

ADMISSIONS POLICY

Approving Authority	Academic Board
Purpose	This policy sets out the principles, admission standards and decision-making framework for admission to coursework courses offered at Ozford Institute of Higher Education.
Responsible Officer	Academic Leadership Team
Next Scheduled Review	April 2031
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated Documents	Credit Transfer and Articulation Policy and Procedure Domestic Student Fee Refund and Remission Policy and Procedure International Student Fee Refund Policy and Procedure Transfer between Registered Providers Policy and Procedure Admissions Procedure

1. PRINCIPLES

The Ozford Institute of Higher Education (hereafter referred to as ‘the Institute’) Admissions Policy and the associated Procedure ensure the Institute has open, fair and transparent policies and procedures for making decisions about the admission and selection of students. The Institute admits students from a wide range of backgrounds, from Australia and overseas, who meet the entry requirements included in this policy.

The Institute is committed to having a robust application assessment process with appropriate admissions criteria.

The Institute will admit students who have been assessed as having a high probability of successfully completing the course for which they have applied. Admissions assessments are made following the standards and requirements set by the Academic Board (AB). Assessments are also consistent with the standards in the *Education Services for Overseas Students Act 2000* (ESOS Act), the *Higher Education Support Act 2003*, the Australian Qualifications Framework (AQF) and Tertiary Education Quality and Standards Agency (TEQSA) *Higher Education Standards Framework (Threshold Standards) 2021*.

The Institute welcomes applications for admission from prospective students of all backgrounds, including Aboriginal and Torres Strait Islander peoples, and is dedicated to providing equal educational opportunities to all students regardless of race, disability, gender or socio-economic or educational disadvantage. A range of student and transition support services are available at the Institute to assist all students to strive for educational and personal success.

All admissions decisions are made based on merit, taking into account the personal circumstances, academic history and language and vocational skills of the applicant, in accordance with the admissions criteria approved by the Academic Board and contained in this policy.

2. SCOPE

This policy applies to applications for admission to all coursework courses offered by the Institute and applies to all staff involved in making admission decisions.

3. DEFINITIONS

Confirmation of Enrolment (CoE)

The Confirmation of Enrolment (also called a CoE) is an official statement from the Institute via PRISMS that lists the student's details, course and the start and end dates of the course.

The Confirmation of Enrolment (COE) is an official document issued to international students by universities and other education providers in Australia. It confirms that the student has accepted a place in a course and has paid the required tuition fees and Overseas Student Health Cover (OSHC). The COE is required by the Department of Home Affairs for the purpose of issuing a student visa.

Domestic Students

Domestic students are those students, or applicants to become students, who are Australian or New Zealand citizens or permanent residents who have the right to study in Australia without the requirement to hold a student visa. Asylum seekers on Bridging Visa A or E, a Temporary Protection Visa or a Safe Haven Enterprise Visa may have the right to study in Australia as domestic students.

Genuine Student (GS) Requirement

Under Ministerial Direction 106, all applicants for a student visa must:

- be a genuine applicant for entry and stay as a student.
- be able to demonstrate an understanding that studying in Australia is the primary reason for applying for a student visa.

The GS criterion focuses on the assessment of the student's intention to genuinely study in Australia and considers factors including the applicant's:

- circumstances
- immigration history
- compliance with visa conditions and any other relevant matters.

This criterion acknowledges that post-study pathways are available for those who may be eligible. The GS requirement recognises that genuine students may develop skills Australia needs and may later choose to apply for permanent residence. Future intentions of this kind do not count against an applicant under GS.

To be granted a student visa, all applicants must demonstrate that they satisfy the GS criterion or the GS dependent criterion.

<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500/genuine-student-requirement>

To establish that the applicant will comply with this requirement, the Institute's genuine student test includes questions about the applicant's purpose of study, English language proficiency, academic background, links to Australia and financial capacity to support themselves during their studies.

International Students

International students are those students, or applicants to become students, who have been issued with a

valid and current student visa for the purposes of studying in Australia.

Police Check

A Police check, also known as a Nationally Coordinated Criminal History Check (NCCHC), is an official document that shows an individual's criminal history, including convictions and court outcomes, to assess suitability for employment, licensing, or other purposes.

