Admissions Procedure (Higher Education)

Version Number: 3.4
Effective Date: 4 September 2026
Review Date: 4 September 2028
Approved By: Academic Board
Procedure Owner: Vice President Business Development
Procedure Area: HE
Audience: Public

1. Purpose

1.1 This procedure aligns with Admissions Policy to guide decision-making in Admissions and ensure all applications are determined consistently and fairly.

1.2 This procedure aligns with regulatory guidelines including:

- 1.2.1 Australian Qualifications Framework (AQF)
- 1.2.2 TEQSA Higher Education Standards Framework (HESF)
- 1.2.3 FEE-HELP and FEE-HELP Guidelines
- 1.2.4 National Code of Practice for Providers of Education and Training to Overseas Students 2018

2. Scope

2.1 This procedure applies to all students seeking to apply to enrol in courses at Stanley College, and all staff involved in the processing of applications for admissions.

2.2 For more information on admissions requirements for Vocational Education and Training (VET), refer to the Admissions Policy (VET) on Stanley College website or on Novacore.

2.3 For more information on admissions requirements for Professional Year Program (PYP) kindly refer to the *Admissions Policy – Professional Year Programs* on Novacore.

3. Key Definitions

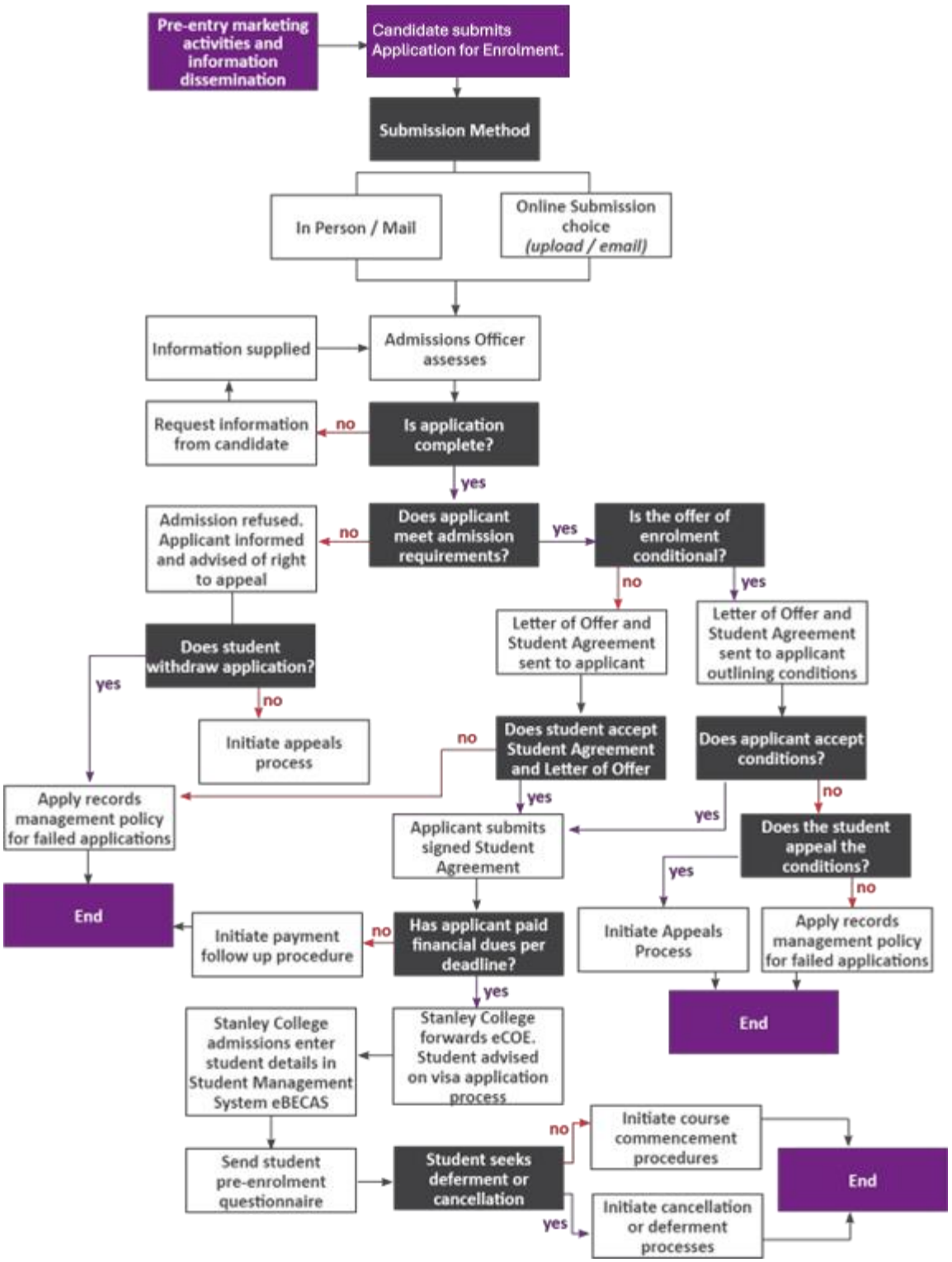
3.1 Please refer to *Glossary of Terms* at:

