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## Admission Policy

We recognise that the vitally important first step is to ensure that students can make an informed decision and enrol in the course that best meets their needs, ambitions, and abilities. This policy sets out our commitment to this.

## General principles

Malta ICOM Educational (MIE) is committed to ensuring that students with specific learning needs, including Specific Learning Disorders (SLD), ADHD, and other learning disabilities, are fully supported throughout the admissions process. This commitment aligns with our broader institutional principles of equality, inclusivity, and accessibility.

Universal design: Admission processes will apply universal design principles to ensure accessibility for applicants with diverse needs.

- Fair treatment: All applicants will be treated equally, regardless of their protected characteristics, including age, disability, gender reassignment,

marital status, pregnancy or maternity, race, religion or belief, sex, and sexual orientation.

- Staff training: Admissions staff will receive regular training on equality, diversity, and unconscious bias to ensure fair and unbiased decision-making.

Prospective students will receive:

- reasonable adjustments at every stage of the admission process, from application submission to interviews and assessments, in line with the Equal Opportunities (Persons with Disabilities) Act 2000 (Malta) and the EU Directive 2019/882 on accessibility requirements
- Accurate, up-to-date, and detailed
- information on course offerings and additional services and facilities
- Appropriate information, advice, and guidance, where necessary or required, enabling applicants to make informed decisions about their options
- Initial assessment, where appropriate, to help ensure that students are enrolled at the correct level of the course
- Access to clear access policies
- Course Placement MIE Services and Facilities at the time of enrolment
- Courteous, timely and clear communications

All admission decisions will be based on:

- Applicant's best interests
- Impartiality
- Equal opportunities
- Confidentiality and disclosure protocols
- Transparency
- Accessibility

All applicants will be asked to disclose additional support needs at the time of enrolment. All such disclosures will be treated as confidential, and permission will be sought to pass on the relevant information to other appropriate staff members.

MIE will make every effort to provide reasonable adjustments to both services and curriculum delivery to meet the needs of students. The information disclosed will be used to enable access to our courses, not to discriminate. Our ability to make reasonable changes may be limited if you do not give us permission to share information about any personal needs.

Due to the practical nature of the course, students are encouraged to disclose any disabilities at the time of enrolment. MIE is committed to ensuring equal opportunities for all applicants, including those with disabilities. However, to ensure that future

healthcare professionals can perform their duties safely and effectively, each individual candidate will be required to complete a health questionnaire.

## Health Questionnaire for Applicants

All applicants who are progressing to the interview stage of the admissions process are required to complete a Health Questionnaire as part of the admissions procedure. This ensures that applicants can safely meet the physical, mental, and emotional demands of the MIE programmes and future requirements of professional practice as mandated by The Council for the Professions Complementary to Medicine (CPCM).

## Support for Students with Learning Disabilities

MIE is committed to ensuring that students with specific learning needs, including Specific Learning Disorders (SLDs) such as dyslexia, ADHD, and other learning disabilities, are fully supported throughout the admissions process. This commitment aligns with our broader institutional principles of equality, inclusivity, and accessibility.

### Process

Submission of the Health Questionnaire:

Applicants will be provided with the Health Questionnaire after their application has been marked as “Eligible” and before their interview is scheduled.

The questionnaire must be completed honestly and submitted by the stated deadline.

Review of Health Information:

- All information provided will remain confidential between the applicant and MIE.

If further clarification is required, MIE may contact the applicant or their healthcare provider for additional details, with consent.

Confidentiality and Compliance:

- All disclosed health information will be handled in accordance with GDPR and the Data Protection Act 2018.
- The information will be used solely to assess the applicant’s ability to safely participate in the programme and fulfil the demands of the profession.

Impact on Admissions Decisions:

- In exceptional circumstances, where disclosed health conditions significantly impact an applicant’s ability to undertake the roles and responsibilities of a

student or practitioner, the application may be deferred, or the applicant may be deemed ineligible for the programme.

- Decisions will be made on a case-by-case basis, and the applicant will be informed promptly, with full transparency regarding the reasons.

#### Failure to Submit:

- Applicants who fail to complete and submit the Health Questionnaire by the stated deadline will be disqualified from the admissions process, regardless of their performance in other aspects of the process.

#### Reasonable Adjustments:

- Where possible, reasonable adjustments will be identified and implemented to support applicants with disclosed health needs. These adjustments will comply with institutional policies and relevant national regulations, such as the Equal Opportunities (Persons with Disability) Act 2000 (Malta).

### Identification and Early Support

Applicants are encouraged to disclose any learning disabilities or specific support needs during the admissions process. This disclosure allows MIE to:

- Assess and identify individual needs early, ensuring a smooth transition into academic programs.
- Begin the process of developing Personalised Learning Plans (PLPs) where required.

