

## POLICY DOCUMENT

# ADMISSIONS POLICY – UNDERGRADUATE

## 1 Purpose and Scope

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ACPE is committed to ensuring its admissions policies and procedures are fair, transparent, ethical and timely, making study accessible to a diverse range of prospective students. The College has developed a policy framework to assist students to be equipped and prepared for study, regardless of academic background. This policy outlines admissions processes and requirements for undergraduate courses at ACPE.

**Definition of “College”** – In the higher education sector, ACPE Limited trades as The Australian College of Physical Education (ACPE). For the purpose of this policy, any reference to ‘College’ should be considered a reference to this entity or trading name.

**Scope:**

- All campuses (including online).
- Domestic students enrolling in Higher Education undergraduate courses.

## 2 Policy Statement

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Admission requirements focus on merit and fostering academic success.

- The College encourages lifelong learning, including formal, informal and non-formal learning. It provides applicants for admission to the College’s courses with the opportunity to have relevant, previous learning considered in their application.
- Processes for admission of students shall be governed by the overarching principles of fairness, consistency, transparency, and timeliness.
- The College shall take into account possible educational disadvantage when determining admission requirements.
- Staff involved in the admission process must not divulge to any unauthorised person any information related to an individual student's application or admission.
- The College reserves the right to refuse entry to any applicant based on an individual’s inability to meet the educational and financial requirements of the College, including the Inherent Course Requirements (where stated) for the course into which they are applying

for admission, and the non-academic attributes required for entry into particular professions, such as teaching.

- Upon admission it is the student's responsibility to make themselves aware of and comply with the College's policies and procedures.

## Admission Requirements – Educational / Academic

1. Applicants to ACPE who have completed Year 12 must have a minimum NSW HSC average of 60 (calculated from the average of the highest 6 units completed), or equivalent. The *Special Degree Requirement* section below highlights additional HSC requirements for Education courses.
2. Applicants who have not completed Year 12 or who have completed Year 12 with a HSC average lower than 60 may be considered eligible for entry with other post-school study (e.g. Tertiary Preparation Certificate, Certificate IV, Diploma, one year study at another higher education institution etc.).
3. Applicants who may not meet the educational requirements outlined above but who can demonstrate some educational disadvantage in schooling (see definitions), will be considered on a case by case basis.
4. Mature age students (21 years or over) who have not completed Year 12 and who have relevant work or life experience that indicates they would be able to manage the level of coursework required will be considered for admission on a case by case basis.
5. For those courses that involve work integrated learning where students may deal with children (i.e. under 18 years of age) such as education courses, the applicant must be aware that a valid Working with Children Check will be required to be supplied to the College prior to the student undertaking the relevant coursework. If the applicant knows of any reason why they will not pass a Working with Children Check, they should not apply for entry to these courses.

Entry into ACPE Dance and Education degrees also require Special Degree Entry Requirements:

- A. Dance courses** – applicants for the Bachelor of Dance Education and Bachelor of Dance Practice will be required to attend an audition and achieve a satisfactory outcome. Following is the published criteria for Dance applicants:
- Prospective students need to demonstrate skills and attributes at an audition in order to achieve a satisfactory outcome for entry into the qualification.

The criteria for a successful Dance audition and acceptance into a Dance course is linked to standards of dance technique and dance composition. Students are evaluated on their ability to achieve the minimum standard required for Year 1. These criteria include:

- Fitness for dance: (strength, endurance, flexibility)
- Alignment, coordination and self-use
- Ability to learn and remember new movement patterns and sequences
- Accuracy and clarity of execution
- Performance presence / quality
- Composition: inventiveness and readiness generating unique movement relative to an idea.

**B. Education courses** – applicants for initial teacher education (ITE) courses must additionally meet BOTH the academic entry requirements of the New South Wales Education Standards Authority (NESA) or their equivalent AND be able to demonstrate to the satisfaction of the College their suitability for entry into an ITE program.

*Exemptions for entry into Education degrees will be assessed by the Dean and Operations Director and the Head of Department.*

### **Academic Requirements**

Applicants to ITE courses may be granted either direct or indirect entry.

#### Direct Entry

To be admitted directly into an ITE course, applicants must meet one of the following requirements:

- a minimum of three (3) NSW HSC Band 5 results, including one in English; or
- the completion of bridging units equivalent to a minimum of 3 Band 5 HSC results, including English, as approved by NESA; or
- the completion of a Bachelor-level or higher degree at an accredited higher education institution; or
- the completion of a NESA approved alternative entry pathway.

