

Student Admission Policy and Procedure

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| Responsible Officer | Admissions Manager |
| Approving authority | Academic Board |
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| Related Documents | Advanced Standing Policy and Procedure Diversity, Equity and Inclusion Policy Refund Policy and Procedure for International and Domestic Students Register of Articulated Institutions Log International Student Deferment, Suspension and Cancellation of Study Policy International Student Deferment, Suspension and Cancellation of Study Procedure Student Complaint and Appeal Policy Student Complaint and Appeal Procedure Student Code of Conduct |
| HESF (Threshold Standards) 2021 | 1.1.1; 1.1.2; 1.1.3; 1.4.1; 1.4.3; 2.2.1; 2.2.2; 2.2.3; 4.2.2; 7.1.1; 7.1.2 |
| Policy Visibility | Public |

1. Purpose

The intent of this Policy and Procedure 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.

For courses where achievement of learning outcomes requires demonstrable discipline-specific knowledge or technical capability, including higher degree by research programs, admission decisions must ensure applicants possess the foundational disciplinary competence necessary to achieve the requirements of the relevant Australian Qualifications Framework (AQF) level.

3. Context

This Policy and Procedure 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 and Procedure 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 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 (coursework)

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

Master of Research (ICT) course

Applicants must meet **one** of the following:

- **Cognate Qualification Pathway**
A Bachelor degree (AQF Level 7 or above), or equivalent, in Information Technology, Computer Science, Information Systems, Software Engineering, Data Science, Cyber Security, or a closely related ICT discipline, with evidence of academic achievement sufficient to support advanced research training.
- **Non-Cognate Qualification with Demonstrated ICT Capability Pathway**
A Bachelor degree (AQF Level 7 or above) in a non-ICT discipline **and** demonstrated ICT knowledge and technical capability equivalent to a cognate undergraduate background (subject to the Dean or delegate's approval). This must be evidenced through at least one of the following:
 - Substantial and relevant professional experience of at least two years in ICT-related roles; and/or
 - Completed tertiary-level ICT units, micro-credentials or professional certifications; and/or

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 (Non-research)

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

Master Courses (Non-research)

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

Graduate Certificate in Research

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

TOEFL iBT: Overall score 64 with minimum score of 14 in all sections

PTE Academic: Overall score 50 with no skill score less than 50

Cambridge CAE: CAE score of 169 with minimum of 169 in all individual skills

Master of Research (ICT)

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

TOEFL iBT: Overall score 79 with minimum score of 16 in all sections

PTE Academic: Overall score 58 with no skill score less than 50

Cambridge CAE: CAE score of 176 with minimum of 176 in all individual skills

* 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;
- Foundation Studies course with a government registered Australian higher education provider;
- 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;
- an accredited course from the Australian Qualifications Framework at Diploma level in a related discipline or above, or one-year of tertiary study within the 2 years prior to course commencement;
- 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 requirements mandated by a government agency, or to ensure that applicants possess discipline-specific knowledge and technical capability necessary to achieve course learning outcomes. 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.

6.3.4 Managing Enrolment Limits

The Institute reserves the right to deny admission to applicants who meet the entry requirements for courses in order to comply with enrolment limits or restrictions, as imposed by the Australian Government. This measure is necessary to manage enrolments in compliance with any regulatory caps or quotas placed on the Institute.

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 education 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. Actions and Responsibilities

7.1 Application Process

7.1.1 Eligibility for Entry

Applicants (Domestic and International) being considered for an Australian Institute of Higher Education ('the Institute') course must:

- Be eligible for admission,
- Lodge an Application Form signed by the applicant, and

- Provide evidence that they have met the published entry requirements for the Institute and relevant course.

Applicants who are International students will only be eligible to enrol as a full-time student. All applicants must also be over 18 years of age at the time they commence the course for which they have applied.

Incomplete applications may result in delays in the admission process. Successful applicants will receive a Letter of Offer and details for payment of tuition and other fees, and orientation. Unsuccessful applicants will receive formal notification that their application has been unsuccessful, including the reason.

7.1.2 Verification of Documentation

Original or certified copies, together with English translations (where appropriate), of documentation included in an application for admission must be appropriately verified. Persons eligible to certify documents are an authorised officer from the institution that originally issued the document, an Australian Overseas Diplomatic Mission or Australian Education Office, an authorised representative of the Institute, a Notary Public, or a Justice of the Peace. The authorised officer must sign and print their name clearly, include the date and an official stamp or seal of the authorised officer's organisation. The Institute reserves the right to contact the issuing institution for verification of qualifications.