Provider Registration and International Student Management System (PRISMS)

Means the Provider Registration and International Students Management System (the electronic system that holds CRICOS and the electronic confirmation of enrolment).

Prospective student

Means a person (whether within or outside Australia) who intends to become, or who has taken any kind of steps towards becoming a Student at the Institute.

Working With Children Check

A Working With Children Check is a mandatory screening process for people working or volunteering with children in Australia.

The Working with Children Check Victoria, administered by Service Victoria, is a screening process for assessing or re-assessing people who work with or care for children in Victoria. See <https://service.vic.gov.au/services/working-with-children>

The Working with Children Check in Queensland is known as the Blue Card system and is administered by Blue Card Services. See <https://www.qld.gov.au/jobs/blue-card/applications/apply>

4. POLICY

Roles and Responsibilities

- 4.1 All admissions decisions are made based on merit, taking into account the personal circumstances, academic history, language and vocational skills of the applicant.
- 4.2 The Academic Board approves the Institute's admissions framework, admission standards, and major changes to admission requirements.
- 4.3 The Academic Leadership team are responsible for oversight of admissions standards and integrity, including approval of non-standards admissions and other exceptional admission decisions in accordance with this Policy.
- 4.4 Staff in the Marketing and Admissions team may assess applications, and issue offers in accordance with this Admissions Policy and delegated authority arrangements.
- 4.5 For international applicants, the Marketing and Admissions team must ensure that admissions decisions are consistent with ESOS requirements, the National Code, and the Institute's internal compliance controls.

Academic Entry Requirements

4.6 General Requirements

Applicants must meet the academic and any course-specific entry requirements approved by the Academic Board and published by the Institute.

Applicants must also demonstrate the capacity to succeed in the course for which they apply.

4.7 Undergraduate Courses

Applicants for undergraduate courses must meet the academic entry requirements in the following ways:

- completion of Australian Year 12 or an equivalent secondary qualification; or
- completion of an AQF qualification at Certificate IV level or above; or
- completion of higher education study deemed equivalent by the Institute; or
- completion of another qualification or combination of study and experience assessed by the Institute as demonstrating the capacity for undergraduate study.

Mature-age applicants may be considered on the basis of demonstrated capacity for higher education study through professional experience, subject to Academic Leadership team approval where required.

4.8 Graduate Certificate Courses

Applicants for a Graduate Certificate must meet the academic entry requirements in the following ways:

- completion of bachelor's degree (AQF Level 7) in any discipline from an Australian institution or a recognised equivalent qualification; or
- completion of postsecondary study with another qualification equivalent to an Associate Degree or an Advanced Diploma and professional experience as demonstrating the capacity to undertake study at postgraduate level; or
- a minimum of three years equivalent full-time relevant managerial experience; or
- a minimum of five years equivalent full-time relevant professional experience

4.9 Graduate Diploma Courses

Applicants for a Graduate Diploma must meet the academic entry requirements in the following ways:

- completion of bachelor's degree (AQF Level 7) in any discipline from an Australian institution or a recognised equivalent qualification; or
- completion of a Graduate Certificate or equivalent.

4.10 Master Courses

Applicants for a Master's degree must meet the academic entry requirements in the following ways:

- completion of bachelor's degree (AQF Level 7) in any discipline from an Australian institution or a recognised equivalent qualification; or
- completion of a Graduate Certificate or equivalent; or
- completion of a Graduate Diploma or equivalent,

English Language Proficiency Requirements

- 4.11 Applicants must demonstrate English language proficiency appropriate to the level of the course.
- 4.12 The minimum English language requirements for each course type is approved by the Academic Board and may be satisfied through recognised English language test results, approved pathway programs, or recognised prior study in English (where exemption criteria are met).
- 4.13 The approved minimum English language requirements are set out below:

