

## STUDENT SELECTION AND ADMISSIONS POLICY AND PROCEDURE

### 1. Overview

TEQSA has identified the admissions process as having a key impact on retention, progress and success rates.<sup>1</sup>In particular TEQSA advises that these outcomes are enhanced by:

- “the appropriateness of students’ preparation for higher education and how they are selected for admission
- comprehensiveness of orientation and transition to higher education study
- clear and user-friendly enrolment processes
- design of the curriculum
- the importance of early identification of students at risk of discontinuing their studies
- academic student learning support
- student welfare support “

At Crown Institute of Higher Education (“CIHE”) all applicants seeking to enrol are treated fairly, consistently and equitably. CIHE has open, fair, clear and transparent procedures that are based on clearly defined merit based entry criteria for selection of students. Applicants are treated courteously, expeditiously and without discrimination. CIHE will also provide a comprehensive orientation experience and early intervention. Strategies for students who are struggling through their transition to Higher Education.

Entry criteria and application procedures are published in CIHE’s advertising material and website.

### 2. General entry requirements

Persons seeking to enrol in a course at CIHE are required to submit acceptable evidence that they meet the entry criteria for the course. The entry requirements for each course offered by CIHE are designed to ensure that prospective students have the academic preparation and English proficiency needed to complete their intended course of study.

### 3. Entry to Undergraduate Programs

To satisfy the general entrance requirements for admission to a course, applicants must meet at least one of the following entry requirements:

- Successful completion of Year 12 or equivalent with an ATAR 50 and above,

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<sup>1</sup> Good Practice Note: Improving retention and completion of students in Australian Higher Education – February 2020

- Successful completion of an equivalent secondary qualification either interstate or overseas, or
- Successful completion of an Australian qualification recognised as at least AQF Certificate IV (minimum period of study of 1 school year within the last 2 years), or
- Satisfactory completion of one year of accredited full-time study at a registered institute of tertiary education at AQF level 4 or above, or
- Satisfactory completion of an accredited Tertiary Preparation Program or a Foundation Year Program offered by an Australian university that would enable students to gain entry to an Australian University, or
- Admission to candidature for an undergraduate degree at an Australian University.

All students must be 18 years of age or over at the time that they commence the course for which they have applied.

#### **4. Post Graduate Entry Requirements**

To satisfy the general entrance requirements for admission to a postgraduate course, applicants must meet at least one of the following entry requirements:

- A Grade Point Average in an undergraduate program of at least 2.4, where the range is four and an equivalent proportion for other ranges; or
- Admission to candidature in a post graduate program at an Australian University

#### **3. Additional entry requirements**

In addition to the general admission requirements stipulated above, certain courses may specify additional requirements which applicants are required to meet in order to demonstrate their capacity for success in the course. These may include, but are not limited to:

- Specific studies (e.g., English or Mathematics at a specified level),
- Attendance at interviews,
- Presentation of folios and/or
- Submission of supplementary information forms.

Additional requirements shall be published in CIHE's Prospectus and website for enrolment at CIHE.

#### **4. English proficiency**

International students at undergraduate level whose first language is not English must demonstrate competency in the English language. English proficiency can be demonstrated by providing proof of an International English Language Testing System (IELTS) overall test result (or equivalent) that meets the specified level of English proficiency specified for the course. This will be an overall score of 6 with no band less than 5.5.

Other acceptable evidence of English proficiency includes:

- Completion of secondary education/undergraduate degree via the medium of English, or

- Successful completion of Year 12 secondary schooling in Australia (minimum of 1 school year to be completed in Australia within the last 2 years), or
- Successful completion of an Australian qualification recognised as at least AQF Certificate IV (minimum period of study of 1 school year within the last 2 years), or
- Successful completion of a Tertiary Studies Foundation Program (minimum period of study of 1 school year).

International students who do not meet the specified English proficiency requirements may undertake an ELICOS (English Language Intensive Courses for Overseas Students) program prior to undertaking the course at CIHE's sister company, CIBT.

