

Student Admission Policy

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HESF (Threshold Standards) 2021	1.1.1; 1.1.2; 1.1.3; 2.2.1; 2.2.2; 2.2.3

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, and staff that are responsible for the assessment of student applications.

5. Definitions

See the AIH Glossary of Terms for definitions.

6. Policy Details

A person who is applying for admission must complete the relevant application form(s). All completed applications must be signed by the applicant. Applications completed and/or signed by a third party will not be accepted.

All supporting documentation for applications must be in original form or certified as a true and accurate copy by an authorised AIH representative, Justice of the Peace (JP), a Commissioner for Declarations, Public Notary or an authorised Australian Embassy or Consulate staff member. All documents must be made available in English.

All applicants must demonstrate that they meet the standards set by the Institute, as outlined below.

6.1 **Educational and General Requirements**

Entry criteria and application procedures are published in the Institute's Course Guides and on the Institute's website (www.aih.edu.au) for the information of prospective applicants.

All applicants must be at least 18 years of age as at the commencement date of the course where the mode of study will be face-to-face on an Australian campus.

Where equivalencies for overseas qualifications are not pre-determined under this policy, the Institute will use the Australian Government's assessment guidelines as published under the relevant Country Education Profile (CEP) to determine an applicant's education level for admission.

6.1.1 **Academic Requirements**

Diplomas, Associate Degree and Bachelor Courses

Applicants must provide evidence of one of the following to demonstrate they have successfully met one the following:

- Successful completion of Year 12 with an ATAR of no less than 55, including a passing grade in Mathematics and English (minimum B and 4) or equivalency;
- Recognised Foundation Studies course;
- Successful completion of one year of accredited tertiary study at an Australian Institution;
- International Baccalaureate with a score of 24;
- Successful completion of an Australian Certificate IV; **or**
- Partially completed undergraduate studies in Australia with another provider at the same Australian Qualifications Framework (AQF) level or higher. Where the student has passed less than 50% of the units attempted, the student will be placed under the Student at Risk program for monitoring of course progression.

The Institute has provided a list of country specific academic requirement for applicants using overseas secondary schooling qualifications under Appendix 1. For applicants with schooling from a country not listed, an individual assessment will be made by the Institute when applying.

Graduate Certificate and Graduate Diploma courses

Students must provide evidence of the following to demonstrate they have successfully met one of the following:

- A completed Bachelor degree (AQF Level 7) or higher in any discipline from an Australian university or college or international equivalent, or
- A recognised Diploma or equivalent and two years' relevant professional experience, or
- A minimum of five years' relevant professional experience may enrol in this course (subject to the Dean or Program Manager's approval).

Master courses

- A completed Bachelor degree (AQF Level 7) or higher in any discipline from an Australian university or college or international equivalent.

6.1.2 Special/Alternative Admission Arrangements:

For undergraduate courses, 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 or Foundation Studies.

For postgraduate courses, mature age or post-school students must provide evidence of an alternative qualification to demonstrate they have successfully met the educational entry requirements.

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 Principal Executive Officer who will give the final approval.

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 Principal Executive Officer 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 other factors including previous education and prior learning. Aboriginal and Torres Strait Islander applicants wishing to apply for special entry will be required to submit a personal statement outlining their education as well as sit a Special Admissions Test. The Special Admissions test will be set by the Principal Executive Officer. The Principal 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 English Language Requirements

The Institute reserves the right to request evidence of English language proficiency for applicants whose previous studies were conducted in a language other than English, or if such evidence is required by an Australian government agency to enrol in the course.

6.2.1 English Proficiency Tests

The Institute accepts the following English language proficiency levels using the International English Language Testing Scores as reference for entry into its courses (refer to Appendix 2 for a list of accepted test and equivalency levels):

Diploma Courses

Academic IELTS overall band score of 5.5 (no band less than 5.0) or equivalent.

Associate Degree and Bachelor Courses

Academic IELTS overall band score 6.0 (no band less than 5.5) or equivalent.

