**DIVISION OF DEPUTY VICE-CHANCELLOR
AND VICE-PRESIDENT (ACADEMIC)**

## ADMISSIONS POLICY

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| **Authorised By:** | Vice-Chancellor and President | **Date Authorised: 1993** |
| **Effective Date:** | November 2004 | |
| **Last Amendment Date:** | 11 December 2006 | |
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| **Related Documents:** | *Terms of Reference of the Program Approval Committee*, available at http://www.adelaide.edu.au/policies/706/ | |
| **Implementation & Review:** | Manager, Student Administrative Services | |
| **Superseded Documents:** | *Admission and Enrolment: Rules made by Council pursuant to Chapter IX of the Statutes* (published 1997) | |

Any person requiring further information on this document can contact:
**Admissions Office**, on: Ph +61 8 83034575, at http://www.adelaide.edu.au/student/admission/ (for domestic applications); or
**International Office**, on: Ph +61 8 83036457, at http://www.international.adelaide.edu.au/ (for international applications).

### 1. Overview
This policy outlines the principles and procedures applying to admission into the University's undergraduate and postgraduate coursework programs.

### 2. Scope                                                          *Amended Dec 05*
The policy applies to all domestic and international applicants for admission into the University's undergraduate and postgraduate coursework programs.

Higher Degree Research students can access admissions information from the Code of Practice for Maintaining and Monitoring Academic Quality and Standards in Higher Degree by Research at http://www.adelaide.edu.au/graduatecentre/forms/cop_Feb2005.pdf

### 3. Definitions                               *Amended Nov 2004, Nov 2005, Sep 2006*

| TERM | DEFINITION/DESCRIPTION |
|---|---|
| Academic Program | The primary award in which students are enrolled for study, eg Bachelor of Arts, Bachelor of Science, Diploma in Agricultural Production. "Academic program" is synonymous with "Course" in University of Adelaide terminology prior to 2001. |
| AFBE | Australian Fee-Based Enrolment, where the domestic student pays full tuition fees. |
| AGSB | Adelaide Graduate School of Business, the University's postgraduate business school |
| AQF | Australian Qualifications Framework - a national system for standardising the relativities between TAFE and private education providers' awards and University–level awards |

| TERM | DEFINITION/DESCRIPTION |
|------|------------------------|
| CEC | Coursework Entry Committee |
| CEP | Concurrent English Program - an English language program that is undertaken at the same time as an academic program |
| CSP | Commonwealth Supported place (or student), where the Commonwealth government (through its HECS-HELP scheme) and the eligible domestic student each contribute some of the cost of tuition. |
| Course | A syllabus item offered by the University - usually managed and delivered by Schools, and assigned a specific Unit value. "Course" is synonymous with "Subject" in University of Adelaide terminology prior to 2001. Eg, History I, Biostatistics III. |
| DEST | Department of Education, Science and Training - the Australian government's administrative arm for higher education matters |
| DIMA | Department of Immigration and Multicultural Affairs – the Australian Government's administrative arm for immigration and visa matters |
| Discipline | See School below |
| Domestic applicant | An applicant for admission to an academic program who is an Australian or New Zealand citizen, or who holds Permanent Residency status in Australia. |
| DVC&VP(A) | Deputy Vice-Chancellor and Vice-President (Academic) – University officer with delegated responsibility for academic standards, teaching and learning and related matters. |
| EFTSL | Equivalent Full-time Student Load – DEST unit of measurement of study load. 1 EFTSL is 1 year of full-time study. |
| ELC | English Language Centre – conducts the University's Pre-enrolment English programs (PEP) and Concurrent English Programs (CEP) for international students. |
| FSP | Foundation Studies Program - program of study aimed at providing the academic skills required for undertaking university-level studies, and which may be used to satisfy University admission requirements. |
| GPA | Grade Point Average - average of grades achieved for university-level studies, taking into account the unit value of each course, reported on a scale of 0.00 - 7.00. |
| HECS-HELP | An income contingent loan available through the Higher Education Loan Program.  Available to eligible Commonwealth supported students, HECS-HELP provides assistance in paying the student contribution. |
| HESS | Higher Education Selection Subject - a Stage 2 SACE subject designated by the University as appropriate preparation for a University academic program. Scores from HESS may be used in the calculation of an applicant's University Aggregate. |
| HESS General | Category of undergraduate academic program in which the four HESS are all HESS General subjects (formerly PES or PAS subjects). The majority of Adelaide's programs are HESS General. |
| HESS Restricted | Category of undergraduate academic program in which the four HESS may be any HESS General (formerly PES or PAS), or HESS Restricted (formerly SAS) subjects. |
| Higher Education Sub-quota | Group of students whose basis of admission into a particular academic program is a higher education qualification, such as incomplete university-level studies (minimum of half a year full-time equivalent), or completed awards.  Sometimes referred to as the Tertiary Transfer Sub-quota. |

| TERM | DEFINITION/DESCRIPTION |
|---|---|
| IELTS | International English Language Testing System – a recognised English language proficiency test; an alternative to TOEFL. |
| International Applicant | An applicant who is not a citizen of Australia or New Zealand, and does not hold Permanent Residency status in Australia. |
| International Baccalaureate | Internationally recognised Year 12 secondary school award. |
| LOTE Subject | Language Other Than English subject – category of SACE Stage 2 subject. |
| Non-Award Study | University study undertaken for personal interest or professional development, in which the courses completed do not count towards a specific academic program or award. |
| NTCE | Northern Territory Certificate of Education - formal Year 12 secondary school award recognising completion of stated requirements awarded by SSABSA, and interchangeable with the SACE. |
| PAC | Program Approval Committee, the sub-committee of Academic Board that assesses and approves the introduction of new University courses and academic programs |
| PAS | HESS General subject, previously known as Publicly Assessed Subject - a SACE Stage 2 subject that includes a public assessment component (30%). |
| PEP | Pre-Enrolment English Program - an intensive English language program for international students conducted by the University's English Language Centre (ELC), from 5 to 30 weeks' duration. |
| PES | HESS General subject, previously known as Publicly Examined Subject - a SACE Stage 2 subject that includes a public examination component (50%). |
| Prerequisite | Subject or course that must have been successfully completed for a student to be eligible to apply for admission into a particular academic program (program prerequisite) or course (course prerequisite). |
| Program | See Academic Program above. |
| Quota | Designated maximum number of commencing or continuing students permitted in an annual University intake, or maximum number of commencing students permitted to enter an academic program or course, expressed in EFTSLs. |
| Recorded Achievement | SACE Subject achievement score in the range 3-9 on a 0-20 scale. |
| SACE | South Australian Certificate of Education - the formal Year 12 secondary school award recognising completion of stated requirements awarded by SSABSA. |
| SAS | HESS Restricted subject, previously known as School Assessed Subject - a SACE Stage 2 subject that is wholly school assessed. |
| SATAC | South Australian Tertiary Admissions Centre - processes applications for undergraduate (and some postgraduate coursework) programs on behalf of the three South Australian universities, Charles Darwin University in the Northern Territory and TAFE Institutes. |
| Scaled Score | Score for a SACE Stage 2 subject after automatic adjustment of the raw score by the South Australian Logistical Procedure for inter-subject scaling, which provides a basis for comparing Year 12 student performance across different subjects. |
| School | Used here as the generic term for an academic area, and can refer to a School or Discipline. |

| TERM | DEFINITION/DESCRIPTION |
|---|---|
| Special Entry Sub-quota | Group of students whose basis of admission into a particular program is a special entry qualification, such as STAT results. |
| SSABSA | Senior Secondary Assessment Board of South Australia - an independent authority of the South Australian government that administers the SACE. |
| STAT | Special Tertiary Admissions Test - an academic aptitude test used in the ranking of applicants competing for entry under the Special Entry Sub-quota. |
| Student | A person legitimately enrolled at the University in an academic program of study. |
| Stage 2 Subject | A full-year or semester-length subject taken within the second year of the SACE. |
| Subject Achievement Score | Score for a SACE Stage 2 subject after manual adjustment of the raw score by SSABSA without moderation between subjects. |
| Successful Achievement | SACE Subject achievement score in the range 10-20 on a 0-20 scale. |
| TAFE | Technical and Further Education – national system of vocational and technical training colleges. |
| TAFE Sub-quota | Group of students whose basis of admission into a particular program is a TAFE qualification or equivalent. |
| TER | Tertiary Entrance Rank - a numerical rank indicating how well each domestic Year 12 student has performed relative to all other Year 12 students who have qualified for a TER in the same year. |
| Tertiary Transfer | See Higher Education Sub-quota above. |
| TOEFL | Test of English as a Foreign Language – a recognised English language proficiency test; an alternative to IELTS. |
| TWE | Test of Written English, part of TOEFL proficiency test. |
| University Aggregate | Aggregate of SACE Stage 2 subject scores used for selection into university programs. It is the total number of points achieved in the four best subjects (maximum 20 points each), plus half the number of points achieved in the fifth best subject (maximum 10 points). |
| Year 12 Sub-quota | Group of students whose basis of admission into a particular program is a recognised Year 12 school-leaver qualification. |

4. Policy                                                                    *Amended Nov 2005*
4.1 Coursework Entry Committee                              *Amended Dec 2006*
4.1.1 Terms of Reference
The Coursework Entry Committee (CEC) is sub-committee of the University Learning and Teaching Committee, which is a sub-committee of Academic Board, and is constituted as follows:
a   The Deputy Vice-Chancellor and Vice-President (Academic) is Convenor of the CEC, *ex officio*
b   A Deputy-Convenor of Academic Board, selected by the Convenor of Academic Board, is the Deputy Convener of the CEC, *ex officio*
c   Each Executive Dean selects one member of the Faculty's academic staff to serve for a term of two years (maximum of two consecutive terms permitted)
d   An undergraduate student member of Academic Board, selected by and from the undergraduate student members of Academic Board, for a term of one year (maximum of two consecutive terms permitted)
e   The Convenor of the CEC may co-opt up to three additional members with relevant expertise for a term of one year (maximum of two consecutive terms permitted)
f   Additional members may be co-opted from Academic Board.