- 3.1.1 Website: https://www.stanleycollege.edu.au/studying-with-us/policies-and-procedures/
- 3.1.2 Higher Education website: https://highereducation.stanleycollege.edu.au/essential-information/policies-procedures/

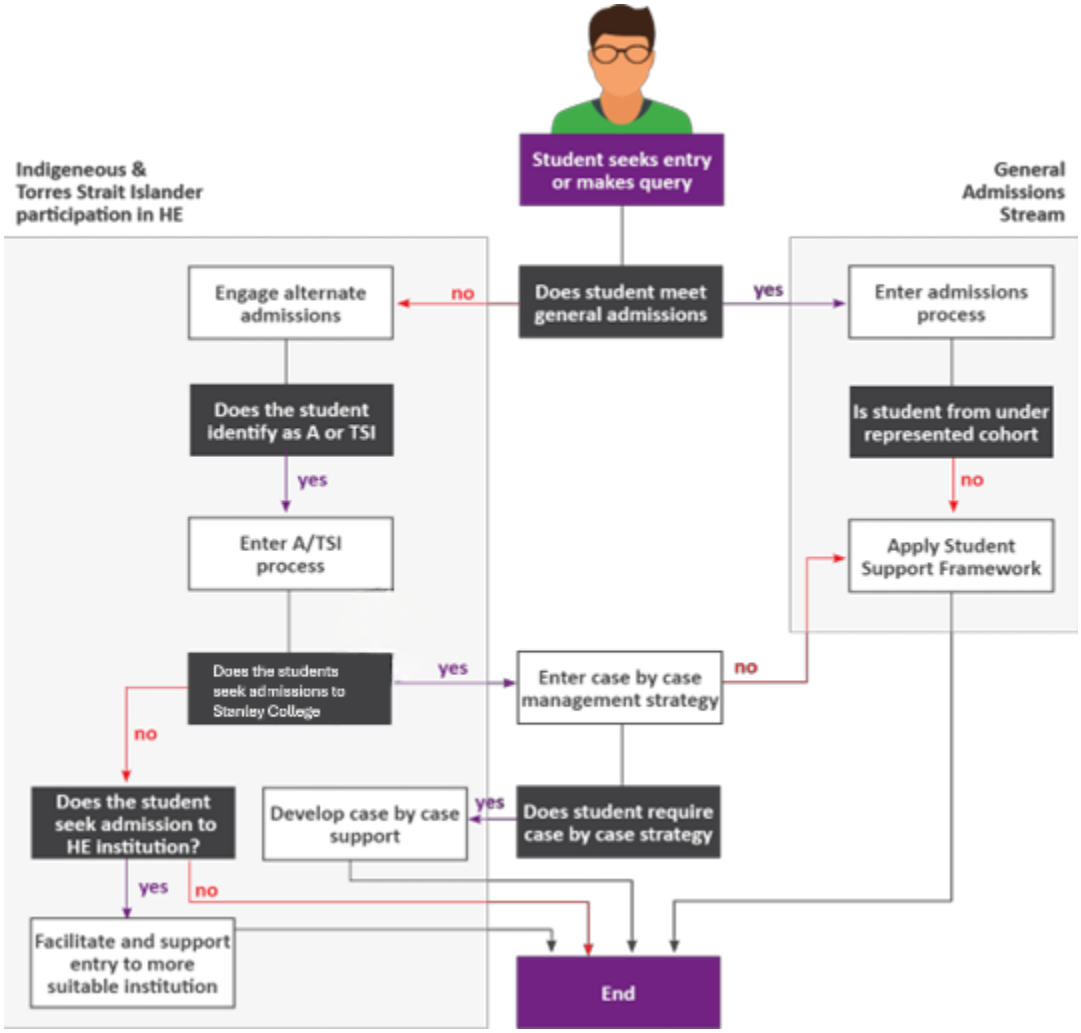
4. Procedure Steps

For ease of usage these procedures are divided into a number of sections.