At post graduate level, students (whether domestic or international) who have not completed secondary education or a tertiary/higher education credential in English, will be required to achieve IELTS level 6.5 overall with no band less than 6 or an equivalent score in another entry test such as PTE or TOFEL.

#### **5. Marginal Cases**

It is recognised that even an apparently scientific metric such as an IELTS Score or a GPAA has an element of subjectivity in its base that renders a level of imprecision in measurement. Where there is any doubt about an applicant's ability to successfully undertake the course, then the applicant will be interviewed by the Dean or their delegate before a final decision on the admission of the applicant is made. During these interviews specific consideration will be given to the recruitment, and admission of Aboriginal and Torres Strait Islander peoples.

- The capacity to pursue studies at a higher Education level,
- Motivation to pursue Higher Education studies in the discipline of the chosen course,
- Demonstrated potential for academic studies based on the applicant's portfolio,
- Relevant professional and industry experience.

#### **5. Special / alternative admission arrangements**

Applicants who are 21 years of age or over (mature age) who have not completed Year 12, or its equivalent may gain entry to a course by addressing one of the following entry requirements:

1. Successful completion of a Special Tertiary Admissions Test administered by a tertiary admissions centre, or
2. Submission of a portfolio of prior and current academic and professional work, or
3. Submitting an application for credit that meets the requirements of the *Credit for Prior Learning Policy and Procedure*.

Applicants applying under special admission categories 1 and 2 will be required to attend an interview with the Course Coordinator and/or Dean to assess the applicant's capacity for higher education studies. The applicant should submit a portfolio of prior and current academic and professional work prior to the interview to assist in the assessment process.

The criteria used by the Course Coordinator when selecting applicants to a course under special / alternative admission arrangements include:

- The capacity to pursue tertiary studies,
- Motivation to pursue tertiary studies in the discipline of the chosen course,
- Demonstrated potential for academic studies based on the applicant's portfolio,
- Relevant professional and industry experience.

The processes used to monitor the progress of students enrolled under special / alternative arrangements will include monitoring of the student's progress by the Course Coordinator at the conclusion of each semester in the first year of the student's enrolment.

Students with disabilities are encouraged to apply for admission. Such students will be assessed against the same academic criteria as other students. However, their admission process will be augmented by an interview with the student welfare officer to identify and provide the support resources that may need to be deployed. Assessment and provisioning will be customised to each case. Such support may include measures such as timetabling in buildings with appropriate toilet facilities or means of access, special consideration in examinations, additional software and the like.

## **6. Applications**

Applications for admission to a course shall be made on the prescribed form and lodged appropriately. Appropriate forms of submission are either a) direct submission by the student to the registrar's office or b) through an intermediary such as an education agent. Either way the application will not be finally accepted until it is complete in as much as statements of claim are substantiated by supporting documents.

## **7. Assessment of applications and verification of evidence**

All applications for admission to a course will be assessed by the Registrar.

Applicants who apply to undertake a course at CIHE must submit documentary evidence that meet the published entry requirements of their chosen course. An original or certified copy of documentation must be provided and sighted by the Registrar.

Qualifications submitted in a language other than English must be accompanied by a certified official translation.

Where there is any doubt about the authenticity of any documentation provided, the Registrar may make relevant enquiries.

All applications and their assessment will be validated by the Dean.

The process for assessing applications is attached as Appendix 1.

## **8. Offers**

Based on the documentation provided and subject to the application meeting the published entry criteria, a written offer of a place in the course will be made to the applicant via a *Letter of Offer*. Any conditions of the offer will be clearly specified in the *Letter of Offer*.

The offer of a place in a course will include the following information as part of the *Student Agreement*:

- all charges associated with the applicant's proposed studies as known at the time and advice on the potential for changes in charges during their studies,
- arrangements and potential eligibility for credit for prior learning,
- details on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of fees and charges, and
- details of any particular requirements of the courses, such as particular language requirements and particular requirements of work placements.

## 9. Acceptance

Applicants accept the offer of a place in the course by signing and returning a copy of the *Letter of Offer* and *Student Agreement* as directed.