### 4.1.2 Reporting

a   The CEC makes recommendations to the DVC&VP(A) on routine admissions cases as well as special or unusual cases.

b   The CEC reports to Academic Board at least every six months on:
  i   Entry policy and practice for local and international admissions
  ii  Related matters, as determined by the Convenor.

## 4.2 Policy Changes

### 4.2.1 Existing Academic Programs

Changes to this policy for domestic Year 12 applicants for existing academic programs generally become operative two and a half years from the date of decision, unless otherwise specified by the DVC&VP(A), taking into account the need for domestic school students to have early notification of changes for curriculum planning purposes.

### 4.2.2 New Academic Programs                    *Amended Nov 2005*

The Vice-Chancellor and President, on the recommendation of the Program Approval Committee (PAC), approves the entry requirements, Higher Education Selection Subjects (HESS, see 4.7.3 below) and any prerequisites (see 4.6.4 below), for all new academic programs introduced by the University.

## 4.3 Variations in Operation of this Policy          *Amended Nov 2005*

On the recommendation of the Coursework Entry Committee, the DVC&VP(A) may authorise variations in the operation of this policy as he or she deems fit for any person.

## 4.4 Entrance Examinations

The University reserves the right to set entrance examinations, which may include aptitude tests, interviews or auditions, for any academic program or course.

## 4.5 Program Quotas

a   In each year, within guidelines agreed by the Vice-Chancellor and President, the DVC&VP(A) shall consult with the Faculties before determining the total number (quota) of commencing domestic Commonwealth Supported students to be admitted to each undergraduate academic program.

b   In order to group and rank applicants with different types of qualifications, the DVC&VP(A) may determine program quotas, or sub-quotas of the quotas in 4.5a in each year, such as the Year 12, Higher Education, TAFE and Special Entry Sub-quotas.

c   Eligibility for one sub-quota of an academic program does not necessarily make an applicant ineligible for another, and applicants with more than one type of qualification may be eligible for two or more sub-quotas of the same program, at the same time.

d   In order to better match the actual commencing student intake with the set quota, the DVC&VP(A) may authorise a mid-year intake for selected programs.

e   Faculties may set quotas for enrolment in individual courses – or course quotas - and shall determine and publish the selection criteria for the filling of these quotas.

## 4.6 General Undergraduate Admission Requirements – Domestic Applicants

### 4.6.1 Applications

a   Unless otherwise prescribed in this policy, domestic applications for the University's undergraduate academic programs must be made through the South Australian Tertiary Admissions Centre

(SATAC), and offers of admission shall be made only through SATAC or by an officer of the University authorised by the DVC&VP(A) to do so.

b   Domestic applications for Honours programs must be made through individual Schools.

### 4.6.2 Degrees, Diplomas, Advanced Diplomas

The University may admit to an undergraduate program leading to the award of a degree, diploma or advanced diploma a domestic applicant who:

a   has satisfied the University's requirements under the South Australian Certificate of Education (SACE) or the Northern Territory Certificate of Education (NTCE); *or*

b   holds an interstate or international Year 12 level qualification deemed to be equivalent to 4.6.2a; *and/or*

c   has done previous study at a recognised university or higher education provider and is eligible in the Higher Education Sub-quota (see **4.8** below); *and/or*

d   holds from TAFE or a recognised private tertiary education provider a completed AQF Diploma or above in the case of HESS General programs, or a Certificate IV or above in the case of HESS Restricted programs, and is eligible in the TAFE Sub-quota (see **4.9** below); *or*

e   is eligible for admission through the domestic Special Entry Sub-quota (see **4.10** below); *and*

f   has satisfied any additional admission requirements for individual academic programs established by the DVC&VP(A), including academic program prerequisites as defined in **4.6.4** below, or their equivalent for non-SACE qualifications, as listed in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/, and published each year in the *SATAC University Guide*.

### 4.6.3 Certificate III and IV Awards

The University may admit to an academic program leading to the award of a Certificate III or Certificate IV a person who meets the entry requirements determined by the Faculty administering the program, and who meets any additional entry requirements approved by the DVC&VP(A), as listed in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/, and published each year in the *SATAC University Guide*.

### 4.6.4 Program Prerequisites                                                              *Amended Nov 2005*

a   Some undergraduate academic programs have prerequisite requirements. To be eligible for admission into these programs, applicants require a SACE Subject Achievement Score in the range 10-20 (on a scale of 0-20) in certain HESS General subjects, as listed in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/, and published each year in the *SATAC University Guide* and the *SATAC Tertiary Entrance* booklet, or a recognised interstate, international or tertiary equivalent.

b   The DVC&VP(A) may waive an academic program prerequisite on the recommendation of the relevant Executive Dean.

c   Some Level I undergraduate courses have prerequisite requirements. To be eligible for admission into these courses, an applicant must have a SACE Subject Achievement Score in the range 10-20 in certain HESS General subjects, as listed in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/, and published each year in the *SATAC University Guide*, or its interstate, international or tertiary equivalent.

d   Such Level I course prerequisites must be approved by the DVC&VP(A) on the recommendation of Academic Board through the CEC.


### 4.7 Undergraduate Admission Requirements for Domestic Applicants - Year 12 Sub-quota

### 4.7.1 South Australian (or Northern Territory) Certificate of Education (SACE or NTCE)

To be considered for admission under the Year 12 Sub-quota, an applicant must have:

a   qualified for the SACE or NTCE and been issued with a Tertiary Entrance Rank (TER) by SSABSA; *and*

**b** recorded achievement in 5 Stage 2 subjects over 3 attempts, not necessarily in consecutive years; *and*

**c** included at least 4 HESS in the 5 Stage 2 subjects (see 4.7.3 below), as listed in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/, and published each year in the *SATAC University Guide*; *and*

**d** satisfied any other specific academic program requirements, such as the satisfactory completion of prerequisite SACE subjects (see **4.6.4** above), or the limitations on previous Higher Education study, as listed in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/.

### 4.7.2 Previous SA/NT Year 12 Qualifications

**a** Applicants who, on or before 31 July 1993, had fulfilled the educational requirements for matriculation under any Statutes of the University shall be eligible to apply for admission and shall have their matriculation scores converted by SATAC to the equivalent scores gained under SACE. Details regarding the rules governing pre-SACE year 12 studies and University entry may be found in detail in Chapter IX of the Statutes - of Matriculation, in Volume I of the University Calendar, prior to 1993.

**b** Details on the eligibility, ranking and HESS status of South Australian and Northern Territory Year 12 qualifications awarded before 1993 are published each year in the *SATAC University Guide*.

### 4.7.3 HESS, and HESS General and HESS Restricted Programs

**a** Each Stage 2 SACE subject is considered by the DVC&VP(A), in consultation with the relevant discipline area, for acceptability as a Higher Education Selection Subject (HESS) for each of the University's undergraduate academic programs.

**b** The DVC&VP(A) is an *ex officio* member of the HESS Committee, with representatives from all three South Australian universities. The HESS Committee may:

    **i** designate subjects as HESS for appropriate University programs;

    **ii** approve combinations of HESS that may not be both counted in the calculation of a University Aggregate;

    **iii** approve restricted numbers of units in the same subject area that may be counted in the calculation of a University Aggregate.

**c** To meet HESS General requirements, the four HESS may be any HESS General subjects (formerly SACE PES and/or SACE PAS). To meet HESS Restricted requirements, the four HESS may be any HESS Restricted subjects (formerly SACE PES and/or SACE PAS and/or SACE 2-unit SAS, excluding Community Studies).

**d** Applicants holding the recognised interstate or overseas Year 12 qualifications in **4.7.7** and **4.7.9** below, or the International Baccalaureate in **4.7.8** below, are deemed to have satisfied HESS General requirements.

**e** The HESS requirements for current University academic programs (**4.7.3c**) are provided in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/, and published each year in the *SATAC University Guide* and the *SATAC Tertiary Entrance* booklet.

**f** Current proscribed SACE subject combinations [**4.7.3b ii**], current restrictions on the number of units which may be presented in certain SACE subject areas [**4.7.3b iii**], and the HESS status of each SACE Stage 2 subject, are published each year in the *SATAC Tertiary Entrance* booklet.

### 4.7.4 University Aggregate and Tertiary Entrance Rank (TER)

**a** The University Aggregate is a numerical *score* indicating how well each Year 12 student has performed in his/her Stage 2 SACE subjects. It is the total number of points achieved in the best 4 scalable Stage 2 SACE subjects (maximum 20 points each), plus half the number of points achieved in the fifth best scalable subject (maximum 10 points). It is reported in the range 0-90 points, at intervals of 0.25, and is used as the basis for calculating the TER of students who have completed the requirements of the SACE.

b   The Tertiary Entrance Rank, or TER, is a numerical *rank* indicating how well each Year 12 student has performed in his/her Stage 2 SACE subjects relative to all other Year 12 students who have qualified for a TER in the same year. It is reported on a percentile scale of 0-99.95, at intervals of 0.05. For a given year, the University Aggregate to TER conversion will take into account the participation rate for that year's Year 12 cohort.

c   The Senior Secondary Assessment Board of South Australia (SSABSA), in consultation with the three universities in South Australia, shall determine how the University Aggregate and the TER is calculated each year.

d   The TER is the final measure used to determine entrance to the University for applicants in the Year 12 Sub-quota.

e   Details on the calculation of the University Aggregate (4.7.4a) and its conversion to a TER (4.7.4b) are published in the annual edition of the *SATAC University Guide* and the *SATAC Tertiary Entrance* booklet.


