

Information for applicants

Admission information

1. English Language Proficiency Requirements

All applicants must meet the approved English Language Proficiency Requirements (see Appendix 1).

2. Academic Requirements

2.1 Undergraduate Courses - Bachelor and Undergraduate Certificate Programs

To be eligible for an offer of admission, applicants must have an ATAR of 65 or equivalent (refer to Appendix Table 3), or an accredited qualification under the Australian Qualifications Framework (AQF) at the diploma level or higher.

2.2 Postgraduate Courses – Graduate Diploma and Master Programs

To be eligible for an offer of admission, applicants must hold a bachelor qualification (please refer to specific course information as entry requirements may vary).

3. Non - Academic Requirement

Applicants for education programs will need to complete a non-academic suitability assessment (CASPer). The assessment measures attributes such as motivation to teach, attitude toward learning, interpersonal and communication skills, resilience, self-efficacy, conscientious, as well as organisation and planning skills. SCEI-HE currently uses engage an external agency to conduct the computer based CASPer Postgraduate Teacher Education test. Students are responsible for paying the test price, which is approximately \$(AUD) 80.00.

4. Additional Requirements

For admission to courses containing Work Integrated Learning Professional Practice Experience, all applicants must have a valid Working with Children Check (WWWC) and Police Check (PC)

5. Additional Information – LANTITE test

All students enrolled in an initial teacher education course (either undergraduate or postgraduate) must meet the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test prior to graduation.

The LANTITE test is designed to assess students' personal literacy and numeracy skills to ensure that they are well equipped to meet the demands upon them as professional educators. All students must achieve a successful test in order to register or to be employed as a teacher. The LANTITE test is conducted by an external agency that charges a fee directly to the student \$(AUD)196.00.

6. Mature Entry (Undergraduate Courses only)

To be eligible for an offer of admission, mature entry students must achieve one of the following:

- 6.1. Satisfactory completion of the Special Tertiary Admissions Test (STAT);
- 6.2. Completion of an Australian diploma or higher;
- 6.3. Partial completion of an Australian degree;

7. Credit and Recognition of Prior Learning (CRPL)

CRPL information supporting documents that provide evidence of learning outcomes, will give applicants an optimum opportunity of being awarded credit for prior learning. The following types of documents can support an application for non-formal learning credit:

- A written statement relating previous learning to the learning outcomes in a SCEI-HE.
- A portfolio of evidence that supports the claims made in a written statement such as: work materials (reports, presentations, portfolio items) that relate to the unit learning outcomes, resume outlining dates, role titles and scope of roles; Certificates of completion and attainment (e.g. training, personal development) employer or client references related to the learning outcomes (include contact details) and position description.

8. Special Entry

Admission is available for people of educational and social disadvantage and under-represented cultural groups such as Aboriginal and Torres Strait Islanders. SCEI-HE may consider other factors, such as demonstrated abilities, evidence of prior commitment to formal learning, employment experience and history, and specific achievements outside the field of endeavour offered, until the quota set for each study program is filled.

Important Information

- The offer of admission is valid for the duration specified in the offer. If the applicant fails to accept the offer within the period specified, then the offer will be deemed null and void.
- An offer of admission will be withdrawn if it is found that the applicant has provided fraudulent or inaccurate information.
- An applicant who has been excluded from another higher education provider will only be considered for admission if the period of exclusion with the other provider has been served.

Information Technology Requirements

To fully engage with SCEI-HE's learning experiences, students need access to and be able to use internet-connected devices. Students need to be able to access the internet in order to submit assignments, access the e-library and other course and unit information.

The required standards are as follows:

- Access to a device such as a desktop computer or laptop
- Connectivity to the internet
- Capability to use SCEI-HE online learning environments.

Computer equipment

In general, any desktop or laptop computer purchased in the past two years should be capable of meeting most learning needs at SCEI-HE. Mobile devices such as tablets and smartphones may also enable access to communication and learning experiences; however, there are likely to be aspects of most courses where the computing capability of mobile devices alone is insufficient.

A minimum standard device suitable for most courses can:

- Use a system such as Windows or Mac;
- Run a modern browser (i.e. current versions of Firefox, Safari or Chrome);
- Run programs to create documents, spreadsheets, and presentations.
- Enable the use of a web camera and headset.

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Connectivity

SCEI-HE courses increasingly require reliable broadband internet connectivity, with upload and download capacity. For online learning, students need an internet service provider (ISP). A package that includes an internet service provider (an internet connection) should provide sufficient speed to download the required study materials and to engage in online learning activities associated with any SCEI-HE course.

If a student were to rely on 3G or 4G mobile 'phone technology to access the internet (and SCEI-HE's learning resources), then the speed at which this can be done may vary widely depending on location and, in the worst cases, may constrain learning engagement with SCEI-HE.

