

HEPP37 Admissions Policy and Procedure

PURPOSE

This policy and procedure sets out the principles and procedures for determining admission and enrolment of candidates into courses and subjects at Southern Cross Education Institute (Higher Education).

SCOPE

This policy and procedure applies to all staff and prospective students of Southern Cross Education Institute (Higher Education).

DEFINITIONS

AQF	Australian Qualification Framework
ATAR	ATAR stands for "Australian Tertiary Admission Rank". It is a score (a number between 0.00 and 99.95 with increments of 0.05) allocated to represent the level of academic achievement of an applicant who has completed Year 12.
Non-award program	The study program does not, of itself, constitute the conferral of a degree upon its completion.
Offer	Formal notification from Southern Cross Education Institute - Higher Education to an applicant that a place in the nominated study program applied for is available to them, under specified conditions, such as location, mode of study, fees, and requirements for completion.
Quota	The number of places available in a given subject or study program.
Student	An individual person who is formally enrolled to study at the Southern Cross Education Institute - Higher Education. The individual person is who appears on the enrolment documents, and who is assigned a Southern Cross Education Institute - Higher Education student ID.
Subject	A unit of academic work, usually undertaken over a single teaching period, in which the student enrolls, and on completion, the student is awarded a grade, with such grades appearing on the student's academic record.
Study program	A set of sequenced and structured subjects, undertaken by a student in order to meet the requirements for the award of a qualification (excluding research degrees), that is conferred by the Institute upon completion.
SCEI- HE	Southern Cross Education Institute - Higher Education

POLICY

1. SCEI-HE is committed to providing rigorous academic standards in its courses and selecting from applicants most likely to meet or exceed those standards. SCEI - HE's Admissions policy and procedure is designed to implement the following principles:
 - 1.1. Admission offers are made to applicants who are judged to have the background and abilities to have a reasonable prospect of success in the program of study for which they have been made an offer, and who are likely to benefit from the study program offered.
 - 1.2. Admission offers are made broadly on demonstrated academic achievement, but may take into account other factors, such as demonstrated abilities, commitment, employment history, and specific achievements outside of the field of endeavour offered.

- 1.3. In admitting students, the Institute also seeks to provide access to people of educational and social disadvantage and to address under-representation of specific social and demographic groups.
- 1.4. Where places are limited in a course or subject by a quota, places will be offered according to demonstrated academic achievement of applicants.
2. Additionally, entry to study programs will be subject to minimum English language standards.
3. Meeting the minimum entry requirements allows an applicant to be considered for selection. Not all applicants who meet the minimum entry requirements are guaranteed to be selected for admission into study programs.

PROCEDURE

Applicants must complete and sign an application form.

- all qualifications and supporting documentation must be certified or original copies
- documents not in English must be accompanied by certified English translations from a recognised accredited translator.
- where qualifications and supporting documentation have been completed in another name, evidence must be provided of the change of name

APPLICATION AND ADMISSION INFORMATION

1. To be eligible for an offer of admission, applicants will:
 - Have an ATAR or equivalent (refer to Table 1), or an accredited qualification under the Australian Qualifications Framework (AQF) at the diploma level or higher for undergraduate programs. For Entry into a postgraduate course of study, applicants will hold a bachelor qualification (please refer to specific course information as entry requirements may vary).
 - meet the approved English Language Proficiency Requirements.

Please note: Applicants who are under exclusion on the basis of academic performance or misconduct from any higher education provider are required to include all details of the exclusion in their application for admission

2. Applicants for education programs will need to complete a **non-academic suitability test**. The test measures attributes such as motivation to teach, attitude toward learning, interpersonal and communication skills, resilience, self-efficacy, how conscientious applicants are as well as organisation and planning skills. SCEI-HE currently uses the computer based CASPer Postgraduate Teacher Education test. The fee for students to take the test is met by student (approximately \$80.00).

All students enrolled in an initial teacher education course, including early childhood education, (either undergraduate or postgraduate) must sit and meet the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test prior to graduation. The LANTITE is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching. All students must achieve a successful test in order to register or to be employed as a teacher including early childhood teachers. The fee for students to take the test is met by student (approximately \$196.00).

3. Admission is available to people of educational and social disadvantage and under-represented demographics. Offers may be conditional upon the provision of proof of completion of entry requirements or other criteria detailed in the offer of admission.
4. International students are allowed to work in paid employment for 20 hours per week. Excessive work commitments can hinder academic progress, especially while on placements.
5. **Offers** will be made to applicants based on demonstrated academic achievement, but may take into account other factors, such as demonstrated abilities, commitment, employment history, and specific achievements outside of the field of endeavour offered, until the quota set for each study program is filled.
 - The offer of admission is valid for the duration specified in the offer. If the applicant fails to accept the offer in the duration specified, then the offer will be deemed null and void.
 - An offer of admission may be withdrawn if it is found that the applicant has provided fraudulent or inaccurate information
 - An applicant who has been excluded from another higher education provider will only be considered for admission if the period of exclusion has been served.

Deferral of Commencement

- An applicant, after accepting an offer of admission, may defer their course commencement for a period of no longer than 12 months.
- Requests to defer course commencement must be made in writing to the Student Administration Manager.
- Deferment may not be available in courses where admission is based on additional requirements and selection criteria.