7.1.3 Evidence Levels (International Students)

The issuance of a Letter of Offer or electronic Confirmation of Enrolment (CoE) is determined according to the Evidence Level for each country under the Simplified Student Visa Framework (SSVF).

7.1.4 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. Depending on the risk of the country, additional checks may be performed. These checks include but are not limited to providing answers to the targeted questionnaires, a GS interview, and financial checks.

7.1.5 Onshore Overseas Student Admissions

AIH will only enrol overseas students transferring from another Australian provider where the student has demonstrated a genuine and compliant study pathway and the transfer otherwise complies with Standard 7 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018).

In assessing eligibility, the Institute will:

- Recognise that a student's principal course of study may change from that determined at the visa grant for the student pursuant to a Student Course Variation (SCVs) following a lawful transfer between providers in accordance with Standard 7 of the National Code 2018; **and**
- Assess the student's study history based on PRISMS records, including but not limited to any Student Course Variations (SCVs) and updated CoEs.

AIH will only accept onshore overseas students where:

- The student has completed their principal course of study prior to commencement of studies with AIH, being the course identified as the principal course in PRISMS at the relevant time; **and**

- The completed course is at the same AQF level or higher as the course for which the student visa was granted, **or**
- The student has maintained enrolment in compliance with their visa, including any transfers approved and recorded under Standard 7 of the National Code 2018.

AIH will not enrol overseas students where there is evidence of:

- Non-genuine study progression; **or**
- Behaviour or any circumstances inconsistent with the Genuine Student requirement.

7.2 Deferral of Commencement (International Students)

Deferral of course commencement must be requested in writing at least one week prior to the start date of the course. If there are extenuating circumstances, deferral of commencement may be approved later than one week prior to the start date by the Principal Executive Officer or nominee.

Students are allowed to defer the commencement of a course on medical grounds or other exceptional/compassionate circumstances. Please refer to the International Student Deferment, Suspension and Cancellation of Study Policy and associated Procedure and the Refund Policy for International and Domestic Students and associated Procedure for further information.

The deferral will be valid for 6 months or 2 intakes from the time the offer is applicable. After the expiration of the approved deferral period, the applicant will be required to reapply for admission.

7.3 Conditional Offer to International Students

International students applying to study an Institute course must meet both the Institute's educational and English language proficiency entry requirements and the Department of Home Affairs requirements for student visa (subclass 500) applications.

Although all applicants must have the educational entry requirements demonstrated and evidenced at the time of application, some international student applications may not have met the English language entry requirements.

Applicants who have provided evidence of meeting the educational requirements but not the English language entry requirements may apply for Conditional Offer of Admission into their chosen course. Before issuance of a Confirmation of Enrolment (CoE), the applicant will need to either meet the English language requirement by providing the necessary test score result, or provide a CoE for an approved English for Academic Purposes (EAP) program offered by an ELICOS provider accepted by the Institute.

Not all applicants will be eligible for a Conditional Offer as some applicants will not be able to secure a student visa with an unconditional offer and acceptance for direct entry into the principal course of study.

Students who do not meet the Conditional Offer requirements should refer to the Refund Policy for International and Domestic Students and associated Procedure.

7.4 Entry by Articulation Agreement

In addition to the information prescribed above, applicants must also provide verified copies of academic qualifications and transcripts from the articulating institution and refer to the Institute's Register of Articulated Institutions for the list of articulated institutions and the

conditions of articulation. This must be read in conjunction with the Advanced Standing Policy and associated Procedure.

7.5 Entry with Advanced Standing or Credit

Applicants who wish to apply for advanced standing for a part of their course of study where articulation agreements do not exist should refer to the Advanced Standing Procedure and lodge their application concurrently with their application for admission. The outcome of this application will be determined by the Principal Executive Officer, or his/her nominee, on a case-by-case basis. A database of the applications and their outcomes will be maintained for review by the Teaching and Learning Committee.

Applicants with prior experience can be assessed through providing a position description and CV which includes position details, position purpose and key responsibilities, subject to academics and/or delegate's review and assessment.

