Investigation into the Impact of Students' Admission Policy in One of the UAE Universities

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Abstract

This research paper investigates the impact of the admission policy on a group of university students in the UAE. The admission policy selects certain students from high school graduates to be streamed in Accelerated or Applied Tracks based on their English language proficiency test and high school cumulative average. It also selects students for the Engineering program based on their STEM courses average. In this study, the researcher has involved both current students and graduates in diploma and bachelor degrees. There are around 76 students who have participated in our online survey. The survey sent to students investigated three aspects of the admission policy's influence on them which are (1) Student's self-efficacy (2) Motivation and performance (3) Career choice. The research findings showed that the admission policy did not restrict students' degree choices or pushed them to reconsider their preferences. They feel confident about what they have chosen as their current major and career choice. Moreover, most students believed that their major choice was based on their own free will rather than the admission policy rules. Also, students feel that their future career choice will be considerably related to their majors and their degrees will contribute to the UAE society in the future. To conclude, the researcher argues that the admission policy does not necessarily impact university students' self-efficacy and degree choices.

1. Introduction

The higher education admission policy in the UAE has been discussed in recent literature that went through during this research investigation. Students in higher education are streamed into their majors based on certain criteria depends on each college or university. Next, the admission team checks the students' English language admission test, high school average and STEM courses if the student is interested to join Engineering. The targeted participants of this study are current students and graduates from Diploma and Bachelor degrees in both Applied and Accelerated streams. The difference between applied and accelerated tracks is in the duration of the study. The accelerated track students can complete their bachelor degree in 3 years, whereas the applied track students can spend up to 5 years to graduate with Higher Diploma or bachelor degree.

This research paper will investigate the impact of the admission policy on students in one of the UAE federal universities. The paper will investigate the impact of the admission policy on (1) Students' self-efficacy or self-image (2) Motivation and performance and finally (3) Students' career choice. The students involved in this research have answered a quantitative survey of 6 questions for the researcher to complete her evaluation. Alqarni (2018) suggests that enrolling and streaming students to universities has many different aspects including social, emotional and philosophical on both students and decision-makers.

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The rationale for choosing to investigate the admission policy influence is its relation to the researcher's study and career-wise reasons. Firstly, it will benefit the researcher's position as English Bridging Program Course Team Leader, who is mainly in charge of enrolling part of the annual students' intake in the program. The researcher can benefit from the students' views on the admission policy to have a clearer view of the students' perception about their future. Also, it will help the researcher as a stakeholder to gather feedback from the direct audience. This can lead us to evaluate the admission policy at the end of the year. Besides, having to know what students feel about majors and career choices can also help to find collaborations with the local market and the possibility to increase graduates' employability. Darawsheh & Ashurman (2015) believe that stakeholders should have continually look for admission policy evaluation to align with the ongoing social development and marketplace requirements.

This research paper will present the theoretical underpinning of the admission policy and its policy models. I will present theoretical views about the Elite Theory Model and the Top-down Approach in the literature review, followed by an explanation about the admission policy views in higher education in the recent studies. I will then look at the quantitative methodology and the breakdown of the research methods and data tools. I will also discuss the policy evaluation method according to the Narrative Policy Framework (NPF). Finally, I will present the findings of the conducted survey and then discuss the

results based on both theoretical and empirical data. I have also attached a sample of the admission policy, a sample of the survey questions and presented the survey results in the appendices.

2. Literature review and theoretical underpinning

The literature review will discuss the literature support from a theoretical point of view. I will be looking at the Elite Theory in policymaking and its Top-down Model which is represented in the chosen admission policy. I will also discuss Colebatch's authoritative account of policy which is part of how the admission policy is implemented. Additionally, I will provide a theoretical discussion on the researcher's view about the admission policy's impact on students' self-efficacy, motivation and career choice.

2.1 The Elite Theory in Policy Making

The Elite Theory was discussed in recent studies as a policy made by the Ruling Class in the society who mainly hold power and common goals to achieve together.   Anyebe (2018) suggests that in the elite theory there are always two groups divided into the governing and non-governing classes. The governing class monopolizes the power and enjoys their advantage of making policies to control the second group which is the non-governing class. The non-governing class is high in population and they are legally controlling the governing class. Smith (1974) also adds that elite groups have the power, the skills and the

ability to monopolize the majority of their subordinates. Smith (1974) suggests that elites play a vital role in shaping the educational policy virtues by selecting major rules to control the non-governing majorities.

