



Student Admission Policy

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Approving authority	Academic Board
Contact Officer	Chief Executive Officer
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Related Documents	Advanced Standing Policy Advanced Standing Procedure Diversity and Equity Policy Prospectus Refund Policy for International and Domestic Students Refund Procedure for International and Domestic Students Register of Articulated Institutions Log Student Deferment, Suspension and Cancellation of Study Policy and Procedure Student Complaint and Appeal Policy Student Complaint and Appeal Procedure

1. Purpose

The intent of this Policy is to provide clarity, consistency and transparency with respect to admission requirements and processes for all applicants to the Australian Institute of Higher Education Pty Ltd ('the Institute').

2. Principles

The Institute upholds the principle that all applicants seeking to enrol are treated fairly and equitably. The Institute has open, fair and transparent procedures that are based on clearly defined entry criteria for making decisions about the selection of students.

3. Context

This Policy has been developed to ensure that:

- Student admission into the Institute will be based on academic merit and/or demonstrated ability to study at the higher education level. This includes an assessment that students are able to progress in their course and will stay in the course to completion.
- The Institute will assess all applications so that all decisions relating to student admission are consistent and based on published entry requirements, and that throughout the admission process applicants are treated courteously and expeditiously.

4. Scope

This Policy applies to all prospective students of the Institute.

5. Definitions

See the *AIH Glossary of Terms* for definitions.

6. Policy Details

6.1 Entry Requirements – Undergraduate Courses

Entry criteria and application procedures are published in the Institute's *Course Guide* and on the Institute's website for the information of prospective applicants.

6.1.1 Educational and Other Qualifications Required:

Domestic students must provide evidence of one of the following to demonstrate they have successfully met the educational entry requirements:

- Successful completion of Year 12 (or equivalent) with an ATAR of no less than 65 with 2-unit
- Mathematics and English (minimum B and 4) or equivalent; or
- Recognised Foundation Studies course; or
- Successful completion of one year of accredited tertiary study at an Australian Institution; or
- Successful completion of Certificate IV in a related discipline.

International students must provide evidence of the following to demonstrate they have *successfully met the educational entry requirements*:

- Successful completion of Year 12 at the credit or above level as determined in *Appendix 1*; or
- Recognised Foundation Studies course; or
- Successful completion of one year of accredited tertiary study at an Australian institution; or
- Successful completion of Certificate IV in a related discipline; or
- International Baccalaureate with a score of 24.
- Where a student has commenced undergraduate studies in Australia with another provider they will meet the above as well as satisfactory course progression with their current provider. Where the course progression is deemed unsatisfactory, the student may be offered a place under the Student at Risk program.

AND

English Language Requirements* (for international students whose secondary education was conducted in a language other than English):

- IELTS overall band score: 6.0 (no band less than 5.5) or equivalent (Refer to Appendix 2); or
- English for Academic Purposes Certificate of Proficiency from an Institute's approved ELICOS provider.

**To meet the English language requirement, the certificate used should be within the past 2 years to the commencing date of the course applied at the Institute.*

The Institute reserves the right to waive the English Language Requirements if the prospective applicant meets the criteria below:

- Successful completion of an accredited course from the Australian Qualifications Framework at Certificate IV level in a related discipline or above, or one-year tertiary study within the past 2 years to the commencing date of the course applied at the Institute.
- Successful completion of the requirements for the Australian Senior Secondary Certificate of Education in a course that was conducted in Australia in English
- Successfully completed Cambridge CAE & CPE 169+
- Successfully completed International Baccalaureate (IB) English B Standard Level grade 5, higher-level (A1 or A2) grade 4
- Students from the following countries who have completed senior secondary study or at least one year of full-time university study in one of these countries and the language in which the qualification was undertaken in English: American Samoa, Fiji, Jamaica, New Zealand, Solomon Islands, UK, Australia, Ghana, Kenya, Nigeria, South Africa, USA, Botswana, Guyana, Lesotho, Papua New Guinea, Tonga, Zambia, Canada, Ireland, Liberia, Singapore, Trinidad and Tobago, Zimbabwe.

AIH reserves the right to request proof of English language proficiency.

6.1.2 Special/Alternative Admission Arrangements:

Mature age or post-school students must provide evidence of one of the following to demonstrate they have successfully met the educational entry requirements:

- Mature Age Entry by Special Tertiary Admission Test (administered by UAC); or
- Post-school entry by successful completion of Certificate IV in Foundation Studies.