Admissions Procedure – Overview Diagram



Admissions – Streams Support Diagram



Initial Contact

4.1 Prospective students may contact Stanley College directly or via registered education agents. In all cases, the student is provided with relevant information by the College or (in the case of International students) their appointed education agent. The enrolment process is conducted by the Admissions department.

4.2 Prospective students are provided with information that is comprehensive, current and in plain English before they are enrolled. Once an applicant is deemed to have met the entry requirements for their preferred course, the applicable Student Handbook (Higher Education)) is issued to students with the letter of offer/written agreement. Where an Education Agent is involved, the Education Agent's sole role is to introduce the student to the College.

4.3 The following documents provide information on Stanley College courses:

- 4.3.1 Admission Information Set
- 4.3.2 Course Admission Information Set
- 4.3.3 Student Handbook
- 4.3.4 Stanley College Website

4.4 All Admissions staff are inducted on the requirements of the Higher Education Standards Framework (HESF) 2015FEE HELP and are continually updated and trained on any changes, as they are implemented. See your supervisor if you think you need further training.

4.5 In order to give applicants the best chance of success, it is important for Stanley College to ensure that their qualifications, experience and English language proficiency are appropriate for the course they want to enrol in. Hence Stanley College has strict guidelines for assessing applicants and offering them a course which gives them the best chance to succeed in their chosen career.

Admissions Refusal

4.6 Stanley College reserves the right to reject applicants who:

- 4.6.1 Provide false information or fraudulent documents in support of their application – for international students more information on provision of false information or fraudulent documents can be referred here - Public Interest Criterion (PIC 4020);
- 4.6.2 Fail to meet pre-visa screening processes;
- 4.6.3 Fail to demonstrate that they are a Genuine Student (GS) as defined under the Migration Act;
- 4.6.4 Were previously excluded from studying at Stanley College due to payment default, misconduct, poor progression or failure to demonstrate that they are genuine students;
- 4.6.5 Are unable to meet the requirements and suitability of the course and Stanley College believes that it would not be in the best interest of the applicant;
- 4.6.6 International Students who have not completed a minimum of six months of study in the Principal Course linked to the Student Visa issued by another Education Provider.

Genuine Student (GS) Requirement

4.7 The Department of Home Affairs requires future students to show they meet the Genuine Student Criterion (GSC) for Australia. Stanley College uses a GST/GS Assessment Form developed internally to help Admissions determine if a student's statement is likely to meet visa requirements. After initial review, the Admissions Manager gives final approval. Only submissions that fulfil the Genuine Student Criteria move forward.

Initial Review

4.8 Reviewing their application against course entry requirements, academic records, previous study /employment history, immigration history, course selection (value of the course to their future), visa status, compliance with visa conditions and any other relevant matter.

GST/GS Assessment

4.9 All future students are required by Department of Home Affairs to provide information to prove they are a *Genuine Student Criterion* may also refer to *Genuine Student Test (GST)* to Australia. Stanley College has designed a *GST/GS Assessment Form* to assist the Admissions Team in identifying whether the student's written statement intended for the Department of Home Affairs (DHA) is likely to satisfy the visa application process. Once the completed form has been reviewed and passed the initial assessment it is reviewed by the Admissions Manager for final approval. Only submissions satisfying the Genuine Student Criteria are progressed.

Benchmarking Admission

4.10 Admissions processes must be applied fairly and consistently to all applicants who meet the Course Entry Requirements. In order to do this, Stanley College benchmarks entry requirements against other providers as well as the following regulatory standards and internal requirements set:

- 4.10.1 Australian Qualifications Framework (AQF) to ensure students have appropriate academic background;
- 4.10.2 Higher Education Standards Framework (HESF);
- 4.10.3 Education Services for Overseas Students (ESOS) Act, the National Code and FEE HELP;
- 4.10.4 Appropriate English Language Proficiency to successfully undertake a course; and
- 4.10.5 Approved guidelines set by the Academic Board.