### 4.7.5 The Fairway Scheme                                                                 *Amended Jan 2004*

a   The Fairway Scheme is designed to increase access to the University's programs for domestic and international applicants from secondary schools that do not traditionally have a strong culture of progression to university-level studies. Such schools are designated as Fairway schools.

b   Fairway schools include all South Australian country schools, all Northern Territory schools, and schools in the greater Metropolitan Adelaide area and some rural areas of Victoria, New South Wales (NSW) and Tasmania that are under-represented in terms of rates of progression to university studies.

c   Each year, the degree to which schools are under-represented in higher education is determined on the basis of the participation rates of school-leavers from each school in higher education programs offered by the three South Australian universities, averaged over the previous three years.

d   Applicants who graduate from a Fairway school with the SACE/NTCE, and are eligible for the Year-12 Sub-quota in the academic program(s) of their choice, are allocated Fairway bonus points which are added to their University Aggregate and then converted by SATAC into a new TER. This new TER can be used as the basis for selection into any of the University's undergraduate programs.

e   Applicants who graduate from a Fairway school with the Victorian, NSW or Tasmanian equivalent of the SACE/NTCE, or the International Baccalaureate, and are eligible for the Year-12 Sub-quota in the academic program(s) of their choice, are given an artificial University Aggregate based on their original TER. Fairway bonus points are added to the Aggregate and then converted by SATAC into a new TER, which can be used as the basis for selection into any of the University's undergraduate programs.

f   Applicants receiving bonus points under both the Fairway Scheme and the Bonus Points Scheme (see 4.7.6 below) will have the total of those points added to their University Aggregate (or artificial University Aggregate) before conversion to a new TER, which can then be used as the basis for selection into any of the University's undergraduate programs.

g   Applicants under the Fairway Scheme must satisfy all published entry requirements to be eligible for selection to the University's undergraduate programs.

h   Applicants from a school with a three-year average participation rate that moves from below the Fairway threshold in the previous year to above it in the current year receive half the standard number of Fairway points. If the school's average participation rate remains above the threshold the following year, no Fairway points are allocated. If the school's average participation rate drops back below the threshold the following year, full Fairway points are reinstated.

i   The DVC&VP(A) approves the list of Fairway schools each year, based on participation rates data provided by the Admissions Office, as well as the number of points added to Fairway applicants' university aggregates and the quota of applicants admitted to each academic program under the Fairway Scheme.

j   The DVC&VP(A) shall approve the rules governing the operation of the Fairway Scheme.

### 4.7.6 Bonus Points Scheme                                    *Amended Jan 2004, Dec 2006*

a   The Bonus Points Scheme is designed to encourage domestic and international applicants to include Specialist Mathematics and Language Other Than English (LOTE) subjects in their Year 12 studies.

b   The Scheme covers domestic applicants holding the SACE/NTCE, an equivalent Australian Year 12 qualification, or the International Baccalaureate undertaken in Australia or overseas, awarded in 1999 or later, as well as international applicants studying Australian Year 12 qualifications in Australia or overseas. The Scheme does not cover applicants with overseas Year 12 qualifications.

c   For applicants presenting one of the qualifications in **4.7.6b**, two bonus points are awarded for SACE Stage 2 Specialist Mathematics or a recognised equivalent subject, and two for a SACE Stage 2 LOTE subject or equivalent, for a maximum of four bonus points. Bonus points are not awarded for more than one LOTE subject.

d   The bonus points are added to the University Aggregate, and then converted by SATAC into a new TER. This new TER will be used as the basis for selection in all of the University's academic programs.

e   Applicants receiving additional points under both the Bonus Points Scheme and the Fairway Scheme (see **4.7.5** above) will have the total of those points added to their University Aggregate before conversion to a new TER, which can then be used as the basis for selection into all of the University's undergraduate programs.

f   The Vice-Chancellor and President will, on the recommendation of Academic Board, approve the rules governing the operation of the Bonus Points Scheme.

### 4.7.7 Interstate Year 12 Qualifications

a   Domestic holders of recognised interstate Year 12 qualifications awarded in 1996 or later, are eligible to apply for admission through the University's Year 12 Sub-quota, and are deemed to have met HESS General requirements.

b   For interstate applicants, selection is based on the TER provided with the Year 12 awards in **4.7.7a**.

c   Program prerequisite subject equivalents for interstate Year 12 awards are approved by the DVC&VP(A) in consultation with the other two SA universities and SATAC, and are published each year in the University's *Prospectus – Undergraduate Programs*.

d   The eligibility, ranking and HESS status of major interstate Year 12 qualifications awarded in 1995 or earlier are assessed by SATAC according to guidelines provided by the three South Australian universities.

### 4.7.8 International Baccalaureate (IB)

a   Domestic holders of the International Baccalaureate Diploma (IB) are eligible to apply for admission through the Year 12 Sub-quota, and are deemed to have met HESS General requirements.

b   Selection and ranking are based on the full IB score (maximum **45 points**) in accordance with the IB-to-TER conversion table developed by SATAC in consultation with the three South Australian universities.

c   Program prerequisite subjects must be passed at the minimum grade specified in the *SATAC International Baccalaureate* booklet published each year.

d   The IB-to-TER conversion table (see **4.7.8b**) and the list of IB equivalents to SACE prerequisite subjects (see **4.7.8c**) are published each year in the University's *Prospectus – Undergraduate*

*Programs* <available at http://www.adelaide.edu.au/programs/> and the *SATAC International Baccalaureate* and *SATAC Tertiary Entrance in SA* booklets.

### 4.7.9 Overseas Year 12 Qualifications

a   For university entry purposes, British GCE 'A' Levels, Scottish Highers and New Zealand Bursary Examinations are deemed to be at least the equivalent of the SACE, and to meet HESS General requirements.

b   The eligibility, ranking and HESS status of other overseas Year 12 level qualifications, including those from New Zealand awarded in 1998 or earlier, are assessed by SATAC according to guidelines provided by the three South Australian universities.

*Amended Nov 2004, Nov 2005*

### 4.8 Undergraduate Admission Requirements for Domestic Applicants – Higher Education Sub-quota

a   Domestic applicants who have satisfactorily completed at least 12 units (or 1 semester or 1 trimester of full-time studies) of an undergraduate degree program at the University as defined in the relevant Specific Program Rules, or the equivalent at another Australian university, or the equivalent at an overseas tertiary education provider recognised by the University, may be eligible to compete in the Higher Education Sub-quota.

b   The Higher Education Sub-quota for the Bachelor of Medicine, Bachelor of Surgery (MBBS) is the one exception to the rule in 4.8a above, and requires applicants to have satisfactorily completed at least 24 units (or 2 semesters or 2 trimesters of full-time studies) of an approved undergraduate bachelor degree program at the University of Adelaide.

c    For applicants with partially completed tertiary qualifications other than those in 4.8a and 4.8b, eligibility for admission and ranking within academic programs are individually assessed by SATAC on the basis of guidelines developed in consultation with the University.

d   Applicants eligible to compete in the Higher Education Sub-quota are normally ranked on the basis of the Grade Point Average (GPA) of their previous tertiary studies.

e   Applicants in the Higher Education Sub-quota are required to meet any additional admission requirements specified for individual academic programs, including prerequisites, auditions and interviews.

f    Details of requirements for the Higher Education Sub-quota for each academic program are provided in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/.

*Amended Nov 2005*

### 4.9 Admission Requirements for Domestic Applicants – TAFE Sub-quota

a   Domestic applicants who have satisfactorily completed the requirements of an AQF award at Diploma level or higher (previously Associate Diploma) from TAFE, or the equivalent from a private AQF or overseas tertiary education provider recognised by the University, may be eligible to compete in the TAFE Sub-quota for undergraduate Bachelor level programs.

b   For some programs there may be no TAFE Sub-quota established, as listed in the Admissions section of the University's Website at http://www.adelaide.edu.au/student/admission/ and detailed in the SATAC University Guide.

c   Domestic applicants who have satisfactorily completed the requirements of an AQF award at Certificate IV level or higher from TAFE, or from a private AQF tertiary education provider recognised by the University, are eligible to compete in the TAFE Sub-quota for all HESS Restricted academic programs.

d   For applicants with TAFE awards pre-dating the AQF system of classifying awards, and for those holding AQF awards from private tertiary education providers, eligibility for admission and ranking within academic programs are individually assessed by SATAC on the basis of guidelines developed in consultation with the University.

e   Applicants eligible to compete in the TAFE Sub-quota are normally ranked according to the level of

their completed tertiary award.

f   Applicants in the TAFE Sub-quota are required to meet any additional admission requirements specified for individual academic programs, including prerequisites, auditions and interviews.