Most students will be expected to undertake the following tasks:

- Use technologies to find, use and disseminate information; access text, image and audio files on the internet.
- Communicate using email and attachments.
- Create basic documents, spreadsheets and presentations.
- Manage and back-up files using common file formats;
- Use a common operating system to install and uninstall software, as well as manage software and settings.

Student Progress

To assist student to achieve the successful completion, SCEI-HE monitors student progress throughout their course (refer to *HEPP29 Student Progress and Exclusion Policy and Procedure*) for more information.

Be aware that excessive work commitments can hinder academic progress, especially while on placements.

Deferral of Commencement

- An applicant, after accepting an offer of admission, may defer their course commencement for a period of no longer than 12 months.
- Requests to defer course commencement must be made in writing to the Student Support student.support@scei-he.edu.au.
- Deferment may not be available in courses where admission is based on additional requirements and selection criteria.

Appendix 1: English Language Proficiency Requirements

Bachelor Programs

An applicant will be deemed to have sufficient English language proficiency if they have completed one of the following Australian or overseas qualifications within the preceding two (2) years of application.

Australian Qualifications

1. Senior secondary qualification (VCE or equivalent)
2. One or more years of full-time or part-time equivalent post-secondary school studies
3. Completion of a post-secondary school qualification.

Overseas Qualifications

1. Senior secondary qualification (Victorian Certificate of Education (VCE) or equivalent)
2. A minimum of three (3) years of full-time or part-time equivalent post-secondary school studies where the sole language of instruction and assessment was English.
3. International students who are citizens of any of the following countries (Canada (excluding Quebec), Fiji, Republic of Ireland, Kenya, New Zealand, Papua New Guinea, Samoa, Singapore, Solomon Islands, South Africa, United Kingdom, United States of America, Zambia (if the applicant's first language is English), will be required to provide at least one assessable qualification at Senior Secondary (VCE) or higher, from one of these countries, where the qualification was taught and assessed solely in English.
4. Successful attainment any of the following as noticed in Table 1 below

TEST	UNDERGRADUATE DEGREES
IELTS	Overall band score of 6.5 (with no individual band score less than 6.0) as a default level. Individual course entry levels may vary with advice from relevant industry consultation.
TOEFL (iBT)	Overall score of at least 87 (no writing score less than 21 and no reading/ listening/ speaking score less than 19)
TOEFL (paper based)	527 (including a score of 5 or more in the Test of Written English and 54 in Listening and Reading)
OET	Pass
Pearson PTE (Academic)	Overall score of at least 56 (with no score less than 46) in each communicative skills section. Individual course entry levels may vary with advice from relevant industry consultation.
Cambridge English	Post 2015: Overall score of 176 with at least 169 in all sub skills. Pre 2015: Overall score of 58 with all sub skills at borderline or higher.

Postgraduate Programs

An applicant will be deemed to have sufficient English language proficiency if they have obtained a bachelor degree in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland or successful attainment any of the following as noticed in Table 2 below.

TEST	Graduate Diploma of Early Childhood	Master of Social Work (Qualifying)
IELTS	Score of 7.0 overall (with no score less than 6.5 in written communication and no individual band score less than 6.0). Individual course entry levels may vary with advice from relevant industry consultation.	Score of 7.0 for all components
TOEFL (iBT)	Overall score of at least 94+ (no writing score less than 27, no reading & listening score less than 24 and speaking score less than 24)	Score of 94+ for all components
TOEFL (paper based)	600+ (including a score of 5.0 or more in the Test of Written English)	Score of 600+ for all components
OET	Pass	Pass
Pearson PTE (Academic)	Overall score of at least 66 (with no score less than 56 in written communication and no less than 46 in other communication skills). Individual course entry levels may vary with advice from relevant industry consultation.	Score of 66 for all components
Cambridge English	185+ with no skill below 185	Score of 185+ for all components

Master of Social Work (Qualifying)

To undertake the Master of Social Work, the applicant must hold a bachelor qualification in a relevant Australian degree (or equivalent) in social or behavioural sciences, with at least one (1) full time equivalent year of study in any of the following disciplines as outline below:

- Human welfare studies and services – including social work, youth work, community work, welfare studies and counselling;
- Behavioural science – including psychology or behavioural science;
- Human society – including sociology, anthropology, indigenous studies or gender-specific studies; or
- Other disciplines including political studies, policy studies, family law, justice administration, legal studies, family and consumer studies, education (with a focus on welfare), public health, health promotion, community health, public health, mental health, nursing or community nursing.

Master of Social Work (Qualifying) Pathway

If the applicant holds a bachelor degree in a discipline that is not listed as a Master of Social Work (Qualifying) prerequisite, they may be eligible to enter the Master of Social Work (Qualifying) Pathway program. This program is six semesters in duration and includes eight human and community services units as well as the Master of Social Work (Qualifying).