### Indirect Entry

An applicant for an ITE degree who does not meet the above criteria for direct entry may be permitted to enrol in a linked undergraduate degree at ACPE and apply for transfer at the end of the first year of study under the following conditions:

- a credit average in first year subjects in the designated ACPE degree; or
- if a credit average is not attained, have successfully completed all first year subjects of the designated ACPE degree and pass the Australian Council of Educational Research (ACER) Literacy and Numeracy test for Initial Teacher Education students (LANTITE) (at their own cost); or
- a credit average in a full year of academic studies at another institution in a degree with ACPE-equivalent and relevant discipline subjects.

In addition, all applicants for ITE courses must:

- sign a letter acknowledging that AITSL and NESAs regulations require them to demonstrate literacy and numeracy capacities commensurate with the top 30% of the population through the LANTITE test by ACER (at their own cost) prior to commencing final professional experience; and
- undertake a LANTITE-comparable test designed to determine the applicants' current level of literacy and numeracy (if LANTITE itself is not undertaken).

### ***Suitability for entry into an ITE program***

The College reserves the right to refuse entry to any applicant based on an individual's inability to demonstrate to its satisfaction suitability for entry into an ITE program.

To demonstrate suitability for entry into an ITE program, candidates must achieve a satisfactory outcome in the *Suitability for Teaching Application*. The College will assess the *Suitability for Teaching Application* on a Satisfactory / Unsatisfactory basis. A successful outcome will depend upon an applicant's demonstration of reasonable prospects of success in the course and as a teacher, based on a combination of the following non-academic attributes:

- **Communication Skills** – e.g. variety of effective communication skills in a variety of contexts.
- **Emotional Intelligence** – e.g. self-awareness, self-confidence, self-control, empathy, developing others, conflict management.
- **Growth Mindset** – e.g. willingness to learn, willingness to invest time and effort, creativity, risk-taking, openness.
- **Physical / Health / Movement Literacy** – e.g. demonstration of movement / physical literacy, understanding of health and movement concepts.

- **Passion / Motivation for Teaching and Subject Area** – e.g. goal orientations, high expectations of all children, educative value of subject.
- **Resilience** – e.g. coping with change, coping with challenges, handling setbacks, adaptability.
- **Teamwork / Collaboration** – e.g. working with others to enhance teaching and learning, seeking out professional learning opportunities, problem-solving.

## Admission Requirements – General

1. All applicants must attend a final admissions interview upon submission of their enrolment paper work. Admissions interviews may be conducted face to face, by other verbal medium (e.g. teleconference or Skype) or a combination of these mediums. At the completion of the admissions process an applicant may be requested to complete modules on the Learning Support Hub to support successful transition to study.
2. All applicants for entry to the College must meet minimum computer literacy standards as determined by the College and have unrestricted access to the internet and a personal email account.
3. Applicants aged under 18 years at the time of application **must turn 18** in their first enrolled semester of study or within 6 months of acceptance into the course. Prospective students under the age of 18 must have their enrolment paper work witnessed by a parent or guardian. High-performing students who fall under the age requirements will be considered on a case by case basis for special entry consideration.
4. It is the responsibility of all students admitted to the College to acquire the required text books, training tools and resources required to fully participate on campus and/or in online subjects.
5. It is the responsibility of all potential students to read and understand the Inherent Course Requirements for the course into which they are seeking admission and accept the Inherent Course Requirements prior to initial enrolment in the course (where stated).
6. Students will only be permitted to enrol in one (1) single higher education course at the College at any one time – no concurrent enrolment will be permitted.
7. In the normal admissions process, it may be determined that applicants are potentially unequipped for successful study at the College because they do not meet all or some of the Admissions Requirements. The process for managing an applicant in this circumstance is outlined in the *Admissions Procedure*.

## English Language Proficiency Requirements

Higher Education applicants for whom English is an additional language including permanent residents, must have an academic IELTS score of 6.5 to 7.5, depending on the degree. These levels have been set to ensure the student will have the ability to successfully engage in study in their selected field. Refer to the *English Proficiency Policy – Higher Education* for further details. At the discretion of the College, prospective students may be required to undertake an assessment of English language at their own cost and, depending on the course of enrolment, achieve a result at least equivalent to:

### All courses excluding Education qualifications:

- IELTS 6.5 (overall score)
- Cambridge English: Advanced (CAE 176-184)
- Pearson (PTE) Academic Score of 59 (overall score)
- Paper based (PBT) TOEFL (Test of English as a Foreign Language) score of 577
- Internet based (iBT) TOEFL score of 90.

