

# POLICY ON ADMISSION AND ACCESS

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## 3 **Introduction**

4 Education develops individuals and societies. It gives people better living conditions and  
5 possibilities to affect the surrounding society and through this collective development creates a  
6 coherence in society. Furthermore, education is an instrument for improving social mobility.  
7 Therefore, free and equal access to education is a fundamental principle for DSF.

8 By free and equal access, we believe that no one should be excluded from education through  
9 economic and political initiatives and that everyone should have the opportunity to educate  
10 themselves, so they can achieve better living conditions and the possibility to affect the society  
11 in which they live, no matter their background. For the choice of education to be free, it is crucial  
12 that it is solely based on the individual's abilities and interests. Thus, it is essential that higher  
13 education today is accessible for most of the population.

14 DSF believes that the Danish admission system for higher education must be based on relevant  
15 research that follows the development and needs of the academic environments. Furthermore,  
16 the admissions system must be transparent, and all information must be easily accessible for  
17 future and current students. The admissions system must ensure and support diversity and real  
18 equal opportunities for all, for Danes as well as the international students.

## 19 **Counselling**

20 An informed choice of study is essential for the admission system, and this should be supported  
21 by competent and thorough counselling across the educational system. This would  
22 simultaneously strengthen the social mobility in education and ensure that more people become  
23 motivated for and acquire the competences to choose the right education. Therefore, DSF  
24 believe that funds must be ensured for better, more thorough, and versatile counselling  
25 throughout the entire education system. These funds must, among other things, go to the  
26 qualification of supervisors, so that they have the necessary competencies to provide useful and  
27 fair guidance. Furthermore, counselling initiatives should be quality assured continuously. As  
28 students we all have the right to counselling before, during and between our education. The  
29 counselling effort helps to break down the negative social legacy and to ensure the free and  
30 equal access to education for all. Therefore, shall DSF in a special degree work to ensure that  
31 students from non-educated homes get the knowledge they need about the counselling  
32 initiatives present, and their rights within etc. Therefore, it is essential that there is no difference  
33 to the counselling provided depending on geographic area. In addition, the following should be  
34 prioritized: guidance and informational campaigns targeted studies with imbalance in the group

35 of applicants or admitted, to achieve a more diverse study. The counselling must furthermore  
36 work actively against gender bias and other prejudices in the education system.

### 37 **Supply of study places**

38 Education takes time and is for life. Limitation of admissions at certain educations must  
39 therefore not be based on unemployment statistics. It must also be considered that there is great  
40 uncertainty with the predictions of the future labour market. Therefore, DSF works against  
41 unemployment-based dimensioning of educations. Furthermore, DSF must also work against  
42 academic closing and academic merges if these do not come from the academic environment  
43 itself.

44 Conversely, when there is increased pressure for a greater admission on educations, that are in  
45 shortage for the labour market, it is important that this does not compromise the quality of  
46 education. Good education requires infrastructure, facilities, and teachers, which takes time and  
47 funds to create. Therefore, it is important that the state invests in education before demands are  
48 put forward for significant increase of admissions.

### 49 **Change of education**

50 It is of the best interest of both the individual student and society to ensure a clear and accessible  
51 process during change of education. Accessible information and guidance, along with logical  
52 transfer of previous study activities, ensures as little strain for the student as possible and the  
53 best conditions for the student to finish their studies. During change of education, transfer of  
54 credit plays a crucial role for many students, who do not want to repeat already acquired  
55 competences. Therefore, it is important that it continues to stay a possibility for students to apply  
56 for transfer of credits. Still the application for credit transfer should always be the student's own  
57 choice and should never be compulsory. Therefore, DSF believes that compulsory transfer of  
58 credit should be abolished.

### 59 **International students**

60 International students meet special challenges, which we believe are important to focus on.  
61 International students must have the same right as Danish students. This entails that education  
62 must be free no matter national background and that there should not be any fees related to  
63 applying for admission at an education. Moreover, DSF believes it is central that all necessary  
64 information regarding application and admission should also be accessible in English. There is  
65 a continued dimensioning of English-language educations, which worsen international students'  
66 opportunities for getting an education in Denmark. International students enrich the diversity  
67 among students both academically and socially. Therefore, DSF does not believe there should  
68 be a political limitation on the admission of international students and on study places in  
69 English. Besides, DSF believes Denmark should strive towards implementing automatic  
70 recognition of qualifications coming from as many countries as possible, and that holders of  
71 foreign formal, informal or non-formal learning qualifications should have the right to have these

72 recognised in Denmark in a free, accessible, and effective way. However, the learned skills is not  
73 always similar across educations and countries, the foreign students should therefore not get  
74 forced merit for ones courses. Therefore, DSF must work for that Denmark must ratify Global  
75 Convention on Recognition of Qualifications concerning Higher Education.

