

# POLICY

PPMF | TAFESA | 70

**Title**

Course Admission Policy

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Position

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### Appendix 1 – Additional Course Admission Requirements for Diploma of Nursing

TAFE SA Policies are issued under the TAFE SA Policy Management Framework. They are binding on all TAFE SA employees

## 1 Policy

The Course Admission Policy specifies the framework for application and admission of students to TAFE SA's vocational education and training (VET) and higher education (HE) award courses through a centralised system. The policy supports the principles of fair, transparent and consistent selection and enrolment decisions through the provision of student-centred, clear and accessible information on admission requirements and entry pathways.

## 2 Scope

This policy applies to all TAFE SA staff and domestic students.  
 This policy applies to admission for all TAFE SA VET Award and Higher Education courses. For details on international student admissions see the International Students Admission and Enrolment Policy.  
 Admission to non-accredited short courses is not covered by this policy.

## 3 Definitions

Aboriginal and Torres Strait Islander People (ATSI)	In addition to TAFE SA's ethos of meeting the individual needs of clients, Section 2.2.2 of the Higher Education Standards Framework (Threshold Standards) 2015 requires that <i>specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.</i>
Admission	Covers course promotion and marketing, information provision, application, selection and offer through to point of registration.
Assessment	The process of determining an applicant's achievement of course admission requirements.
Australian Tertiary Admission Rank (ATAR)	A ranking from 30 (lowest) to 99.95 (highest) derived from the scaled scores achieved for senior secondary subjects in the final year of school. The specific calculation used is different in each state and territory, but the result is designed to be nationally equivalent.
Competitive course	A course that has demand that exceeds the availability of places. A course may also be considered competitive due to availability of equipment (number of computers, kitchen stations etc).
Core Skills Profile for Adults (CSPA)	CSPA is a tool designed to indicate reading, writing and numeracy/maths skills. An overall score is used as Selection criteria for some courses, including those attracting Government subsidies.
Continuing student	A student who re-enrols after temporarily withdrawing from a course for personal reasons. Re-enrolment must occur within two years.
Course	An education or training program offered by TAFE SA including VET courses from Certificate I to Advanced Diploma and Higher Education courses from Diploma to Graduate Diploma.
Course Administration System (CAS)	TAFE SA's data management system used to populate the TAFE SA website with admission details.
Course admission requirements (CAR)	The minimum requirements an applicant must achieve to be eligible for an offer to a course.

Credit	Also known as credit transfer, advanced standing or articulation. Granted to a student for educational experiences or courses undertaken at another institution or prior courses at TAFE SA. Credit is assessed after receiving an offer to a course and will be assessed during the course counselling process prior to enrolment.
Deferment	The postponing of study after an offer is received but prior to enrolment. A deferment may be granted in exceptional circumstances and is valid for up to one year.
Enrolment	All processes required, after accepting an offer, in order to commence study. This may include, but is not limited to: course counselling, skills indicator activity, and registration.
FEE-HELP	FEE-HELP is a Government loan scheme that assists eligible higher education students enrolled in eligible higher education courses to pay their tuition fees. Eligible students can choose to use a FEE-HELP loan to cover all or part of their tuition fees.
Government subsidised training	The South Australian Government provides subsidised training to applicants of specified VET courses.
International Baccalaureate (IB)	The IB Diploma program is a senior secondary education curriculum and assessment framework offered by some schools as an alternative to the Australian National Curriculum. Australian tertiary admission centres convert IB scores to a notional ATAR enabling students to be ranked for tertiary entrance.
Maximum quota	The maximum number of offers that can be made in any given offer round. If there are more eligible applicants than the maximum quota, applicants will be ranked. Offers will be made based on that ranking until the maximum quota is reached.
Minimum quota	The minimum number of offers that can be made in any given offer round. If there are not enough eligible applicants to a course with a minimum quota offers will not be made.
Offer	An electronic notification advising that an application has been successful, giving an applicant a place in a course. Offers are system-generated by SATAC but are made on behalf of TAFE SA.
Recognition of Prior Learning (RPL)	A process to evaluate skills and knowledge acquired outside of formal learning for the purpose of recognising competence against units of competency or learning outcomes. Acquired learning can include volunteer experience, paid and un-paid employment. RPL is assessed after receiving an offer to a course and should be assessed during the course counselling process prior to enrolment
Registration	The act of registering into classes via the Student Information System (SIS). SIS is accessed online via <a href="#">myTAFESA</a> .
Selection criteria	The criteria used to rank eligible applicants when demand exceeds available places. Selection criteria may include (but is not limited to): CSPA score; portfolio score; audition score; written assessment score; and date of application.
South Australian Tertiary Admissions Centre (SATAC)	SATAC process applications and generates offers on behalf of TAFE SA. SATAC assess each application according to CAR and selection criteria provided by TAFE SA. SATAC also administers the STAT for people applying under a special entry program.