Applicants should provide valid diagnostic documentation to support their requests for accommodations. Diagnostic records must be current and may require revalidation if initially issued before the applicant reached the age of 18.

### Procedural Steps for Managing Learning Disability Accommodations

#### 1. Submission of Documentation:

- Applicants provide diagnostic documentation at the time of application or as early as possible.
- Documentation must clearly state the diagnosis and recommended accommodations.

#### 2. Needs Assessment and Consultation:

- The Recruitment and Admissions Team assesses disclosed needs and coordinates an initial consultation with the Head of Department (HoD).
- During this consultation, applicants discuss their specific learning requirements and preferences.

#### 3. Development of Accommodations:

- Based on the consultation, a draft PLP or equivalent learning agreement is created.
- Compensative measures (e.g., extended exam time, use of assistive devices) and dispensary measures (e.g., modified assessment formats) are outlined.

#### 4. Approval and Implementation:

- The draft PLP is reviewed and approved by the relevant academic and administrative stakeholders.
- Approved accommodations are communicated to the applicant and teaching staff involved in the admissions process.

#### **Specific Accommodations Available**

Extended Time: Additional 30% time for assessments.

Assistive Technology: Permission to use personal devices such as laptops or tablets for written exams.

Modified Assessments: Adjustments to exam formats to suit individual learning profiles.

Access to Learning Aids: Provision of compensatory tools.

#### **Monitoring and Adjustment**

MIE acknowledges that support needs may evolve over time. To address this:

- The effectiveness of accommodations will be reviewed annually in collaboration with the student and academic staff.
- Adjustments to the PLP will be made as necessary to ensure alignment with the student's academic progress and personal development.

#### **Student Responsibilities**

Students are expected to actively participate in the process by:

- Providing accurate and up-to-date documentation of their learning needs.
- Engaging in consultations to help tailor their support plans effectively.
- Communicating any challenges or additional needs promptly to relevant staff.

#### **Information, counselling, and guidance**

Prospective students will receive accurate, up-to-date, and detailed information about the courses that will be delivered impartially and without bias.

Course information will include:

- Contents
- Entry Requirements
- Attendance Mode
- Assessment methods
- Qualifying Outcome

- Costs (both of the course and of any additional items, e.g. clothing, equipment, or specialist materials)
- Job placement opportunities
- Progression paths
- Other information, e.g. residential visits

MIE information will include:

- MIE facilities, including learning resources
- Financial and social security support
- Grants, benefits, or allowances to which learners may be entitled
- Additional Teaching Support
- Accommodation
- Payment methods

The information will be provided to the public through:

- MIE Publications
- MIE website
- Open days/evenings, Taster days
- Marketing and community activities.

## Application and interview

- Applications are handled by the Director of Student Recruitment and the Student Recruitment and Progression Team.
- Interviewers are expected to be prepared for their interviews and to be able to meet individual needs.
- Candidates may request reasonable adjustments for interviews, such as interpretation services or assistive technology
- MIE will implement structured and standardized interview practices to minimize bias, supported by staff training on unconscious bias, cultural competence, and neurodiversity. These practices are in line with EU Directive 2000/78/EC and internal audit recommendations.
- The interviewer will consider any available record of achievements, previous accreditation, credit transfer, or references.

- Applicants who require further advice or guidance after the interview or who are unlikely to meet the admission requirements, will be offered further counselling to find an alternative course.
- When the course is fully booked, and/or a waiting list is held, or when the course has changed significantly, applicants will be informed immediately and receive appropriate advice.
- Clear details on how to enrol and onboard new students will be communicated to successful candidates in a timely manner. This will include information on the actions to be taken if candidates do not achieve the results specified in the offer of a post.
- All information collected during admission procedures is considered confidential and will not be disclosed to other parties without the prior consent of the applicant.
- All records will be securely stored to ensure compliance with the GDPR and the Data Protection Act 2018 in the storage and processing of candidate information.
- The admissions process will include a transparent appeals procedure, with clear deadlines and grounds for review, in line with MFHEA standards.
- Admissions staff will be trained to recognize unconscious biases and to create a fair experience for all applicants.
- Decisions will be based solely on candidates' qualifications, skills, and potential for success, with records kept securely and confidentially.
- Application and interview data will be anonymized and analysed to identify and address any trends that may indicate inequalities in the admissions process.

## Waitlist criteria

- A waiting list is established when sufficient acceptances have been received, such that if the previous year's conversion figure is applied, this year's target number of registrations would be reached.
- A waitlist conversion letter is sent to those who have not yet accepted their offer of a place.

- If a waiting list already exists, candidates invited to the interview will be informed by telephone or letter.
- When a waitlisted bid is submitted, a specific "Waitlist" decision letter and an acceptance form are sent to the applicant.
- Applicants are assigned a waitlist number depending on the date of receipt of their written acceptance.
- The waiting list is limited to 20 people.