## 76 **Refugees**

77 For both refugees and asylum seekers, education is of great value both for the individual, but  
78 also for society at large. However, not all refugees have access to education on equal terms with  
79 Danish students. Therefore, DSF believes tuition fees on education should be abolished for all  
80 refugees. Since education no longer counts towards earning permanent residence permit on  
81 equal footing as full-time paid employment, refugees who want to remain in Denmark experience  
82 a barrier for educating themselves. This means that refugee's risk either dropping out of their  
83 education to take on unskilled labour or to completely abandon their dreams of an education to  
84 enhance their possibility for getting permanent residence in Denmark. Therefore, the barriers  
85 should be removed for more refugees to gain access to the education system. Thus, education  
86 should be given equal status as labour for earning permanent residence permit.

87 Besides DSF believes refugees and asylum seekers should be entitled to receive a free,  
88 accessible, effective, and comprehensive assessment of their qualifications, in case of not being  
89 able to provide documentation of them. This assessment should result in a document that can  
90 be used to access any higher education institution or to pursue a specific profession in Denmark.  
91 Moreover, it is important that refugees are not forced into double education, but the education  
92 institutions offer supplements to educations.

## 93 **Students with disabilities**

94 To ensure that applicants with disabilities have free and equal access to education, it is necessary  
95 to root out both the hidden and unhidden barriers they meet. It is essential, already by the time  
96 of application into higher education, that that all information is accessible. Additionally,  
97 information about special pedagogical support (SPS) and dispensations need to be available.  
98 Besides the information being available, there must be better conditions for potential students  
99 to receive a walk-through of the information. Generally, there should be a better application  
100 system to accommodate people with disabilities. DSF believes that it is important to follow up  
101 on the given information, so students with disabilities know that they will be getting the relevant  
102 help from day one. At the same time, DSF will work for that students with disabilities are  
103 integrated in the study environment, and especially through the beginning of the studies.

104 The information provided in relation to admission should trigger a process where the individual  
105 student with disabilities gets a holistic study plan, tailored for the specific person's needs, and  
106 allows for flexibility. This way, the troublesome and repeated application processes for  
107 dispensation can be reduced, which for many people with disabilities contributes to further  
108 stress and dissatisfaction. Therefore, dispensations given to people with disabilities should

109 automatically follow them throughout their education, as long as the student does not wish  
110 otherwise. There must also be made an effort that the holistic study plan continuously be revised  
111 in case of worsening or improvement in the students' condition and developments in the  
112 students' life. Likewise, greater effort must be made to seek out students who acquire and/or are  
113 diagnosed with a disability during their studies are offered the same opportunities for support.

#### 114 **Access to bachelor programs**

115 DSF believes that the individual institutions itself should be able to decide how wide their  
116 bachelor entries should be. This should always be based on an assessment from the existing  
117 academic environments of students and teachers in dialogue with management. It is important  
118 that the institutions themselves decide their academic identity, so the institutions in Denmark  
119 offer different education structures. Likewise, the central application dates should be adjusted  
120 and placed so they support varying admission forms across all the higher educations in  
121 Denmark.

122 DSF believes it is absolutely essential that it is transparent for potential students what is  
123 expected of them and what they are assessed upon, when applying for an education. This should  
124 apply for all higher educations in Denmark, so potential students have the freedom to choose.  
125 The grade-based quota 1 in the current admission system is largely efficient but unfortunately,  
126 it does not allow for factors such as academic engagement and retainment to be considered. DSF  
127 believe quota 1 should be the primary model for admitting students at the universities, because  
128 there at present is no other and more efficient model. DSF believes that the quota 1 intake should  
129 never be the only possibility of intake into higher education, and that other ways of doing intake  
130 should be explored through the quota 2 system. Theses should naturally be assessed and decided  
131 by the academic environments. However, there are signs of admissions through quota 2 in some  
132 cases are even more socially imbalanced than grade-based admissions. Therefore, DSF believe  
133 that admission requirements and the method to admit students through quota 2 must be  
134 determined in the study boards or equivalent academic environments, so that the admission  
135 model does not lead to undesirable economic consequences for the educations or limits the  
136 social mobility. Also, with a guarantee to future students regarding transparency, quota 2 should  
137 not be grade-based since quota 1 is already based on grades and the quota system must secure  
138 diverse options of admission. Moreover, an admission system should be developed that both  
139 secures efficiency and honest diversity in education, either to replace or supplement the current  
140 admission system.

