



Student Admission Policy

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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

Entry criteria and application procedures are published in the Institute's *Prospectus* 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 both the educational and English language 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.

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
- IELTS Preparation Program Certificate of Proficiency from an Institute's approved ELICOS provider; or
- English for Academic Purposes Certificate of Proficiency from an Institute's approved ELICOS provider.

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

- Successfully completed Cambridge CAE & CPE 169+
- Successful completion of one year of tertiary study in Australia (Diploma, Foundation or Higher Education)
- Successful completion of Certificate IV in a related field
- Successfully completed GCE A Levels – minimum grade of D or better in GCE A-level English
- Successfully completed GCE O Levels – minimum grade of C or better in GCE O-level English

- 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 was 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 Executive Dean who will give the final approval.

6.1.3 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 Executive Dean. The Executive Dean 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 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.

6.3 Complaints and Appeals

Prospective students who fail to meet either academic or English language entry requirements may appeal in writing to the Executive Dean and apply to undertake a challenge exam. The granting of a challenge exam in lieu of the stipulated requirements requires the approval of the Executive Dean, 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 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 complies with 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.

8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at August 2017 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 admission of Aboriginal or Torres Strait Islanders	7 August 2017	8 August 2017

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 more or a GPA of 3.5 or more
Brazil	Certificado de ensino medio plus one year of foundation or post-secondary studies
Brunei Darussalam	GCE A-levels with 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 Baccalaureat General or Baccalaureat de L’Enseignement de Second Degre or Baccalaureat 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
Greece	Apolytirio(n)Lykeiou (average of 19)
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	Passing grade in either All India Senior School Certificate, Indian School Certificate of the Indian Council for school examinations or Higher Secondary School Certificate
Indonesia	Secondary School Certificate of Graduation (SKHUN/STK) or Secondary School Certificate of Completion (Ijazah formerly STTB) with an average score of 6
Iran	Satisfactory completion of one year of study at a recognized university - <i>Post secondary study</i>
Iraq	Satisfactory completion of one year of study at a recognized university - <i>Post secondary study</i> or a Preparatory Baccalaureat
Italy	Satisfactory completion of Diploma di Maturita
Japan	Satisfactory completion of one year Bachelor degree or Junior College Diploma with credit grades

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 the Senior High School Certificate with a minimum average grade of B
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
Mexico	Completion of Certificado de Educacion Secundaria – Upper Secondary as per NOOSR guidelines
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 60% or above
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 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 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	Completion of the Certificate of Graduation (High School) plus successful completion of at least one year of undergraduate study at a recognised university - <i>Post secondary study</i>
PNG	Completion of the Higher School Certificate with a minimum grade of “B”
Russia	A Certificate of Secondary Education (Svidetel'stvo Srednem Obrazovanii or Attestat ob okonchanii 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 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 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 minimum grade of C in three subjects or equivalent combination with AS level subjects.
United Arab Emirates	Satisfactory completion of one year of study at a recognized university - <i>Post secondary study</i>
United States of America	Completion of the High School Diploma with an average grade of "B"
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 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