Special Tertiary Admissions Test (STAT)	The STAT is a series of written tests assessing a range of competencies considered important for successful tertiary study including a multiple-choice test and a written English test. There is a fee payable to SATAC for each test. STAT scores range from 100 to 200.
Student Information System (SIS)	The information system used by TAFE SA to manage student related data needs in an educational environment including registering students into courses, documenting grading and transcripts, building student schedules, tracking student attendance.
VET Student Loan (VSL)	The VET Student Loans program is designed to give eligible students access to quality higher level VET qualifications, particularly those students who could not otherwise afford to pay upfront.

#### 4 Related policies

PPMF TAFESA 38	TAFE SA Access and Equity Policy and Procedure
PPMF TAFESA 1012	Assessment and Academic Grievances Policy and Procedures
PPMF TAFESA  1032	Customer Resolution and Feedback Policy
PPMF TAFESA 65	Enrolment of Compulsory Education Age and Compulsory School Age Students in TAFE SA Policy
PPMF TAFESA 76	Fees by Instalment Policy
PPMF TAFESA 94	Guardianship of the Minister Policy
PPMF TAFESA 139	Higher Education Policy
PPMF TAFESA 148	International Students Admissions and Enrolments
PPMF TAFESA 135	International Students Tuition, Fees and Charges
PPMF TAFESA 1015	Marketing Compliance
PPMF TAFESA 126	Parchment Policy
PPMF TAFESA 1013	Refunds and Re-credits for Commonwealth Student Loan Approved Courses Policy
PPMF TAFESA 79	SIS Hold Codes Policy
PPMF TAFESA 192	Student Fees Policy for Funded/Subsidised Courses
PPMF TAFESA 77	Temporary Visa Holders Policy
PPMF TAFESA 1017	Terms and Conditions of Enrolment

#### 5 References e.g. legislation, standards or government circulars

<a href="https://www.legislation.gov.au/Details/F2015L01639">https://www.legislation.gov.au/Details/F2015L01639</a>	Higher Education Standards Framework (Threshold Standards) 2015
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<a href="https://www.legislation.gov.au/Details/C2016C00014">https://www.legislation.gov.au/Details/C2016C00014</a>	Higher Education Support Act 2003
<a href="https://www.education.gov.au/admissions-transparency-implementation-working-group-0">https://www.education.gov.au/admissions-transparency-implementation-working-group-0</a>	Improving the transparency of higher education admissions
<a href="https://docs.education.gov.au/node/48106">https://docs.education.gov.au/node/48106</a>	Improving the transparency of higher education admissions: Phase two common terminology and information sets
<a href="https://www.legislation.gov.au/Details/C2017C00009">https://www.legislation.gov.au/Details/C2017C00009</a>	National Vocational Education and Training Regulator Act 2011
<a href="https://www.legislation.gov.au/Details/F2014L01377">https://www.legislation.gov.au/Details/F2014L01377</a>	Standards for RTOs 2015
<a href="https://www.legislation.gov.au/Details/C2014A00036">https://www.legislation.gov.au/Details/C2014A00036</a>	Student Identifiers Act 2014
<a href="http://www.teqsa.gov.au/sites/default/files/GuidanceNote_DiversityandEquity1.1.pdf">http://www.teqsa.gov.au/sites/default/files/GuidanceNote_DiversityandEquity1.1.pdf</a>	TEQSA Diversity and Equity Guidance Note
<a href="http://www.skills.sa.gov.au/">http://www.skills.sa.gov.au/</a>	Government of South Australia subsidised training website

