



Admissions Policy and Procedure

Academic Board Approved Document

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1. Preamble

1.1 Purpose

The purpose of this Policy is to outline Churchill Institute of Higher Education's ("the Institute") Policy on selection and admission of students into its courses.

1.2 Background

1.2.1 According to the general principle, selection of students for admission to the courses offered by the Institute will be based on merit. This does not prevent the Institute from taking into account the assessed educational disadvantage experienced by an applicant when making admission decisions. Procedures for selecting applicants will be open, fair and transparent. In respect of admission and enrolment decisions, appropriate appeal provisions will be available.

1.2.2 Subject to any legislative requirements, compliance with the Institute's policies regarding reasonable notice of changes to students, and the Institute's commitment to ensuring the availability of core units and other course requirements to enable course completion by students within allowable timeframes, the Institute reserves the right to:

- a. impose limitations on admission to any course;
- b. impose limitations on enrolment in any course;
- c. change the content and structure of any course or course;
- d. change the method of assessment of any course;
- e. vary tuition fees for any course or course;
- f. withdraw any course or course which it offers or change the availability of a course or course;
- g. otherwise vary arrangements for any course or course.

This Policy is compliant with the Higher Education Standards Framework 2015 Standard 2.2 (Diversity and Equity) that the Institute is committed to providing opportunities for Aboriginal and Torres Strait Islanders' professional development, so the Institute must give special consideration and track their recruitment, admission participation and completion.

1.3 Definitions

For definitions, refer to *Dictionary of Terms*.

2. Scope

This Policy provides information about the Institute's admissions policy, practice and requirements for all courses offered at the Institute.

3. Policy Statement

The Institute will ensure that applicants to its courses are admitted by fair, timely and transparent procedures, based on clearly defined, consistent and equitable criteria.

3.1 Objectives of Determining Eligibility

The objectives in determining eligibility for admission are:

- a. to impose minimum academic requirements to maintain the Institute's educational standards;
- b. to provide a clear indication to prospective students which studies they must undertake and what results they must achieve if they are to be considered for admission to a course offered

- at the Institute;
- c. to ensure fair, open and consistent practices for admission and selection.

3.2 Selection of Applicants into a Course of Study

- a. Only applicants who meet the prescribed entry requirements may be selected for an offer of a place in a course.
- b. Selection of applicants for an offer will be based on merit and will comply with the fairness requirements of the Higher Education Support Act 2003.
- c. Educational disadvantages that an applicant has experienced may be taken into consideration in the selection process.
- d. Consistent with this policy, special consideration may be given to applicants from rural and remote areas or from other situations of educational disadvantage.
- e. Applicants whose educational achievements may have been compromised or disadvantaged by external factors can apply for special consideration for entry into a course of study.

4. Admissions Procedures

4.1 Responsibilities

The position(s) responsible for assessment of admission applications, are as follows:

a. Admissions

It is the responsibility of the admissions staff to ensure that all applications are handled professionally and ethically as outlined in this policy. Admissions staff are accountable for following up outstanding applications that require assessment or other input to ensure that overall turnaround times are met.

b. Student Services

It is the responsibility of the Student Support Services staff to ensure that all student and academic liaison, ensuring enrolments are not subject to delays and ensuring the provision of correct and necessary information relevant to a student's individual circumstances.

c. Academic Staff

It is the responsibility of the Academic staff for providing reliable, up-to-date and timely information needed to assess effectively and for admission applicants. Academic staff are also required to make themselves available within reason to attend admissions interviews.

4.2 Application for Admission

4.2.1 Domestic Australian Students

Applications for admission to a course by domestic students will be made in accordance with procedures approved and published by the Campus Director & Dean on the Institute's website. Applications for admission must be submitted to the Admissions Manager before the application closing date. All applications must include:

- a. completed *Admission Application* form for domestic students;
- b. Australian recognised proof of identification or an Australian birth certificate;
- c. academic record of study previously undertaken;
- d. proof of English language proficiency;
- e. any other documents requested by the Admissions Officer.

4.2.2 *International Students*

Subject to compliance with any legislative or Institute policy or procedural requirements specified by the Campus Director & Dean, applications for admission to a course by international students will be made in accordance with procedures approved and published by the Campus Director & Dean on the Institute's website.