Review of unsuccessful application

- An unsuccessful applicant for a place in a study program, who considers the Institute has not properly assessed his or her application, may seek a review of their case from the Student Administration Manager.
- An application for review must be in writing to the Student Administration Manager within ten working days of notification of the unsuccessful application.
- The Student Administration Manager will review the case and provide the appellant with the outcome of the review in writing within ten working days of receipt of the review request.
- If an applicant is dissatisfied with the outcome of the review, they may seek a further review by the Dean

Table 1: ATAR of 65 Equivalent by Country

Country	Qualification	Minimum Entry Requirements
China	GaoKao	Successful completion of the National College Entrance Examination (GaoKao) with a minimum of 65% of the overall maximum score
	Peoples Republic of China Senior Middle School Graduation Certificate	<ul style="list-style-type: none"> • Grade average of 80 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.

Colombia	Columbian Bachillerato	<ul style="list-style-type: none"> Final year grade of 88, plus an overall score on the National Aptitude Test of 300-349, or Successful completion of a recognised pre-tertiary or foundation program, or Successful completion of one year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
India	Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examinations (CISCE) Year 12 examination results	Must have achieved a minimum average of 60% in their Best of 4 academic subjects in a relevant stream, including English, if necessary (but not a local language), with an overall First Division (60%+).
	Indian State Board of Education Board Year 12 examination results, other than PSEB and HSEB	Must have achieved a minimum average of 65% in their Best of 4 academic subjects in a relevant start, including English, if necessary (but not a local language), with an overall First Division (60%+)
	Punjab State Education Board (PSEB) and Haryana State Education Board (HSEB) Year 12 Examination	Must have achieved a minimum average of 70% in their Best of 4 academic subjects in a relevant stream, including English, if necessary (but not local language), with and overall, First Division (60%+)
	National Institute of Open Schooling (NIOS) year 12 examination results	Must have achieved a minimum average of 70% in their Best of 4 academic subjects in a relevant stream, including English, if necessary (but not a local language), with and overall, First Division (60%+)
Kenya	Kenya Certificate of Secondary Education (KCSE)	Grade average of C+ or higher
	General Certificate of Education (GCE) 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Lebanon	Lebanese Baccalaureate	Minimum overall grade of 10 in the final year results
Malaysia	STPM or GCE 'A' Levels	<ul style="list-style-type: none"> Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Malaysian Independent Chinese Secondary Schools Unified Examination Certificate	Average score of 14- maximum 10 subjects. (Where A1=8, A2=7, B3=6, B4=5, B5=4, B6=3, C7=2, C8=1)
Mauritius	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Nepal	Nepalese Higher Secondary Certificate (HSC) administered through the Higher Secondary Education Board (HSEB) or Nepal	Must have achieved equivalent to a minimum average of 65% across their 'Best of 4' academic subjects, including English (but not including Nepali) or NEB Year 12 results of either a GPA of 2.41 or 2.61, i.e., equivalent to 60% or 65%+ result in four academic subjects in a relevant stream

	Education Board (NEB) year 12	
Nigeria	West African Advanced Certificate of Secondary Education	<ul style="list-style-type: none"> Grade C4 or above in 5 subjects including; C4 in Maths and English, or Grade A-B in 2 subjects including C4 in Maths and English
	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Pakistan	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Pakistani Higher Secondary School Certificate or Intermediate Certificate (Pre-Eng. & Pre-Med streams only)	Grade average of 50 in final year results (Pre-Eng. & Pre-Med streams only)
	Pakistani Higher Secondary School or Intermediate Certificate (Humanities & Science Streams)	<ul style="list-style-type: none"> Grade average of 70 in final year results, or Successful completion of a recognised pre-tertiary or foundation program, or Successful completion of one year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies
Philippines	Philippines National Secondary Aptitude Test (NSAT)	<ul style="list-style-type: none"> Successful completion of a recognised pre-university foundation program, or Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of senior high school, or Successful completion of a Senior Secondary High School Test with a minimum grade of 75%.
Sri Lanka	General Certificate of Education Advanced Level	<ul style="list-style-type: none"> Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Thailand	Certificate of Secondary Education, or Matayom 6	Minimum GPA of 2.0
Vietnam	Secondary Vocational School Certificate or Diploma of General Education	Hold an average grade of 8/10
Zimbabwe	GCE 'A' Levels, or Zimbabwe General Certificate of Education at Advanced Levels ('A' Levels)	<ul style="list-style-type: none"> Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5) Successful completion of the ZIMSEC A Level Certificate with a minimum 3 passes in principal subjects

RELATED DOCUMENTS

HEPP29 Student Progress and Exclusion Policy and Procedure
HEPP43 English Language Proficiency Policy and Procedure
HEPP58 Deferring, Suspending or Cancelling Student Enrolment Policy and Procedure
SCEI-HE Application to Study Form (Domestic Students)
SCEI-HE Application to Study Form (International Students)

LEGISLATIVE CONTEXT

Education Services for Overseas Students (ESOS) Act 2000
The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, known as 'the National Code 2018 - Standard 2 (specifically 2.2) and Standard 8 (specifically 8.8.1)
Higher Education Support Act 2003

RESPONSIBILITIES

Corporate Board

- The Academic Board has responsibility for the overall development, implementation and review of this policy and procedure.

Student Administration Manager

- Responsibility for the implementation of this policy and procedure and associated procedures.

Dean

- Ensuring compliance with this policy and procedure.
- Bi-annual audit checks are undertaken to monitor compliance.

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