## 6 Policy and Procedure Details

### 6.1 Admission principles

- 6.1.1 Accurate and accessible admission information will be provided publicly to enable informed decisions about enrolment into TAFE SA courses.
- 6.1.2 Opportunities will be afforded to all applicants to access courses and achieve academic success.
- 6.1.3 Applicants will be selected for admission based on merit according to published course admission requirements and selection criteria.
- 6.1.4 Admitted students will have the academic preparation and proficiency in English (and numeracy where relevant) required for the specific course of study.
- 6.1.5 Specific consideration will be given to Aboriginal and Torres Strait Islander people.
- 6.1.6 Prior to enrolment and before fees are accepted, students will be informed of their [rights and obligations](#).

### 6.2 Information to prospective students

Prospective students will be given access to Admission information including details about:

- Course options, course structure, accreditation and endorsement by professional bodies or other organisations, whether required by law, by the profession or is voluntary
- Course admission and selection criteria and any course prerequisites and inherent requirements.
- Description of key features of each course available so that applicants can make informed enrolment decisions
- Work based learning, internships and work placements required as part of the course
- Graduate career pathways, further study pathways and skills covered during study

- Facilities, staff and campus information on locations where the course is offered
- Course fees, incidental fees, payment, financial assistance options and payment arrangements
- Admission requirements
- Key dates including application dates and census dates
- Admission profiles of previous students (see item 6.11)
- Policies, arrangements and potential eligibility for credit or recognition of prior learning
- Policies on changes to or withdrawal from offers and enrolment, tuition protection and refund of charges
- Information on bridging units and courses that could lead to enrolment in courses
- Information about third party delivery arrangements (where applicable)
- Information on [Policies and Responsibilities](#)

### 6.3 Course admission requirements

6.3.1 The minimum criteria all applicants need to meet in order to be eligible for an offer to a course, regardless of their admission pathway, will be made publicly available.

6.3.2 Admission criteria will be specified for applicants who:

- have undertaken higher education, or completed a bridging or enabling course
- have undertaken or completed VET study
- have completed SACE (Australian or overseas equivalent) that was (or will be) completed either in the current year or within the previous two years
- need to undertake additional tests, portfolio assessments, auditions or other types of assessment
- are Aboriginal or Torres Strait Islander people
- are Australian citizens or permanent residents and hold overseas qualifications

For people who left secondary education more than 2 years ago, or have no formal secondary or tertiary or qualifications, criteria will specify the:

- required results for a completed Special Tertiary Admissions Test (STAT)
- relevant pathway courses or programs
- type of experience or study that is considered relevant, e.g. non-formal courses, community involvement, professional or work experience

6.3.3 Requirements that do not directly impact admission but are essential during study will be made available publicly. For example, background screening to working with children may be required for work placement.

6.3.4 How an applicant is assessed and selected will be indicated in publicly available information.

6.3.5 The Diploma of Nursing has additional course admission requirements set by the Nursing and Midwifery Board of Australia (NMBA). See Appendix for details.

### 6.4 Course application, offers, selection and enrolment

6.4.1 Prior to making a course available for applications, the education unit will determine the minimum and maximum class quota. If demand exceeds the availability of places, this course will be deemed competitive.

6.4.2 General guidance on the overall admission process will be provided to prospective students, including how long the process is expected to take and how an applicant is notified of decisions.

6.4.3 Admission information will include the application process (with links to further information as appropriate) including:

- applying through SATAC
- applying to TAFE SA

- dates of offer rounds

6.4.4 Offer information will include advice on:

- the offer process (SATAC and TAFE SA)
- responding to an offer
- denying admission to a client
- deferral of an offer
- withdrawing from enrolment
- dual offer/dual awards
- application and offer to multiple courses

6.4.5 When necessary, applicants will be ranked. Ranking will be based on specified selection criteria.

6.4.6 In any given offer round, an applicant will be made a single offer to the highest preference for which they are eligible and competitively ranked (if relevant).

6.4.7 Offers will continue to be made until a course quota is reached, there are no further eligible applicants for a course, or an intake cycle closes. Applicants who fail to enrol by a course start date will lose their place and an offer will be made to the next eligible applicant.

