ERUNI UNIVERZITNÍ GYMNÁZIUM
ERUNI UNIVERZITNÍ STŘEDNÍ PEDAGOGICKÁ ŠKOLA
ERUNI, univerzitní gymnázium a střední odborná škola Praha, z.ú.
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ADMISSION POLICY

1. Philosophy of Admissions and Programme Access

At ERUNI, we believe that every student capable and motivated to undertake the challenges of the IB Diploma Programme should have the opportunity to do so. In alignment with the IB philosophy articulated in *Diploma Programme: From principles into practice* and our school's *Access and Inclusion Policy*, our admissions process is guided by an open-access, inclusive philosophy.

We view admissions not as a selective barrier designed to exclude learners, but as a collaborative, diagnostic pathway designed to:

- Ensure transparent and non-discriminatory access to high school education via national standards.
- Support students during their initial high school studies to make informed choices about their upper-secondary specialization.
- Welcome both current internal students and prospective transfer applicants into specialized pathways.
- Identify students' individual learning goals, language profiles, and potential support needs without creating arbitrary academic barriers.

2. Admission Framework

Our admissions structure consists of two distinct stages: admission to the secondary school followed by pathway selection during 1st grade.

Stage 1: Admission to Secondary School

In full compliance with Czech educational legislation (Act No. 561/2004 Coll., Education Act), admission to the school at the start of secondary education is governed by the national secondary school admissions procedures:

- **Universal Standardized Examination (CERMAT):** All applicants for 1st grade take the official national standardized entrance exams in (i) Czech Language; (ii) Literature; and (iii) Mathematics.
- **School Criteria:** Final admission offers are determined based on CERMAT examination results, previous lower-secondary school academic records, and any additional statutory criteria published annually by the Head of School.

Stage 2: Pathway Selection in 1st Grade

During their first year of secondary education, all enrolled students undertake a core curriculum while exploring their future academic trajectories. By the spring term, students decide—in consultation with teachers, coordinators, and parents—which pathway they will follow for 2nd and 3rd grade:

1. **National Pathway:** Students pursue the traditional Czech national curriculum preparing for the official school-leaving examination.
2. **IB DP Pathway:** Students undertake 6 IB DP subjects alongside the Core components (TOK, EE, CAS) leading to the IB Diploma. In parallel, students meet all essential national curriculum requirements to ensure they are fully eligible to sit the Czech national school-leaving examination and obtain a dual qualification.

3. Requirements for Entry into the IB DP Pathway / Courses

To ensure that students entering the IB DP Pathway (or selecting individual IB DP Courses) are fully prepared and supported, the school applies an open-access, advisory entry framework rather than an eliminatory academic barrier.

Universal Requirement: Motivational Interview in English

All 1st-grade students applying for the Full IB DP Pathway or individual IB DP Courses must participate in a structured Motivational Interview conducted in English.

The interview is diagnostic and consultative. It evaluates:

- Academic motivation and engagement: The student's personal commitment, self-management skills, learning goals, and alignment with IB Learner Profile attributes.
- English language proficiency: The student's ability to communicate, articulate ideas, and comprehend academic instruction in English (aiming toward CEFR B2/C1 competency).
- Subject selection calibration: The appropriateness of chosen Higher Level and Standard Level subject combinations relative to future university and career aspirations.

Interview Outcomes, Support Scaffolding:

- Direct entry to full IB DP: Recommended for students demonstrating requisite English communication skills and strong motivation.
- Recommendation for Course Route: Advised if the interview reveals that the workload of 6 subjects plus the full IB Core may cause academic overload, enabling the student to excel in individual IB DP courses while maintaining the National Pathway.

4. Admissions Process and Timeline

A. Internal 1st-grade student

- November – January: Information evenings and subject taster sessions led by the IB DP Coordinator and Subject Teachers.
- February: Submission of preliminary Pathway & Subject Option Forms.
- March: Motivational Interviews conducted by the IB DP Coordinator and the Head of the School.
- April: Final confirmation of pathway enrolment and subject placement.

B. Prospective external transfer students (joining in 2nd grade)

Students seeking to transfer into ERUNI directly for 2nd grade /DP Year 1 from another secondary school follow an aligned admissions protocol:

- Application: Submission of official transcripts from previous secondary education, a personal statement in English, and an application form.
- National equivalency check: Verification that Czech national curriculum requirements for 1st grade have been satisfied.
- Motivational Interview in English: Conducted in person or online with the IB DP Coordinator.

5. Alignment with Access and Inclusion Philosophy

The *Admissions Policy* operates in direct harmony with our *Access and Inclusion Policy*:

- Proactive Support Identification: The motivational interview provides a safe, welcoming opportunity for students with identified learning differences, neurodivergent profiles, or special educational needs (supported by PPP/SPC diagnostic reports) to discuss necessary accommodations.
- Resource Allocation: Admitting a diverse cohort of learners commits the school leadership to providing appropriate resources, including Inclusive Access Arrangements applied during internal assessments and formally requested from the IB for official DP exams.
- Equal Opportunities: ERUNI strictly prohibits discrimination in admissions and pathway selection based on gender, race, nationality, socio-economic background, religion, or learning differences.

6. Interconnectedness with Other School Policies

- **Access and Inclusion Policy:** Ensures that diagnostic insights gathered during admissions and interviews directly inform approved access arrangements without restricting program entry.
- **Language Policy:** Connects the admissions English interview with language support structures so non-native English speakers can successfully access DP subjects.
- **Assessment Policy:** Governs how students enrolled across different pathways are evaluated, graded, and awarded report cards.
- **Academic Integrity Policy:** Establishes clear expectations for authentic student work starting from the application process and personal statement.

Policy Review and Maintenance

The *Admission Policy* is a dynamic institutional document. To ensure ongoing alignment with IB Diploma Programme requirements and Czech national legislation, this policy is subject to a formal annual review cycle (or earlier if triggered by major regulatory changes).

Policy Owner: Head of School / IB DP Coordinator

Primary Review Authority: School Leadership Team

Consulted Stakeholders: DP Subject Teachers, Student Council representatives, and Parent Association representatives (where applicable).

Revisions

date	role	Summary of key changes
September 2026	IB DP coordinator, Head of School	Initial policy drafting
November 2026	All DP faculty	Final policy approved
November 2027	All DP faculty	Scheduled annual review and operational audit.

Next Review: November 2027 (IB DP coordinator, Head of School, Teaching Staff)

Sources:

1. Česko (2004) *Zákon č. 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon)*, ve znění pozdějších předpisů. Praha: MŠMT.