Lopez (2013) claims that elite theory is rooted to political sociology and political science. Lopez (2013) explains that each society has ruling minorities that control and dispute the power sources. Additionally, Pettinicchio (2017) agrees with Lopez (2013) by emphasizing that the elite group can be split into political elites and social elites, each group differs in its policy orientation with keeping the same feature of the 'ruling class.

Lastly, Knill & Tosun (2008), as well as Pettinicchio (2017), recommend that the elite theory model is generally made by a group of the controlling class who are biased toward policymaking and shaping outcomes rather than corresponding to the public needs. The mentioned authors also interpret that elite decisions cannot be influenced unless convinced from valid sources of evaluation such as external power and financial threats.

2.2 The Top-down Model

Researchers like Signe (2017) believe that top-down models are driven by the Elite theory in policymaking. The author states that top-down models use authority and power as the main point of making decisions. Top-down modelers have to identify the issue to design, implement and consider its anticipated challenges. Craddock et al. (2013) add that the top-

down model encourages senior managers to focus on logistics and implementation rather than focusing on theory only. This policy model encourages decision-makers to use their authority to structure implementation and concentrate on logistics (Signe 2017).

Qian & Walker (2019) explains that top-down models should have strong internal accountability to respond to external demands, otherwise it will be counted useless. One example of this point is that decision-makers in education should measure internal factors of policy implementation and ensure that implementers are aware of external demands such as the local market. School principals face challenges with negotiating the expectations of their top-down model and reconciling external requirements to support their school teaching and learning. Leaders have to review their internal and external accountabilities to achieve successful model implementation (Qian & Walker 2019).

On the other hand, Signe (2017) as well as Craddock et al. (2013) state that top-down models are becoming less common due to some societies' disapproval of policymakers who master full control of the policy environment. Both researchers agree that social groups are showing the difference in aspirations, values, goals and perspectives which confound the possibility of policy consensus.

2.3 The Authoritative Choice perspective

The researcher found Colebatch's work of policy as a reliable source of understanding

some strands of policymaking. Colebatch (2014) and Colebatch et al. (2010) have discussed the three accounts of how policy is designed and mapped. Colebatch's accounts of policy help us as policymakers to frame the policy and set strategies before implementing it. Colebatch et al. (2010) summarize Colebatch's accounts in (1) Policy as an authoritative choice (2) Policy as a structured interaction and (3) Policy as a social construction.

This research will focus on the first account (1) Policy as an authoritative choice, as it is relatable to the elite theory and the top-down model. Colebatch (2014) discusses that dominant framing sees policy as an authoritative choice because it is the most common among the governing elites. He also explains that the government is seen as a monolith entity that holds the authority and power to frame policies. However, some critics believe that the governing body itself contains participants, voices and realities so it can be emerged and framed as structured interaction or social construction (Colebatch et al. 2010).

2.4 Admission Policy in Higher Education

This section will discuss the influence of the admission policy in higher education based on what we have reviewed. Several researchers emphasized the significance of admission policies in higher education around the world. Meyer (2013) mentions that admission policies in higher education can serve a certain group of people and their descendants to get higher chances to continue their education such as legacy admission. However, Meyer

(2013) also believes that the more we rely on admission policies in higher education, the fewer students' abilities we measure. The author explains that non-academic abilities cannot be discovered in admission tests such as musical, athletics, or non-academic talents.

Additionally, Bowen et al. (2005) think that there is limited access in the US higher education system since admission policies restrict students' academic abilities. They suggest that admission policies in the US focus on a sole academic standard such as language proficiencies and admission tests rather than measuring students' non-academic competencies (Bowen et al. 2005).

Meyer (2013) and Bowen et al. (2005) agree that there should be fairness and equity when it comes to higher education enrollment. Both researchers explain that no student should be left without being assessed based on national (or region-wide) standards to measure certain academic and non-academic skills. Students can be granted alternative if they do not meet the national standards, those grants can come in conditional offers, extra tests or minor degree certificates i.e. diploma.

2.4.1 The Influence on Student's Self-Efficacy

Alqarni (2018) discusses that admission policy can influence students' self-efficacy because it can restrict students' choice of degrees and majors. Alqarni (2018) thinks that if a student is placed in a stream that does not match his personal preference then that can

reflect on his confidence and interest. On the other hand, Fox (2007) suggests that higher education in the UAE is in constant reform that reflects positively on students' choices in universities. It offers a wide range of alternatives to students so they do not feel restricted or less able to join their dream pursuit of degrees. Fox (2007) also adds that students in UAE higher education are not restricted by admission policies as the national standards are evolving for the best of students and universities.