*Amended Nov 2005*

## 4.10 Admission Requirements for Domestic Applicants – Special Entry Sub-quota

Domestic applicants not eligible or competitive under the Year 12, Higher Education or TAFE Sub-quota may be eligible to compete in the Special Entry Sub-quota under the Special Entry Scheme. The Special Entry Scheme is designed to make entry to undergraduate academic programs available to applicants who do not have qualifications that meet the University's minimum entry requirements, or whose existing qualifications are not competitive enough for them to gain admission through any of the other entry sub-quotas. Eligibility and application requirements for the Special Entry Scheme vary according to the category of academic program.

a Category 1 Academic Programs

   Special Entry applicants for Category 1 programs are required to:
   i    be **21 years old** or over by 1 January of the year in which they wish to be admitted into a University program; *and*
   ii   not hold a completed higher education award; *and*
   iii  not have been enrolled in an academic program leading to a higher education award for the previous three years; *and*
   iv   sit the Special Tertiary Admissions Test (STAT); *and*
   v    for the Bachelor of Dental Surgery or the Bachelor of Medicine, Bachelor of Surgery program, have undertaken no study towards a higher education award.

b Category 2 Academic Programs

   Special Entry applicants for Category 2 programs are required to:
   i    be **21 years old** or over by 1 January of the year in which they wish to be admitted into a University program; *and*
   ii   sit the STAT.

c Category 3 Academic Programs

   Special Entry applicants for Category 3 programs are required to:
   i    be **21 years old** or over by 1 January of the year in which they wish to be admitted into a University program; *and either*
   ii   sit the STAT, *or*
   iii  submit a Personal competencies statement (see **4.10e** and **f** below).

d   Applicants under the Special Entry Sub-quota are required to meet any additional admission requirements specified for individual academic programs, including prerequisites, auditions or interviews.

e   For some programs, applicants are invited to submit Personal Competencies statements and/or Employment Experience statements, which will be used in the calculation of their final ranking in the Special Entry Sub-quota.

f   The Special Entry Scheme category of each academic program (**4.10a**, **b**, and **c**), any additional admission requirements (**4.10d**), details on the required content and format for Personal Competencies and Employment Experience statements (**4.10e**) and the list of programs using such statements in the calculation of rankings are published each year in the Special Entry section of the *SATAC University Guide*.

g   The DVC&VP(A), on the recommendation of CEC, approves the criteria for eligibility, selection and ranking in the operation of the Special Entry Scheme for each of the University's academic programs.

### 4.11 Alternative Admission Pathways for Domestic Students

**4.11.1 Full Fee-Paying Places** *Amended Jan 2004, Nov 2004, Apr 2005*

a  For each intake where the Commonwealth Supported quota has been filled, the <u>DVC&VP(A)</u> may make available a limited number of full fee-paying places in any undergraduate program.

b  For each academic program, the admission requirements for full fee-paying places are the same as for Commonwealth Supported places, except that the minimum required cut-off rank is set at the same level as for international applicants in the Year 12 Sub-quota, and at levels negotiated each year with Schools and Faculties for the other sub-quotas.

c  Domestic full fee-paying applicants are not subject to the quota restrictions in 4.5a and b above, but remain subject to the DEST-imposed limit of no more than 35% of the Commonwealth Supported quota for each academic program, with the exception of the Bachelor of Medicine, Bachelor of Surgery program, which has a limit imposed by the Commonwealth Minister for Higher Education.

d  The Tuition fees applicable to each eligible program are recommended by the Faculties each year, and approved by the Executive Director, Student and Staff Services.

e  Applications for full fee-paying places are lodged with SATAC in the same way as are applications for Commonwealth Supported places. However, offers for full fee-paying places are made directly by the University.

f  Domestic students who have completed at least 12 units (or 1 semester or 1 trimester of full-time studies) in a full fee-paying place in a University program are eligible to apply through SATAC for a Commonwealth Supported place in that program, with the exception of the Bachelor of Medicine, Bachelor of Surgery program.


**4.11.2 Aboriginal and Torres Strait Islander Access Scheme**

a  The Aboriginal and Torres Strait Islander Access Scheme is intended to increase access to undergraduate programs for Aboriginal and Torres Strait Islander people who do not have qualifications that meet the University's minimum entry requirements, or whose qualifications are not competitive enough for them to gain admission.

b  In the first instance, applications are made directly to Wilto Yerlo, the University's centre for Aboriginal and Torres Strait Islander students. Applicants who satisfy Wilto Yerlo's assessment requirements must then lodge an application with SATAC.

c  All applicants under this scheme are required to provide community-based confirmation of their Aboriginality, and to be 17 years old or over by 1 January of the year in which they wish to enrol in a University program.

d  All applicants are required to sit a literacy test and to attend an interview.

e  Applicants seeking entry to a mathematics/science-based program are required to undertake mathematics/science-based assessment, and applicants seeking entry to Music programs are required to attend an audition.

f  Applicants are selected by a combination of the results of Wilto Yerlo testing, auditions (if applicable), interview, past educational history, work or other experience and other general factors indicating a capacity for successfully undertaking tertiary studies.

g  Applicants who do not receive an offer of a place in a Bachelor's program may be offered a place in the Humanities and Social Sciences Foundation Studies Program.


**4.11.3 Special Consideration** *Amended Nov 2005*

a  The DVC&VP(A) may, on the advice of the CEC or the Admissions Office, grant an applicant an exemption or partial exemption from specified admission requirements in the case of chronic illness or recognised disability, and/or circumstances that have seriously interrupted or impeded the applicant's previous studies.

b  The primary consideration informing the assessment of such cases is the overall probability of the applicant successfully undertaking university level studies in the program of their choice.

c  Applicants seeking special consideration must indicate so in the Special Consideration section of their SATAC application, and supply all of the specified documentary evidence.

**d** Special consideration will not be given by the University where allowances or adjustments have been made in the applicant's results for previous studies or qualifications.

### 4.11.4 Provisional Admission

**a** In exceptional circumstances the DVC&VP(A) may, on the recommendation of a Faculty, approve provisional admission for a period of **12 months** for an applicant who does not meet the minimum entry requirements for the relevant program, but who has demonstrated fitness to undertake studies in the program.

**b** Applicants granted provisional admission will be required to achieve a minimum academic standard in the program pre-determined by the Faculty and approved by the DVC&VP(A) within a period of **12 months**. Applicants who satisfactorily achieve this standard will be formally admitted as students of the University and will be eligible to re-enrol in the program. Applicants who do not achieve this standard will not be eligible to re-enrol in the program and must re-apply through SATAC for entry to that program in any subsequent year.

**c** Any recommendation from a Faculty to the DVC&VP(A) for the provisional admission of an applicant to a program must be accompanied by:

**i** evidence of the applicant's fitness to undertake studies in the program; *and*

**ii** details of the pre-determined academic standard which the student will be required to achieve within the period of provisional admission.

## 4.12 Undergraduate Admission Requirements for International Applicants

### 4.12.1 Applications                                            *Amended Jan 04, Nov 04, Nov 05, Jan 06*

**a** International applicants are required to apply for admission directly to the University's International Office, or through one of the University's designated overseas representatives, or through an IDP Education Australia Office. Application forms and contact details of overseas representatives and IDP Offices are included in the University's *Undergraduate International Prospectus* published each year, and in the International Students section of the University's Website, at http://www.international.adelaide.edu.au/

**b** International students completing the Year 12 SACE or equivalent Australian qualification must apply through SATAC. Onshore international applicants completing the International Baccalaureate program in a school in Australia must also apply through SATAC. Other onshore international applicants must apply directly to the University's International Office.

**c** International applicants who are seeking Australian Permanent Residency status shall be deemed international applicants until permanent residency has been granted. See Section **4.12.6** below.

**d** An offer made to an international applicant shall lapse if the applicant, prior to taking up the offer, obtains Permanent Residency status. The applicant must then apply to SATAC as a domestic applicant. Any resulting refund of tuition fees shall be made in accordance with the University's *Refund Policy for International Students,* available at http://www.adelaide.edu.au/policies/61/

**e** To comply with Australian Government policy, international applicants are required to apply for admission as full-time students and remain full-time students for the duration of their academic programs. Full-time status applies to students with course enrolments totalling at least 75% of a standard full-time study load of **12 units** per semester or trimester.

**f** All international applications must meet Commonwealth Department of Immigration and Multicultural Affair's (DIMA) visa security conditions and requirements for each country of origin, which may vary from the University's admission requirements.

### 4.12.2 Quotas and Cut-off Ranks                               *Amended Jan 04, Nov 04, Nov 05, Dec 06*

**a** International applicants are not subject to the quota restrictions in **4.5a** and **b** above, but the DVC&VP(A) may impose an upper limit on the number of international applicants admitted to any academic program or course.

b   As a guide for international applicants, the year of admission minimum entry cut-off rank for each undergraduate program is included in the University's annual *Undergraduate International Prospectus*. This rank may be either:

   i   a pre-determined rank nominated by the Faculty or School as the minimum level of academic achievement required for students to succeed in the program; *or*

   ii  a rank set on the basis of the previous year's cut-off rank for domestic applicants for the program.

   Eligible students who achieve these published ranks will be made offers to the program.

c   If the entry cut-off rank for domestic applicants for the year of admission falls below that for the previous year (in **4.12.2 b ii**), international students applying through SATAC may be eligible to receive an offer if they achieve that lower cut-off rank, subject to confirmation by the relevant Faculty or School.


**4.12.3 English Language Proficiency (ELP) Requirements**     *Amended Nov 2004, Dec 2005*

For admission into any undergraduate and postgraduate coursework program at the University of Adelaide, international applicants are required to be proficient in speaking, reading, listening to and writing in English.