Course Level	Exemption	Standard Requirement	Approved Alternative Pathways
Undergraduate Courses	<ul style="list-style-type: none"> - completed secondary or post-secondary AQF level 5 or higher qualifications that was studied in Australia in English within past 2 years; or - completed recognised qualification taught and assessed in English 	IELTS overall 6.0 (no band < 5.5) or equivalent	<ul style="list-style-type: none"> - CRICOS-listed English qualification equivalent to IELTS 6.0; or - Approved EAP program (minimum 10 weeks) with equivalent outcome
Graduate Certificate / Graduate Diploma Courses	<ul style="list-style-type: none"> - Completed AQF Level 7+ qualification in Australia within the past 2 years; or - Completed a recognised higher education qualification that was studied in Australia taught and assessed in English 	IELTS overall 6.0 (no band < 6.0) or equivalent Graduate Diploma in Early Childhood Education only IELTS Overall 6.5 with no band less than 6.0	<ul style="list-style-type: none"> - CRICOS-listed English qualification equivalent to IELTS 6.0; or - Approved EAP program (minimum 10 weeks) equivalent to IELTS 6.0
Master Courses	<ul style="list-style-type: none"> - Completed AQF Level 7+ qualification in Australia within the past 2 years; or - Completed a recognised higher education qualification that was studied in Australia taught and assessed in English 	IELTS overall 6.5 (no band < 6.0) or equivalent Master of Teaching (Early Childhood) only IELTS (Overall 7.0 with no band less than 6.5.	<ul style="list-style-type: none"> - CRICOS-listed English qualification equivalent to IELTS 6.5; or - Approved EAP program (minimum 20 weeks) equivalent to IELTS 6.5

- 4.14 If an applicant does not have formal evidence of English proficiency or other vocational or higher education qualifications but has studied at a recognised Australian Institute at the same AQF level and had an at least 50% pass rate in a recent semester of study, the applicant may be accepted at the discretion of the Academic Leadership team.
- 4.15 If an applicant does not have formal evidence of English proficiency or other vocational or higher education qualifications, but there is reasonable evidence to suggest that the applicant has adequate English, the applicant may be allowed to sit an approved English Competency Test at the discretion of the Academic Leadership team. Depending on the outcome of this test, the applicant may be enrolled directly into the course or required to undertake a specific period of English language study.

Additional Early Child Education Entry requirements

- 4.16 Master of Teaching (Early Childhood) Applicants with IELTS overall 6.5 can enrol in package offer with the Graduate Diploma in Early Childhood Education with entry conditional on successful completion of the Graduate Diploma in Early Childhood Education.
- 4.17 Professional Experience Placements are a compulsory component of the Early Childhood and Education post-graduate courses. The course must meet the [ACECQA Qualification Assessment Guidelines](#) with the inclusion of supervised professional experience in a range of settings for postgraduate early childhood teaching qualifications. Successful completion of professional experience is a progression requirement for the course and a further requirement for provisional teacher registration of graduates with state and territory regulators.
- 4.18 To participate in professional experience and work in early childhood and education settings, all students must be able to:
- obtain a valid Working With Children Check, a mandatory screening process for assessing people who work with or care for children, prior to entering any early childhood or education setting.
 - undertake a [National Police Check](#) and provide a National Police Certificate containing an official record of any disclosable criminal history.

International Applicants and Genuine Student Requirements

- 4.19 International applicants must meet the Academic and English language requirements for admission and must also satisfy the Institute's Genuine Student assessment requirements.
- 4.20 The Institute will assess international applicants in accordance with current legislative and regulatory requirements, including the ESOS Act, the National Code, and current visa-related requirements applicable to student visa applicants.
- 4.21 Applicants who are assessed as meeting the entry requirements will be eligible to receive a Letter of Offer for their chosen courses.
- 4.22 A conditional offer can be offered to the applicants where the applicant must provide proof that they meet the conditions detailed in the offer. Conditional offers may be issued if:
- the applicant is enrolled in a packaged offer including other courses offered by the Institute or other affiliated entities.
 - the applicant is enrolled in a packaged offer with any of the Institute's articulation partners.
 - the applicant can provide evidence of the outstanding documents to demonstrate eligibility before the course commencement date.