2.4.2 The Impact on Student's Motivation and Achievement

Students' motivation and achievement in higher education have been discussed in the literature as the most vital aspect of their academic journey. Students who undertake college entry tests are often more motivated and determined to do their undergraduate degree according to Grau (2018). He claims that students who are prepared since high school for college entry are often motivated compared to the ones who did not receive readiness programs. Deygers & Malone (2019) assert the importance of making students aware and ready for the Language Assessment Literacy as part of the college admission process. They believe that developing such discipline is essential to motivate students and improve their achievement once entering undergraduate life. Also, students are likely to be motivated by being aware of university standards to be college students (Deygers & Malone 2019).

2.4.3 The Result on Students' Career Choice

The students' career choice is determined based on what stream or degree they have joined in higher education. Wang (2010) recommend that career path consideration comes originally from the students' intention as undergraduates, it includes his self-image about his abilities and his willingness to achieve and graduate. Wang (2010) also claim that highly motivated students are the one who highly performs in university or career or even both. On the contrary, UNESCO (2013) states with high numbers of streamed students into higher education, policymakers should consider its reflections on the market demands. Those aspects include the student's career vision, career readiness and willingness to work in a job related to their background.

3. Methodology

In this section, I will present the research methodology of collecting and analyzing data. I will discuss the policy design based on the elite theoretical model and the top-down approach. I will also present the method used in collecting quantitative data, target participants and instruments of this research paper. Finally, I will use the Narrative Policy Approach to evaluate the admission policy levels of evaluation. I have provided evidence samples in the appendices section (see appendices pp. 20 - 30).

3.1 Research Design

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This research is designed based on the quantitative approach to collect numeric data and statistics. I have chosen the quantitative approach as it provides clearer results with documented statistics about the audience's opinion. The advantage of the quantitative approach is that results are based on unchangeable facts and cannot be subjectively judged as in discourse analysis. Researchers who seek a detailed analysis and numeric views prefer to follow the quantitative approach to have solid-based data (Fraenkel & Wallen 2009). Mills (2014) also suggests that without the use of statistics in our research, the data will be subjectively judged and limited conclusions will be drawn.

The instrument I used to collect quantitative data is a closed-ended survey where participants had to only answer MCQs based on the Likert scale (see appendices pp. 22 - 26). The survey is designed based on the research questions to investigate certain impacts of the admission policy which will be discussed in the next section of the paper. Another reason for choosing online surveys is because they are easier to design and share with multiple groups of people through emails or social media. Due to the short timeframe toward the paper submission, we considered using surveys to collect reliable statistics in the fastest way possible. Creswell (2014) believes that surveys save time to gather the needed data in a matter of short time. It also offers ready-made forms and questions format rather than the need to design them.

3.1.1 Research Questions

There are three questions I have selected to answer the impact of the admission policy on university students. I have chosen three related perspectives to test the efficiency of admission policy through surveys. These three questions have been included in 3 or 4 sub-questions in the surveys to have a broader image of the students' opinions. The research questions will be answered through survey results and the researcher's judgment later in the findings. The research questions are as follows:

1. Does the admission policy impact students' self-efficacy and self-image?

2. Does the admission policy influence students' motivation and achievement?

3. Does the admission policy affect the students' career choice?

3.1.2 Participants

The participants are 76 students in one of the federal universities in the United Arab Emirates. Those students are current students and graduates from both diploma and bachelor programs. Additionally, the majority of those students are in the applied stream whereas the minority are in the accelerated stream. The only difference between applied and accelerated streams is the length of study. Students who are enrolled in the accelerated stream have achieved more than 90% high school average and 1250 in English language