The admission applications must be submitted to the Admissions Manager before the application closing date. All applications must include:

- a. completed Admission Application form for international students;
- b. academic record of study previously undertaken;
- c. proof of English language proficiency;
- d. copy of the applicant's passport;
- e. any other documents requested by the Admissions Officer.

4.3 *Eligibility for Admission*

4.3.1 If students are to be considered for admission to a course offered at the Institute, the Institute must provide a clear indication to prospective students of what studies they must undertake and what results they must achieve

4.3.2 *Objectives of Determining Eligibility*

The underlying objectives in determining eligibility are to:

- a. ensure academic requirements are met and thus to maintain the Institute's educational standards;
- b. ensure that the students selected into a course are those with the best prospects of successful completion;
- c. ensure fair, open and consistent practices for admission and selection, taking into
- d. account the Institute's access and equity objectives.

4.3.3 *Minimum Entry Requirements*

a. *Domestic Students*

An applicant for the Bachelor of Business course must be over 18 years of age and meet at least one of the following criteria for academic admission:

- i. successful completion of Year 12 with a minimum ATAR of 60 or equivalent with mathematics band 4; or
- ii. satisfactory completion of an approved Tertiary Preparation Course, Tertiary Orientation Course, or a Foundation Year Course through an accredited institution of higher education offered at:
 - Australian Universities
 - TAFE Institutes
 - Government approved Registered Training Organisations (RTOs)
- iii. satisfactory completion of one year of accredited full-time study in a related discipline at a registered Australian provider of tertiary education at Certificate IV or higher level, in one of the followings:
 - Certificate IV
 - Diploma of Business
 - Advanced Diploma

- Vocational Graduate Certificate
- Vocational Graduate Diploma
- Associate Degree
- Bachelors' Degree

b. International Students

An international applicant for the Bachelor of Business course must be over 18 year of age and meet the equivalent of at least one of the following academic admission requirements:

- i. successful completion of Australian Year 12 with a minimum ATAR of 60 or equivalent with mathematics band 4; or
- ii. satisfactory completion of an approved Tertiary Preparation Course, Tertiary Orientation Course, or a Foundation Year Course through an accredited institution of higher education offered at:
 - Australian Universities
 - TAFE Institutes
 - Government approved RTOs; or
- iii. satisfactory completion of one year of accredited full-time study in a related discipline at a registered Australian provider of tertiary education in one of the followings:
 - Certificate IV
 - Diploma of Business
 - Advanced Diploma
 - Vocational Graduate Certificate
 - Vocational Graduate Diploma
 - Associate Degree
 - Bachelors' Degree

If English is not the applicant's principal language or the applicant has not completed a secondary or tertiary education qualification in English in last two years, the applicant must also satisfy the following requirement of English language proficiency:

TEST	ACCEPTABLE SCORE
IELTS	6.0 (or better) (no component lower than 5.5)
TOEFL (paper-based)	550 (or better) (with minimum test of written English score of 4.5)
TOEFL (electronic)	213 (or better) (with essay rating of at least 4.5)
TOEFL (internet-based)	80 (or better) (with 19 minimum in all bands)
Pearson (PTE Academic)	50 (or better) (with no communicative score lower than 50)

- iv. successful completion of an approved English for Academic Purposes (EAP) course.

c. Mature Age Admission Arrangements

The Institute provides the following alternative admission pathway into the Bachelor of Business course for applicants who do not meet the academic admission requirements specified above:

- i. Mature aged applicants who are 21 years or over and who do not qualify for admission on the basis of formal educational attainment alone, may apply for

admission as Mature Aged Applicants.

- ii. The Institute recognises that preparation for tertiary study is not restricted to formal educational attainment and that valuable intellectual and skills development can be gained through wide ranging experiences and informal study. Each applicant's case will be considered on its merits on the basis of evidence of achievement and of their interest in and capacity to work in the broad field of their chosen field of further study.
- iii. To be considered under the Mature Aged Admission category, an applicant must be 21 years of age or over by 1 January (for February entry) or by 1 June (for July entry) in the year of commencement of their proposed course. An application in this category will be considered for admission based on an assessment of work experience and personal competencies. Applicants are required to submit a portfolio of their professional work experience and academic achievements. Applicants should ensure that the following information (where relevant) is included in their application portfolio:
 - details of formal education including level reached, state/country, year, units and results;
 - details of other study, training or development courses attempted or completed since leaving school;
 - a detailed resume outlining relevant competencies and experience gained in program related employment;
 - details and proof of membership and affiliations with recognised professional or semi-professional bodies.
- iv. Mature age admission applicants will be required to attend an interview with the Dean, and the relevant Program Convenor, to facilitate evaluation of the applicant's capacity for successful study at the Institute. International students applying from outside of Australia will be required to attend the interview via telephone or video conferencing. Program-related employment must be of a minimum period of two years in the last four years and be evidenced by employer issued documents such as employment references or employment/wage documents.
- v. When considering a Mature Aged Admission application, the Dean and Program Convenor will consider the following criteria and indicative evidence drawn from the applicant's portfolio:

Criteria	Evidence
Relevant program related experience	Resume outlining program related work experience, positions held, responsibilities undertaken, and skills and knowledge acquired. References from past employers and/or supervisors.
Demonstrated capacity to pursue tertiary studies	Academic transcripts showing achievements of all complete and incomplete formal studies. Personal references from past educators

	Evidence of outcomes from informal studies and professional development activities
Motivation to pursue studies within the chosen program	Personal references from program-related professionals Professional development activities Membership of program related professional organisations Volunteer experience within program related industries

d. Alternative Admission Arrangements

Principles and procedures of admission of the Institute consider equity and access considerations by providing alternative arrangements for entry. In accordance with this principle the Academic Board of the Institute may approve arrangements for admissions for purposes such as:

- i. encouraging and assisting Aboriginal and Torres Strait Islanders students to enroll into the Institute course of study; or
- ii. providing access to the educationally or socially disadvantaged;
- iii. addressing the under-representation of designated subgroups.
- iv. To students admitted under any scheme which is based on equity and access, the Institute will monitor academic progress and provide appropriate learning support.

4.3.4 English Language Proficiency

Applicants must also meet the following requirements in addition to the general entry requirements for admission to an undergraduate course at the Institute:

- a. If English is not the applicant's principal language or the applicant has not completed a secondary or tertiary education in English, the applicant must also satisfy the following requirement:
 - i. an International English Language Testing System (IELTS) overall academic score of 6.0 or higher with no band lower than 5.5 or equivalent score from an approved English language higher education entry testing system; or
 - ii. successful completion of an approved English for Academic Purposes (EAP) course.
- b. Admission to candidature for an undergraduate course at an Australian university which achieve equivalent point.

4.3.5 Eligibility Does Not Constitute Selection

Admission eligibility does not constitute admission selection and does not guarantee a place offer in a course.

4.4 Selection for an Offer

4.4.1 Selection of Applicants into a Course of Study

- a. For an offer of a place in a course, only applicants who fulfil the specified entry requirements can be selected.
- b. Applicants will be selected on the basis of merit and will comply with the fairness requirements of the Higher Education Support Act 2003.
- c. Notwithstanding this, the educational disadvantages that an applicant has experienced may be taken into account in making a selection.
- d. According to the principle, special consideration may be given, where appropriate, to applicants from rural and remote areas and from other situations of educational disadvantage.
- e. Applicants can apply for special consideration for entry into a course of study whose educational achievements may have been compromised or disadvantaged by external factors.

4.4.2 Assessment of Merit

Subject to any adjustment for special consideration, any or all of the following shall be used to assess merit:

- a. previous academic results
- b. written submission
- c. portfolio presentation
- d. interview.

The teaching and learning committee must determine the criteria to be used for each course.

4.4.3 Verification of claimed academic credentials

Following procedures are undertaken by the Institute to verify an applicant's academic credentials and the status of the awarding institution:

- a. sighting of the original testamur including the academic transcript; or
- b. sighting of a certified copy of the original testamur and academic transcript (both documents must be signed by a certified official such as a Justice of the Peace).

If the authenticity of the academic credentials and/or the status of the awarding institution is in doubt, the Institute will:

- c. Contact the institution concerned to confirm that the applicant is an institution's graduate and substantiate with the institution that the academic transcripts of the individual are authentic; and/or
- d. Contact the relevant regulatory authority at the time of the award to confirm the accreditation status of the Institute concerned.

Through the National Office of Overseas Skills Recognition (NOOSR), applicants with foreign qualifications are required to verify their credentials and submit a Qualification Recognition Report.

4.4.4 Applications of Advanced Standing or Credits for Prior Learning

Applicants for admission in a course at the Institute may apply for advanced standing by completing the process listed in the Institute's Advanced Standing Policy and Procedure.

