

PL_AC_003: Admissions Policy

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Related Documents	Entry Requirements Disability Policy Enrolment and Attendance Policy Student Fees Policy			
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1. Context

THINK is committed to excellence in academic standards as well as equity objectives for a diverse and representative student population. Core to THINK's philosophy is that all students with the capacity to succeed in tertiary study should have the opportunity to do so, regardless of social or educational disadvantage.

THINK's Admissions Policy reflects these aims. Student selection is competitive and based on the principles of academic merit and access and equity. Selection processes are applied fairly and openly, and recognise that formal qualifications are not the only measure of the capacity to succeed.

2. Definitions

Award course: a course leading to an accredited qualification or national training package.

- **Post graduate courses:** vocational and higher education qualifications at AQF levels 8-10.
- **Undergraduate courses:** vocational and higher education qualifications at AQF levels 1-7.

Domestic applicant: a prospective student who is an Australian citizen, a New Zealand citizen, or a holder of an Australian permanent visa (holders of all categories of permanent resident visas including Humanitarian Visas).

International applicant: a prospective student applying to study in Australia, who is not a domestic applicant, and who may be granted a student visa as defined by the ESOS Regulations 2001.

Learning outcomes: are the expression of the set of knowledge, skills, and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

- **Formal learning:** is the learning that takes place through a structured course of learning that leads to the full or partial achievement of an officially accredited qualification.
- **Informal learning:** is learning gained through relevant work or life experience, self-tuition and social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organized or externally structured in terms of objectives, time or learning support.
- **Non-formal learning:** refers to learning that takes place through a structured course of learning but does not lead to an officially accredited qualification, for example work-based courses and non-accredited professional development courses.

3. Scope

This policy applies to all domestic and international applicants for admission to THINK's vocational and higher education courses.

4. Principles

Selection and admission to courses at THINK are based on processes that:

- are fair, equitable and transparent
- are merit based
- identify students with capacity to succeed in tertiary study
- encourage diverse and representative access and take into account possible educational or social disadvantage, and
- recognise formal, non-formal and informal prior learning.

5. Entry requirements for vocational courses

Applicants to all vocational courses must meet any course-specific entry requirements specified by the Industry Skills Council, defined in the relevant Training Package and published in the [Entry Requirements](#).

Applicants must provide a Proof of Identity. Moreover, in accordance with the Student Identifiers Act 2014, applicants to vocational courses will need to:

- provide their Unique Student Identifier (USI) at the time of application if they already have one, or authorise THINK to apply for one on their behalf
- authorise THINK to access information available via their USI, and
- consent to the use of their USI in their academic records.

In addition, domestic applicants to Diploma or Advanced Diploma qualifications who wish to access the VET Student Loan will be assessed to establish if they have the aptitude to complete the qualification. Evidence of completion of the following is considered sufficient to demonstrate the core skills and capacity required to undertake a Diploma or Advanced Diploma:

- a completed Australian secondary education qualification or equivalent, or
- exit Level 3 or above of the Australian Core Skills Framework (ACSF) in both reading and numeracy. The assessment will be conducted using the Language, Literacy and Numeracy (LLN) test¹, or
- a certificate of a qualification at level 4 or above in the Australian Qualifications Framework and the course for the qualification was delivered in English.

¹ The Language, Literacy and Numeracy (LLN) test validly assesses against the Australian Core Skills Framework (ACSF) to meet the requirements for VET Student Loan enabled courses (Diploma and Advanced Diploma). The assessment is based on a range of real life texts and situations in English. Each student must independently complete their LLN. Individual student results will be communicated to the student as soon as practicable after completion of the assessment. These results will be retained for a period of 5 years in accordance with VET guidelines.

The Australian Council for Education Research developed the test (Core Skills Profile for Adults) and is an approved testing tool as specified by the VET guidelines.

6. Entry requirements for undergraduate courses

To be eligible for admission, undergraduate applicants must satisfy the minimum entry requirements and any course requirements or prerequisites. All entry and course requirements apply consistently across different campus locations and/or modes of study.

Undergraduate entry requirements are contained within THINK's published [Entry Requirements](#). This is reviewed on an annual basis to ensure that they remain consistent with the objectives of THINK, and include, but are not limited to:

- formal academic qualifications at the secondary or vocational level
- aptitude or specific knowledge tests, interviews, portfolios, work experience, referees reports, informal and non-formal learning, or a combination of these, or
- the satisfaction of criteria for Special Entry and Educational Access Schemes designed to broaden access to THINK, address perceived disadvantage or encourage studies in particular disciplines. This includes but is not limited to applicants with physical disabilities, applicants from geographically isolated areas, applicants with economically disadvantaged backgrounds and Aboriginal or Torres Strait Islander applicants.