entry test (see appendices p. 20 - 21). Accelerated track students spend only three years and graduate with a bachelor degree in their designated major, i.e. Engineering, IT, Business …etc. While their equivalents in the applied stream spend three years to graduate with a higher diploma and should have 1 year of work experience before returning to complete their bachelor degree. The survey was sent to students through college email to ask for their optional participation without revealing their identity and they willingly participated to answer the 5-minute survey.
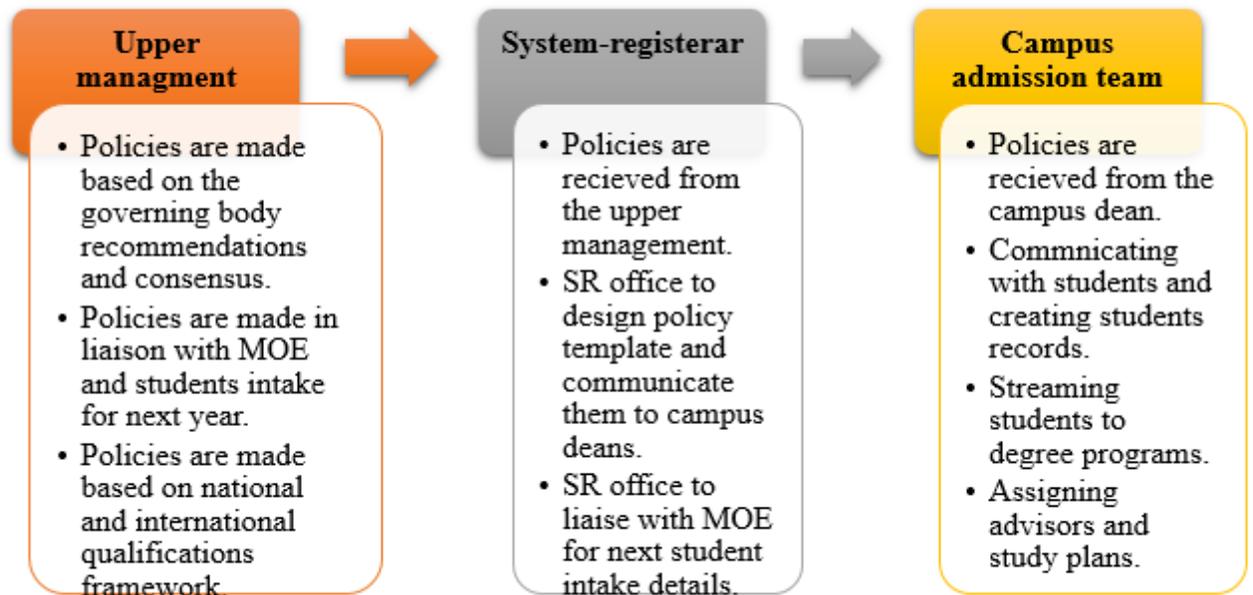
3.2 Ethical Considerations

Before conducting this research, we have considered omitting the identity of both the university and the participants. The reason for keeping the university name hidden is that the researcher will need to ask for the upper management approval. This procedure can take up to a month which the researcher does not have the time for because the research paper deadline is due on March 14th. Another aspect is hiding the students' identity and not asking for their personal information. We did not reveal the students' identity to make them feel comfortable while answering the survey, such comfort will ensure the honesty of students' input. Creswell (2014) claims that sometimes the participant identities have to be hidden to protect both researcher and participants. Creswell (2014) also asserts that if the participant is not comfortable; then he won't provide accurate data and he will feel obligated or forced to answer.

3.3 Admission Policy Design

The admission policy in the targeted university was designed and implemented according to the elite theory model. The policy was made by a group of elite educators in the higher management without any interference from university directors or deans. Once the governing elite body decided on the admission policy criteria, then it was applied immediately to universities in the UAE. The admission criteria involve all potentials students from high school or national service, and it focuses on student's high school average and English entry test. It also includes specific criteria for engineering students where it specifies the required STEM courses average. The policy then was deployed to all campuses to stream students accordingly to their accelerated or applied streams.

The admission team is in charge of checking the admission procedure and informing high schools and national services units to prepare students for their English entry test. Students can be admitted to the university by attaining either Emsat or IELTS. Once students meet the required criteria, the admission team proceeds with the needful paperwork and assigns an academic advisor. If there are any admission issues during registration then the admission team should liaise with upper management (governing elites) to make the decision. Figure 1 explains the flow of decisions from top management to the campus admission team.

Figure 1: Admission policy implementation procedure

| **Upper managment**	**System-registerar**	**Campus admission team**
• Policies are made based on the governing body recommendations and consensus. • Policies are made in liaison with MOE and students intake for next year. • Policies are made based on national and international qualifications framework.	• Policies are recieved from the upper management. • SR office to design policy template and communicate them to campus deans. • SR office to liaise with MOE for next student intake details.	• Policies are recieved from the campus dean. • Commnicating with students and creating students records. • Streaming students to degree programs. • Assigning advisors and study plans.