**a  Accredited English Language Tests**

The maximum validity for these tests is 2 years preceding the date of application.

   i   The general requirements applicable to all programs except those specified under 4.12.3a ii - v below are:

   - IELTS Academic Test - Overall band score of at least 6.0 with a minimum band score of 6.0 in Writing and Speaking and 5.5 in Reading and Listening.
   - TOEFL - Score of at least 550 with a minimum score of 4.0 in the Test of Written English (TWE).
   - Computer-based TOEFL - Score of at least 213 with a minimum score of 4.0 in Essay Rating.

   ii  **Adelaide Graduate School of Business and Faculty of Health Sciences**

   For all academic programs in these two academic areas (for example, the Masters of Business Administration [MBA], Bachelor of Medicine, Bachelor of Surgery [MBBS] and the Bachelor of Dental Surgery), the following English language proficiency requirements apply:

   - IELTS - Overall band score of 6.5 with no individual band score below 6.
   - TOEFL – Score of at least 575 with a minimum score of 4.5 in TWE.
   - Computer-based TOEFL - Score of at least 230 with a minimum score of 4.5 in Essay Rating.

   iii **Law School**

   *Master of Business Law and Master of Laws:*

   - IELTS - Overall band score of 6.5 with no individual band score below 6.
   - TOEFL – Score of at least 575 with a minimum score of 4.5 in TWE.
   - Computer-based TOEFL - Score of at least 230 with a minimum score of 4.5 in Essay Rating**.**

   *Other Law Programs:*

   - IELTS - Overall band score of 7.0 with a minimum band score of 7.0 in Writing and Speaking and 6.5 in Reading and Listening.
   - TOEFL – Score of at least 640 with a minimum score of 5.0 in TWE.
   - Computer-based TOEFL – Score of at least 273 with a minimum score of 5.0 in Essay Rating.

iv  Elder School of Music
*Certificate IV in Music:*
- IELTS – Overall band score of 5.5 with at least 5.0 in all four bands; or
- TOEFL – Score of at least 527 with a minimum score of 3.5 in TWE; or
- Computer-based TOEFL – Score of at least 197 with a minimum score of 3.5 in Essay Rating.

v  Transfers from SIT International College and INTI College
For students transferring to the University of Adelaide within 1 year of studying at the SIT International College (SIT) or INTI College Malaysia, the following English language proficiency requirements apply:
*INTI transfers into programs of the Schools of Engineering and SIT transfers into programs of the Schools of Commerce and Engineering:*
- IELTS – Overall band score of 5.5; or
- TOEFL – Score of 527 or above; or
- Computer-based TOEFL – Score of 197 or above.

*INTI transfers into Commerce programs in 2005:*
- IELTS – Overall band score of 6.0; or
- TOEFL – Score of 550 or above; or
- Computer-based TOEFL – Score of 213 or above.

*INTI transfers into Commerce programs from 2006:*
- IELTS – Overall band score of 6.0 with a minimum band score of 6.0 in Writing and Speaking and 5.5 in Reading and Listening; or
- TOEFL – Score of at least 550 with a minimum score of 4.0 in the Test of Written English; or
- Computer-based TOEFL – Score of at least 213 with a minimum score of 4.0 in Essay Rating.

b Other Recognised English Language Qualifications
The following qualifications and minimum grade levels have a maximum validity of 2 years preceding the date of application, and apply to entry to *all* undergraduate programs.
i  Australia - Completion of an Australian Year 12 Examination or International Baccalaureate (WA TEE candidates must have passed the tertiary literacy competency).
ii  University of Cambridge 'Certificate of Proficiency in English' - Grade C or above.
iii  General Certificate of Education (GCE) O Level - English Language subject Grade C3 or above.
iv  General Certificate of Education (GCE) A Level - English Language subject Grade C or above.
v  SIT Degree Foundation Studies - English Language subject Grade C or above.
vi  Hong Kong Advanced Level Examination - 'Use of English' subject Grade C or above.
vii  India - Completion of an approved Indian high school certificate (ie, Indian School Certificate, Central Board of Secondary Education, or State Board Examinations of Maharashtra, Karnataka, Andra, Pradesh, or TamilNadu); *or*
Study at the University of New Delhi or any institution in Section I or II of *National Office of Overseas Skills Recognition (NOOSR) Guidelines - India*, including affiliated colleges of those universities.
viii  New Zealand - New Zealand Bursaries examination. (The acceptability of the National Certificate of Educational Achievement [NCEA] – the qualification replacing the NZ Bursaries examination – is subject to review in 2005.)

    ix    **Norway** - Upper Secondary School Diploma (Vitnemal fra den Videregaende Skolen). English subject no lower than Grade 4.

    x    **Ontario Secondary School Diploma (OSSD)** - English (4U) subject Pass grade or above.

    xi    **Sweden** - Secondary or tertiary level English subject Grade VG or above.

c Alternative ELP Pathways

    i    **English as the medium of instruction** - Where Entry 2 is listed for the country of education in the English Language Requirement Country Grid (see **Appendix A** below), direct entry to programs is permitted, even when the English Language test score is lower than the University's entry requirements.

    ii    **Visiting scholars** in English speaking countries, irrespective of the length of stay, must conform to the ELP requirements stated in the English Language Requirement Country Grid (see **Appendix A** below).

    iii    Currently enrolled students at the University of Adelaide are not required to present evidence of English as the required proficiency will have already been met.

    iv    University of Adelaide graduates whose studies at the University are more than **5 years old** will be reviewed on a case-by-case basis to consider factors such as the extent of post-graduation exposure (if any) to an English speaking/working environment. Applicants may be required to undertake a 5-week Pre-Enrolment English Program (PEP – see **4.12.3e** below) to refresh their English studying skills.

    v    **Studies in home country towards an Australian degree** are conditional upon the English policy for that country (see **Appendix A** below).

    vi    **Tertiary study away from home country** at a university/tertiary institution (excluding TAFE/vocational training bodies) for at least two of the previous five years is conditional upon the English policy for that country (see **Appendix A** below).

    vii    **Applicants from any TAFE or IBT institution** are required to present an accredited English Language test score listed in **4.12.3a** or **4.12.3b** above.

d IELTS with Concurrent English Program (CEP)

This mode of entry is for exceptional circumstances, such as:

- When a student is given conditional entry to a program after completing a PEP (see **4.12.3e** below; or
- When a student has a high level of proven academic background and/or suitability for the particular academic program or research project.

The IELTS overall band score must be no more than 0.5 below the minimum overall band score prescribed for the respective academic program, and the CEP must be negotiated with and approved by the relevant discipline, school or faculty.

e Pre-Enrolment English Program Requirements

    i    Applicants who do not meet the ELP requirements in **4.12.3a, b, c** or **d** above are required to successfully complete the appropriate Pre-Enrolment English Program (PEP) conducted by the University's English Language Centre, as listed in the following table:

| TOEFL Computer based | TOEFL Paper based | IELTS Overall Score | Enrolment Condition | Minimum Program Length |
|---|---|---|---|---|
| 150 TWE ≥ 2 | 475 TWE ≥ 2 | 4.5 | No IELTS band score below 4.0 | 30 weeks |
| 150 TWE ≥ 2.5 | 475 TWE ≥ 2.5 | 5.0 | No IELTS band score below 4.0 | 25 weeks |
| 173 TWE ≥ 3 | 500 TWE ≥ 3 | 5.0 | Writing at or above 5.0, and no other IELTS band score below 4.0 | 20 weeks |
| 197 TWE ≥ 3 | 527 TWE ≥ 3 | 5.5 | Writing at or above 5.0, and no other IELTS band score below 4.0 | 15 weeks |

| TOEFL Computer based | TOEFL Paper based | IELTS Overall Score | Enrolment Condition | Minimum Program Length |
|---|---|---|---|---|
| 197 TWE ≥ 3.5 | 527 TWE ≥ 3.5 | 5.5 | Writing at 6.0 or above, and no other IELTS band score below 4.5 | 10 weeks |
| 213 TWE ≥ 3.5 | 550 TWE ≥ 3.5 | 6.0 | Writing and/or Speaking less than 6.0, or Listening and/or Reading less than 5.5 | 10 weeks |
| N/A | N/A | 6.0 | 6.0 or above in Writing and Speaking, and no less than 5.0 in Listening and/or Reading | 5 weeks |

TWE = Test of Written English, part of TOEFL proficiency test

ii No PEP is available to students who have any IELTS band score less than 4.0.

iii Different PEP requirements apply to programs with different ELP requirements, as specified under 4.12.3a i-v above.

iv PEP assessment has three different potential outcomes:
1. **Dir**ect **e**ntry into program of study at the University of Adelaide; *or*
2. **Conditional e**ntry into the University of Adelaide, dependent upon satisfactory participation in one or more full-fee paid Concurrent English Programs (see **4.12.3d** above) throughout the first year of study; *or*
3. **Entry not recommended**. With this outcome, the student may take one of the following actions:
   - Take an IELTS test immediately, and enrol if the required score is attained; *or*
   - Undertake further English language study in the English Language Centre to gain the required IELTS score; *or*
   - Undertake further English Language study in the English Language Centre and satisfactorily complete the next available PEP.

*Note:* PEP assessment outcome 2. above (Conditional Entry) is not accepted for Geoscience programs within the Australian School of Petroleum.

**f DIMA English Language Proficiency Requirements**
English language proficiency levels required by DIMA for the issuing of visas for study in Australia may vary from those required by the University for eligibility as an applicant.

**4.12.4 Foundation Studies Programs** *Amended Nov 2005*
a International applicants may be required to enrol as a Non-Award student in a Foundation Studies Program (FSP) prior to taking up an offer of admission to an academic program.
b International applicants who have successfully completed the one-year full-time FSP offered by the South Australian universities in co-operation with Eynesbury College, the FSP offered by the Sepang Institute of Technology (SIT), or the FSP offered by Bradford College will be considered to have met the minimum requirements for entry to undergraduate programs at the University.
c The University will also consider for admission purposes FSPs used for entry pathways to other Australian universities, subject to assessment and approval by the Pro Vice-Chancellor (International) (PVCI).
d The DVC&VP(A) may approve, on the recommendation of the CEC, rules governing the minimum achievements required in the FSP for entry to the University's programs, the equivalence of scores gained in the FSP and the SACE, the suitability for admission purposes of FSPs offered by other Australian universities or recognised education providers, and the equivalence of prerequisite studies between the SACE and the Foundation Studies Programs.

### 4.12.5 Overseas Qualifications *Amended Nov 2005*

The CEC shall have the authority to determine the equivalence of entry requirements and prerequisite studies between the SACE and overseas secondary school studies, and to individually assess tertiary or higher education qualifications from overseas for admission purposes. The Committee shall have the authority to delegate the assessment of overseas qualifications to the International Office or Admissions Office, as appropriate.