Applications for Different Level Courses

Applicants for Higher Education Courses - Undergraduate

4.11 Applicants seeking to enter a Higher Education (Bachelor) course must have one of the following:

- 4.11.1 Equivalent Offer from an Australian or Overseas University: satisfactory completion of at least six months consecutive study at any Australian university or non-University Institutes of Higher Education (IHE).
- 4.11.2 Overseas Tertiary Studies: satisfactory completion of at least six months consecutive study in a program deemed equivalent to an Australian Qualifications Framework (AQF) level qualification of at least level 5 as determined by the Country Education Profiles (CEP) of the Australian Government Department of Education, WA Overseas Qualifications Unit (OQU) and South Australia: Skilled Arrival Services:
- 4.11.3 Foundation Studies: successful completion of Foundation Studies program offered by TAFE, an Australian university, or a private provider that is accredited as AQF Certificate IV qualification or accredited as compliant with the National Standards for Foundation Programs.
- 4.11.4 Vocational Education and Training (VET): successful completion of a VET award at Certificate IV or higher at an Australian Registered Training Organisation (or equivalent)
- 4.11.5 Recent Secondary Education (Within Past Two Years):
  - a) *Australian Year 12 (Western Australia)* – successful completion of the Western Australian Certificate of Education (WACE), with a minimum Australian Tertiary Admission Rank (ATAR) of 55. Applicants can also be given an unconditional Offer prior to their completing secondary education based on a predicted ATAR at five points above the entrance score of 55 (i.e. 60 or more).
  - b) *Australian Year 12 (South Australia)* – successful completion of the South Australian Certificate of Education (SACE), with a minimum Australian Tertiary Admission Rank (ATAR) of 55. Applicants can also be given an unconditional Offer prior to their completing secondary education based on a predicted ATAR at five points above the entrance score of 55 (i.e. 60 or more).
  - c) *Interstate Year 12* – successful completion of an Australian Senior Certificate of Education deemed equivalent to the WACE or SACE, with a minimum ATAR of 55. Applicants can also be given an unconditional Offer prior to their completing secondary education based on a predicted ATAR at five points above the entrance score of 55 (i.e. 60 or more).
  - d) *Overseas Secondary Education (equivalent to Australian Year 12)* – Offshore applicants who have successfully completed their secondary school qualifications within the past two years and have obtained the minimum entry requirements in accordance with the

published scores for admission in *Appendix 1 – Academic Entry Requirements by Country.*

4.11.6 International Baccalaureate (IB): successful completion of the International Baccalaureate (IB), including English.

4.11.7 Applicants with Work and Life Experience: finished secondary education more than 2 years ago. Students with work and life experience may be admitted to a course without meeting the formal academic requirements if they have relevant work experience and/or other acceptable qualifications. These include formal qualifications such as:

a) Higher education study
b) VET study – completed competency-based AQF Certificate IV and Diplomas
c) Sub-degree level study
d) Bridging and preparation courses
e) Post-secondary professional qualifications

Applicants for Higher Education Courses – Postgraduate Course work

4.12 Applicants seeking to enter a Higher Education Postgraduate (course work) course must have one of the following:

4.12.1 Overseas Tertiary Studies: Completion of a recognised bachelor's degree (AQF 7), or higher, in any discipline or equivalent.

4.12.2 General entry: Completion of a recognised bachelor's degree (AQF 7), or higher, in any discipline or equivalent

4.12.3 Applicants with Work and Life Experience: A minimum of five years' relevant work experience, which includes at least three years' management experience, or significant technical experience

4.12.4 Vocational Education and Training (VET): An Advanced Diploma or Associate Degree (AQF Level 6) or learning equivalent to an AQF Level 6 qualification and at least three years' relevant work experience OR;

4.12.5 Completion of the Graduate Certificate stage at the college (or equivalent at a recognised IHE or University)

Application for Admission

Eligibility and Submission Process

4.13 Prospective students complete the relevant *Application for Admissions* Form - Higher Education (Domestic Student or International Student), and submit it to Stanley College's Admissions Office together with all required documents.