3.3.1 Analytical Approach – Narrative Policy Framework (NPF)

The evaluation approach that we found relatable to this admission policy is the Narrative

Policy Framework which is known as NPF. According to Sabatier & Weible (2018), NPF

is essential for leaders to understand the policy narratives and its influence on individuals,

groups and institutions. NPF is also necessary according to the authors to understand the

policy implementation, evaluation and regulations to have a clear understanding of 'how

should it be done?'

Some researchers have explained the three layers of NPF evaluations which include people,

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groups and institutions. Jones & Radaelli (2015) & Shanahan et al. (2011) have explained the three levels of NPF analysis as follows.

Figure 2: The three levels of NPF evaluation
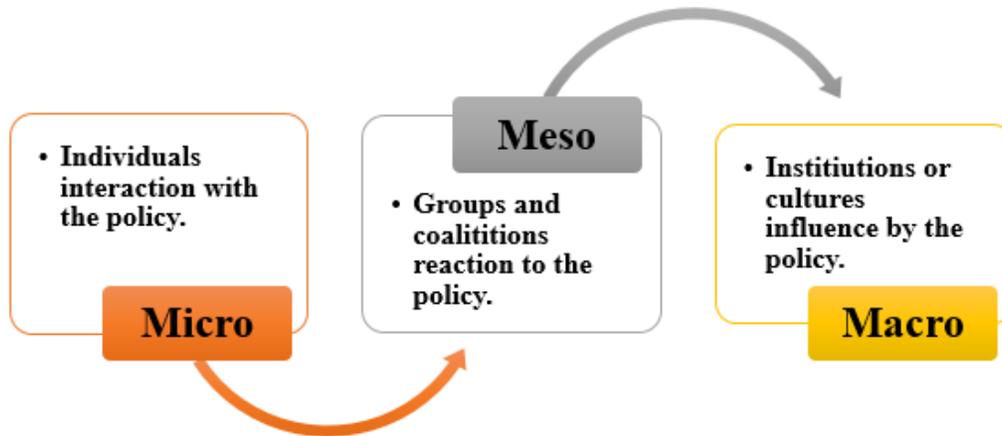
4. Findings and data analysis

This section will present the findings and data analysis of this research based on the researcher's literature review and quantitative survey investigations. The finding section will offer a concise summary of each result based on the research questions' themes. It will also present detailed analysis collected from the online surveys. The final answers to the research questions will be drawn later in the discussion.

The first finding of this research paper is related to question one which asked the participants about the admission policy impact on students' self-efficacy or self-image. The majority of the participants which are 77.6% have reported that they chose their degree

major based on their free-will without being streamed based on the admission policy. Around 71.1% of students also reported in the surveys that they feel happy and special about the major they have chosen, where 23.7% felt neutral. Students also expressed that they feel special and different by choosing their current major and most of them (53.9%) did not receive any negative comment about their choices (see appendices p. 29). The general feeling here is that students feel happy and satisfied about their major choice and most of them were not affected by the admission policy restrictions.

The second question we have investigated in this research is the admission policy's influence on students' motivation and achievement. There are around 63.2% of students who felt that they are motivated to study and ready to learn more. However, in the next question 61.8% of students felt neutral that their grades are always high and they are always ahead in their studies. The last question of this aspect was the students feeling that their Emsat\IELTS grades have pushed them to work harder at the university. The indicators were very close as 41% agreed, 34% answered neutral and 25% disagreed (See appendices p.29). We can assume that the majority of students felt motivated and capable to learn more, there does not seem to be a negative influence of the admission policy here so far.

The last question was about checking the influence of the admission policy on students' career choice, which itself is driven by their choices of majors beforehand. Around 72% of the students felt that their degree programs prepare them for their future careers and 68.4%

believed that they might work in jobs related to their majors. Additionally, around 80% of students agreed that their degrees will contribute to the UAE society in the future (see appendices p. 30). To conclude, students seem to be satisfied with their degree programs and job readiness for the UAE market.

5. Discussion of results

This section will discuss the three findings based on the research questions. It will also interpret each finding thematically based on the literature review and the researcher's experience in higher education. This section will also explain the significance of these findings and how will they contribute to the validity of this research.

5.1 Students' Self-efficacy

The survey results have shown that students' self-efficacy was not impacted by the rules of admission policy. Students have expressed that they chose their degree major on their free-will rather than the policy restrictions. Additionally, most students feel happy and satisfied about being enrolled in this major. Surprisingly, there were nearly 46% of students who received negative comments about their degree choices.