6.4.8 Applicant details will remain in the SATAC data warehouse for access by Admissions and other authorised staff.

6.4.9 Once an offer is made it will not be withdrawn, unless it was made based on false information provided by an applicant or extenuating educational circumstances arise. Only the Manager, Admissions can approve the withdrawal of an offer. Once an offer is made, TAFE SA will extend an invitation to attend an information and engagement event.

6.4.10 An education unit reserves the right to deny admission to any person they believe poses undue risk to the safety or security of the campus or the campus community. This determination will take into account information TAFE SA has about a person's history, past behaviour or any other relevant details. A decision will be made on an individual basis and thoroughly documented. SATAC may be advised of an applicant's personal details to prevent an offer being made.

6.4.11 An applicant may apply for and receive an offer for up to three courses in any given intake cycle. This will be subject to the applicant re-ordering course preferences in their application, meeting admission requirements and ranking competitively (if relevant).

6.4.12 Applicants will be advised of the enrolment process and any further requirements including:

- Responding to an offer and the consequences of not responding within the given timeframe
- Applying for a Unique Student Identifier
- Obtaining a Student ID Card
- Applying for Credit or RPL
- Deferring or withdrawing from enrolment
- Fees, charges and payment options

## **6.5 Academic credit / recognition of prior learning (RPL)**

6.5.1 A student may be entitled to credit for prior formal learning and recognition of informal learning. Formal learning includes previous study in higher education, vocational education, or adult and community education. Informal learning may include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study time needed to complete an award course. Links to further information will be provided in all online course advertising. Students may apply for RPL or credit at any time during their enrolment. See the Assessment Policy for further information and guidance.

## 6.6 Financial assistance

6.6.1 Information to assist a student in meeting study costs will be provided regarding:

- Government subsidies
- Fees by Instalment (FBI)
- Youth and student allowances
- Loans
- Scholarships

## 6.7 Deferment and Withdrawal from Course

6.7.1 A student may temporarily (for up to two years) withdraw from a course for personal reasons. The student is considered a continuing student and will not need to re-apply for the course, as long as the following applies:

1. The student is enrolled in the course (and has an active training account for Government subsidised courses).
2. The student formally advises the Education Manager, in writing, of their intention to withdraw from the course.
3. The Education Manager advises the student, in writing, of any fee implications and the possibility that the course structure, location and delivery methodology may change.
4. Documentation of all communication, as well as the student's results at the time of withdrawal, are retained in the student file.

6.7.2 In exceptional circumstances, a student may be granted a deferment of their offer. A deferment will be valid for up to one year and is subject to the conditions and approval of the relevant Education Manager. To enrol at a later date, the student will not need to re-apply for the course. Any deferment granted is subject to the course being offered the following semester or following year.

1. Upon receiving an offer to a course, a student must notify TAFE SA of their intention to apply for deferment.
2. Upon approval by the Education Manager the deferment must be documented and recorded in the student information system.
3. The student must be advised, in writing, that the course fees, structure, location and delivery methodology may change before they enrol and commence study.

## 6.8 Transferring to another internal course or campus

6.8.1 A student may transfer from a course they are studying to another course or to the same course at a different campus. A transfer depends on places being available therefore this does not apply to competitive courses. The transfer process will be administered by TAFE SA. To enrol, a student will not be required to apply through SATAC as it is considered a transfer from one course to another within the same institution or from one campus to another campus.

6.8.2 A student will apply directly to education unit staff of the course or campus they wish to transfer into. Students can also speak to the Student Engagement team about transferring to another course or campus.

6.8.3 Education unit staff will assess the application to ensure course admission requirements are met for the new course. Student details can be accessed via the SATAC application for their current course.

6.8.4 If admission requirements are met, education unit staff will organise an enrolment counselling session with the student and determine any available credit transfer.



## 6.9 Core Skills Profile for Adults (CSPA)

6.9.1 The CSPA is a tool designed to indicate reading, writing and numeracy/maths skills. Specific exit levels in each area are required for most courses. TAFE SA uses this information to assess if any learning support will be required. Most courses require applicants to undertake CSPA before an offer is made. Students who undertake CSPA after receiving an offer and do not meet the required levels will need to study bridging units as part of their studies. Some students will need to complete a course at a lower level or a foundation studies course first. Upon successful completion of the lower level or foundation studies course, students can automatically enrol into the course they originally applied for without reapplying through SATAC. Information regarding [CSPA](#) is published on the TAFE SA website.