- 4.23 The conditions must be clearly stated in the conditional Letter of Offer.
- 4.24 Applicants with conditional offers are required to provide evidence to demonstrate they have met the conditions stated in the conditional Letter of Offer before the course commencement date for enrolment to proceed.
- 4.25 Applications for credit transfer, course credit, or recognition of prior learning will be considered in accordance with the *Credit Transfer and Articulation Policy and Procedure*.
- 4.26 The Institute will maintain accurate, complete and accessible admissions records for all applicants and students.
- 4.27 Admissions decisions, supporting evidence, offer documentation, and any relevant compliance records must be retained in accordance with the Admissions Procedure and the Institute's record management requirements.

5. QUALITY ASSURANCE

To ensure that the policy is fit for purpose and meets the requirements of the TEQSA Compliance Frameworks, the policy will be:

- 5.1 internally endorsed by the Executive Management Team on development or review, before approval by the Academic Board;
- 5.2 externally reviewed as part of any independent review of the TEQSA Compliance Frameworks approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer at least every five years from the date of approval (if not earlier); and
- 5.4 referenced to the applicable TEQSA Compliance Frameworks requirement(s) and other relevant legislation and regulations.

6. FEEDBACK

Feedback or comments on this policy is welcomed by the listed responsible officers of the Institute.

7. ACKNOWLEDGEMENT

This policy was developed with reference to the following:

- RMIT University Admission Policy and Procedures, 2026 ([Policy Register / Document / Admission Policy](#))
- Deakin University, Admission Policy and Admission Minimum Eligibility Criteria Procedure, 2023 ([Admission policy / Document / Deakin Policy Library and Admission Minimum Eligibility Criteria procedure / Document / Deakin Policy Library](#))
- Griffith University, Undergraduate Programs Admission Policy and Postgraduate Programs Admission Policy, 2021 (<https://sharepointpubstor.blob.core.windows.net/policylibrary-prod/Undergraduate%20Programs%20Admission%20Policy.pdf>) and [Postgraduate Programs Admission Policy.pdf \(windows.net\)](#)

- Melbourne University, Selection and Admission Policy, 2023 ([Selection and Admission Policy \(unimelb.edu.au\)](https://unimelb.edu.au))
- TEQSA, Guidance note: Admissions (coursework), Version 2.0, 2022 ([Guidance note: Admissions \(coursework\) | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://teqsa.gov.au))

8. VERSION CONTROL

Version	Date Approved	Description	Approved By
1.0	December 2013	Initial issue	AB
2.0	December 2015	Aligning with new HESF	AB
3.0	June 2017	Minor changes due to LTQC recommendation	AB
4.0	October 2017	Minor changes due to internal restructuring of positions	AB
5.0	June 2018	Developing Policies and Procedures as separate documents as per TEQSA requirement.	AB
6.0	February 2019	Incorporating admissions criteria for domestic students.	AB
7.0	July 2019	Further amendment for domestic students	AB
8.0	October 2019	Internal review	AB
9.0	November 2020	Inclusion of assessment requirement and use of conditional offer	AB
10.0	December 2020	Change of admission age requirement	AB
11.0	April 2021	Internal review for admission of student under 18	AB
12.0	November 2021	Incorporating admission criteria for international students.	AB
13.0	February 2022	Updating admission criteria for Graduate Diploma and Master courses.	AB
14.0	August 2023	Updating admission criteria for Graduate Certificate courses. Minor edits to position titles	AB

Version	Date Approved	Description	Approved By
14.1	September 2023	Internal review – minor formatting changes, alignment of definitions and add external referencing	EMT
14.2	May 2024	Internal review-change of English entry requirement for Dip. of Business	AB
14.3	February 2026	Internal Review to remove under 18 student obligations after change in policy	EMT
14.4	April 2026	Internal Review – internal review of admission requirements	AB
14.5	July 2026	Internal review – addition of Early Childhood post graduate courses and minor edits	AB
Related legislation/ regulation /standard	Tertiary Education Quality and Standards Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students Act (ESOS) 2000 Education Services for Overseas Students Regulations 2019 The National Code of Practice for Providers of Education and Training to Overseas Students 2018		

Notes.

AB = Academic Board.

EMT = Executive Management team