4.5 *Formal Offer of Admission*

Successful applicants will be provided with offers via email, post or telephone from the admissions office.

4.6 *Acceptance of an Offer*

On receipt of a formal offer of a place in a course, an applicant will either:

- a. accept the offer within 30 days
- b. apply to defer commencement for up to 12 months
- c. decline the offer
- d. take no action, in which case the offer will lapse after 30 days.

An applicant must fulfil any specified instructions and deadlines in order to accept an offer. Students who defer must be advised of changing tuition fees.

4.7 *Revocation of an Offer*

An Offer of Admission may be revoked if:

- a. the course to which admission is sought has either filled out its allotted student quota or exceeded its maximum capacity;
- b. the applicant has provided false or misleading information in relation to the application;
- c. the student does not satisfy any preconditions or other entry requirements for the course for which it has applied.

4.8 *Admission*

The student will be admitted to the course if a position offer is accepted in compliance with the specified instructions and by the stated deadline.

4.9 *Enrolment*

4.9.1 *Enrolment in units*

- a. The student must enrol in units that form part of the course in accordance with the Dean's procedures once admitted to the course.
- b. Enrolment into a unit is conditional upon satisfying all prescribed academic and other requirements for the unit and for the course of which it forms a part.
- c. Enrolment is at the discretion of the Course Coordinator where units are elective or optional (including options to be taken during a specific period of study). A student may be refused enrolment in a unit that has filled its allocated quota of students or reached its maximum capacity.
- d. Students admitted are entitled to enrol in units that are part of the course required.

4.9.2 *Refusal of Enrolment*

Enrolment in a unit may be denied to a student who has not enrolled within the specified deadline.

In addition, where it is in the best interests of a student, the student may be refused enrolment in a unit. An example is where a reduced study load is recommended or directed as part of an early intervention for improved academic performance.

4.9.3 *Student must be enrolled to attend classes*

A student may only attend classes, receive tuition and instruction and be assessed in units and courses in which enrolment has been completed in the manner prescribed by the Institute.

4.9.4 *Enrolment to be in units that form part of a course*

Unless approved by the Course Coordinator, a student admitted to a course will enrol only in units that meet the course requirements, i.e., which are able to be credited towards completion of the award.

4.9.5 *Withdrawal of Enrolment*

a. Up to the dates specified and published by the Institute, students can withdraw their enrolment in a unit without penalty.

b. A student must submit an Application for Leave of Absence in order to retain their right to re-enrolment who wishes to withdraw their enrolment from all units and intends to return to their course of study at a later date.

c. A student withdrawing their enrolment without approved Leave of Absence, may be required to submit an application for admission in the prescribed manner who later wishes to be re-admitted to their course of study or admitted to a different course,

5 Refusal of Admission

5.1 Regardless of qualification or any other provision in this Policy, the Institute may, on one or more of the following grounds, deny any applicant's request for admission:

- a. the applicant provided the Institute with false or misleading information;
- b. the applicant has been found guilty of serious misconduct as a student previously enrolled with the Institute or at another higher education provider;
- c. the applicant is considered a potential risk to other students and/or staff;
- d. the presence of the applicant at the Institute is considered to be potentially detrimental to the wellbeing of other students and/or staff;
- e. the presence of the applicant at the Institute is considered to be potentially detrimental to the reputation and image of the Institute;
- f. any other reasonable grounds.

5.2 The Institute shall take into account the nature of the concern and the length of time that has passed since any activity causing the concern occurred.

5.3 The applicant has the right to lodge an appeal against the decision to refuse admission in all cases.

5.4 The Institute shall be entitled to withdraw the request of that student and/or deny admission if the applicant is accused of any criminal activity or record after enrolment

6 Supplementary Fees

For some services offered, the Institute will charge additional fees. The Schedule of Supplementary Fees is available on the website and prospectus of the Institute. In addition, students are informed about supplementary fees during New Student Orientation Session. Those service are:

- Enrolment fee;
- Late payment fee;
- Change of course fee;
- Re-issue of Student Card
- Re-issue of Academic Transcript
- Re-issue of Testamur/Certificate
- Re-issue of CoE after Cancellation
- Overseas Student Health Cover (OSHC);
- Late fee for the late return of items on loan from the library;

- Credit card surcharge;
- Graduation ceremony – (e.g., Gown hire)

No fee will be charged for reassessment, deferral of studies and/or verification of admission application documents.