### All Education Degrees:

- IELTS 7.5 (overall score) with no score below 7.0 and a score of no less than 8 in speaking and listening.

## Provisional Admission or Enrolment

Applicants may be admitted to an undergraduate award course on a provisional basis if:

- They are being admitted under an Educational Access or Special Admissions Scheme.
- They have a record of failure or suspension/expulsion from the College or another tertiary institution.
- They have been admitted under the general authority accorded to the peak academic body of the College.
- They are seeking Recognition of Prior Learning or Advanced Standing in a specific course and therefore undertake the assessment process relating to this.

An applicant who is being considered for provisional enrolment may be requested to provide evidence that will demonstrate they have a reasonable likelihood of success in their studies at the College.

A student who has been admitted to a course on a provisional basis due to previous academic performance may have additional conditions attached to their enrolment such as (but not limited to):

- they may be required to undertake a reduced study load (50 – 90%) rather than a full-time load.
- they may be required to satisfactorily complete further literacy and/or numeracy training or tests.
- they may be required to attain a certain grade in all or certain subjects undertaken in the first semester of study (e.g. pass grade requirement).

All students who have been admitted to a course on a provisional basis due to previous academic performance will have their academic progress reviewed at the end of the first semester of enrolment. If progress is considered unsatisfactory, the provisional admission will be withdrawn and the student will not be permitted to continue with enrolment in that course.

## Verification of Qualifications

An applicant seeking admission to the College must submit evidence of any relevant previous qualifications, such as a certified copy of the Academic Transcript or qualification certificate. The College reserves the right to verify legitimacy of qualifications which may include contacting the previous institution, in which case some of the applicant's personal details may be required to be divulged.

An applicant seeking admission who cannot provide documentary evidence of previous qualifications due to special circumstances (e.g. refugee) must provide a statutory declaration stating the qualification and the reasons for the inability to obtain the documentation.

## Refusal and Exclusion

The College reserves the right to refuse admission of a prospective student based on the following criteria:

1. The applicant demonstrates behaviours that do not meet the standards set out in the *Student Code of Conduct – Higher Education*.
2. The applicant does not meet the minimum entry requirements, conditional course requirements (e.g. is aware that they will not pass a Working with Children Check), or ongoing course requirements, and is not prepared to pursue the advice provided by the College to gain additional knowledge prior to commencing study.

3. The applicant feels they will be unable to meet the Inherent Course Requirements as outlined to them.
4. Serious financial, personal or health issues that will affect the student's ability to meet the Inherent Course Requirements or to continue in the relevant award.

Applicants deemed unequipped to enrol may be referred to other educational institutions to seek additional learning prior to reapplying to the College.

Applicants may not apply for admission to the College during a period of exclusion from any other tertiary education institution. Applicants who have completed a period of academic exclusion must provide details of the exclusion penalties that were applied with their application. Applicants who have met the admissions requirements but who have been excluded previously from a course, at the College or at another tertiary institution, must demonstrate that they have an improved likelihood of success in the course for which they are applying.

Applicants who have been excluded for misconduct from the College or any other tertiary institution must show cause by providing a statement outlining why they should be considered for readmission.

## Cross-Institutional Study

Applicants who are enrolled in an award course at another higher education provider in Australia (or an overseas provider with an approved agreement with the College) may apply to enrol in one or more subjects for cross-institutional enrolment. These applicants will be enrolled into the relevant degree for reporting and FEE-HELP purposes as agreed with their 'home' institution.

Applications for cross-institutional study from any other institution will be considered by the National Admissions Centre and may be subject to provisional enrolment conditions.

Students who are enrolled in a College course wishing to complete one or more subjects at another institution (and have those subjects credited to their award course at the College) should apply to the relevant decision-maker as outlined in the *Educational Pathways Policy – Higher Education*.

## Non Award Study

Applicants may enrol in miscellaneous higher education subjects (as non-award study); however, some entry requirements still apply.

The maximum amount of non-award study allowed by any one student in higher education subjects will be up to five (5) subjects. If after exhausting their allocation of non-award studies, students wish to continue their enrolment with the College, students must enrol in an



award course. General interest study enrolment **does not** guarantee a direct pathway into an award course.

Please refer to the College's *Non Award Study Policy* for further details.