### 4.12.6 Changes in Immigration Status *Added Aug 2004, Apr 05; Amended Nov 2005*

a   International students whose immigration status changes during the academic year to Australian Permanent Resident can have their enrolment converted to an Australian Fee-based Enrolment (AFBE - see 4.11.1 above), subject to program quota limits imposed by Commonwealth legislation, and with the exception of the Bachelor of Medicine, Bachelor of Surgery (MBBS) program.

b   From the next Census date following the conversion, for each course they are enrolled in, such students are liable for course tuition fees on the AFBE scale rather than those applying to international students, and fees invoices will be adjusted accordingly.

c   Such students must provide written notification and documentary evidence of their change in immigration status to the Manager, Student Administrative Services before their enrolment and tuition fees can be converted to an AFBE.

d   Once these students have completed 12 units or 1 semester or 1 trimester of full-time studies in an AFBE place in a University program, they are eligible to apply through SATAC for a Commonwealth Supported place in that program, with the exception of the Bachelor of Medicine, Bachelor of Surgery program. See 4.11.1 above.

### 4.12.7 Exchange/Study Abroad Applicants

Exchange Students or Study Abroad students wishing to enrol on a Non-Award basis must, in addition to the provisions of Section 4.13 below:

a   have successfully completed at least 2 semesters or 2 trimesters of full-time study at their home institution; *and*

b   have a GPA of at least 3.00 on a zero to 4.00 scale, or 5.00 on a zero to 7.00 scale, or the equivalent; *and*

c   be accepted by, and fulfil any additional requirements that may be specified by, the individual Faculty in which they wish to study.

### 4.13 Postgraduate Coursework Requirements for Domestic Applicants *Added Dec 2005*

a   Information on entry requirements, program type, length and pathways for postgraduate coursework programs can be found in the *Code of Conduct for Postgraduate Coursework Programs* at http://www.adelaide.edu.au/policies/1283/

b   Admission and selection criteria for postgraduate coursework programs that are processed by SATAC are on the University Website at http://www.adelaide.edu.au/student/admission/pgprograms/  Further information can be found in the relevant Academic Program Rules published each year in the *University of Adelaide Calendar - Handbook of Postgraduate Programs*, available at http://www.adelaide.edu.au/calendar/pg

c   Admission and selection criteria for postgraduate coursework programs that are not processed by SATAC are available from the relevant school or faculty, at http://www.adelaide.edu.au/departments/academic/  Further information can be found in the relevant Academic Program Rules published each year in the *University of Adelaide Calendar - Handbook of Postgraduate Programs*, available at http://www.adelaide.edu.au/calendar/pg

## 4.14 Postgraduate Coursework Admission Requirements for International Applicants

Admission and selection criteria and application forms for postgraduate coursework programs are available in the yearly publication *Postgraduate International Prospectus – Coursework* at http://www.international.adelaide.edu.au/future/apply/

## 4.15 Non-Award Study                                        *Amended Dec 2003, Sep 2006*

Individual academic courses can be studied for personal interest, for professional development, or as preparatory studies outside the requirements of a university degree. Non-Award students undertake the same studies and assessment as award students. Most undergraduate academic courses offered by the University are available through Non-Award Study.

a   The number and type of courses made available for Non-Award study is at the sole discretion of the Dean of each School or Faculty, or his or her nominee.

b   The establishment and size of quotas in award courses for Non-Award students is at the sole discretion of the Dean of each School or Faculty, or his or her nominee. Admission into a course will depend on the number of places available for Non-Award students.

c   Applications for Non-Award study for all semesters or terms will be received and processed by the relevant school or faculty, with the exception of:
   - Applications for Cross-Institutional Study (see 4.14 below)
   - Study Abroad applications (see 4.12.7 above)
   - Student Exchange applications (see 4.12.7 above).
   Offers to places in courses for Non-Award study will be made  by the relevant school or faculty.

d   International applicants for Non-Award study must meet the relevant English language proficiency requirements set out in Section 4.12 above.

e   Some award courses may have requirements for pre-requisites and/or a particular level and type of assumed knowledge, as specified in the individual course entries of the University Calendar. To be eligible for a place in such an award course, Non-Award students must sign the Statement of Assumed Knowledge section of the Application and Enrolment Form for Non-Award Study, thereby declaring that they meet those requirements.

f   Tuition fees apply to Non-Award Study. For domestic students, the fees are equal to or greater than the Commonwealth Supported liability for the same courses. International students pay the standard international tuition fee rate for the relevant courses. See *Student Tuition Fees Policy*, available at  http://www.adelaide.edu.au/policies/20/

g   All administrative and academic matters relating to Non-Award students will be the responsibility of the relevant school or faculty.

h   Unless otherwise specified, Non-Award students are subject to the same Statutes, Regulations, Rules and policies as apply to students enrolled in award programs.

i   Subject to meeting the normal course and assessment requirements, Non-Award students may be admitted to examinations; assessment results will be recorded on the student's academic transcript in the same way as results for award courses.

j   Students' successful completion of one or more courses on a Non-Award basis does not necessarily mean that they are eligible applicants for entry to an award program of the University, and does not constitute an offer of admission to an award program. Such students must proceed through the normal application, selection and admission process for award programs.
   However Non-Award studies in some courses may be subsequently credited to an award academic program, within unit limits set by the relevant Faculty or School, and published each year in the Specific Program Rules in the University Calendar, available at http://www.adelaide.edu.au/calendar/

k   For some undergraduate award programs in the Faculty of Humanities and Social Sciences, Non-Award studies successfully completed in the Faculty may meet the eligibility criteria for entry under

the Higher Education Sub-quota, as specified in the program selection criteria tables on the University's Admissions Website at http://www.adelaide.edu.au/student/admission/

## 4.16 Cross-Institutional Study

Students enrolled in a program of study at one institution who want to count courses offered at another higher education institution as part of their award may be admitted to such courses as Cross-Institutional Students.

a   The institution at which the award is to be completed is referred to as the 'home institution'. The institution at which cross enrolment in courses is sought is referred to as the 'other institution'.

b   Normal quotas on admission to award programs do not apply. However, the other institution may not admit Cross-Institutional students in courses where insufficient places are available for its own students.

c   Cross-Institutional students are subject to the same Statutes, Regulations and rules as apply to students enrolled in an award program at the other institution at which they are allowed to enrol.

d   If a Cross-Institutional student is subsequently admitted to a program leading to an award at the other institution at which they have been allowed cross-institutional enrolment, courses or topics passed while enrolled on a cross-institutional basis may only be counted towards an award of the other institution if specific approval is granted by the other institution.

e   Cross-Institutional students are required to pay the appropriate student union services fee at the home institution, and may be required to pay a statutory fee at the other institution.

f   Council has delegated the authority to grant approval to students wishing to count cross-institutional courses towards an award to the Dean of the School or Faculty concerned.

## 4.17 Status/Credit Transfer

A candidate who has passed courses in other faculties or tertiary institutions or who has other qualifications may, on written application to the Faculty, be granted such status in those courses or exemption from the relevant program or course requirements as the Faculty may determine, provided that the candidate produces sufficient evidence of their status to satisfy the Faculty.

## 5.  Responsibilities                                    *Amended Dec 2003, Nov 2005*

| POSITION/AREA | RESPONSIBILITIES |
|---|---|
| Deputy Vice-Chancellor and Vice-President (Academic) | ▪ Consult with Faculties before determining quotas for each undergraduate academic program<br>▪ Determine program quotas, or sub-quotas of the quotas in each year |
| The **Admissions Office** is responsible for coordinating domestic admissions to award programs. | ▪ Liaise with SATAC on the processing of applications<br>▪ Ensure that the selection principles and procedures for all of the University's program offerings are incorporated into SATAC's processing systems<br>▪ Respond to domestic admissions inquiries<br>▪ Provide administrative support to the CEC<br>▪ Provide admissions data and reports to the DVC&VP(A) as required<br>▪ Update admissions information in relevant annual publications such as the *Prospectus - Undergraduate Programs* and the *SATAC University Guide*, and in the Admissions section of the University's Website<br>▪ Liaise with the Prospective Students Office (PSO) and Faculties on changes to program offerings and admissions procedures and |

| POSITION/AREA | RESPONSIBILITIES |
|---|---|
| | information |
| Faculties/Schools | ▪ Liaise with the Admissions Office and the International Office on changes to undergraduate and postgraduate coursework program offerings and admissions procedures and information for incorporation into publications such as the Undergraduate *Prospectus* and the *Postgraduate Prospectus: Coursework*, and on the University's Website<br>▪ Liaise with, update and promote to local, regional and interstate secondary schools the University's program offerings, and all admissions processes, changes and information<br>▪ Liaise with, update and promote to international higher educational markets and agents the University's program offerings, and all international admissions processes, changes and information<br>▪ Receive and process all applications for Non-Award study (except Study Abroad, Student Exchange and Cross-Institutional Study applications), and make offers to successful applicants<br>▪ Ensure that international Non-Award applicants meet relevant English language requirements |
| The International Office is responsible for coordinating international admissions to award programs. | ▪ Process and assess all international applications for admission<br>▪ Respond to international admissions inquiries<br>▪ Update admissions information in relevant annual publications such as the *SATAC University Guide* and *Undergraduate Programs (International)* guidebook, and in the International Admissions section of the University's Website<br>▪ Liaise with the PSO and Faculties on changes to program offerings and admissions procedures and information |
| The Prospective Students Office is responsible for disseminating admissions information to prospective applicants. | ▪ Liaise with the Admissions Office and the International Office on changes to program offerings and admissions procedures and information for incorporation into PSO publications such as the *Prospectus - Undergraduate Programs* and the *Undergraduate Programs (International)* guidebook, and in the PSO section of the University's Website<br>▪ Liaise with, update and promote to local, regional and interstate secondary schools the University's program offerings, and all admissions processes, changes and information<br>▪ Liaise with, update and promote to international higher educational markets and agents the University's program offerings, and all international admissions processes, changes and information |
| Vice-Chancellor and President | ▪ Authorise Academic Board recommendations on admissions matters |