Students with alternative qualifications (not part of the official entry requirements) i.e. offshore vocational qualifications, are to be assessed on a case by case basis by Admissions in conjunction with the Chief Executive Officer who will give the final approval.

6.1.3 GTE and Financial Requirements

International Students applying from offshore may be asked to undertake Genuine Temporary Entrant (GTE) checks and Financial checks. The GTE check is to ensure the student genuinely intends to stay in Australia temporarily to complete their chosen course of study. Where asked, the student must also be able to show sufficient financial resources to cover travel to Australia and 12 months of living, course fees and schooling costs for the student and any accompanying family members. The checks may also include an interview with the student to determine their knowledge of study in Australia, their obligations under a student visa and their knowledge of AIH and the course they are planning to undertake.

6.1.4 Admission of Aboriginal and Torres Strait Islanders Applicants

The Institute recognises that Aboriginal and Torres Strait Islanders are statistically amongst the most disadvantaged groups in Australia. As such, the Institute is committed to providing opportunities for the professional development of Aboriginal and Torres Strait Islanders.

In order to provide opportunities for Aboriginal and Torres Strait Islanders who do not meet the domestic student entry requirements, special entry arrangements are available. Prospective Aboriginal and Torres Strait Islanders students have an opportunity to illustrate their capability for higher education via a testing, assessment and interview process. Selection is also based on factors including

previous life, education and work experience.

Aboriginal and Torres Strait Islander applicants wishing to apply for special entry will be required to submit a personal statement outlining their education and work experience as well as sit a Special Admissions Test. The Special Admissions test will be set by the Chief Executive Officer. The Chief Executive Officer will then meet with the applicant and will have the final say on whether to admit the applicant or not.

Aboriginal and Torres Strait Islanders Applicants should apply as per the ***Student Admission Procedure*** and indicate on the Admissions Application Form that they are of Aboriginal and Torres Strait Islanders descent.

6.2 Entry Requirements – Postgraduate Courses

Entry criteria and application procedures are published in the Institute's ***Course Guide*** and on the Institute's website for the information of prospective applicants.

6.2.1 Educational and Other Qualifications Required:

Domestic students must provide evidence of one of the following to demonstrate they have successfully met the educational entry requirements:

- Successful completion of a recognised Undergraduate qualification.

International students must provide evidence of the following to demonstrate they have ***successfully met the educational entry requirements***:

- Successful completion of a recognised Undergraduate qualification.

AND

English Language Requirements* (for international students whose secondary education was conducted in a language other than English):

- IELTS overall band score: 6.5 (no band less than 6.0) or equivalent (Refer to ***Appendix 2***); or
- Equivalent alternative English Language test

**To meet the English language requirement, the certificate used should be within the past 2 years to the commencing date of the course applied at the Institute.*

The Institute reserves the right to waive the English Language Requirements if the prospective applicant meets the criteria below:

- Successful completion of an accredited course from the Australian Qualifications Framework at Bachelor degree level in a related discipline or above.

AIH reserves the right to request proof of English language proficiency.

6.2.2 Special/Alternative Admission Arrangements:

Mature age or post-school students must provide evidence of one of the following to demonstrate they have successfully met the educational entry requirements:

- Alternative qualification
- At least 5 years supervisory and engagement experience

Students with alternative qualifications (not part of the official entry requirements) i.e. offshore higher education qualifications, are to be assessed on a case by case basis by the Dean in conjunction with the Chief Executive Officer who will give the final approval.

6.3 Monitoring of Entry Requirements (Academic and English Language)

The above Entry Requirements will be monitored to ensure that students' progress in their Institute course, and that students are equipped with the appropriate English language levels at the time of admission to succeed in their units.

These aspects will be monitored for impact on student progression and attrition rates at the Institute:

- If students are granted the appropriate number/level of advanced standing (refer to ***Advanced Standing Policy***),
- If students are undertaking appropriate related pathways (prior study) as their entry requirement (pertaining to academic and English language),
- If students are undertaking English language at suitably qualified ELICOS institutions,
- If students are sourced from quality agents who can assess the suitability of genuine students to undertake Bachelor level courses,
- If students have relevant backgrounds (e.g. prior work experience and study), and
- Any other criteria which may affect the ability of the student to succeed at and complete their course at the Institute.

The findings of these monitoring activities will be presented to the Academic Board and will be used to inform admission criteria.

6.4 Complaints and Appeals

Prospective students who fail to meet either academic or English language entry requirements may appeal in writing to the Chief Executive Officer and apply to undertake a challenge exam. The granting of a challenge exam in lieu of the stipulated requirements requires the approval of the Chief Executive Officer, and will be considered on a case-by-case basis.