## Decision

All admission decisions will be based on:

- Applicant's best interests
- Impartiality
- Equal opportunities
- Confidentiality and disclosure protocols
- Transparency
- Accessibility
- Decisions on applications are made based on the potential for success, based on the candidates' skills, attitudes, skills, qualifications, and experience. There should be no discrimination against any applicant.
- Clear and unambiguous decisions will be communicated to the applicant as soon as possible.
- Clear and detailed notes of the interview will be recorded in the interview minutes.

## Securing a supply

- Once the offer has been made, applicants must return the acceptance form within one week of the date of the letter to secure their place.



- Applicants who do not return the form can still enrol in the MIE but are not guaranteed a place in the programme.

## Assessment and accreditation of prior learning

- Please see the MIE Accredited Prior Learning Policy and FAQs.
- Assessment of prior learning is the responsibility of the Credited Prior Learning Committee . The applicant must provide a complete transcript of any prior learning so that detailed mapping can be done by the relevant department before going to the committee for a final decision.
- Students will be evaluated on merit, knowledge, and skills. Enrolment will only be considered in Year 1 or 2.

## Admission Appeals

The applicant may request a reconsideration if he wishes the decision on his application to be reviewed. The use of this process should not prejudice any subsequent relationship with the applicant.

- The applicant who is considering the possibility of filing an appeal must:
- In the first instance, if it has not already been provided, request feedback from the Admissions Office, within 7 days of the publication of the unsuccessful decision.
- If, after reviewing such feedback, the applicant still wishes the decision to be reviewed, the applicant must submit in writing to the HoD the reasons why they believe the decision should be reconsidered. This request must be submitted within 10 days of receipt of the reply or, in cases where the applicant has not requested a reply, within 10 days of the publication of the rejected decision. A HoD-appointed representative will consider the request and inform the applicant of the outcome, in writing, within 10 days of its receipt.
- If the situation is not resolved, the applicant, within 7 days of notification of the decision by the MIE representative, may file an appeal on an application form for admission with evidence to support his or her case.
- An appeal may be lodged on one or more of the following grounds:

or That there has been a material and/or procedural irregularity in the decision-making process.

or That there is evidence of unjustified discrimination or prejudice against the applicant.

or That additional evidence became known after the decision of the MIE's representative, which could not reasonably be expected to have been produced at the time of the proceedings.

- The application form for admission is available on the MIE website and information request sent to:

Italian applicants/ queries: Paola Anro: [orientamento@icomedicine.com](mailto:orientamento@icomedicine.com)

French applicants/ queries:

Chaimaa Majid (French Admissions): [chaimaa.majid@icom-kine.fr](mailto:chaimaa.majid@icom-kine.fr) / [contact@icom-kine.fr](mailto:contact@icom-kine.fr)

- It is strongly recommended that the applicant retain a copy of the application form, and any supporting documentation submitted to the MIE, as documents will not normally be returned and may be destroyed unless the return of the documentation is requested at the time of submission.
- Appeals will not be accepted by third parties unless written consent is received from the applicant allowing a person to act on their behalf. All information provided as part of the appeal process will be handled confidentially and only released to staff members who need it.
- Please note that incomplete admissions appeal application forms, applications that do not meet the criteria, late submissions, frivolous or vexatious applications, or applications not supported by evidence will normally be rejected.
- If an appeal is accepted for examination, it will be sent to the Head of Recruitment and Student Admissions (Annalisa Fanni [annalisa.fanni@icomedicine.com](mailto:annalisa.fanni@icomedicine.com)) who will be asked to provide all relevant information for the case. The case will then be passed to the Dean of Faculty who will consider the appeal by reviewing the relevant evidence and, the applicant or HoD may be asked to provide further information or clarification on any points in their submission. After reviewing the case, the Dean may do the following:

or dismiss the action.

or accept the appeal and impose an alternative outcome.

- MIE will inform the applicant of its decision within 15 days of receipt of the appeal. The decision is final, and no further appeals are allowed.
- All outcomes of appeals are recorded and monitored.

## Registration

- Clear details and instructions will be available and communicated effectively to prospective students.
- Explicit information on fees/costs and payment methods will be provided to future students before enrolment.
- The enrolment process is planned and implemented effectively and efficiently to minimize inconvenience to the applicant.
- A sufficient and adequate number of staff members will be present during the enrolment period to ensure that prospective students receive comprehensive and accurate information and advice.
- There is a planned schedule of introductions for late registrants.

## Monitoring and review

To monitor and improve the counselling and guidance process, MIE is committed to:

- Conduct regular surveys to get feedback from applicants, applicants, and students.
- Monitor and plan the actions of any complaints received.
- Carry out a self-assessment.
- Consider the effect of admissions policy and admissions criteria when looking at student success rates.