Based on the provided data in the surveys, we can generally agree that university admission policy does not impact students' self-efficacy. Darawsheh & Ashurman (2015) suggest that

admission policy does not restrict students if they are determined to work hard to go through academic hardships. Also, Alqarni (2018) agrees with Darawsheh by stating that if students consider developing their intellectual skills for the next phase of their academic life, then they will do well regardless.

The significance of this result can be assured to students who are concerned about being restricted when joining the university, this can also include their parents. According to Bowen et al. (2005), students and their parents are often considered about higher education fairness and equity when accepting students to universities. Here comes the student's role in improving his own intellectual and technical skills to fit in his desired degree.

The policy implementation seems to have a positive result on students as it does not seem to negatively affect their degree choices. We can suggest to the elite group to take students and parents' feedback when considering evaluation the policy as part of the micro evaluation (NPF). Shanahan et al. (2011) explain that micro evaluation can include individuals affected by the policy if the stakeholder wishes to have more valid and realistic feedback. Jones & Radaelli (2015) also adds that the policy narrative shapes individual opinion and imports measurable concepts from theories.

Figure 3: students' responses about self-image
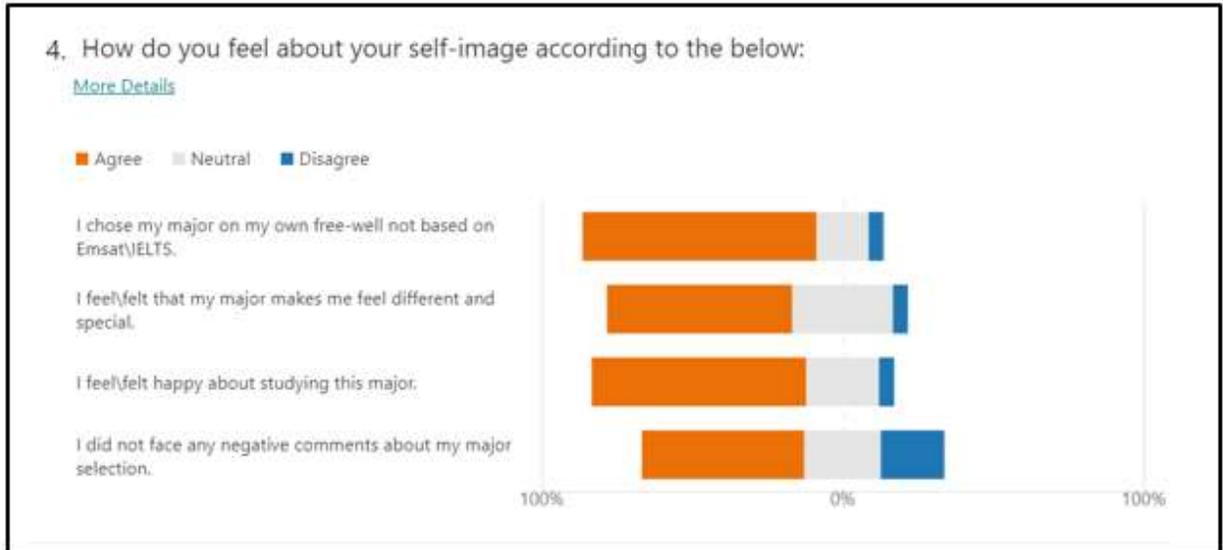
5.2 Motivation and Achievement

The second finding has presented that students felt motivated and capable to learn more. There were more than 60% of the students who have indicated that they are always motivated and determined to learn something new. However, there were around 70% answered by neutral or disagree about always having high grades and being ahead in their studies. This indication might not be linked directly to the admission policy but to the students own performance.

We can summarize that admission policy does not directly influence students' motivation and performance in university. Despite that 70% of students have not confirmed that they have higher grades, we can still see that they feel motivated and feel capable to learn

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according to the first answer. This indicates that students feel determined to pass and study. The result in their low grades will be their effort and performance, not the admission policy influence. Craddock et al. (2013) suggest that the top-down policy model does not aim to restrict policy influence or negatively impact the audience, but rather improves the process. Moreover, Deygers & Malone (2019) confirm that students' abilities should be measured within assessment timelines rather than placing them where they prefer only.

The significance of this finding can benefit teachers and decision-makers who might think that admission policies can impact students' motivation and performance. We believe that motivation comes from within and performance needs to be measured according to certain criteria. If a student agrees to join a degree major then he should be aware of its obstacles. Fox (2007) believes that students' motivation will show in the long term, if it decreases then further actions should be taken. Jones & Radaelli (2015) suggest using the meso analysis on coalitions or groups to measure how the policy subsystem should expand or contain outcomes.