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Verification procedures

The SCEI-HE Enrolment Officer will verify all English language proficiency test scores via the following means:

- IELTS test scores submitted will be verified on the IELTS Test Report Form verification online service
- TOEFL online score verification service will be utilised to verify the applicants submitted report form
- Cambridge English Language Assessment verification services to validate the applicant's Cambridge English examination results
- The PTE Academic online score reporting system to view score reports and listen to applicant's personal introductions
- The photograph on the Test Reports will be verified with the applicant's passport photo.

If an applicant is found to have submitted fraudulent English language proficiency documentation, SCEI-HE reserves the right to dismiss the application or withdraw the letter of offer.

Table 3: ATAR of 65 equivalent grade by country

COUNTRY	QUALIFICATION	MINIMUM ENTRY REQUIREMENTS
China	GaoKao	Successful completion of the National College Entrance Examination (GaoKao) with a minimum of 65%
	Peoples Republic of China Senior Middle School Graduation Certificate	in addition to the completion of High School studies, one of the following are required <ul style="list-style-type: none"> • Grade average of 80 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary higher education institution
Colombia	Columbian Bachillerato	in addition to the completion of High School studies, one of the following are required <ul style="list-style-type: none"> • Final year grade of 88, plus an overall score on the National Aptitude Test of 300-349, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one year study at a recognised tertiary or higher education institution.
India	Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examinations (CISCE) Year 12 examination results	An average of 60% in their best of 4 academic subjects in a relevant stream, including English, if necessary (but not a local language), with an overall First Division (60%+).
	Indian State Board of Education Board Year 12 examination results, other than PSEB and HSEB	A average of 65% in their Best of 4 academic subjects in a relevant start, including English if necessary (but not a local language), with an overall First Division (60%+)
	Punjab State Education Board (PSEB) and Haryana State Education Board (HSEB) Year 12 Examination	A average of 70% in their best of 4 academic subjects in a relevant stream, including English if necessary (but not local language), with and overall First Division (60%+)
	National Institute of Open Schooling (NIOS) year 12 examination results	Must have achieved a minimum average of 70% in their best of 4 academic units in a relevant stream, including English, if necessary (but not a local language), with an overall First Division (60%+)
Kenya	Kenya Certificate of Secondary Education (KCSE)	Grade average of C+ or higher
	General Certificate of Education (GCE) A Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subject, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)

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Lebanon	Lebanese Baccalaureate	Overall grade of 10 in the final year results
	National Institute of Open Schooling (NIOS) year 12 examination results	A average of 70% in their best of 4 academic subjects in a relevant stream, including English if necessary (but not a local language), with an overall First Division (60%+)
Malaysia	STPM or GCE 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Malaysian Independent Chinese Secondary Schools Unified Examination Certificate	Average score of 14 from a maximum 10 units. (Where A1=8, A2=7, B3=6, B4=5, B5=4, B6=3, C7=2, C8=1)
Mauritius	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Nepal	Nepalese Higher Secondary Certificate (HSC) administered through the Higher Secondary Education Board (HSEB) or Nepal Education Board (NEB) year 12	Must have achieved equivalent to a minimum average of 65% across their 'Best of 4' academic subjects, including English (but not including Nepali) or NEB Year 12 results of either a GPA of 2.41 or 2.61, i.e. equivalent to 60% or 65%+ result in four academic subjects in a relevant stream
Nigeria	West African Advanced Certificate of Secondary Education	Grade C4 or above in 5 subjects including; C4 in Mathematics and English, or Grade A-B in 2 subjects including C4 in Mathematics and English
	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Pakistan	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Pakistani Higher Secondary School Certificate or Intermediate Certificate (Pre-Eng. & Pre-Med streams only)	Grade average of 50 in final year results (Pre-Eng. & Pre-Med streams only)
	Pakistani Higher Secondary School or Intermediate Certificate (Humanities & Science Streams)	<p>in addition to the completion of High School studies</p> <ul style="list-style-type: none"> • Grade average of 70 in final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one year study at a recognised tertiary or higher education institution
Philippines	Philippines National Secondary Aptitude Test (NSAT)	<ul style="list-style-type: none"> • Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of senior high school, or • Successful completion of a Senior Secondary High School Test with a minimum grade of 75%.
Sri Lanka	General Certificate of Education Advanced Level	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Thailand	Certificate of Secondary Education, or Matayom 6	GPA of 2.0
Vietnam	Secondary Vocational School Certificate or Diploma of General Education	Hold an average grade of 8/10
Zimbabwe	GCE 'A' Levels, or Zimbabwe General Certificate of Education at Advanced Levels ('A' Levels)	<ul style="list-style-type: none"> • Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5) • Successful completion of the ZIMSEC A Level Certificate with a minimum 3 passes in principal subjects