- Monitor changes in patterns in the application market, availability, and demand for different modes of study and qualifications offered by candidates.
- Summarize and review data on applications, offers submitted and enrolments on a course-by-course basis to inform future recruitment strategy and resume development.

## **Roles and responsibilities**

### **1. Student Recruitment and Progression Team**

- Process requests, applications, and enrolments for both full-time and part-time courses.
- Provide accurate, accessible, and unbiased information to prospective students about courses, including entry requirements, costs, and support services.
- Collaborate with academic staff to manage candidate interviews and provide support, including arrangements for reasonable adjustments.
- Ensure that all processes align with the MIE's Equality and Diversity Policy and comply with MFHEA guidelines.

### **2. Academic staff**

- Provide accurate and up-to-date course information, including entry qualifications and potential progression pathways.
- Attend interviews, ensuring fair and impartial evaluation of candidates.
- Support the student recruitment and progression team by reviewing applications for academic eligibility and assessing prior learning if relevant.

### **3. Admissions Committee**

- Review and approve admission decisions to ensure consistency and fairness in line with institutional policies and national regulations, such as MFHEA standards and EU Directive 2000/78/EC.
- Manage routine admissions appeals, ensuring that they are processed transparently and fairly.
- Analyse admissions data annually to identify trends and recommend strategic improvements to recruitment practices.

## 4. Dean

- Provide strategic oversight of the admissions process, ensuring alignment with institutional priorities and adherence to regulatory standards.
- Oversee admissions appeals in complex or high-risk cases, delegating routine appeals to the Admissions Committee.
- Approve significant changes to admissions policy or practices as recommended by the Admissions Committee.
- Ensure that admissions policy reflects institutional priorities and integrates equality and diversity goals.

## 5. Head of Academic Affairs and Quality Assurance

- Regularly monitor and review the admissions policy to ensure compliance with MFHEA guidelines, EU directives, and institutional standards.
- Conduct annual audits of the admissions process to identify and address gaps in fairness, accessibility, and compliance.
- Ensure that staff involved in admissions receive regular training on equality, diversity, and inclusion (EDI), as well as GDPR and data protection.
- Analyse admissions data each year, focusing on diversity metrics, equity in outcomes, and progression trends.
- Report results to principal and management, including recommendations for improvement.

## 6. Department Heads (HoD)

- Ensure that departments' admissions practices align with institutional policies and support the achievement of equality and diversity goals.
- Work with the student recruitment and progression team to provide accurate and up-to-date details about the course, including admission requirements and curriculum structures.
- Monitor department-specific candidate data to identify trends or disparities and propose strategies to address them.
- Provide feedback to the Quality Manager and Admissions Committee on departmental needs or gaps observed in the admissions process.

## 7. Student Recruiting and Admissions Manager

- Operational leadership: Leading recruitment and admissions teams to ensure efficient and fair processes. Develop and implement strategies to achieve recruitment goals while maintaining inclusivity and diversity goals.
- Policy Implementation: Ensure that admissions practices align with institutional admissions policy, equality and diversity policy, and regulatory requirements (MFHEA standards, EU directives).
- Data management and reporting: Oversee the collection and analysis of admission data to identify trends and areas for improvement. Work with the quality manager to prepare annual reports on admissions performance, including diversity metrics.
- Collaboration with stakeholders: Work closely with department heads, academic staff, and the student recruitment and progression team to ensure accurate course information and smooth transitions for applicants. Serve as the primary point of contact for external bodies (e.g., MFHEA) regarding recruitment and admissions compliance.
- Staff training and development: Ensuring that all recruitment and admissions staff receive regular training on equality, diversity, unconscious bias, and regulatory compliance. Foster a culture of professionalism and inclusivity within the team.
- Communication and support: overseeing communications with prospective students, ensuring clarity, transparency, and accessibility in all interactions. Answer complex applications from applicants and handle high-risk admission cases in collaboration with the Admissions Committee.

## 8. Admissions Staff

- The Student Recruitment and Progression team will be responsible for processing applications, full-time and part-time, applications, and enrolments
- She regularly participates in training sessions on equality, diversity, inclusion, and unconscious bias to ensure professional and fair decision-making.
- Conduct interviews with impartiality and professionalism, ensuring that clear and consistent decisions are documented.
- Maintain the confidentiality of candidate data, ensuring compliance with the GDPR and the Data Protection Act 2018.

- MIE will ensure, through staff training and development, that staff involved in counselling and recruitment are competent to carry out their roles and responsibilities.

## **9. MIE (Senior Management Team) Leadership**

- Provide strategic oversight and resources to support the admissions process, including funding for staff training and improving accessibility.
- Review annual admissions data and trend reports, approving recommended actions to fill gaps or improve processes.