Once an offer is accepted, the applicant is enrolled in their chosen course and sent a letter confirming their enrolment with details about the course and details about student orientation and welcome functions.

## 10. Deferred Admissions

Once a CIHE makes an offer of enrolment, a student may defer admission for up to three years, provided that no conditions have been placed on the offer that might preclude deferment. CIHE may determine an administrative fee for processing such requests.

## 10. Enrolment

CIHE will explore ways and means to give students the ability to directly manage their course and unit enrolment with the objective of giving students great control over their enrolment. However, in the interim and for the foreseeable future, staff will manage course enrolment on the basis of student request. Each semester, CIHE staff will enrol students in individual units as they progress through their course. However, students may raise issues and expect responsiveness to their wishes within the constraints imposed by minimum progress requirements and course rules.

## 11. Reasons for Possible Refusal of admission

An applicant will be refused in the following circumstances:

- The student's statement of claim have been found to be false;
- CIHE forms the view that the student is not a Genuine Temporary Entrant;
- The application fails to meet one of more of the academic entry criteria;
- The applicant cannot demonstrate sufficient financial resources to cover travel to

Australia and twelve months of living expenses, course fees or schooling costs for the student and accompanying dependents.

- The application cos from an agent with which CIHE does not have a current agency agreement;
- The application cos from any country or a member of any group that the Australian government has proscribed.
- There is evidence apparent to CIHE that the applicant may have a background of antisocial or illegal behaviour

#### **11. Cancellation of enrolment after admission**

A student's enrolment may be cancelled if statements made by the student in their admission application are shown to be false. Other reasons for cancellation are covered in the CIHE Students progression and Exclusion Policy.

#### **12. Appeals**

An applicant may appeal against a decision to refuse admission to a course. The grounds for appeal are that the decision is inconsistent with this policy. Appeals must be made in writing and lodged with the Dean within ten working days of the applicant receiving written notification of the decision to refuse their application. The Dean will respond in writing to the appeal within twenty working days and may confirm or vary the decision. All decisions made by the Dean in regard to appeals will be reviewed by the Teaching and Learning Committee.

If an applicant remains dissatisfied with the outcome of their appeal against a decision to refuse admission to a course, they may utilise CIHE's grievance handling procedures, which enables prospective students to lodge grievances of an administrative nature.

13. CIHE will pay close attention to the overall transition to Higher Education of the students to ensure that they become comfortable and productive students as quickly as possible, to increase retention and to assure success. This is a primary concern of HESF Standards 1.3.5 and 5.3.4, which "require providers to monitor trends in rates of retention, progression and completion of student cohorts with a view to reviewing teaching and administrative processes to enable improvement in student outcomes."<sup>2</sup>

To this end, CIHE will provide:

- a one day orientation program to new inductees at the beginning of every study period,
- a staged and scaffolded treatment of good study skills and academic integrity that builds through the course,
- early intervention strategies and resources to provide academic and language support for those students identified as struggling through their transition to higher education.

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<sup>2</sup> Good Practice Note: Improving retention and completion of students in Australian Higher Education – February 2020

- Inter institutional benchmarking of retention and success outcomes with a focus on lessons to be learned for improvement to these outcomes

#### 14. Monitoring and Review

The Academic Board is the body responsible for monitoring and review of entry criteria, admissions processes and their implications for student success.

#### 14. Related documentation

- Application for Admission form
- Letter of Offer
- Student Agreement
- Confirmation of Enrolment

#### 13. Version history

Version	Approved by	Approval Date	Details
1.0	Academic Board	27.1.2017	Document creation
1.1	Academic Board	21.4.2017	Language streamlined for greater clarity.
2.0	Academic Board	15.9.2017	Removal of health checks requirements for students undertaking clinical work, requirements and requirements for security checks.
2.1	Academic Board	26.8.2022	Inclusion of Post Graduate admissions criteria
2.2	Academic Board	9.12.2022	Updated to address recommendation from reviewers

Next Review Date 8 December 2025

Document owner: Dean

## Appendix 1: Procedures for assessing an applicant's qualifications, experience and English language proficiency