## 6. Delegations of Authority                                            *Added Dec 06*

| Key | Authority Category | Authority | Delegation Holder | Limits |
|---|---|---|---|---|
| Academic | Admissions | Approve entry requirements for undergraduate and postgraduate coursework | Vice-Chancellor and President | Recommendation of the Program Approval Committee |

| | | programs | | |
|---|---|---|---|---|
| | | Approve the rules governing the operation of the Bonus Points Scheme | Vice-Chancellor and President | Recommendation of Academic Board |
| | | Approve quotas or sub-quotas of the quotas for entry into undergraduate academic programs | Deputy Vice-Chancellor and Vice-President (Academic) | Consultation with Faculties |
| | | Approve a mid-year intake for selected programs | Deputy Vice-Chancellor and Vice-President (Academic) | |
| | | Approve offers of admission | Deputy Vice-Chancellor and Vice-President (Academic) or nominee | |
| | | Approve additional entry requirements | Deputy Vice-Chancellor and Vice-President (Academic) | |
| | | Approve the waiving of an academic program requisite | Deputy Vice-Chancellor and Vice-President (Academic) | Recommendation of relevant Executive Dean |
| | | Approve Level 1 course prerequisites | Deputy Vice-Chancellor and Vice-President (Academic) | Recommendation of Academic Board through the Coursework Entry Committee |
| | | Approval of acceptability of Higher Selection Subjects for the University's undergraduate academic programs | Deputy Vice-Chancellor and Vice-President (Academic) | Consultation with relevant discipline area In agreement with members of the Higher Education Selection Committee |
| | | Approve the list of Fairway schools each year | Deputy Vice-Chancellor and Vice-President (Academic) | |
| | | Approve the rules governing the operation of the Fairway Scheme | Deputy Vice-Chancellor and Vice-President (Academic) | |
| | | Approve program prerequisite subject equivalents for interstate Year 12 awards | Deputy Vice-Chancellor and Vice-President (Academic) | With other two State universities and SATAC |
| | | Approve the criteria for eligibility, selection and ranking in the operation of the | Deputy Vice-Chancellor and Vice-President | Recommendation of the Coursework Entry Committee |

| | | Special Entry Scheme for each academic program | (Academic) | |
|---|---|---|---|---|
| | | Approve available  a limited number of full fee-paying places where the Commonwealth Supported quota has been filled | Deputy Vice-Chancellor and Vice-President (Academic) | |
| | | Approve exemption or partial exemption from specified admission requirements in the case of chronic illness or recognised disability, an/or special circumstances | Deputy Vice-Chancellor and Vice-President (Academic) | Advice of Coursework Entry Committee or Admissions Office |
| | | Approve provisional admission for special applicants for a period of 12 months | | Recommendation of Faculty |
| | | Approve an upper limit on the number of international students admitted to any academic program or course | Deputy Vice-Chancellor and Vice-President (Academic) | |
| | | Approve rules governing the minimum achievements required in the Foundation Studies Program | Deputy Vice-Chancellor and Vice-President (Academic) | Recommendation of the Coursework Entry Committee |
| | | Approve set quotas for enrolment in individual courses | Executive Deans | |
| | | Approve the number and types of courses available for Non-Award study | Executives Deans; Heads of School | |
| | | Approve the size of quotas for Non-Award study | Executives Deans; Heads of School | |
| | | Approve the counting of cross-institutional courses towards an award | Executives Deans; Heads of School | |
| | | Approve status and credit transfer to eligible candidates | Executives Deans; Heads of School | |
| | | Approve assessment requirements to enable Indigenous students to lodge an application with SATAC for a University program | Wilto Yerlo | |

## 7.  Implementation and Review
Student Administrative Services; Student Policy and Appeals


## 8.  Communication
This policy is available on the University's Policies Website at www.adelaide.edu.au/policies/227/

THE UNIVERSITY OF ADELAIDE
ENGLISH LANGUAGE ENTRY REQUIREMENT – COUNTRY GRID

Entry 1 - Accredited English Language entry test score requirements apply.
Entry 2 - Accredited English Language entry test score requirements waived, based on English being the medium
     of instruction in the country of education

| COUNTRY | ENGLISH REQUIREMENT | COMMENTS |
|---|---|---|
| **A** | | |
| Afghanistan | UG Entry 1<br>PG Entry 2 | PG Entry 2 if completed Bachelor degree in Afghanistan |
| Albania | Entry 1 | |
| Algeria | Entry 1 | Arabic is medium of instruction |
| Angola | Entry 1 | Portuguese is medium of instruction |
| Argentina | Entry 1 | Spanish is medium of instruction |
| Armenia | Entry 1 | Russian or one of the other 66 languages is medium of instruction |
| Austria | Entry 1 | German is medium of instruction |
| Azerbaijan, Republic of | Entry 1 | Russian or one of the other 66 languages is medium of instruction |
| **B** | | |
| Bahamas | Entry 2 | |
| Bahrain | Entry 1 | Arabic is medium of instruction |
| Bangladesh | Entry 1 | Bangla is official medium of instruction in school/many universities |
| Barbados | Entry 2 | English is medium of instruction |
| Belarus, Republic of | Entry 1 | Russian or one of the other 66 languages is medium of instruction |
| Belgium | Entry 1 | French and German are the media of instruction |
| Belize | Entry 2 | English is medium of instruction |
| Benin | Entry 1 | French is medium of instruction |
| Bermuda | Entry 2 | English is medium of instruction |
| Bhutan | Entry 1 or Entry 2 | Entry 2 exceptions are Indian School Certificate (ISC), All India Senior Secondary School (AISSC), CBSE, New Delhi |
| Bolivia | Entry 1 | Spanish is medium of instruction |
| Botswana | Entry 2 | |
| Brazil | Entry 1 | Portuguese is medium of instruction |
| Brunei | Entry 1 | All schools are bilingual, Malay and English |
| Bulgaria | Entry 1 | Bulgarian is medium of instruction |
| Burkina Faso | Entry 1 | French is medium of instruction |
| Burma / Myanmar | Entry 1 | |
| Burundi | Entry 1 | French and other indigenous languages are the media of instruction |
| **C** | | |
| Cambodia | Entry 1 | |
| Cameroon | Anglophone qualifications - Entry 3<br><br>Francophone qualifications - Entry 1 | English is medium of instruction in the 2 Anglophone provinces<br><br><br>French is medium of instruction |
| Canada | Entry 2, or Entry 1 | Entry 1 if from Quebec as French is medium of instruction |
| Central African Republic | Entry 1 | French is medium of instruction |
| Chad | Entry 1 | French is medium of instruction |
| Chile | Entry 1 | Spanish is medium of instruction |

| THE UNIVERSITY OF ADELAIDE<br>ENGLISH LANGUAGE ENTRY REQUIREMENT – COUNTRY GRID | | |
|---|---|---|
| Entry 1 - Accredited English Language entry test score requirements apply.<br>Entry 2 - Accredited English Language entry test score requirements waived, based on English being the medium of instruction in the country of education | | |
| COUNTRY | ENGLISH REQUIREMENT | COMMENTS |
| China | Entry 1 | |
| Colombia | Entry 1 | Spanish is medium of instruction |
| Congo | Entry 1 | French is medium of instruction |
| Costa Rica | Entry 1 | Spanish is medium of instruction |
| Cote d' Ivoire (Ivory Coast) | Entry 1 | French is medium of instruction |
| Croatia, Republic of Former Yugoslavia | Entry 1 | Croatian is medium of instruction |
| Cuba | Entry 1 | Spanish is medium of instruction |
| Cyprus | Entry 1 | Greek and Turkish are media of instruction in schools |
| Czech Republic | Entry 1 | Czech is medium of instruction |
| D | | |
| Denmark | Entry 1, or Entry 2 | Entry 2 if accompanied by evidence of satisfactory results in English at secondary or tertiary level |
| Dominican Republic | Entry 1 | Spanish is medium of instruction |
| E | | |
| Ecuador | Entry 1 | Spanish is medium of instruction |
| Egypt | Entry 1 | Arabic is medium of instruction |
| El Salvador | Entry 1 | Spanish is medium of instruction |
| Eritrea | Entry 1 | Amharic is medium of instruction up to post secondary education |
| Estonia | Entry 1 | Russian and 66 other languages are the media of instruction |
| Ethiopia | Entry 1 | |
| F | | |
| Fiji | Entry 2 | |
| Finland | Entry 1 | Finnish and Swedish are media of instruction |
| France (including Monaco) | Entry 1 | French is medium of instruction |
| G | | |
| Gabon | Entry 1 | French is medium of instruction |
| Gambia | Entry 2 | |
| Gaza (see West Bank and Gaza) | Entry 1 | Arabic is medium of instruction |
| Georgia (see Russian Federation) | Entry 1 | Russian and 66 other languages are the media of instruction |
| Germany | Entry 1 | German is medium of instruction |
| Ghana | Entry 2, or Entry 1 for AGSB students | test scores can be borderline |
| Gibraltar | Entry 2 | |
| Greece | Entry 1 | Greek is medium of instruction |
| Guatemala | Entry 1 | Spanish is medium of instruction |
| Guinea (West Africa) | Entry 1 | French is medium of instruction |
| Guyana | Entry 2 | |
| H | | |
| Haiti | Entry 1 | French is medium of instruction |
| Honduras | Entry 1 | Spanish is medium of instruction |
| Hong Kong | Entry 1 | English and Chinese are indiscriminately media of instruction |

| | | THE UNIVERSITY OF ADELAIDE<br>ENGLISH LANGUAGE ENTRY REQUIREMENT – COUNTRY GRID | | |

**Entry 1** - Accredited English Language entry test score requirements apply.
**Entry 2** - Accredited English Language entry test score requirements waived, based on English being the medium
of instruction in the country of education

