

## 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.

### Scope:

- All campuses (including online).
- Students enrolling in 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 (see Definitions), 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.

## 2.1 Admission Requirements: Educational / Academic

- 2.1.1 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.
- 2.1.2 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.).
- 2.1.3 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.
- 2.1.4 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.
- 2.1.5 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.

**COVID19 – AMENDMENTS TO ENTRY REQUIREMENTS – SEE APPENDIX 1**

### **Special Degree Entry Requirements**

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

**A. Dance Courses:** Applicants for the Bachelor of Dance Education, Bachelor of Dance Practice and the Bachelor of Health Science (Dance) 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.

Note: Exemptions for entry into Education degrees will be assessed by the CEO and Dean and the Head of Department.

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:

- pass all first year units in the designated ACPE degree with an overall credit average;  
or
- if an overall credit average is not attained, have successfully completed all first year units 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
- an overall credit average in a full year of academic studies at another institution in a degree with ACPE-equivalent and relevant discipline units.

In addition, all applicants for ITE courses must:

- sign a letter acknowledging that AITSL and NESA 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 Unit Area** – e.g. goal orientations, high expectations of all children, educative value of unit.
- **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.

## 2.2 Admission Requirements: General

- 2.2.1 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 Zoom) or a combination of these mediums.
- 2.2.2 All applicants for entry to the College must have access to a computer, be able to use standard MS Office suit or similar and have access to the internet and a personal email account.
- 2.2.3 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.
- 2.2.4 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 units.
- 2.2.5 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 (see Definitions) prior to initial enrolment in the course (where stated).
- 2.2.6 Students will only be permitted to enrol in one (1) single course at the College at any one time – no concurrent enrolment will be permitted.

2.2.7 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*.

## 2.3 English Language Proficiency Requirements

All students are required to meet the English Language Proficiency Requirements as captured in the English Language Proficiency Policy.

## 2.4 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 units 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.

## 2.5 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.

Submission of fraudulent documents for admission to any course at the college may result in the termination of the enrolment and exclusion from the college.

## 2.6 Refusal of Admission and Exclusion

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

- 2.6.1 The applicant demonstrates behaviours that do not meet the standards set out in the *Student Code of Conduct*.
- 2.6.2 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.
- 2.6.3 The applicant feels they will be unable to meet the Inherent Course Requirements (see Definitions) as outlined to them.
- 2.6.4 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.

## **2.7 Student Complaints and Appeals**

Appeals against an admission-related decision by ACPE or complaints about the implementation of the Admissions Policy or supporting procedures may be made in accordance with the Grievances, Complaints and Appeals Policy.

## **2.8 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 units 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 and may be subject to provisional enrolment conditions.

Students who are enrolled in a College course wishing to complete one or more units at another institution (and have those units credited to their award course at the College) should apply to the Registrar's office.

## **2.9 Non Award Study**

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



The maximum amount of non-award study allowed by any one student in unit will be up to five (5) units. 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 Enrolment Policy* for further details.

## 2.10 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 units attributed to a given six month period of study . 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.

## 2.11 Intake Quotas

The College reserves the right to impose intake quotas on any course or unit. 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 unit such as an online intake. Refer to the *Course and Unit Viability Policy* for further information.

## 2.12 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.

## 2.13 Fee Payment

Students are responsible for the payment of their tuition fees and can choose to pay tuition fees directly to the College as a DIRECT PAYMENT or eligible students can choose to utilise

the Commonwealth Government's HELP loan scheme. FEE-HELP is available to eligible students enrolled in an accredited ACPE course. HECS-HELP may be available to eligible students enrolled in an ACPE course with Commonwealth Supported places.

Eligible students may also choose to pay a portion of their fees directly to the College as a DIRECT PAYMENT (component) and the remainder of their fees using the HELP loan scheme.

ACPE is authorised to collect and store a student's Tax File Number (TFN) for the purpose of administering the Commonwealth Government's HELP loan scheme.

Students who do not pay their tuition fees will have their enrolment reviewed subject to clause 2.13.1.

2.13.1 Students who choose DIRECT PAYMENT must pay all enrolled tuition fees (or the DIRECT payment component) in full prior to the end of semester or within the agreed payment plan for the relevant intake. Failure to meet the payment deadline may result in College withholding semester final grades, referral of the matter to a mercantile agency to recover unpaid fees or suspension from the course until all fees are paid.

2.13.2 Eligible students accessing a HELP loan must submit a valid Electronic Commonwealth Assistance Form (ECAAF) along with their Tax File Number (TFN) on or before the census date of their first semester. Failure to supply the ECAAF and TFN will result in the tuition fees being converted to DIRECT payment of fees for the semester and be subject to clause 2.13.1.

## **2.14 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 Marketing department through the Office of the CEO and Dean and governed by the College's Board of Directors.

## 2.15 Responsibility

This policy is the responsibility of the Board of Directors, 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 Marketing department, through the Office of the ACPE CEO and Dean, who has also responsibility for implementation of this policy on behalf of the College and will report regularly to the Board of Directors on application of this policy.

The Director of Student Services and Campus Wellbeing has responsibility for oversight of any grievances raised about decisions made under this policy (see *Grievances, Complaints and Appeals Policy*).

## 3 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 course designed to provide applicants to the College with additional foundation knowledge eg. Numeracy skills..
- **Census Date** is the official count of the student population for each study period in each course and unit. A student's enrolment and fee payment method is finalised at census date.