Graduate Certificate and Graduate Diploma Courses

Academic IELTS overall band score 6.0 (no band less than 5.5) or equivalent.

Master Courses

Academic IELTS overall band score 6.5 (no band less than 6.0) or equivalent.

* Certificates must have been issued within 2 years prior to commencement of the course.

6.2.2 Other Evidence of English Proficiency

Applicants who cannot provide an accepted form of English Language testing may also demonstrate their minimum English proficiency through one of the following means:

Undergraduate courses

Successful completion of:

- an accredited course from the Australian Qualifications Framework at Certificate IV level in a related discipline or above, or one-year of tertiary study within the 2 years prior to course commencement;
- an Australian Senior Secondary Certificate of Education in English;
- a Cambridge CAE & CPE course with 169+;
- the International Baccalaureate (IB) English B Standard Level grade 5, higher-level (A1 or A2) grade 4;
- at least 2 units of study at AQF Level 5 or higher at an Australian provider within the previous 12 months;
- an approved English for Academic Purposes (EAP) program offered by an ELICOS provider that has been approved under a direct entry agreement;
- an equivalent alternative English Language test approved by the Institute; **or**
- senior secondary study or at least one year of full-time university in a recognised country, where English language was the medium of instruction (refer to Appendix 3).

Postgraduate courses

Successful completion of:

- A Bachelor degree (AQF Level 7) or higher in any discipline from an Australian university or college or international equivalent;
- at least 2 units of study at AQF Level 8 or higher at an Australian provider within the previous 12 months;

- an approved English for Academic Purposes (EAP) program offered by an ELICOS provider that has been approved under a direct entry agreement;
- an equivalent alternative English Language test approved by the Institute; **or**
- senior secondary study or at least one year of full-time university in a recognised country, where English language was the medium of instruction (refer to Appendix 3).

6.3 Other Admission Requirements

Some course or programs may have additional requirements for applicants to meet industry or government accreditation or to requirement mandated by a government agency. Any course specific requirements will be published on the course page on the Institute’s website and any other course related materials.

6.3.1 Assumed Knowledge

Assumed knowledge in courses refers to the minimum level of knowledge in certain subject areas that students are expected to have before starting a course. It’s not mandatory to have this knowledge, but it is strongly recommended, as the course content will be taught with the understanding that students already possess this knowledge. These will be published in the relevant course information, if required.

6.3.2 Non-award Studies and Programs

Individuals applying for enrolment in individual unit(s), but not a full award qualification, will still be required to meet the requirements documented for the relevant level of study, as noted in the unit outline.

Where units of study form a non-award study program, credential or certification offered by the Institute to students directly or under a cooperation agreement, the entry requirements will be determined by the Institute on a case-by-case basis.

6.3.3 Student Visa Requirements

International applicants who require a Confirmation of Enrolment (CoE) and student visa to enrol in a course may be required to undertake additional checks by the Institute to assess their eligibility to be granted a 500-student visa. This may include, but not limited to, evidence of financial resources to support the first 12 months of study in Australia, overseas student health cover (insurance), reasons for coming to Australia, understanding of the course structure and outcomes, knowledge of Australia and their obligations under a student visa.

As part of its assessment, the Institute may elect to interview an applicant prior to admitting an applicant into a course.

6.4 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 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.

6.5 Complaints and Appeals

Prospective students who fail to meet either academic or English language entry requirements may appeal in writing to the Principal Executive Officer and apply to undertake a challenge exam. The granting of a challenge exam in lieu of the stipulated requirements needs the approval of the Principal 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 2021 Standard.

1.1 (Admission), which states:

- 1.1.1 Admissions policies, requirements and procedures are documented, are 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.
- 1.1.2 The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:
 - a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies
 - b. policies, arrangements and potential eligibility for credit for prior learning, and
 - c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.
- 1.1.3 Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.