Fees are reviewed annually and may be subject to change. Students should refer to the Institute's website for updated information.

7 Appeals

- 7.1 A student may appeal against a decision made under this Policy. The grounds for appeal are that the decision is inconsistent with this Policy.
- 7.2 All appeals must be made in writing and will be dealt with in accordance with the Institute's Student Grievance Management Policy.

Appendix I: Admission Guideline

COUNTRY	UNDERGRADUATE
Argentina	Successful completion of one year of university studies or a qualification equivalent to an Australian AQF certificate IV
Australia	Successful completion of Year 12 with an ATAR of 60, successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Bangladesh	Successful completion of the Higher Secondary School Certificate with a GPA of 5.0 or more or Successful completion of GCE A-Level examinations, with passing grades in 3 subjects or successful completion of 1 year of university studies
Bahrain	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV after Satisfactory completion of 1-year post-secondary study at a recognised tertiary institution after successful completion of the General Secondary Education Certificate
Bhutan	All India Senior School Certificate or the Indian School Certificate with an overall grade point average of 60% in the best 4 academic subjects. Bhutan Higher Secondary Education Certificate (BHSEC) with a grade average of 80% in the best four subjects (excluding languages)
Botswana	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Brazil	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Brunei	Successful completion of the Cambridge International Examinations or Edexcel GCE A level examination with an aggregate score of 10 #
Cambodia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Cameroon	Successful completion of the Cambridge International Examinations or Edexcel GCE A level examination with an aggregate score of 10 #
Canada	Successful completion of the Ontario Secondary School Diploma with 6 University or University/ College preparation courses with an overall average of 65%
Chile	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
China	Successful completion of Certificate of Graduation (High School or Gao San with average score below 80%) plus completion of Foundation studies; or a minimum of one year's post-secondary study at a recognised university; or completion of Senior Middle 3 with 80% average in 4 academic subjects; or a minimum percentage of 70% in the National University Entrance Examination (Gao Kao)
Colombia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Denmark	Successful completion of either Studentereksamen, Hojere Forberedelseseksamen (HF) or Hojere Handelseksamen (HHX) with an average of 4 (fair)
Ecuador	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV

COUNTRY	UNDERGRADUATE
Fiji	Successful completion of the Fiji Seventh Form Certificate with an aggregate of 230 or University of the South Pacific Foundation Year
France	Successful completion of either of the following: Baccalauréat Général, L'Enseignement du Second Degré, Diplôme de Bachelier de L'Enseignement du Second Degré with a minimum overall grade of 12
Germany	Successful completion of the Abitur (a set of examinations taken in the final year of secondary school)
Ghana	Successful completion of the West African GCE A Level examination with an aggregate score of 10 #
Greece	Successful completion of the Apolytirio(n) Lykeiou with a pass mark of '15' in four subjects
Hong Kong	Successful completion of HKALE. The best three subjects in HKALE with min aggregate score of 5, no HKCEE score will be considered
India	All India Senior School Certificate or the Indian School Certificate with an overall grade point average of 60%, in the best 4 academic subjects, or Higher Secondary Certificate with a pass of 72% in best 4 academic subjects
Indonesia	SMU3 or Secondary School Certificate of Graduation (SKHUN/STK) with an average of 85%
Iran	Successful completion of the Pre-University Certificate (Peeshdaneshgahe) with an overall GPA of 15 out of 20
Iraq	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Italy	Successful completion of the Esame di Stato with an overall average of 60%
Japan	Successful completion of the Upper Secondary School Certificate of Graduation (Kotogakko Sotsugyo Shosho) with a GPA of 4
Jordan	Successful completion of a recognised: Foundation studies course; one year of university studies; or completion of a qualification equivalent to an Australian AQF certificate IV
Kenya	Successful completion the Kenya Certificate of Secondary Education (KCSE) awarded with a B grade average or higher
Korea	Successful completion of the General/Academic Senior High School Certificate/Diploma (Immumgye Kodung Hakkyo Choeupchang) with an overall GPA of 3 out of 4 (or 75%)
Kuwait	Successful completion of a recognised Foundation studies course; or one year of university studies; or completion of a qualification equivalent to an Australian AQF certificate IV
Laos	Successful completion of a recognised Foundation studies course; or one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Lebanon	Successful completion of the Baccaurete Libanais with a minimum overall grade of 11
Libya	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Macau	Successful completion of the Senior Secondary School Diploma or Hong Kong Advanced Level Examination with a minimum of 2 Advanced Level passes (Grade E or above), and 3 Hong Kong Certificate of Education Examination (HKCEE) passes (Grade E or above)
Malaysia	Successful completion of the Sijil Tinggi Pelajaran Malaysia (STPM) or Matriculation (Matrikulasi) with an aggregate of 6 ~ or successful completion of the Unified Examination Certificate with an aggregate of 62 •