*ACPE's census date is normally the Friday of the 4th week in a 12-week teaching period, or the Friday of the 2nd week in a 6-week teaching period.*

- **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 unit or units 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 unit/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 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.

- **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.

## 4 Related Documents

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### ***Policies:***

- Diversity and Equity Policy
- Recognition of Prior Learning Policy and Procedure
- Fees Policy
- Course and Unit Viability Policy
- Non-Award Enrolment Policy
- Student Code of Conduct
- Grievances, Complaints and Appeals Policy

### ***Legislation:***

- Higher Education Standards Framework 2015
- Tertiary Education Quality and Standards Agency Act 2011
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018

## 5 Policy Administration

<b>Policy Name &amp; Code:</b>			Admissions Policy – UG (POL-09)
<b>Policy Owner:</b>			Marketing and Student Recruitment
<b>Approval Authority:</b>			Academic Board (ACPE)
<b>Next Review:</b>			September 2023
<b>Approval Date</b>	<b>Effective Date</b>	<b>Version</b>	<b>Summary of changes</b>
26 Sep 17	27 Sep 17	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.
26 Jun 18	27 Jun 18	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>• Revision includes rebranding to apply to only ACPE, from former SGA harmonised Admissions- UG Policy of 2016.</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 'Policy 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' 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</i></li> </ul>

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			<i>assessed by the Dean and Operations Director and the Head of Department</i>
11 Dec 18	12 Dec 18	3	<ul style="list-style-type: none"> <li>• Document reviewed to ensure content is accurate, up to date, and addresses the relevant standards of the Higher Education Standards (1.1).</li> <li>• <i>2.7 Student Complaints and Appeals</i> section added to ensure students have access to information related to complaints and appeals.</li> <li>• <i>Indirect Entry Section</i> revised. First bullet point updated.</li> <li>• <i>2.13 Fee Payment</i> section re-worded updated to reflect current practices.</li> </ul>
14 Mar 19	14 Mar 19	3.1	<ul style="list-style-type: none"> <li>• References to Dean and Operations Director replaced with CEO and Dean.</li> <li>• References to Student Services and Learning Support Manager replaced with Director of Student Services and Campus Wellbeing.</li> <li>• References to Head Sales and Marketing, HE SGA replaced with Marketing and Student Recruitment.</li> </ul>
02 Apr 19	03 Apr 19	3.2	<ul style="list-style-type: none"> <li>• “Upfront Payment” references have been replaced with “Direct Payment”.</li> <li>• Due date for direct payments have been changed to the end of semester.</li> <li>• Census date definition has been updated, replacing the 4<sup>th</sup> Wednesday with 4<sup>th</sup> Friday.</li> </ul>
28 Sep 20	29 Sep 20	3.3	<ul style="list-style-type: none"> <li>• Replacement of “subject” with “unit”</li> <li>• Inclusion of COVID-19 Amendment to entry requirements (appendix 1)</li> <li>• Inclusion of HECS-HELP</li> </ul>

\* Unless otherwise indicated, this policy will still apply beyond the review date.

## **APPENDIX 1: AMENDMENT OF ENTRY REQUIREMENTS DUE TO COVID19**

The ACPE Board of Directors approved the recommendation of the ACPE Academic Board to amend entry requirements for commencing students who have experienced significant disruption to their studies as a result of the pandemic.

ACPE acknowledges that many Year 11 and 12 students will have experienced significant disruption to their studies as a result of the COVID19 pandemic. It is therefore very likely that their academic performance may be affected as a result of this. Given that many schools had to rely on online delivery for a period of time, it is also possible that students who do not have sufficient access to the internet may have experienced some setbacks.

The higher education sector has made several adjustments due to the COVID 19 pandemic. Several higher education providers (including sandstone universities) are relaxing entry requirements on these grounds.

ACPE is however mindful of its obligations under the threshold standards and is required to ensure that students are adequately prepared and suited to their studies.

For this reason, ACPE will bolster the academic support services available to this cohort and will place enrolment conditions and apply intervention strategies for students who are deemed to be at risk. This is already common practice at ACPE when a prospective student has below average results or is a borderline case. Furthermore, the college may withdraw a student prior to census date if the student does not progress or remain engaged.

The entry requirements have been amended as follows:

- i. For 2021, ACPE will accept students on the basis of their Year 11 results with a letter of recommendation from the school. Students will still have to submit the HSC results upon commencement. Conditional offers will be issued – students still have to meet inherent course requirements. Students are still required to complete their HSC and provide their results.
- ii. ACPE will ensure that additional academic support measures are put in place to ensure that students are not disadvantaged and are adequately prepared.



- iii. One of the current entry requirements state that students are required to attain a 60% average across the top 10 subjects. ACPE will waive the 60% requirement but will use the results to inform intervention strategies and place conditions on the enrolment where appropriate.
- iv. An additional proposed pathway is to provide students who don't fully meet the requirements with an opportunity (at no cost) to prove that they are able to cope with the demands of higher education. Students in this category will be permitted to enroll in one of the Foundation units, at no cost to the student. The student will not be permitted to enroll in any other units until the student has passed this unit. Upon successful completion, the student can resume the degree with the associated costs. Students in this category will therefore be enrolled as a non-award student and will not incur any financial penalty for the foundation unit.
- v. Mature entry pathways are unaffected.
- vi. The impact of the proposed amendment will be assessed at the end of 2021.