141 DSF is critical toward high entry grade averages solely being seen as a proof of quality or being  
142 used to verbalize some educations as more important than others. We are thus critical towards  
143 different initiatives that can be used by the education institutions to "blow-up" the entry grades  
144 averages artificially. DSF is worried that the growing significance of getting high grades to  
145 access more educations, have created a one-sided focus on grades as the primary admission  
146 parameter, which leads to pressure and undesirable learning strategies at the upper secondary

147 education, so the focus of the education turns away from learning and turns to strategy, which  
148 limits the possibilities for experiments and immersion.

149 DSF believe that the academic environments should have free opportunity to determine the  
150 scope of their admission quotes. Likewise, we are critical towards arbitrary minimum entry grade  
151 averages because they express abdication of responsibility, instead of real initiatives that  
152 elevates the quality of the educations and retains students through positive quality elements.  
153 Still the individual academic environments can determine criteria of minimum entry grade  
154 averages in specific subjects, which are considered essential to complete the study.

155 DSF are furthermore observant of political wishes regarding speeding up the students'  
156 education inappropriately in relation to admission. Therefore, we are critical towards incentive  
157 structures that does not improve learning.

158 In addition, DSF believe that the educations admissions requirement at the same time should  
159 correspond to the actual need at the education and be as flexible as possible, so potential  
160 students from different upper secondary educations can be admitted. If students wish to seek  
161 new academic ways, and wants to take upper secondary supplementation, these courses must be  
162 free, student grant entitled, and they should not be included in one's grade average.

163 DSF are against first year examinations, which purpose is to sort the most challenged students  
164 away, instead there should be focus on helping and improving the students' skills. However,  
165 initiatives in the start of studies that sort away potential "ghost students" can be sensible, if they  
166 do not put an inconvenient strain on the other students.

### 167 **Access to masters' programmes**

168 It is central for the transition between bachelor and master that the legal requirement is  
169 maintained. The legal requirement must be flexible and academically meaningful, since it  
170 ensures that students have access to a master that is a natural extension of their bachelor. A  
171 flexible legal requirement gives the students the opportunity for a greater connection with  
172 society between bachelor and master. Therefore, the legal requirement must continue to be valid  
173 for minimum 3 years. Besides DSF believe that the legal requirement must follow the student, so  
174 the legal requirement cannot change during the education. In the case where an education  
175 institution still wishes to move a legal requirement, it is central that both the students and  
176 employees are involved, as well as being co-decision-makers, in the decision. It should also be  
177 possible to apply for a master's programme, for which one does not have a legal requirement.  
178 The process should be easy and simple. The admission requirements for masters' programmes  
179 can be obscure today, especially for students that change education institution after graduating  
180 the bachelor's programme. Unclear criteria for admissions mean that students have a difficult  
181 time figuring out their opportunities. This challenges the students' mobility and possibility for  
182 arranging their educations accordingly to certain masters. Education mobility is important  
183 because it creates a greater diversity in the experiences and other competences. Therefore, DSF

184 believe that there should be a transparent application process with easy, accessible information  
185 about the possibilities and requirements for being admitted on a master's programme.  
186 Admission requirements must be transparent to a degree where the individual student is able to  
187 independently assess her or his possibilities to be accepted for a master. Admission  
188 requirements must be grounded in education qualifications on bachelor level, and possibly  
189 relevant work experience, and not grade point averages. Furthermore, the possibilities for  
190 counselling when changing to other masters than the one related to one's educational course,  
191 also on masters on other educational institutions, should be enhanced. Furthermore, DSF  
192 believes that the masters rule (kandidatreglen) should be removed.

193 Academic supplementation for the masters' programmes also increases the mobility of the  
194 educations. It provides students with more opportunities and raises the diversity on the  
195 educations. Therefore, there should always be an opportunity for supplementation of the  
196 bachelor's degree, if it is related with the masters, but is not directly qualifying. Students on  
197 academic supplementation should have the same right as other students. Therefore, DSF  
198 believes that supplementary courses should be free and that students on supplementation are  
199 entitled to receive student grants. The supplementation should be offered in relation to  
200 conditional acceptance in a way so no students can risk taking supplementation and thereafter  
201 not be admitted despite the supplementation. In addition, DSF believes that we ought to work  
202 for a stand-by system in connection to supplementation for a candidate.

203 Professional bachelor graduates should also have the opportunity to study a master. It increases  
204 diversity and gives professional-bachelors opportunity for furthering their education.

205 To increase the mobility and the academic integration on the educations they should offer  
206 supporting activities especially for students from other education institutions and professional  
207 bachelors. However, this must not lower the level of ordinary teaching.