This Policy and the associated Procedure also comply with the Higher Education Standards Framework 2021 Standard 2.2 (Diversity and Equity), which states:

- 2.2.1 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.
- 2.2.2 Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
- 2.2.3 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 comply with ESOS Act National Code (2018), Part D, Standard 2 which states:

“Registered providers recruit students in an ethical and responsible manner and provide information that enables students to make informed decisions about studying with the registered provider in Australia. Registered providers ensure that students’ qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought”.

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 is listed in online (see: <https://www.legislation.gov.au/Details/F2018C00474>).

8 Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at April 2024 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 Act2019.	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 Principal Executive Officer	22 April 2020	22 April 2020
2020.2	Principal Executive Officer	Updated entry requirements for Postgraduate studies	24 April 2020	24 April 2020
2020.3	Principal Executive Officer	Addition of Mauritius and Bhutan	20 October 2020	21 October 2020
2021.1	Principal Executive Officer	Updated entry requirements for Postgraduate studies	7 January 2021	8 January 2021
2021.2	Admissions Manager	Policy Review. Updated link to English Language Tests and Evidence Exemptions for Subclass 500 (Student) Visa and Appendix 2	17 February 2021	18 February 2021
2021.3	Admissions Manager	Policy review. Removed policies for applicant’s work experience.	14 April 2021	15 April 2021
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2022.2	Dean	Master of Business Administration (Business Analytics) update to section referring to assumed knowledge	8 July 2022	9 July 2022
2022.3	Dean/Program Manager Business	Updated must be 18 years of age and Australian CIV	7 November 2022	7 November 2022

2023.1	Admissions Manager	Policy review, Appendix 1 updated for Bangladesh, India, Nepal and Pakistan.	8 February 2023	9 February 2023
2023.2	Chief Operating Officer	Further changes to acceptance of certain English proficiency requirements, see Academic Board Circular Resolution 1 2023	9 March 2023	10 March 2023
2023.3	Chief Operating Officer	Changes on English and academic entry requirements for Diploma, Graduate Diploma and Graduate Certificate courses	2 June 2023	29 June 2023
2024.1	Admissions Manager	Policy review: Update on verified documents, removal of Assumed Knowledge	3 April 2024	4 April 2024

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

Appendix 1: Country Specific Academic Requirements for Undergraduate Entry

Country/ Region	Associate and Bachelor Degree	Diploma
Argentina	Bachiller/Bachillerato or Bachillerato Especializado as per CEP guidelines.	Bachiller/Bachillerato or Bachillerato Especializado as per CEP guidelines.
Bangladesh	Successful completion of Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) with a grade of A, 65% or a GPA of 3.5.	Higher School Certificate (HSC) with a GPA of 3.0
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.	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.	Certificado/Diploma de Ensino Medio
Brunei Darussalam	GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	GCE A-levels with a minimum grade of D 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.	Satisfactory completion of Ontario Secondary School Diploma (OSSD) or equivalent Provincial High School Diploma plus a minimum of 5 Ontario Academic Course (OAC) credits.
Cambodia	Satisfactory completion of one year of post-secondary study at a recognised university.	Successful completion of the Diploma of Upper Secondary Education with a C grade average.
People's Republic of China		Successful completion of Senior Middle 3 with a 50% average in 4 subjects. Gao Kao (National College Entrance Exam) with a 50% average.
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.	Successful completion of the Licencia de Educacion Media (Certificate of Secondary Education) with a Grade average of 4.5 or more (Suficiente)
Columbia	Completion of the Bachillerato or Bachillerato Tecnico plus one year of study at a recognised university - <i>Post-secondary study</i> .	Successful completion of Bachillerato with an average of 60% or higher in final year
Denmark	Satisfactory completion of either – A Studentereksamen, Hojere Forberedelseseksamen (HFX) or Hojere Handelseksamen (HHX).	Satisfactory completion of either –A Studentereksamen, Hojere Forberedelseseksamen (HFX) or Hojere Handelseksamen (HHX).
Fiji	Satisfactory completion of Form 7 or the University of South Pacific (USP) Foundation Year.	Fiji Form 7 Certificate with a C grade in three subjects.
France	Completion of Baccalaureat General or Baccalaureat de L'Enseignement de Second Degre or Baccalaureat de Technologique with minimum grade of 11.	Successful completion of Baccalauréat
Germany	Completion of The Abitur, the Fachhochschulreife, the Zeugnis der Allgemeinen Hochschulreife and the	Completion of The Abitur, the Fachhochschulreife, the Zeugnis der