## Study Load

In order to ensure appropriate course progression, applicants who are enrolled in an award program must meet a minimum part time study load of at least 50% of a full time credit point load for subjects attributed to a given semester of study (thus allowing for online study intakes). The number of credit points and contact hours making up this load will vary depending on program of enrolment; the full time load for each course is clearly defined on the publicised course structure.

At times it may be necessary for the College to set rules for courses that fall outside of the standard course enrolment requirements. In those instances, the rules will be documented and advised to students. For instance, a course that is available for full-time enrolment only will require students to enrol in 100% of a full-time load (excepting if they have received advanced standing). Similarly, if the College decides to discontinue a course, students must adhere to the documented teach-out or transition plan or they will be identified as 'at risk' and may be excluded from the course.

## Intake Quotas

The College reserves the right to impose intake quotas on any course or subject. The College also reserves the right to cancel an intake into a course if insufficient students are admitted, and/or to reallocate enrolled students to alternative delivery modes for the same subject such as an online intake. Refer to the *Course and Subject Viability Policy – Higher Education* for further information.

## Campus Course Offerings

The College reserves the right to schedule and promote intakes for accredited courses at selected campuses where it is best resourced to do so. Accreditation of a specific course in any given jurisdiction does not automatically guarantee enrolments will be taken.

## Fee Payment

Students who do not pay fees as required will have their enrolment suspended and reviewed.

1. Self-funding students must pay all enrolled course fees in full prior to the published census date for the relevant intake. Failure to meet the payment deadline will result in suspension from the course until all fees are paid. Failure to make payment will result in withdrawal from the enrolled program.
2. Students undertaking FEE-HELP assistance are wholly responsible for completion of forms required to establish the loan. To apply for FEE-HELP assistance for a degree course, students must be enrolled in a minimum part time load of 9 contact hours per week.

## Admissions Standards

Admissions standards will be monitored on an annual basis, and management will undertake adjustments to standards where required, advising the peak academic body of the College of any substantive new standards as developed.

All decisions relating to Admissions and the scope of this policy are the responsibility of the Sales & Marketing Manager, Higher Education through the Office of the Dean and Operations Director and governed by the College's Board of Directors.

## Responsibility

This policy is the responsibility of the College Board, which has delegated responsibility for the academic standards within the policy to the peak academic body for the College entity (being the Academic Board). The peak academic body has developed the admissions standards within this policy to be clear and transparent, to allow ease of operational application. Responsibility for admissions decisions has been delegated to the National Admissions Centre.

The National Admissions Centre has responsibility for implementation of this policy on behalf of the College and will report regularly to the College Board on application of this policy.

The Director, Student Services & Retention has responsibility for oversight of any grievances raised about decisions made under this policy (see *Grievance Policy – Domestic Students - HE*).

## 3 Related Documents

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- Admissions Procedure
- Student with Disability Policy
- Educational Pathways Policy – Higher Education
- Fees Policy – Higher Education

- Course and Subject Viability Policy – Higher Education
- English Proficiency Policy – Higher Education
- Non-award enrolment policy
- Student Code of Conduct – Higher Education
- Grievance Policy – Domestic Students – HE

## 4 Definitions

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- **Admissions** is the process of applying for, being provided with a letter of offer, accepting an offer of admission and being admitted to an accredited award course or to non-award study. This process is triggered by a candidate submitting to the College an expression of interest in enrolment, including but not limited to an Application form for New Students, a Non Award Study Enrolment Form, or an online Enrolment Form.
- **Applicant** is an individual who has applied to the College or its agent for admission to an award course or to non-award study at the College.
- **Award course** is a formally accredited and approved program of study which can lead to a qualification granted by the College.
- **Bridging course** means a short online course designed to provide applicants to the College with additional foundation knowledge in core disciplines such as biosciences, social sciences and study skills.
- **Census Date** is the official count of the student population for each study period in each course and subject.  
*ACPE's census date is the 4<sup>th</sup> Wednesday after each agreed starting day for a course, which means the 4<sup>th</sup> Wednesday after the day on which the course was scheduled and advertised to start.*
- **Computer Literacy Standards** are the computer skills required to engage in study and student life at the College. The minimum standard includes the student being able to:
  - organise work files in directories or computer files
  - make, save, and find files
  - use the internet to find information and send emails
  - open and save attachments
  - use simple text skills such as typing, formatting and printing

- resolve minor application problems
- **Cross-Institutional Study** is the enrolment of a student in a subject or subjects offered at one (or more) higher education institutions for the purpose of attaining credit that can be transferred to an award course that he or she is admitted into at another higher education institution.