If there is one possibility that students' performance was not improved then we can suggest a follow-up with the student during the semester. According to other variables that students indicated, they feel motivated to learn and capable to learn more. Yet, the majority felt that their performance is not always the best and their grades are not always high. We can suggest referring students for counseling or extra academic tutorials to evaluate what the

real issue is.

Figure 4; students' responses about their motivation


5.3 Career Choice

The last finding was students' career choice which we found that it was not influenced by the admission policy. Students stated that their majors are preparing them for their future careers, they also feel that they will work in a job related to their majors. Students also felt that their degrees will contribute greatly to UAE society.

We can conclude the final finding by hypothesizing that admission policies do not necessarily impact students' career choices which are linked to their majors. Students expressed a potential to work in jobs related to their careers and to serve the UAE society.

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Both Haddad & Demsky (1995) & Harman (1994) agree that policy does not shape one's hope, it shapes what one has to go through to be a better character. A person cannot blame policies for his current circumstances if he does not revolutionize against them.

The significance of this finding can benefit the careers market and employers when looking for university graduates. It can also contribute to policy makers' decisions when evaluating the side-effects of the admission policy on graduates and the market. As a result, there is no correlation between admission policies and negative impact on the local market. Employers can rest assured that students are still interested to work in the same discipline they trained in.

Figure 1: Students responses about career path
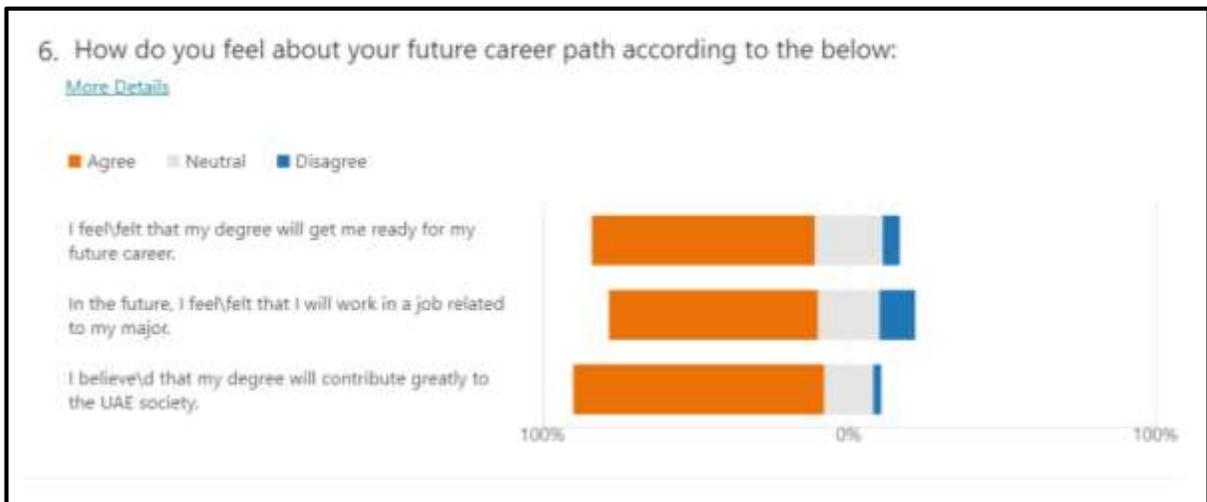
6. Conclusion

This research aimed to investigate the admission policy impact on students in a federal university in the UAE. Based on the given data from the researcher's literature readings and quantitative data, we can conclude that the admission policy does not necessarily impact students in higher education. The policy does not impact students' self-efficacy, motivation and career-choice, however, it all depends on the students' determination to study and succeed. This answer was drawn based on the researcher's investigation into the elite policy design, implementation and evaluation. It was also measured according to 76 university students' answers to the research survey which included 3 questions and 9 sub-questions based on the Likert scale. Theodoulou (1995) states that policy evaluations are often drawn based on the audience's feedback and the evaluator's perception, it also depends on the evaluation approach such as in Narrative framework evaluation.

The limitations of this research paper were related to the short time frame which affected obtaining necessary data. The short time frame and the researcher's multi-commitments have contributed to reconsider the instruments, participants and their identity reveal. It has also prevented the researcher from obtaining research approval from her superiors which resulted in omitting the university name and asking for anonymous responses from participants.

