision session relating to the technique session they have missed. This is to ensure that student has received all the technique teaching required for the course. There are regular revision sessions throughout the technique teaching program.
6. Students agree to comply with student monitoring procedures during the course and recording of their learning in the portfolio.
7. Students are allowed six weeks holiday four of which will be decided by the college

I agree to the London College of Osteopathic Medicine to contact any organisation, employer or person on this application form or CV about further information now or any time in the future.

Signed ..... Date .....

Name Typed .....

## Appendix 3

### Candidate Monitoring Form

#### Gender / Age

Male	Female
Date of Birth	Age

#### Ethnicity

Please indicate which ethnic category describes you best

<b>White</b>	<b>Black or Black British</b>	<b>Mixed</b>	<b>Asian or Asian British</b>
British	African	Caribbean & White	Indian
Irish	Caribbean	African & White	Pakistani
Other	Other	Asian & White	Bangladeshi
		Other	Chinese

#### Sexual Orientation

Bisexual	Gay man
Gay woman / lesbian	Heterosexual/ straight
Prefer not to stay	

#### Religion and belief

The college is committed to ensuring fairness and equal access to all students, whatever their faith and belief.

Below is a list of religions that are the most commonly found in Britain. They are listed in alphabetical order and not intended to signify rank in terms of importance.

Buddhist	Jewish	Other Religion or Belief (please state)
Christian	Muslim	No Religion
Hindu	Sikh	Prefer not to say

### Disability

Do you consider yourself to have a disability?
<i>If yes, please state the nature of your disability and any assistance required.</i>

## Appendix 4

### Admission Checklist - Admission team

<b>Applicant Name:</b>	<b>Date of application:</b>	
<b>Admission Tutor:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Management Appointee:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Trustee:</b>	<b>Signature:</b>	<b>Date:</b>

<b>Each aspect should be checked against admissions policy and initialled by each person.</b>	Checked by	Checked by	Checked by
<b>Admission process</b>	Admission tutor	Management appointee	Trustee
<b>Prerequisites for application</b>			
Medical qualification			
Two years post graduate medical training			
IETLS Level 7 (in all 4 aspects of test)			
Informal visit to College			
<b>Documents requirements</b>			
IETLS results (non UK/ non - GMC applicants)			
Application Form with Portfolio			
Curriculum Vitae			
Student monitoring form			
<b>Admission assessments</b>			
Portfolio review			
Formal interview			
OSCE			
<b>Admitted on course      Yes/No</b>			
Identification 3 forms, two with address			
DSB check complete			

Primary Source verification (PSV) tick each one that applies

- A) medical qualification
- B) medical experience
- C) registration
- D) identification
- E) other as necessary. (e.g. police letter)

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