7.6 Offer of Places

- Offers of places will be made in accordance with this Procedure and the related Policy.
- All offers are made in writing and acceptance must be made in accordance with the Letter of Offer and completed by the specified dates.
- Acceptance of an offer of a place shall be taken to constitute acceptance by the applicant of all published rules and regulations of the Institute.
- Any applicant providing false or misleading information may have their offer withdrawn and enrolment cancelled.

8 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>).

9 Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at August 2025 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.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 |

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| 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 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 |
| 2024.2 | Admissions Manager | Combined policy and procedure; Updated policy owner and responsible officer; New Clause 6.3.4 inserted to establish refusal of admission to comply with government caps or quotas. | 9 October 2024 | 10 October 2024 |
| 2025.1 | Admissions Manager | Minor changes were made to Appendix 1 to align with curriculum equivalence requirements for the People's Republic of China, Indonesia, Nepal, Philippines, and Vietnam. Clause 6.2.1 was updated to include admission provisions for proposed postgraduate by research courses. Clause 6.2.2 was amended to | 6 August 2025 | 07 August 2025 |

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| | | incorporate foundation courses as an approved pathway to meet English language proficiency requirements for undergraduate programs. Appendix 2 was revised to clarify minimum band and skill scores for alternative English language testing methods. In addition to previously listed HESF standards, the policy now also aligns with Standard 4.2.2 (Admission Criteria for Research Degrees) and relevant elements of Standard 7 (Institutional Quality Assurance). | | |
| 2025.2 | Admissions Manager | Appendix 2 updated with English Language tests as per changes implemented in legislative instrument 2025 | 01 October 2025 | |
| 2026.1 | Chief Growth Officer and Admissions Manager | Addition of 7.1.5 to adhere to National Code Updates and supporting student visa integrity. Wording update of “Master by Research” to “Master of Research” to comply with AQF requirements. Appendix 2 updated with new English Language tests as per changes implemented in legislative instrument 2025 Updated principles, context, and entry requirements to align with revised Master of Research admission requirements. | | |

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 |
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| 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 with 70%. | Successful completion of Senior Middle 3 with a 60%. |
| 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 Educación 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 |

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| | 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 | Successful Completion of Senior Secondary Education - Ijazah or Surat Tanda Tamat Belajar (STTB)/ Sekolah Menengah Atas (SMA3)/ Madrasah Aliyah (MA), as issued by the school. | Successful Completion of Senior Secondary Education - Ijazah or Surat Tanda Tamat Belajar (STTB)/ Sekolah Menengah Atas (SMA3)/ Madrasah Aliyah (MA), as issued by the school. |
| 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 | Sijil Pelajaran Malaysia (SPM) with minimum grade of 4; or Sijil Tinggi |

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| | Malaysia (SPM) plus 1-2 years Foundation/Diploma Program. | Pelajaran Malaysia (STPM); or 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 Secondary School leaving Certificate with an average and each of the core subjects to be CGPA at least 2.8 or 65%. | Successful completion of Secondary School Leaving Certificate 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 Senior High School (under K-12 Curriclum) with a minimum grade average of 75%. | Completed Senior High School (under K-12 Curriclum) 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. |

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| 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). | 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. | 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 Grade 12 with Bang tot Nghiep Pho thong Trung hoc (High School Diploma with a minimum score of 6.5 or higher. | Satisfactory completion Grade 12 with Bang tot Nghiep Pho thong Trung hoc (High School Diploma with a minimum score of 6.0 or higher |
| 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 with minimum of 154 in all individual skills | 169 with minimum of 162 in all individual skills | 176 with minimum of 169 in all individual skills |
| International English Language Testing system (IELTS Test) Academic Module | Overall band score of 5.5 with no band score less than 5.0 | Overall band score 6.0 with no band score less than 5.5 | Overall band score 6.5 with no band score less than 6.0 |
| 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 overall score with no skill score less than 36 | 47 overall score with no skill score less than 42 | 56 overall score with no skill score less than 47 |
| Test of English as a Foreign Language internet-based test (TOEFL iBT) | 46 with minimum score of 12 in all sections | 64 with minimum score of 12 in all sections | 79 with minimum score of 14 in all sections |
| LANGUAGECERT Academic | Overall band score of 54 | Overall band score of 61 | Overall band score of 70 |
| Michigan English Test (MET) | Overall band score of 49 | Overall ban score of 53 | Overall band score of 59 |

Appendix 3

| REQUIREMENTS | APPROVED COUNTRY OR REGION |
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| <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)</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,</p> |

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| <p>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>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> |
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