	Reifezeugnis.	Allgemeinen Hochschulreife and the Reifezeugnis.
Ghana	Satisfactory completion of West African General Certificate of Education at Advanced Level or West African Senior School Certificate.	GCE A-levels with minimum grade of D in three subjects or equivalent combination with AS level subjects.
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.	Successful completion of HKALE with 1 'A' and 1 'AS' level pass; or Successful completion of HKDSE with a minimum of 8 points over the best four subjects.
India	Successful completion of Senior Secondary Certificate (10+2) and At least 65% or Grade 3 for an average and each of the core subjects (excluding any local languages) with no fails or backlogs from Federal/ Central Boards, or At least 70% for an average and each of the core subjects (excluding any local languages) with no fails or backlogs from the State Boards.	Higher School Certificate (HSC) with an average of 55 percent for all academic subjects (grand total) for any stream from CBSE, CISCE, Maharashtra and other boards.
Indonesia	Secondary School Certificate of Graduation (SKHUN/STK) or Secondary School Certificate of Completion (Ijazah formerly STTB) with an average score of 6.	Sekolah Menengah Atas (SMA 3); or Surat Keterangan Hasil Ujian Nasional (SKHUN or previously STK) Minimum grade average of 50 out of 100.
Italy	Satisfactory completion of Diploma di Maturita.	Diploma Liceale, Diploma di istruzione tecnica (Technical Education Diploma) Diploma di istruzione professionale (Vocational Education Diploma) with an average grade of 55 or higher.
Japan	Upper Secondary School Certificate of Graduation (Kotogakko Sotsugyo Shosho), overall average of 2.75 of all graded subjects.	Successful completion of the Upper Secondary School Certificate of Graduation (Kotogakko Sotsugyo Shosho).
Jordan	Satisfactory completion of one year of study at a recognized university - <i>Post-secondary study</i> . Secondary Certificate of Education (Year 12 award).	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.	Completion of Kenya Certificate of Secondary Education (KCSE) with 55% average grade.
Korea	Completion of Immungye Kodung hakkyo Choeupchang (Upper Secondary Certificate), 70% overall for all graded subjects.	Immungye Kodung Hakkyo Choeupchang (Upper Secondary Certificate).
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.	Lebanese Baccalaureate or Technical Baccalaureate (Overall grade of 10-11)
Malaysia	Completion of Sijil Tinggi Persekolahan (STPM) with pass grades in 2 or 3 subjects or Sijil Pelajaran Malaysia (SPM) plus 1-2 years Foundation/Diploma	Sijil Pelajaran Malaysia (SPM) with minimum grade of 4; or Sijil Tinggi Pelajaran Malaysia (STPM); or

