

## Admissions Policy

<b>Policy Category</b>		Academic		
<b>Document Owner</b>		Vice President, Student Administration		
<b>Responsible Officer</b>		Head of Admissions and Enrolments		
<b>Version</b>	<b>Endorsed by</b>	<b>Authorized by</b>	<b>Approved</b>	<b>Effective date</b>
2.0	Academic Policy and Appeals Committee	Academic Board	May 1st 2018	May 15 <sup>th</sup> 2018

### 1. Introduction

Eton University is committed to excellence in academic standards as well as equity objectives for a diverse and representative student population. Core to the University's philosophy is that all students with the capacity to succeed in vocational and higher study should have the opportunity to do so, regardless of social or educational disadvantage.

The University's Admissions Policy reflects these aims. Student selection is competitive and based on the principles of academic merit and access and equity. Selection processes are applied fairly and openly, and recognize that formal qualifications are not the only measure of the capacity to succeed.

### 2. Definitions

- **Award course:** a course leading to an accredited qualification or national training package.
- **Post graduate courses:** vocational and higher education qualifications at RQF levels 7-8.
- **Undergraduate courses:** vocational and higher education qualifications at RQF levels 3-6.
- **Learning outcomes:** the set of knowledge, skills, and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
- **Credit Transfer:** the procedure of granting credit to a student for educational experiences or courses undertaken at another institution
- **Formal learning:** is the learning that takes place through a structured course of learning that leads to the full or partial achievement of an official qualification.
- **Informal learning:** is learning gained through relevant work or life experience, self-tuition and social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organized or externally structured in terms of objectives, time or learning support.
- **Non-formal learning:** refers to learning that takes place through a structured course of learning but does not lead to an official qualification, for example work-based courses and non-accredited professional development courses.
- **Recognition of Prior Learning (RPR):** recognition of uncertified (non-formal or informal) learning

### 3. Scope

This policy applies to applicants for admission to the University's vocational and higher education courses.

#### **4. Principles**

Selection and admission to courses at the University are based on processes that:

- are fair and transparent
- are merit based
- identify students with capacity to succeed in higher education study
- encourage diverse and representative access and take into account possible educational or social disadvantage, and
- recognize formal, non-formal and informal prior learning.

#### **5. Entry requirements for vocational courses**

Applicants to all vocational courses must meet any course-specific entry requirements specified in the course *Eligibility* section.

Applicants to vocational courses will need to provide:

- their passport copy
- proof of residence address
- copies of previous educational qualifications and certifications
- one recent photograph
- filled application form
- pre-course assessment

#### **6. Entry requirements for undergraduate courses**

To be eligible for admission, undergraduate applicants must satisfy the minimum entry requirements and any course requirements or prerequisites. All entry and course requirements apply consistently across different campus locations and/or modes of study.

Undergraduate entry requirements are contained within the University's published *Eligibility* section. This is reviewed on an annual basis to ensure that they remain consistent with the objectives of the University, and include, but are not limited to:

- their passport copy
- proof of residence address
- formal academic qualifications at the secondary or vocational level
- one recent photograph
- filled application form

#### **7. Entry requirements for postgraduate courses**

Entry to a postgraduate course is based on a demonstrated capacity to undertake postgraduate studies in the proposed field. Entry requirements are course specific and may include formal

qualifications at the RQF Level 6 or above, a combination of formal qualifications and relevant professional experience, or extensive high-level relevant professional experience. All applications for postgraduate courses are assessed on an individual basis.

Applicants to postgraduate courses will also need to provide:

- their passport copy
- proof of residence address
- copies of previous educational qualifications and certifications
- one recent photograph
- filled application form

## 8. Equivalence

The University undertakes to assess all applicants through processes that are fair and equitable. It is entirely at the discretion of the University, however, to make judgements about equivalence of qualifications and other eligibility criteria for the purposes of ranking applicants.

## 9. Credit Transfer

The transferability of credits is subject to Eton University [Credit Transfer](#) policies and requires the submission of certain supporting evidences proving that the student has achieved learning outcomes of the course either through formal, informal or non-formal learning.

### 9.1. Recognition of Prior Learning for accredited vocational courses

It may be that a learner has already attained the knowledge and expertise needed to meet the standards stated in the assessment criteria, through:

- employment
- in relevant voluntary work or leisure activities
- in education or training e.g. adult education courses or in-company training
- from independent or previous study in a college or university
- from other commitments or activities e.g. care situation or involvement in a family business

The essential point for RPL is that the learning from any or all of the activities listed above or other activities not listed here is uncertificated.

If this is the case it is recognized that provided the assessment requirements of a given unit, parts of a unit or qualification have been met, the use of RPL is acceptable for accrediting the part of a unit, units or a qualification which is being claimed. Learners should not need to repeat learning where there is valid and reliable evidence to show that learning outcomes in a unit have been met at the standards stated by the assessment criteria.

However, evidence submitted for RPL must be:

- authentic



- reliable
- current
- valid
- sufficient

It is the responsibility of the learner to generate the evidence and present it to the assessor for assessment.

The learner must compile a portfolio of evidence to support their claim for RPL so at the outset he/she is aware of all the information that must be contained in a file. This will include:

- a CV or other resumes and portfolio of practical work
- a summary of the learning outcomes and assessment criteria claimed
- a commentary identifying prior achievement against individual learning outcomes and assessment criteria
- full evidence against each assessment criterion claimed

## **10. English language proficiency**

Applicants who are not citizens of English-speaking countries (such as the USA, Canada, the UK, Australia, New Zealand) and whose undergraduate degree was not taught in English must prove their English language proficiency either by submitting English language certificate (such as TOEFL, IELTS) or by writing a short essay, or by taking the Placement test.

## **11. Application process**

To facilitate assessment of their application, prospective students must follow the University's specified application process. Instructions and timelines can be found on the University's website. During the application process, the University ensures potential applicants are provided with full and comprehensive course and fees information to make an informed decision about choosing to enrol. The information provided includes, but is not limited to:

- Course information, including but not limited to: entry requirements, course dates, subjects, policies and procedures
- Fees information, including but not limited to: the estimated maximum course price, payment options, withdrawal information.

Admissions and Course Advisors act on behalf of the academic team with delegated authority to assess applicants against the stated entry criteria and any applicable course requirements or prerequisites. Their scope of delegated authority is limited to applications that meet all the required entry criteria. Where an applicant does not meet all the entry criteria, they will be referred to the relevant Program Director (or delegate) for assessment. Decisions in relation to admissions will be based on a documented assessment of the applicant's overall ability to undertake the course and achieve the course learning outcomes. If the applicant is successful, the University will issue them an offer letter. An offer letter outlines information about the course or courses in which the applicant is



to be enrolled, associated fees, terms and conditions, and other details required under relevant legislation.

## **12. Complaints and Appeals**

If an applicant's admission to the University or to their preferred course has been rejected, they can lodge a request to have the decision reviewed by lodging a formal complaint in accordance with the [Student Appeal and Complaint Policy](#).