The higher education institution at which the award course is to be completed is referred to as the 'home' institution; the higher education institution at which subject/s are being undertaken for the purpose of attaining transferable credit is referred to as the 'host' institution.

- **Direct Entry** means that prospective students may apply for enrolment in offered courses through direct contact with the College.
- **Domestic student** is an Australian citizen or permanent resident in Australia, or a New Zealand citizen or permanent visa holder for New Zealand (including a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative). Anyone not meeting this definition is classified as an International Student.
- **Educational disadvantage** is any circumstance that has prevented an applicant from achieving performance levels in schooling commensurate with those required for entry to a tertiary institution. Such disadvantage may derive from disabilities, serious or chronic illness, disrupted education, lack of support for study, serious family problems, excessive family responsibilities, and/or lack of opportunity stemming from Aboriginal or Torres Strait Islander heritage, in recognition of the past exclusion and current disadvantage in these peoples' experience.
- **Inherent Course Requirements** are the documents outlining the specific skill, knowledge, performance or behavioural requirements that a student must meet in order to successfully complete each higher education course offered by the College and to enable graduates to register with professional associations or licensing bodies.
- **IELTS** is the International English Language Testing System and is a language requirement for entry to all courses in further and higher education where teaching is conducted in English. IELTS General Training module is suitable for candidates who are migrating to English-speaking countries or going to English-speaking countries to complete their secondary education or undertake training programs.
- **Learning Support Hub** is designed to assist students and prospective students to identify content areas in which they may need to develop a stronger knowledge base, and provides skill tutorials around certain content areas. It also assists the College to

provide appropriate study support to students and informs the best possible teaching methods to create an inclusive and supportive learning environment.

- **National Admissions Centre** is the College's administrative support unit tasked with supporting prospective students to be admitted to the College's award courses and qualifications.
- **Open Access** is a type of education institution that may admit students to courses who do not hold an Australian Tertiary Admissions Rank (ATAR) or Overall Position (OP) and therefore are not required to apply via a Tertiary Admissions Centre.
- **Pearson Academic Score** is assigned to an applicant who completes the Pearson Academic Test and indicates proficiency in the English language.
- **Provisional enrolment** means an applicant who has been offered admission to an undergraduate course on the basis of his/her completion of bridging courses or additional requirements advised by the College prior to the commencement of the award course.
- **Student** is an individual person who is formally enrolled to study at the College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.
- **Unequipped applicant** is a prospective student who does not have demonstrated theoretical or practical knowledge in core disciplines prior to being admitted to the College and who may not meet all or some of the Admissions Requirements.

## Document Administration

<b>Document Owner:</b>		Sales & Marketing, Higher Education
<b>Approval Body:</b>		Academic Board ACPE)
<b>Approval Date:</b>		25 June 2018
<b>Date for Next Review:</b>		May 2020
<b>Revision Date</b>	<b>Version</b>	<b>Summary of changes</b>
26 Sep 2017	1	Document revised by the HE Division Policy Harmonisation team. Document content revised to include LANTITE option for pathways entrants. Changes approved by the Board in September 2017.
25 May 2018	2	<ul style="list-style-type: none"> <li>• Document format changed in line with the new document template for ACPE policies, procedures and ToRs.</li> <li>• Original document content revised to reflect current ACPE practices.</li> <li>• References to other SGA colleges have been removed.</li> <li>• References to Director of Education have been replaced with Dean &amp; Operations Director.</li> <li>• References to Executive Director replaced with Dean and Operations Director.</li> <li>• Changes made to policy format include: <ul style="list-style-type: none"> <li>- Old logo with references to Study Group removed.</li> <li>- Document code, version and dates moved to 'Document Administration' section.</li> <li>- Paragraphs numbered.</li> <li>- Previous 'Further Information Section' with references to related policies moved to new 'Related Documents' section. This section includes a list of related policies, procedures, and other documents.</li> <li>- 'Policy Administration' section title changed to 'Document Administration'.</li> <li>- 'Document Administration' (previously named Policy Administration) table reformatted.</li> <li>- Numbering system updated.</li> <li>- Footer updated to include document title, document code, and document version only.</li> </ul> </li> <li>• The following statement has been added to the Admission Requirements - "Education Courses" section: <i>"Exemptions for entry into Education degrees will be assessed by the Dean and Operations Director and the Head of Department"</i>.</li> </ul>