	Program.	Matriculation (Matrikulasi) with a GPA of 2.0 in two academic subjects.
Mauritius	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of the GCE A-levels with a minimum grade of D 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.	Senior Middle School Graduation Certificate with average of 60% in final year results
Myanmar	Successful completion of at least 2 years of study at a recognised post-secondary institution – <i>Post-Secondary study</i> .	Matriculation/Basic Education High School (BEHS) - Pass grade in 6 subjects
Nepal	Completion of Nepalese Higher Secondary Certificate with an average and each of the core subjects to be CGPA at least 2.8 or 65%.	School Leaving Certificate Examination (XII) with overall Cumulative Grade Point Average (CGPA) of 2.4.
New Zealand	Completion of Form 7 and University Entrance Bursaries and Scholarships Examination (B.Bursary) with an aggregate minimum score of 250.	National Certificate of Educational Achievement (NCEA) Level 2 with a Merit average: a minimum of 80 credits with at least 60 credits at Level 2 or above.
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.	Completion of West African GCE A-levels with a minimum grade of D in three subjects or Senior Secondary Certificate Examination (SSC)/West African Senior School Certificate: Overall grade of Pass (no grade less than 7)
Norway	Completion of the Upper Secondary School Examination Certificate (Vitnemal: den Videregaende Skole) min GPA of 3.5.	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 with an average and each of the core subjects to be at least 65%) OR GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Intermediate/Higher Secondary School Certificate (HSC) with an average of 55+ percent OR GCE A-levels with a minimum grade of D 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 CEP guidelines.	Intermediate/Higher Secondary School Certificate (HSC) with an average of 55+ percent.
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 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.	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	The General Secondary Education Certificate awarded by the Ministry of Education in any stream after three

	as comparable to the educational level of an Australian Senior Secondary Certificate of Education (Year 12 award).	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.	Completion of the GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
South Africa	Completion of Senior Certificate with a minimum "C" average (60%-70%).	National Senior Certificate with a minimum grade average of 4 across four subjects.
Spain	Successful completion of the Curso de Orientacion Universitaria or Bachillerato.	Titulo de Bachiller or Titulo de Technico
Sri Lanka	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of the GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
Sweden	Successful completion of a Slutbetyg or Avangsbetyg from an Upper Secondary School.	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.	Senior High School Diploma or Senior Vocational School Diploma with an average of 65 percent.
Thailand	Completion of the Matayom 6 with a minimum GPA of 2.5 or Certificate of Secondary Education.	Certificate of Secondary Education M6 - GPA 2.0.
Turkey	Completion of High School Diploma with average grade (orta) – "C" grade – 55%-69%.	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.	Completion of the GCE A-levels with a minimum grade of D 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.	High School Diploma with a CGPA of 2.0 out of 4.
Vietnam	Satisfactory completion of Bang tot nghiep Pho thong Trung hoc (Diploma of General Secondary Education) with a minimum score of 6.5.	Thong (Upper Secondary Education Diploma) or Bang Tot Nghiep Trung Hoc Chuyen Nghiep (Secondary Vocational School Certificate) with a minimum score of 6 or 60% overall.
Zimbabwe	Completion of GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.

Appendix 2: English Language Test Equivalence Table

Test name	AQF Level 5 Course and Units	AQF Level 6,7 and 8 Course and Units	AQF Level 9 Courses and Units
Cambridge English: Advanced (CAE)	162	169	176
International English Language Testing system (IELTS Test) Academic Module	Overall band score of 5.5	Overall band score 6.0	Overall band score 6.5
Occupational English Test (OET)	C for each test component	B for each test component	B for each test component
Pearson Test of English Academic (PTE)	42	50	58
Test of English as a Foreign Language internet-based test (TOEFL iBT)	46	64	79

Appendix 3

REQUIREMENTS	APPROVED COUNTRY OR REGION
<p>Senior secondary study or at least one year of full-time tertiary study completed in the following countries.</p> <p>The language in which you undertook this qualification must be English.</p> <p>Qualifications and study may only be considered if these were successfully completed within five (5) years of the proposed course commencement date, or longer if the applicant can show evidence that they have continuously resided in an English-speaking country or region since the completion of their relevant studies until the application date.</p>	<p>American Samoa, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, Canada, Cameroon, Cook Islands, Dominica, Falkland Islands, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Maldives, Mauritius, Namibia, Nauru, New Zealand, Nigeria, Papua New Guinea, Philippines, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, St Kitts and Nevis, St Lucia, Tanzania, Tonga, Trinidad and Tobago, Uganda, United Kingdom (including Northern Ireland), United States of America, Vanuatu, Zambia, Zimbabwe</p>