TEQSA Provider ID PRV14376 • CRICOS Provider Code 04294D

Admissions Policy and Procedure

Approved by the Academic Board on 15 September 2022

1.   Purpose

This Policy and Procedure describes the principles determining admissions into a course offered by Iona Trinity College of Higher Education (**the College**). Its purpose is to ensure that applicants have the necessary academic preparation and proficiency in English to enable them to complete their planned course and with no known limitations that could impact their progression and completion of the course.

2.   Scope

This Policy and Procedure applies to:
- All applications for entry into a course offered by the College
- Staff at the College responsible for admission decisions

3.   Policy

3.1   Principles
The College will treat all applicants seeking admission into any of its courses with fairness and equity through the provision of fair and transparent procedures that are based on clearly defined entry criteria for making decisions about the selection of students.

All applicants must be 18 years of age, or over, in the year of commencing the course.

Students will be admitted based on meeting the published entry requirements. The College will consider proficiency assessment adjustments to the admission criteria for Aboriginal and Torres Strait Islander peoples and students at risk of disadvantage or under-representation.

Regardless of the language of instruction, students admitted to one of the College's courses will be provided with learning and personal support to assist in their successful progression through and completion of their course and, thereby, ensure equivalency of outcomes.

4.   Procedure

Before applying for entry into a course offered by the College, all applicants are encouraged to check the College's website for the latest information on entry requirements.

All applications for entry, whether by an individual or through an education agent, must include:
- A completed application form with the applicant's signature
- Certified copies of:
    - proof of identification. The College will only accept a birth certificate or a passport as proof of identity. If the proof of identification is not in English, this must be translated into English by a certified translator in the applicant's country
    - original transcripts, record of results and, if relevant, employer's references or personal character references. If these documents are not in English, they must be translated into English by a certified translator in the applicant's country

- o English language proficiency test. The minimum score of English language proficiency accepted by the College is set out in the section below.
- o Other language proficiency certification for courses delivered in a language other than English (LOTE) as set out below.

Copies must be certified by an Australian citizen (e.g., at the Australian embassy) or by a person:
- o not related to the applicant by birth, marriage, or de facto relationship and
- o in the following occupations: legal and medical practitioners, nurses, pharmacists and teachers employed on a permanent full-time or part-time basis at a school or tertiary education institution[1]

To assist in a smooth admission process, applications should be complete, and applicants should provide all documents requested by the College.

4.1 Entry Requirements for Bachelor of Theology (Korean) or Advanced Diploma of Counselling (Korean)

4.1.1 English Language Requirements

Applicants for entry into courses in a language other than English (LOTE) are not required to demonstrate a minimum threshold of English proficiency. This includes students applying for entry and participation into the College's Bachelor of Theology (Korean) and the Advanced Diploma of Counselling (Korean) which are delivered entirely in the Korean language.

For applicants applying for study under the Australian student visa program as international students (visa sub-class 500), where the College's LOTE course is the student's primary course, the Australian Department of Home Affairs exempts visa applicants from evidence of English language proficiency.

Nonetheless, the College encourages applicants into LOTE courses, to demonstrate a reasonable level of English proficiency to ensure that from a practical, cultural and safety perspective (e.g., contacting the ambulance in an emergency situation) students are not disadvantaged.

Should LOTE students wish to pursue further studies following completion of the College's LOTE courses, the College encourages students to enrol in a registered English language course (ELICOS).

Set out below are reference points for assessing reasonable levels of English language proficiency [2] the College will use for LOTE students:

English Language Proficiency Reference Guide for LOTE students

International English Language Testing System (IELTS)	5.5

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[1] This list is adapted from Schedule 2 in the *Statutory Declarations Regulations 2018*
[2] Adapted from the Department of Home Affairs' English language requirements for Subclass 500 Student Visa (Link: https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#Eligibility, accessed 14 July 2022)

TOEFL internet-based test	46
Cambridge English Advanced (Certificate in Advance English)	162
Pearson Test of English Academic (PTE Academic)	42

4.1.2   Korean Language Requirements

The following Korean language requirements are required from applicants for the Bachelor of Theology (Korean) and the Advanced Diploma of Counselling (Korean):

- Applicants who are Korean citizens and residing in Korea at the time applying:
    - Graduation from a high school in Korea with a score that would enable the applicant to study in a Korean university, or
    - Graduation, or partial completion, of a course in a Korean university.
- Applicants who are not citizens of Korea and not residing in Korea at the time of applying:
    - Proficiency in the Korean language equivalent to level 5 on the 6 level Yonsei University Korean Language Test.

Note: This requirement does not apply for students articulating from other Iona Columba College programs or for permanent residents of Australia who have reached the age of 21.

4.2   Entry Requirements for Bachelor of Theology or Advanced Diploma of Counselling delivered in English

4.2.1   English Language Requirements

Applicants for entry into courses delivered in English required must have an IELTS (or equivalent) of 6.5 or greater and with no score less than 6.0 in each band of the test.

A prospective student does not need to provide evidence of an English test score with his/her application if one of the following applies:

- Prospective student is a citizen and holds a passport from UK, USA, Canada, NZ or Republic of Ireland.
- Prospective student has completed at least 5 years' study in English in one or more of the following countries: Australia, UK, USA, Canada, New Zealand, South Africa, or the Republic of Ireland.
- In the 2 years before applying for the student visa, the prospective student completed, in Australia and in the English language, either the Senior Secondary Certificate of Education or a substantial component of a course leading to a qualification from the Australian Qualifications Framework at the Diploma or higher level, while the prospective student held a student visa.