| COUNTRY | ENGLISH REQUIREMENT | COMMENTS |
|---|---|---|
| Hungary | Entry 1 | Hungarian is medium of instruction |
| **I** | | |
| Iceland | Entry 1 | Icelandic is medium of instruction |
| India | UG Entry 1, or<br>Entry 2 | Entry 2 applies to Indian School Certificate (ISC), All India Senior Secondary School (AISSC), CBSE, New Delhi |
| | PG Entry 1, or<br>Entry 2 | Entry 2 applies to University of New Delhi, or all institutions from NOOSR guidelines in Sections I & II only. This includes affiliated colleges of these Universities. |
| Indonesia | Entry 1 | |
| Iran | Entry 1 | Farsi is medium of instruction in school/many universities |
| Iraq | Entry 1 | Arabic is medium of instruction in school/many universities |
| Ireland | Entry 2 | |
| Israel | Entry 1 | Hebrew and Arabic are media of instruction |
| Italy | Entry 1 | Italian is medium of instruction |
| Ivory Coast (See Cote d'Ivoire) | Entry 1 | French is medium of instruction |
| **J** | | |
| Jamaica | Entry 2 | English is medium of instruction |
| Japan | Entry 1 | Japanese is medium of instruction |
| Jordan | Entry 1 | Arabic is medium of instruction in school/many universities |
| **K** | | |
| Kazakhstan | Entry 1 | Russian and 66 other languages are the media of instruction |
| Kenya | Entry 2 | |
| Korea (See South Korea) | Entry 1 | Korean is medium of instruction |
| Kuwait | Entry 1 | Arabic is medium of instruction in school/many universities |
| Kyrgzstan (See Russian Federation) | Entry 1 | Russian and 66 other languages are the media of instruction |
| **L** | | |
| Laos | Entry 1 | |
| Latvia | Entry 1 | Russian and 66 other languages are the media of instruction |
| Lebanon | Entry 1 | Arabic, among other languages, is the medium of instruction |
| Lesotho | Entry 2 | |
| Liberia | Entry 2 | |
| Libya | Entry 1 | Arabic is medium of instruction |
| Liechtenstein | Entry 1 | German is medium of instruction |
| Lithuania | Entry 1 | Russian and 66 other languages are the media of instruction |
| Luxembourg | Entry 1 | Luxembourgeois and German are media of instruction |
| **M** | | |

| THE UNIVERSITY OF ADELAIDE<br>ENGLISH LANGUAGE ENTRY REQUIREMENT – COUNTRY GRID | | |
|---|---|---|
| **Entry 1** - Accredited English Language entry test score requirements apply.<br>**Entry 2** - Accredited English Language entry test score requirements waived, based on English being the medium<br>　　　　of instruction in the country of education | | |
| COUNTRY | ENGLISH REQUIREMENT | COMMENTS |
| Macau | Entry 1 | Portuguese and Chinese are media of instruction |
| Macedonia, Former Yugoslav Republic of | Entry 1 | Macedonian is medium of instruction |
| Madagascar | Entry 1 | French is medium of instruction |
| Malawi | Entry 2 | |
| Malaysia | Entry 1 | Bahasa Malaysia is medium of instruction |
| Maldives | Entry 1 | |
| Mali | Entry 1 | French is medium of instruction |
| Malta | UG - Entry 1<br>PG - Entry 2 | English is only the medium of instruction from post-secondary to tertiary level |
| Mauritania | Entry 1 | French and Arabic are media of instruction |
| Mauritius | Entry 1 | French and Creole are used as media in some institutions |
| Mexico | Entry 1 | Spanish is medium of instruction |
| Moldova (See Russian Federation) | Entry 1 | Russian and 66 other languages are the media of instruction |
| Monaco (See France) | Entry 1 | French is medium of instruction |
| Mongolia | Entry 1 | |
| Morocco | Entry 1 | French and Arabic are media of instruction |
| Mozambique | Entry 1 | Portuguese is medium of instruction |
| Myanmar | Entry 1 | |
| N | | |
| Namibia | Entry 2 | |
| Nepal | Entry 1 | Nepali is medium of instruction in school/many universities |
| Netherlands | Entry 1 | Dutch is medium of instruction |
| Nicaragua | Entry 1 | Spanish is medium of instruction |
| Niger | Entry 1 | French is medium of instruction |
| Nigeria | Entry 2 | test scores can be borderline |
| North Korea | Entry 1 | Korean is medium of instruction |
| Norway | Entry 1, or Entry 2 | Bokmal and Nynorsk are media of instruction.<br>Entry 2 if accompanied by evidence of satisfactory results in English at secondary or tertiary level (no lower than Grade 4) |
| O | | |
| Oman | Entry 1 | Arabic is medium of instruction in school/many universities |
| P | | |
| Pakistan | Entry 1 | Urdu is medium of instruction in school/many universities |
| Panama | Entry 1 | Spanish is medium of instruction |
| Papua New Guinea | Entry 2 | |
| Paraguay | Entry 1 | Spanish is medium of instruction |
| Peru | Entry 1 | Spanish is medium of instruction |
| Philippines | Entry 1 | No clear EL policy in Philippines.<br>IDP manager Andrew King says ask for IELTS/TOEFL |
| Poland | Entry 1 | Polish is medium of instruction |
| Portugal | Entry 1 | Portuguese is medium of instruction |

| THE UNIVERSITY OF ADELAIDE ENGLISH LANGUAGE ENTRY REQUIREMENT – COUNTRY GRID | | |
|---|---|---|
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| COUNTRY | ENGLISH REQUIREMENT | COMMENTS |
| Puerto Rico | UG -Entry 1<br><br>PG - Entry 1 or Entry 2 | UG - Entry 1 – Spanish is medium of instruction<br>PG - Entry 1; Entry 2 only from the Faculties of Dentistry and Medicine at the University of Puerto Rico where English is medium of instruction |
| Q | | |
| Qatar | Entry 1 | Arabic is medium of instruction |
| R | | |
| Romania | Entry 1 | Romanian is medium of instruction |
| Russian Federation | Entry 1 | Russian and 66 other languages are the media of instruction |
| Rwanda | Entry 1 | French is medium of instruction |
| S | | |
| Saudi Arabia | Entry 1 | Arabic is medium of instruction in school/many universities |
| Senegal | Entry 1 | French is medium of instruction |
| Seychelles | Entry 2 | |
| Sierra Leone | Entry 2 | |
| Singapore | Entry 2 | English is medium of instruction |
| Slovakia | Entry 1 | Slovak is medium of instruction |
| Slovenia | Entry 1 | Slovene is medium of instruction |
| Solomon Islands | Entry 1 | |
| Somalia | Entry 1 | Somali is the national language |
| South Africa | Entry 2 | English is always one of the media of instruction |
| South Korea | Entry 1 | Korean is medium of instruction |
| Spain | Entry 1 | Spanish is medium of instruction |
| Sri Lanka | Entry 1 | Sinhala and Tamil are official medium of instruction in school/many universities |
| Sudan | Entry 1 | Arabic is medium of instruction |
| Surinam | Entry 1 | Dutch is medium of instruction |
| Swaziland | Entry 2 | linked with Botswana and Lesotho |
| Sweden | Entry 1, or Entry 2 | Entry 2 if accompanied by evidence of satisfactory results in English at secondary or tertiary level (VG) |
| Switzerland | Entry 1 | German, Italian and French are media of instruction |
| Syria | Entry 1 | Arabic is medium of instruction in school/many universities |
| T | | |
| Taiwan | Entry 1 | Mandarin Chinese is medium of instruction |
| Tajikistan (See Russian Federation) | Entry 1 | Russian and 66 other languages are the media of instruction |
| Tanzania | Entry 2 | |
| Thailand | Entry 1 | Thai is medium of instruction |
| Togo | Entry 1 | French is medium of instruction |
| Tonga | Entry 2 | |
| Trinidad and Tobago | Entry 2 | |
| Tunisia | Entry 1 | French and Arabic are media of instruction |
| Turkey | Entry 1 | Turkish is medium of instruction |
| Turkmenistan (See | Entry 1 | Russian and 66 other languages are the media of |

| THE UNIVERSITY OF ADELAIDE ENGLISH LANGUAGE ENTRY REQUIREMENT – COUNTRY GRID |||
|---|---|---|
| Entry 1 - Accredited English Language entry test score requirements apply. Entry 2 - Accredited English Language entry test score requirements waived, based on English being the medium of instruction in the country of education |||
| COUNTRY | ENGLISH REQUIREMENT | COMMENTS |
| Russian Federation) | | instruction |
| U | | |
| Uganda | Entry 2 | |
| Ukraine | Entry 1 | Russian and 66 other languages are the media of instruction |
| United Arab Emirates | Entry 1 | Arabic is medium of instruction in school/many universities |
| Uruguay | Entry 1 | Spanish is medium of instruction |
| Uzbekistan (See Russian Federation) | Entry 1 | Russian and 66 other languages are the media of instruction |
| V | | |
| Vanuatu | Entry 1, or Entry 2 | Entry 2 if IGCSE in English. French and English are media of instruction |
| Venezuela | Entry 1 | Spanish is medium of instruction |
| Vietnam | Entry 1 | |
| W | | |
| West Bank and Gaza | Entry 1 | Arabic is medium of instruction |
| Western Samoa | Entry 2 | |
| Y | | |
| Yemen | Entry 1 | Arabic is medium of instruction in school/many universities |
| Yugoslavia, Federal Republic of | Entry 1 | Serbian is primary medium of instruction |
| Z | | |
| Zaire | Entry 1 | |
| Zambia | Entry 2 | |
| Zanzibar (see Tanzania) | Entry 2 | |
| Zimbabwe | Entry 2 | |