COUNTRY	UNDERGRADUATE
Mexico	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Myanmar	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Nepal	Successful completion of the Nepalese Proficiency Certificate (10+2) with an average grade of 85%. Successful completion of the Nepalese Higher Secondary Certificate with an average grade of 80% in the final year results
New Zealand	Successful completion of the New Zealand Universities Bursaries Exam/National Certificate of Education Achievement (NCEA)
Nigeria	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Norway	Successful completion of the Vitnemal fra den videregående skolen (Certificate of Upper Secondary School)
Oman	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Pakistan	Successful completion of Higher School Certificate or Intermediate Certificate with a First Division pass and an overall average of 88%
Papua New Guinea	Successful completion of the Higher School Certificate with a GPA of 3.0
Peru	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Philippines	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Poland	Successful completion of Egzamin Maturalny or Liceum with an average of 55% based on all compulsory subjects
Qatar	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Russia	Successful completion of one year of university studies or a qualification equivalent to an Australian AQF certificate IV
Saudi Arabia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Singapore	Successful completion of the Singapore-Cambridge General Certificate of Education A Level Examination with an aggregate score of 10 #
South Africa	Successful completion of the National Senior Certificate with an average of 50% or Senior Certificate with an aggregate score of 16 in 6 subjects in the higher grade ^
Spain	Successful completion of the Curso de Orientacion Universitaria/Título de Bachillerato with an overall GPA of 4.7
Sri Lanka	Successful completion of the Sri Lankan or GCE A Level examination with an aggregate score of 10# □
Sweden	Successful completion of the Slutbetyg Från Gymnasieskola (Sweden Secondary School Certificate) with a grade of 1.7 or higher

COUNTRY	UNDERGRADUATE
Syria	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Taiwan	Successful completion of the Senior High School Diploma or Senior Vocational School Diploma
Tanzania	Successful completion of the Cambridge Overseas Higher School Certificate (COHSC), Tanzanian or East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
Thailand	Successful completion of the Certificate of Secondary Education or Matayom 6 with a minimum GPA of 2.5
Turkey	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Uganda	Successful completion of the Cambridge Overseas Higher School Certificate (COHSC), Uganda or East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
United Arab Emirates	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
United Kingdom	Successful completion of the Cambridge International Examinations or Edexcel GCE A level examination with an aggregate score of 10 #
United States of America	Successful completion of the High School Diploma plus either successful completion of Scholastic Aptitude Testing (SAT) at competitive standards or an approved associateship at a community/junior college
Venezuela	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Vietnam	Successful completion of the Bang Tot Nghiep Trung Hoc Chuyen Nghiep (Secondary Vocational School Certificate) or a Diploma of General Education (Bang Tot Nghiep Trung Hoc Pho Thong) with a grade of 8.0 or completion of one year of study at a recognised university with passing grades
Zambia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Zimbabwe	Successful completion of the ZIMSEC A Level Certificate with a minimum 3 passes in principal subjects

Note:

*	Overseas qualifications must be deemed by the Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian in order to be considered by the Institute.
#	Score is based on Advanced Level where A=5, B=4, C=3, D=2, E=1. Note: AS subjects are not acceptable. There should be 3 subjects in one sitting.
~	Score is an aggregate based on passes in three academic subjects excluding General Paper where A 4.00, A- 3.67, B+ 3.33, B 3.00, B- 2.67, C+ 2.33, C 2.00, C- 1.67, D+ 1.33, D 1.00, F 0.0
^	Score is based on A=5, B=4, C=3, D=2, E=1
□	Score is based on A=5, B=4, C=3, S=1
•	Score is based on A1=8, A2=7, B3=6, B4=5, B5=4, B6=3, C7=2, C8=1
**	Please note that some degrees and awards are subject to an individual assessment.