## 6.10 Student and campus services

6.10.1 Services available on campus will be included in online and published marketing material including:

- Accommodation
- Careers
- Prayer spaces
- Childcare
- Counselling
- Library/computing services
- Learning assistance
- Services for students with disabilities
- Transport information
- Welfare services

## 6.11 Complaints and disputes

6.11.1 A student may elect, according to the nature and seriousness of their complaint, to seek resolution following the guidelines in the Customer Resolution and Feedback Policy:

**Complaint Level 1** – Frontline – verbally or by email, resolved promptly. If unresolved or a formal response is required, the complaint will be escalated.

**Complaint Level 2** – Escalated – a Director will review the original decision and consider options.

**Complaint Level 3** – External – using an external agency process (e.g. Equal Opportunity Commission, Office of the Training Advocate).

6.11.2 TAFE SA will not charge a student any fees in relation to accessing the grievance processes outlined in this policy.

6.11.3 Complaints and appeals will be managed according to the Customer Resolution and Feedback Policy.

## **6.12 Admission profiles of previous students**

6.12.1 TAFE SA will provide readily accessible online admission profile information. Admission profiles will include data where previous student numbers are 5 and higher for all of TAFE SA, and for each individual higher education course. This is a requirement of the Australian Government Implementation Plan for *Improving the Transparency of Higher Education Admissions* of June 2017.

6.12.2 Student profile data will include domestic and international student numbers who commenced undergraduate study and passed the census date in the most recent full year of intake, including those admitted through all offer rounds.

6.12.3 Student profile information will show student numbers for the primary basis of admission. The primary basis categories are:

- Recent secondary education (within past 2 years)
- Previous tertiary education
- Work and life experience

## **7 Responsibilities**

### **7.1 Specific responsibility of TAFE SA staff**

7.1.1 The Admissions team will manage processes for admitting students into TAFE SA. These processes include admission through SATAC and collating, entering and maintain admission requirements, selection criteria and course information in CAS.

7.1.2 The Student Engagement (SE) team will contact successful applicants and invite them to an information and engagement activity and contact unsuccessful applicants and provide alternative options where available.

7.1.3 The TAFE SA International team will provide admission services for international applicants.

7.1.4 The Education Units will ensure the information and engagement activities are resourced appropriately and provide appropriate course and enrolment information and support for attendees.

7.1.5 Student Services staff provide counselling and support for students who may require specialist information and advice pre-enrolment. (e.g. students with disabilities).

7.1.6 Educational staff will work with the student engagement team to ensure alternative pathways are offered to students.

7.1.7 Higher Education Services staff will be responsible for ensuring higher education admission profile data is available on the TAFE SA website.

## **7.2 Specific responsibility of TAFE SA students**

- 7.2.1 A student must submit a Withdrawal form - [Withdrawal / Refund / Adjustment of Fees application form](#) if they wish to permanently withdraw from a course.
- 7.2.2 To withdraw from a VET Student Loans course a student must submit an [Application for Refund and Re-credit of a VET Student Loan](#)
- 7.2.3 To withdraw from a FEE HELP course a student must submit an [Application for refund and re-credit of FEE-HELP balance](#)
- 7.2.4 A refund or balance re-credit of a HELP Loan or VET Student Loan may apply in certain circumstances.

## **7.3 Review of TAFE SA Policy**

TAFE SA policies must undertake a full review process, including staff consultation and TAFE SA Executive/Board approval, at least every two years, but may be actioned earlier according to strategic priorities, reforms or feedback received.

## **Appendix 1: TAFE SA Admission Policy**

### **Course Admission Requirements Diploma of Nursing**

The Australian Nursing and Midwifery Accreditation Council (ANMAC) is the independent accrediting authority for nursing and midwifery under the National Registration and Accreditation Scheme. It sets standards for accreditation and accredits nursing and midwifery courses and providers.

The Nursing and Midwifery Board of Australia approved programs of study are published on the Australian Health Practitioner Regulation Agency website as required in s49(5) of the Health Practitioner Regulation Law Act 2009.