Any course requirements or prerequisites required in addition to the [Entry Requirements](#) are determined by the relevant Program Director and approved by the Dean/Pro Vice-Chancellor.

6.1 Quotas

Quotas may apply to some courses. The number of places available in a particular course will be determined by THINK, legislative and government requirements. THINK may also set sub-quotas for different eligibility categories. Where demand exceeds the number of available places, applicants who meet minimum entry requirements will be ranked on merit and offered a place in order of rank. Ranking may occur in sub-quotas as well as quotas.

6.2 Equivalence

THINK undertakes to assess all applicants through processes that are fair and equitable. It is entirely at the discretion of THINK, however, to make judgements about equivalence of qualifications and other eligibility criteria for the purposes of ranking applicants.

7. Entry requirements for postgraduate courses

Entry to a postgraduate course is based on a demonstrated capacity to undertake postgraduate studies in the proposed field. Entry requirements are course specific and may include formal qualifications at the AQF Level 7 or above, a combination of formal qualifications and relevant professional experience, or extensive high-level relevant professional experience. All applications for postgraduate courses are assessed on an individual basis.

In addition, when applying for postgraduate study, applicants may be considered under the guidelines of Special Entry and Educational Access Schemes designed to broaden access to THINK, address perceived disadvantage or encourage studies in particular disciplines. This includes but is not limited to applicants with physical disabilities, applicants from geographically isolated areas,

applicants with economically disadvantaged backgrounds and Aboriginal or Torres Strait Islander applicants.

8. English language proficiency

Entry to all courses requires proficiency in English. International applicants and domestic applicants who have not studied at the secondary level in English must demonstrate that they meet minimum level of English language requirements, specified by course in the [Entry Requirements](#).

9. Application process

To facilitate assessment of their application, prospective students must follow THINK's specified application process. Instructions and timelines can be found on THINK's website. During the application process, THINK ensures potential applicants are provided with full and comprehensive course and fees information to make an informed decision about choosing to enrol. The information provided includes, but is not limited to:

- Course information, including but not limited to: entry requirements, course and census dates, course rules, subjects, units of competency, policies and procedures
- Fees information, including but not limited to: the estimated maximum course price, payment options, FEE-HELP/ VET Student Loan information, withdrawal information.

Admissions and Course and Careers Advisors act on behalf of the academic team with delegated authority to assess applicants against the stated entry criteria and any applicable course requirements or prerequisites. Their scope of delegated authority is limited to applications that meet all the required entry criteria. Where an applicant does not meet all the entry criteria, they will be referred to the relevant Program Director (or delegate) for assessment. Decisions in relation to admissions will be based on a documented assessment of the applicant's overall ability to undertake the course and achieve the course learning outcomes. If the applicant is successful, THINK will issue them an offer letter. An offer letter outlines information about the course or courses in which the applicant is to be enrolled, associated fees, terms and conditions, and other details required under relevant legislation.

9.1 Applicants under the age of 18

THINK is committed to the personal safety and social wellbeing of all students. THINK has particular obligations relating to students who are under 18 years of age at the time of admission.

Where the course permits students under the age of 18 years, applicants under the age of 18 must have their parent or legal guardian agree to THINK's terms and conditions of enrolment.

9.1.1 International applicants under the age of 18

International applicants (on a student visa) that are under the age of 18 years, unless the applicant decides to live in on campus accommodation, must also complete and return the *Accommodation and Welfare Plans* form and make additional arrangements for guardianship and accommodation that satisfy the Department of Immigration and Border Protection (DIBP) Migration Regulations.

9.2 Applicants with a disability or medical condition

Applicants requiring accommodation of a disability or temporary medical condition will be assessed under the [Disability Policy](#), prior to a final decision regarding their admission.

10. Complaints and Appeals

If an applicant's admission to THINK or to their preferred course has been rejected, they can lodge a request to have the decision reviewed by lodging a formal complaint in accordance with the [Student Complaints Policy](#).

11. References

Department of Immigration and Border Protection requirements for International Students under 18 years of age, and Migration Regulations 1994 (Public Interest Criterion 4012A)

Education Services for Overseas Students (ESOS) Regulations 2001

Higher Education Support Act 2003, 19-35, and associated Administration Guidelines

Higher Education Standards Framework (Threshold Standards) 2015 – Part A, Standard 1.1

National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) – Standard 3

Student Identifiers Act 2014

VET Student Loan Rules 2016 – Subdivision B, Section 80 (c)