An applicant declined admission may appeal against a decision made under this Policy. Appeals must be made as prescribed in the appeals process outlined in the ***Student Complaint and Appeal Procedure***.

7. Legislation

This Policy and the associated Procedure comply with the Higher Education Standards Framework 2015 Standard 1.1 (Admission), which states:

“Admissions policies, requirements and procedures are documented, and applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion”

This Policy and the associated Procedure also comply with the Higher Education Standards Framework 2015 Standard 2.2 (Diversity and Equity), which states:

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.

2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

This Policy and the associated Procedure also complies with the *Migration (IMMI 18/015: English Language Tests and Evidence Exemptions for Subclass 500 (Student) Visa) Instrument 2018*. The list of approved exemptions are listed in online (see: <https://www.legislation.gov.au/Details/F2018L00713>).

8. Version Control

This Policy has been endorsed by the Australian Institute of Higher Education Board of Directors as at April 2020 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2016-2	Registrar	Updated template.	6 July 2016	6 August 2016
2017-1	Ms McCoy	Revised and edited content.	22 February 2017	6 March 2017
2017-2	Registrar	Added a section on the admission of Aboriginal or Torres Strait Islanders	7 August 2017	8 August 2017
2019-1	Registrar	Updated Policy Owner from Executive Dean to Dean Updated Appendix 1: Philippines entry requirements	4 February 2019	11 February 2019
2019-2	Principal	Updated Titles from Executive Dean to Principal and Contact Officer, Updated English waiver requirement according to the ESOS Act 2019.	4 October 2019	11 October 2019
2019-3	Principal	Included the two-year timeframe for diploma qualifications.	4 December 2019	5 December 2019
2020-1	Admissions Manager	Updated entry requirements, the in-force legislation and Titles to Chief Executive Officer	22 April 2020	22 April 2020
2020.2	Chief Executive Officer	Updated entry requirements for Postgraduate studies	24 April 2020	24 April 2020
2020.3	Chief Executive Officer	Addition of Mauritius and Bhutan	20 October 2020	21 October 2020

Note: The following entry requirements are sourced from Austrade or the Australian Trade Commission website (<http://www.austrade.gov.au/>) and AEI-NOOSR.

Appendix 1: The Institute’s Higher Education Academic Country Admission Requirements – Undergraduate

Country	Entry Requirement
Argentina	Bachiller/Bachillerato or Bachillerato Especializado as per NOOSR guidelines.
Bangladesh	Successful completion of Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) with a grade of A, 60% or a GPA of 3.5.
Bhutan	Bhutan Higher Secondary Education Certificate (BHSEC) with a grade of 65% for each of the best three subjects (excluding any local languages) with no fails or backlogs.
Brazil	Certificado de ensino medio plus one year of foundation or post-secondary Studies.
Brunei Darussalam	GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.
Canada	Satisfactory completion of Ontario Secondary School Diploma (OSSD) or equivalent Provincial High School Diploma plus a minimum of 5 Ontario Academic Course (OAC) credits.
People’s Republic of China	Successful completion of Gao San (senior middle 3 high school) with a mark no lower than 70%.
Chile	Licencia de Educación Media (Certificate of Secondary Education Certificate), sometimes referred to as the Licencia de Enseñanza Media or Licencia de Educación Media Técnico- Profesional.
Columbia	Completion of the Bachillerato or Bachillerato Tecnico plus one year of study at a recognised university - <i>Post-secondary study</i> .
Denmark	Satisfactory completion of either –A Studentereksamen, Hojere Forberedelseksamen (HFX) or Hojere Handelseksamen (HHX).
Fiji	Satisfactory completion of Form 7 or the University of South Pacific (USP) Foundation Year.
France	Completion of Baccaureat General or Baccaureat de L’Enseignement de Second Degre or Baccaureat de Technologique with minimum grade of 11.
Germany	Completion of The Abitur, the Fachhochschulreife, the Zeugnis der Allgemeinen Hochschulreife and the Reifezeugnis.
Ghana	Satisfactory completion of West African General Certificate of Education at Advanced Level or West African Senior School Certificate.
Hong Kong	Completion of Hong Kong Advanced Level Examination (HKALE) with a minimum of 2 “D” Grades OR Successful completion of HKDSE with a minimum of 12 points calculated on the sum of 4 core subjects and 2 electives. Grades are calculated where 5**=6, 5*=5.5, 5=5, 4=4, 3=3, 2=2 and 1=1.
India	Successful completion of Senior Secondary Certificate (10+2) and 60% or Grade 3 for each of the best three core subjects (excluding any local languages) with no fails or backlogs from Federal Boards, or 65% for each of the best three core subjects (excluding any local languages) with no fails or backlogs from the State Boards.
Indonesia	Secondary School Certificate of Graduation (SKHUN/STK) or Secondary School Certificate of Completion (Ijazah formerly STTB) with an average score of 6.
Italy	Satisfactory completion of Diploma di Maturita.