4.14 Documents required for admission include:

4.14.1 Completed Application for Admissions Form;

4.14.2 Copy of valid identification document with photo such as passport (mandatory for international students) or driver's license, Proof of age card, Birth Certificate, Travel documents;

4.14.3 Original scanned copies of testamurs and academic records from previously completed courses of study at other institutions (with copy of the certified translated version);

4.14.4 Certified copy of an approved English language test or documented evidence of English language proficiency;

4.14.5 Applicants who wish to apply for credit must do so when applying for Admission by indicating it on the Application Form;

4.14.6 **International Students:** must submit Overseas Student Health Cover (OSHC) and Student Visa (once it becomes available);

4.14.7 **Onshore International Students:** copies of previous CoE if applicable;

4.14.8 **For Full Fee-Paying Students:** the Application Form must contain the student's USI (Unique Student Identifier), completed pre-enrolment questionnaire and a copy of an approved English language test or documented evidence of English language proficiency or LLN Test. For further information on USI see: https://www.usi.gov.au/students/get-a-usi;

4.14.9 Applicants must read and sign that they understand the Conditions of Enrolment;

4.14.10 Applicants must read and sign that they understand the Student Refund and Cancellation Fee Policy.

4.15 Applications can be submitted using one of the following methods:

4.15.1 Lodge completed application online via Stanley College's website;

4.15.2 Email the complete application to: admissions@stanleycollege.edu.au

4.15.3 Via an approved Education Agent (see listing at: https://www.stanleycollege.edu.au/registered-agents/.

4.16 The Admissions Officer will review the application and supporting documentation to ascertain whether the applicant meets the admission requirements outlined in the Admissions Policy. Where an Application Form is received without the required information to determine a student's eligibility for the course, the Admissions Office will put the application on hold and contact the student to inform them that their application is pending and to request outstanding documentation or information.

Processing the Application for Admissions

4.17 The Admissions Officer processes applications using the Application Checklist. Each stage of the application process is checked and ticked off before progressing to the next stage. Admissions access eligibility, assessment of GST/GS and the capacity to progress and complete the proposed study. Notes are added, as required, and students are informed about any missing information or documents.

4.18 Each application will be checked to confirm that the applicant has provided evidence that they have met the entry requirements as specified in the Application Checklist, Admission Information Sets and marketing material for the relevant course. In cases where applicants have not met the entry requirements, students will receive notification that their application has been declined (clearly stating the reasons) or a conditional Letter of Offer.

4.19 The prospective students' personal details are entered into the student management system, and the Admissions Checklist is generated and completed based on the information submitted.

4.20 There are stages and specific information during the application process that must be confirmed/approved by the Admissions team.

4.21 At any stage during the admission process, the Admissions Officer will inform the Academic Registrar about any inconsistencies and or concerns. The Academic Registrar alerts the Dean Higher Education of any events that may be cause for concern.

English Language Proficiency

4.22 For students who have migrated to Australia and did not undertake studies in Australia, Stanley College requires additional evidence of English capability relevant to the course, for example the *Special Tertiary Admissions Test (STAT).* The Admissions Office will send this request to the student via email, with a link to the test for completion. For further details of Special Tertiary Admissions Test (STAT) and how to book a test, please refer to the following links : https://stat.acer.org

4.23 Further information about this process can be found within the English Language Proficiency Policy and Procedure.

4.24 Required English Proficiency for Higher Education Course Entry Requirements:

HIGHER EDUCATION COURSES - UNDERGRADUATE	
Bachelor Of Business, Bachelor of Information and Communication Technology, Bachelor of Community Services	
Academic	See Section 4 above
English Proficiency	**As demonstrated by previous study or STAT Test:** • An English Language pass level in an Australian Senior Certificate of Education (Year 12) or equivalent; or • Evidence of satisfactory completion of an accredited tertiary award in English (Diploma/AQF 5 or above); or • Satisfactory completion of an accredited tertiary award in English; or • Prior Study in English (Qualification / Recognised Countries), Complete 5 years of full-time study in English in Canada, New Zealand, Republic of Ireland, United Kingdom, United States, or South Africa • For Alternate Admission applicants, a minimum score of 135 for the STAT Multiple-Choice component and a minimum score of 140 for the STAT Written English component. • Attainment of a specified level of achievement in an approved English language test as listed below. **Approved English Language Test with a minimum score of:** • **IELTS:** Overall score of 6 with an individual score of 5.5 for Listening, Reading, Writing and Speaking • **TOEFL Internet Based Test:** Overall score of 67 with an individual score of 12 for Listening, 18 for Speaking, 15 for Reading and 21 for Writing • **Cambridge English Advanced (CAE):** Total score of 161 and achievement of C1 Advanced level • **Pearson Test of English (PTE):** Overall score of 47 and no less than a score of 47 for each skill • **Occupational English Test (OET):** Score of 1210 • **Comprehensive English Language Proficiency Index Program (CELPIP):** Overall score of 7.0 with a score of 6.0 for individual skills • **LANGUAGECERT Academic:** Overall score of 61 • **Michigan English Test (MET):** Overall score of 53-57 with an individual score of 49 for each skill • **Oxford Test of English (OTE) Advanced:** Achievement of B2