To have a better understanding of this policy implications, future research could investigate

it as long-term research such as action research or case study. Future researchers can consider evaluating or investigating a large group of university students across the higher education system to have a better understanding of admission policies' influence. We suggest adding a different perspective to investigate admission policy by integrating stakeholders, deans, and those affected by the admission policy. Elite policies evaluation should include all policy participants from governing elites down to policy implementers and affected audience. Evaluation should consider all policy dimensions planning to evaluation as Engelstad (2019) recommends.

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8. Appendices

A sample of the Admission Policy

Student Recruitment and Admissions Policy

1.0 Purpose
This Policy assures that student admission at X is appropriate, fair and consistent with the national standards and accreditation bodies.

2.0 Scope
This Policy applies to all undergraduate students at all campuses and locations of X.

3.0 Control and Distribution
1. The VP Academic Affairs (VPAA) is the owner of this Policy. The VP Academic Affairs shall ensure that this Student Recruitment and Admissions Policy is a true and accurate representation of the applicable laws, regulations and standards and that it is kept up to date at all times.
2. All requests for revisions shall be addressed to the VP Academic Affairs. Amendments shall be made, if any are required, after approval as per the DoA, and superseded versions of the policies shall be retained for future reference.
3. Date of next review: 4 November 2023

4.0 Definitions
1. **Applicant**
An eligible person seeking enrollment at X.
2. **Conditional Early Admission Offer**
An offer of admission extended to an applicant who has submitted an application on NAPO system while he/she is enrolled in the final year of secondary education. Conditional Early Admission Offers will be considered final only upon receiving the final grade reports of the last year of secondary education and meeting all other conditions stated in the offer.

5.0 Roles and Responsibilities
The VP Academic Affairs is responsible for the development and implementation of this Policy.

6.0 Policy Statements
1. Admission to X is based on student's academic preparation, communication skills and performance levels.
2. X sets the conditions, criteria, fees and required documents for admission.
3. Applicants' eligibility for admission to different degree tracks shall be based on a combination of their General Secondary Certificate (GSC) - Grade 12 - Grade Average

and results of their EmSAT-English examination or its equivalent according to X's admission criteria.

4. All applicants seeking admission or readmission or transfer of credits must submit an application for admission as described in Student Recruitment and Admissions Procedure.

5. Notice of admission is conditional, subject to verification of final documentation and eligibility.

6. Admission to X is based on the applicant's credentials and the system resource capacity.

7. To be considered for admission at X, students who complete their secondary education in Non- GSC curriculum, must attain and submit Equivalency Statement issued by the UAE Ministry of Education (MoE).

8. In cases where, students do not fulfil MoE Equivalency requirements, Conditional Admission Approvals from MoE may be obtained.

9. Private High School Graduates shall be treated as per MOE issued equivalencies.

8.1.1 Graph of the Admission Policy

8.2 Student's survey template

Investigation into the Impact of Students' Admission Policy in Oneof the UAE Universities

Doctor of Education - Education Policy - The British University in Dubai

* Required

1. What is your current status? *

   ○ Diploma Student

   ○ Bachelor Student

   ○ Graduate

2. What is\was your stream in your university? *

○ Applied Track - المسار التطبيقي

○ Accelerated Track - مسار النخبه

3. What are you majoring in? *

○ Aviation

○ Business

○ Education

○ Engineering

○ Health Sciences

○ Computer Information Science

○ Media

○ Other

4. How do you feel about your self-image according to the below: *

	Agree	Neutral	Disagree
I chose my major on my own free-well not based on Emsat\IELTS.	○	○	○
I feel\felt that my major makes me feel different and special.	○	○	○
I feel\felt happy about studying this major.	○	○	○
I did not face any negative comments about my major selection.	○	○	○

5. How do you feel about your motivation and performance according to the below: *

	Agree	Neutral	Disagree
I feel\felt motivated tostudy and learn more.	◯	◯	◯
My grades are\were always high and I am \I was always ahead in mystudies.	◯	◯	◯
I feel\felt I can always do more and achievebetter.	◯	◯	◯
I believe\d that my Emsat\IELTS results pushed me to work harder in university.	◯	◯	◯

8.3 Student's survey responses - background

1. What is your current status?

   More Details

   - Diploma Student — 5
   - Bachelor Student — 62
   - Graduate — 9

2. What is\was your stream in your university?

   More Details

   - Applied Track – المسار التطبيقي — 67
   - Accelerated Track – مسار النخبه — 9