Japan	Upper Secondary School Certificate of Graduation (Kotogakko Sotsugyo Shosho), overall average of 2.75 of all graded subjects.
Jordan	Satisfactory completion of one year of study at a recognized university - <i>Post-secondary study</i> . Secondary Certificate of Education (Year 12 award).
Kenya	Successful completion of the Kenya Certificate of Secondary Education (KCSE) with a minimum average grade of B or higher in 8 major subjects.
Korea	Completion of Immungye Kodung hakkyo Choeupchang (Upper Secondary Certificate), 70% overall for all graded subjects.
Lebanon	General Secondary Certificate (also known as Baccalauréat Libanais) with an average of 12 (out of 20). USA Grace 12 with a GPA of 2.5.
Malaysia	Completion of Sijil Tinggi Persekolahan (STPM) with pass grades in 2 or 3 subjects or Sijil Pelajaran Malaysia (SPM) plus 1-2 year Foundation/Diploma Program.
Mauritius	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.
Mongolia	Senior Middle School Certificate with an average of 85% in 4 academic subjects or satisfactory completion of a one-year post-secondary study at a recognised institution.
Myanmar	Successful completion of at least 2 years of study at a recognised post-secondary institution - <i>Post-secondary study</i> .
Nepal	Completion of Nepalese Higher Secondary Certificate with CGPA 2.8 or 65%.
New Zealand	Completion of Form 7 and University Entrance Bursaries and Scholarships Examination (B.Bursary) with an aggregate minimum score of 250.
Nigeria	Completion of West African GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects OR West African Senior School Certificate with a minimum passing grade.
Norway	Completion of the Upper Secondary School Examination Certificate (Vitnemal: den Videregaende Skole) min GPA of 3.5.
Pakistan	Completion of the Intermediate Higher Secondary School Certificate (Very Good, B grade or Division 1) OR GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.
Peru	Certificado de educación secundaria común completa plus one year of foundation or post-secondary studies or a <i>Bachiller Profesional</i> as per NOOSR guidelines.
Philippines	Completed High School Diploma (K12 Academic Track) with a minimum grade average of 75%.
Russia	A Certificate of Secondary Education (Svidetel'stvo Srednem Obrazovanii or Attestat ob okonchani polnoj srednej shkoly or Attestat Zrelosti) or a Certificate of Secondary (Complete) Education (Attestat o Srednem Polnom) Obschem Obrazovanii) awarded on completion of general secondary schooling can be regarded as comparable to the educational level of completion of Year 12 in Australia.
Saudi Arabia	The General Secondary Education Certificate awarded by the Ministry of Education in any stream after three years of full-time study can be regarded as comparable to the educational level of an Australian Senior Secondary Certificate of Education (Year 12 award).
Singapore	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.
South Africa	Completion of Senior Certificate with a minimum "C" average (60%-70%).
Spain	Successful completion of the Curso de Orientacion Universitaria or Bachillerato.
Sri Lanka	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.
Sweden	Successful completion of a Slutbetyg or Avangsbetyg from an Upper Secondary School.

Taiwan	Completion of Senior High School Diploma or Junior College Diploma with a minimum "B" grade.
Thailand	Completion of the Matayom 6 with a minimum GPA of 2.5 or Certificate of Secondary Education.

Turkey	Completion of High School Diploma with average grade (orta) – “C” grade – 55%-69%.
United Kingdom	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.
United States of America	Completion of the High School Diploma with an average grade of “B” or 60% for all graded subjects.
Vietnam	Satisfactory completion of Bang tot nghiep Pho thong Trung hoc (Diploma of General Secondary Education) with a minimum score of 6.5.
Zimbabwe	Completion of GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.

Appendix 2:

English Language Test Equivalence Table

IELTS Band	TOEFL Score	PTE Academic Score
8 to 9	600+	83-90
7 to 8	575+	73-82
6 to 7	550+	59-72
6	525+	51-58