HIGHER EDUCATION COURSES – POSTGRADUATE	
Master of Business, Graduate Diploma of Business and Graduate Certificate of Business	
Academic	See Section 4 above
	As demonstrated by previous study or STAT Test: • An English pass level in an Australian Senior Certificate of Education (Year 12) or equivalent; or • Special Tertiary Admissions Test (STAT) - a minimum score of 135 for the STAT Multiple-Choice component and a minimum score of 140 for the STAT Written English component; or • Evidence of satisfactory completion of an accredited tertiary award in English (Diploma/AQF 5 or above); • Prior Study in English (Qualification / Recognised Countries), Complete 5 years of full-time study in English in Canada, New Zealand, Republic of Ireland, United Kingdom, United States, or South Africa. • Attainment of a specified level of achievement in an approved English language test as listed below **Approved English Language Test with a minimum score of:** • **IELTS:** Overall score of 6.5 with an individual score of 6 for Listening, Reading, Writing and Speaking • **TOEFL Internet Based Test:** Overall score of 79 with an individual score of 18 for Listening, 18 for Speaking, 18 for Reading and 18 for Writing • **Cambridge English Advanced (CAE):** Total score of 169 and achievement of C1 Advanced level • **Pearson Test of English (PTE):** Overall score of 54 and a score of no less than 50 for each skill • **Duolingo:** Overall score of 120-125 with a score of 105-115 for individual sections • **Occupational English Test (OET):** An overall result of C+ and for each section • **Comprehensive English Language Proficiency Index Program (CELPIP):** Overall score of 9.0 with a score of 6.0 for individual skill • **LANGUAGECERT Academic:** Overall score of 70 • **Michigan English Test (MET):** Overall score of 58-61 with an individual score of 53-57 for each skill • **Oxford Test of English (OTE) Advanced:** Achievement of B2

Reporting English Language Proficiency on PRISMS

4.25 For International Students, Stanley College must report the outcomes of the Students' English language proficiency when creating or updating a Confirmation of Enrolment (CoE) on PRISMS.

4.26 Upon creation of the Confirmation of Enrolment (CoE) in PRISMS, the following information is required to record English language proficiency including:

4.26.1 English language test and the score the student received;

4.26.2 English language test exemption details;

4.26.3 Student contact details (residential address, mobile or phone number and email address).

4.27 For guidance on how to process the above items in PRISMS, refer to the 'How To Guide - (PRISMS) English Language Testing and Exemptions' available in Novacore (Novacore/Admissions Drive/How to Guides).

Applying for Credit or Recognition of Prior Learning (RPL)

4.28 Applicants who wish to apply for credit must do so at the same time as they apply for the course through Admission by indicating it on the *Application for Enrolment Form*.

4.29 Upon receipt of a request for credit or RPL students will be given an Application for Course Credit (Higher Education) Form to apply for their credit or RPL online. The applicant are required to provide certified evidence demonstrating successful completion of subjects (pass' grade or higher) or complete courses of formal study, provided they meet the equivalency conditions stated in the *Credit and RPL Policy and Procedure*. Once a complete application is submitted, the Academic Registrar and/or the academic team will evaluate the application and provide the students with a Credit Transfer outcome statement for their acceptance or rejection. Students who accept the outcome of the Credit Transfer outcome statement will be granted the respective credits. Please note that request for credit or RPL may impact the duration of the course.

Offer Acceptance, Variations to Offer Acceptance and Record keeping

Offer and Acceptance

4.30 Once an applicant is deemed to have met the entry requirements for their preferred course, a Letter of Offer is issued. This must include sufficient information for the applicant to make an informed decision about studying at Stanley College and instructions on how to accept the offer. To accept the Offer, applicants must sign the Letter of Offer, pay fees in accordance with Offer within 28 days from the date of issue if a full offer is issued OR within 28 days from the date of issue or until the course commencement date, whichever occurs first if a conditional offer is issued.