4.2.2   Minimum Academic Requirements

Applicants for entry into courses delivered in English are required to demonstrate the following:

- Satisfactory completion of Year 12 in the Australian school system with an Australian Tertiary Admission Rank (ATAR) of 65 or above, or its equivalent, with English Proficiency; or
- Mature Age admission for those who have reached the age of 21, with English Proficiency.
- International students must be at least 18 years of age

4.3 Alternative Entry

4.3.1 Educational Disadvantage

The College recognises that historic and ongoing disadvantage experienced by certain groups in the community has prevented their access to, participation in and/or progression through higher education. These groups are considered in this Policy and Procedure to be "educationally disadvantaged" and includes:[3]

- Aboriginal and Torres Strait Islander peoples
- People from low socio-economic backgrounds
- People with a disability
- People from rural, remote, or isolated areas
- People who are the first in their family to participate in higher education
- People from non-English speaking backgrounds, and
- People from the LGBTQIA+ community.

The following evidence of educational disadvantage will be accepted:

- Driver's licence with an address from regional and/or remote Australia
- Evidence that the applicant, or their family, are receiving a Centrelink benefit (such as a Health Care Card, Youth Allowance, Austudy)
- For applicants with an Aboriginal and Torres Strait Islander, a letter of confirmation of descent from a registered Aboriginal community organisation. The letter should be on that organisation's letterhead. Alternatively, a signed Statutory Declaration attesting to Aboriginal and Torres Strait Islander descent and a reason why a letter of confirmation was not able to be obtained from a registered Aboriginal community organisation.[4]

The admission pathway for applicants with educational disadvantage is to attend an interview with the relevant Course Coordinator, who will seek to understand the applicant's:

- capacity to successfully complete their chosen course
- motivation to undertake studies, and
- previous relevant work/life experience.

Following the interview, the applicant may be asked to submit:

- Examples of prior educational experience such as awards, certificate and other educational achievements, such as prizes
- A letter from the School Principal outlining the applicant's suitability for the relevant course.

4.3.2 Mature Aged

Applicants 21-years of age or over, who have not completed Year 12 (or equivalent), may be admitted for entry through:

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[3] List adapted from TEQSA 2023, *Guidance Note: Diversity and Equity*, Version 1.3, 8 June (under consultation)

[4] Evidence requirement from applicants of Aboriginal and Torres Strait Islander descent has been adapted from the Aboriginal Housing Office *Fact sheet – Confirmation of Aboriginality*, Issued June 2017

a. Attendance at an interview with the relevant Course Coordinator, who will seek to understand the applicant's:
- capacity to successfully complete their chosen course
- motivation for returning to studies, and
- previous relevant work/life experience, and

b. Submission of a collection of prior and current academic and/or professional work.

4.4   Outcome of Application

Applicants who are offered a place in one of the College's courses will receive a letter of offer and written agreement, which must be signed and returned to the College in accordance with the instructions in the letter of offer.

Applicants who do not satisfy the College of meeting the entry requirements will be advised of the unsuccessful outcome by the Registrar and of their right to appeal the College's decision.

The College reserves the right to reverse its decision and revoke the letter of offer and written agreement if the information relied upon to admit an applicant is found to be fraudulent, false or misleading.

5.   Monitoring and Improvement

Towards the end of each year, the College will audit the admissions process to ensure applicants have been assessed and admitted fairly, consistently and in accordance with this policy and procedure.

The College will also seek feedback from applicants about their experience on the admissions process.

The Course Coordinator will monitor the progress of students enrolled under the Alternative Entry arrangements using the *Student Performance Reporting Template*.

The audit outcomes and student feedback results will be collated and the findings, including recommendations for improvements, documented in a report which would be provided to the Principal for consideration and the Academic Board for approval of any recommendations for improvement.

The Board of Directors will be kept informed by the Academic Board Chair of changes to the admission process, including approved changes to entry requirements and the potential impact, if any, on the College's financial viability.

6.   Responsibilities

The Principal is responsible for reviewing audit outcome and student feedback on the admission process.

The Academic Board is responsible for approving the entry requirements for the College's courses.

7.   Definitions

There are no definitions in this Policy and Procedure.

9.   Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original Version	Academic Board	15/09/22
2.0	Revised English Language Requirements	Academic Board	15/12/22
2.1	Clarity on educationally disadvantaged and their admission pathway	Academic Board	27/07/23

10.   Additional Information

Policy Status	Approved
Policy Owner	Principal
Next Review Date	3 years from Approval Date
Associated Internal Documents	Student Appeals Policy and Procedure
	Student Grievance Policy and Procedure
	Template – Student Performance Reporting
Higher Education Standards Framework (Threshold Standards) 2021	Standards 1.1.1, 1.1.3, 2.2.1, 2.2.3, 5.3.5 and 5.3.7
National Code of Practice for Providers of Education and Training to Overseas Students 2018	Standards 1.2.3, 2.2, 3.1
Other Applicable Legislation and Instruments	Education Services for Overseas Students Act 2000