ANMAC provided Guidance for Education Providers for the Enrolled Nurse Accreditation Standards 2017, Criteria 6.1 a & b and Criteria 6.2. The guidance relates to the implementation of the NMBA English language skill registration standard for the purposes of meeting criteria as stated.

*The program provider demonstrates:*

*6.1 Applicants are informed of the following before accepting an offer of enrolment:*

- a. students that would be required by the Nursing and Midwifery Board of Australia (NMBA) to provide a formal English language skills test when applying for registration, must provide a formal English language test result demonstrating they have achieved the NMBA specified level of English language skills, prior to commencing the program*
- b. Students are required to provide evidence of having sufficient language, literary and numeracy skills to successfully undertake the programs academic and workplace experience requirements, prior to commencing the program*

*6.2 Students are selected for the program based on clear, justifiable and published admission criteria.*

**The following documents must provide information to students to ensure transparency prior to application for the Diploma of Nursing:**

- HLT45115 Diploma of Nursing Course Guide, August 2018- Domestic Students. Course Admission Requirements
- TAFE SA Website- International Courses- Diploma of Nursing. Course admission requirements
- TAFE SA Domestic Website- Diploma of Nursing. Course admission Requirements

The Course Admission requirements must be documented in the HLT54115 Diploma of Nursing Training and Assessment Strategy.

**The designated Head of Department for the Diploma of Nursing (as per ANMAC requirements) is responsible for the coordination of information provided to :**

- Manager of Admissions Unit
- Business Operations Manager – Student Engagement
- Manager- International Operations

A role and responsibilities document describes the processes from student application to enrolment to ensure students meet the implementation of the NMBA English language skill standard.

Students who are unable to provide the required evidence may in extenuating circumstances provide a statutory declaration and apply in writing to the Educational Manager, Nursing. The applicant should state the reason for not being able to supply the required document.

Exceptional circumstances may include when a former student has changed their identity because of witness protection or fleeing domestic violence.

## **Course Admission Requirements 1<sup>st</sup> July, 2018**

### **Domestic Applicants:**

- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA). Students require at least an exit level 3 in numeracy and reading and exit level 2 in writing to be eligible for an offer.

**and** any one of the following:

- Any Certificate III or higher level qualification
- Completion of SACE that includes an English Subject or equivalent

Applicants are ranked according to their CSPA results to determine final admission numbers

### **International Applicants:** Port Adelaide and Gilles Plains Campuses

Refer to TAFE SA International Students- Admission and Enrolment Policy Version 4.0

➤ **ALL APPLICANTS FROM JULY 1<sup>st</sup>, 2018 must demonstrate English language competency via one of the following pathway options to provide evidence of meeting the NMBA English language skills registration standard.**

#### **1. Primary language pathway**

English is the applicant's primary language and they have satisfactorily completed:

- At least six years of primary and secondary education taught and assessed solely in English, including at least 2 years between 7 and 12, and
- At the time of applying for NMBA Registration as a Diploma of Nursing program graduate, they will have a qualification taught and assessed in English.

#### **2. Extended education pathway**

A formal English Language test is not required if the applicant can demonstrate 3.5 years (full time equivalent) of education taught and assessed in English, in any of the following recognised countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom and United States of America.

At the time applying for NMBA registration as a Diploma of Nursing graduate they will have completed five years (full-time equivalent) of studies in English.

The Board will only accept the completion of five years full-time equivalent of:

- Vocational and secondary education
- Tertiary and secondary education
- Combined tertiary, secondary and vocational education or
- Tertiary education taught and assessed in English.

### 3. English language test pathway

An applicant has achieved the required minimum scores in one of the approved English Language tests and meets the requirements for test results specified in the NMBA's English language skills registration standard.

English language test includes:

- **International English Language Test Systems (IELTS) academic module**  
Requires the IELTS (academic module) with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking).
- **Occupational English Test (OET)**  
Requires the OET with a minimum score of B in each of the four components (listening, reading, writing and speaking).
- **Pearson Test of English Academic (PTE Academic)**  
Requires the PTE Academic with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking).
- **Test of English as a Foreign Language Internet-Based Test (TOEFL IBT)**  
Requires the TOEFL IBT with a minimum total score of 94 and the minimum scores of 24 for listening, 24 for reading, 27 for writing, and 23 for speaking.