4.31 Admission takes effect when the applicant accepts the Offer by signing the Letter of Offer and paying the deposit, as specified. The Letter of Offer now becomes the Student Agreement.

4.32 Upon receipt of the signed Letter of Offer and the deposit, all documents are uploaded into the student management system.

4.33 For International Students the Offer is converted a Confirmation of Enrolment (COE) which is issued in accordance with the Guidelines for PRISMS. Expired offers are subject to reassessment against the updated GST/GS (Genuine Student requirements) and admissions requirements at the time of the request to active the offer again and to be issued with a CoE.

4.34 Upon creation of the CoE in PRISMS the following information may be required:

- 4.34.1 English language proficiency including a test and the score the student received, any test exemption details;
- 4.34.2 Student contact details (residential address, contact number and email address);
- 4.34.3 Where applicable, details of the Education Agent involved in facilitating the student's enrolment;

4.35 All applicants (and their Education Agent) will receive a formal notification of the admission outcome from Stanley College's Admissions Office as either:

- 4.35.1 Letter of Offer (full offer);

4.35.2 Letter of Offer (conditional offer), requiring proof of English proficiency, successful completion of a prior qualification, or some other official documentation; or

4.35.3 Refusal notification – explaining the reason for the rejection.

4.36 Stanley College may vary or cancel any decision where it is determined that the applicant has not met the admission requirements.

4.37 Where an applicant has been offered a place and it is later found that incomplete or inaccurate information was provided by or on behalf of the applicant:

4.37.1 Stanley College may vary or cancel any decision made on the basis of incorrect, incomplete or fraudulent information provided by the applicant or by referees in support of an application;

4.37.2 Stanley College may withdraw the offer, or the student may be withdrawn from the course. Where the fraud is discovered after the Commencement Date of the course, the student will forfeit their right to any refund of fees.

Late Admissions

4.38 Refer to the Stanley College website for more information on application dates and late applications for admissions.

Deferring an Enrolment

4.39 Students who wish to defer their studies after accepting an Offer of admission may apply for Deferment through the Admissions Office or Student Services Team. Students must apply in writing of their intention to defer the commencement of studies, by completing a Course Variation Application Form (CVAF) and submitting it.

4.40 Requests for Deferment are not automatically granted. If Deferment is granted, tuition fees may be transferred to the revised commencement date. However, if a student decides to cancel enrolment after deferment, in that case refund application to be considered with original commencement date.

4.41 International students with a deferment granted will be reported to Department of Home Affairs via Provider Registration and International Student Management System (PRISMS), as per section 19 of the ESOS Act 2000 (Cth).

4.42 The following applies for students who wish to change the Commencement Date for their course, as detailed in the Letter of Offer:

4.42.1 **Before CoE is Issued:** student must contact the Admissions Team in writing and provide details on the reason for change of Commencement Date. This will require a new Letter of Offer to be generated and signed by the student. This is managed by the Admissions Team

4.42.2 **After CoE is Issued but before commencement of studies:** students must complete a Course Variation Application Form, available via the Stanley College Website, and provide details on the reason for change of commencement date. A change of commencement date will require a new Letter of Offer to be generated and signed by the student. This is managed by the Admissions Manager or Course Variation Team. Where the change in Commencement Date means a gap of more than eight (8) weeks, Stanley College will highlight to the student and/or Education Agent that the change may affect the Student Visa.

4.43 All change requests are confirmed with the student in writing, and students are advised that any change may impact on their Student Visa and that they should seek advice from DoHA.

Re-Admission to Stanley College

4.44 Applicants whose Offer has lapsed may re-apply for admission and will be subject to the same entry requirements as all other applicants **at the time of the new application**.

4.45 Applicants who have met the entry requirements but have previously been excluded from Stanley College or any other institution must demonstrate that they have an improved likelihood of success in the course for which they are applying. Approval must be granted by the Dean Higher Education.

Record Keeping

4.46 Stanley College retains records of all *Letters of Offer* and *Written Agreements* as well as receipts of payments made by students for at least 2 years after the person ceases to be an accepted student. This is completed using the Student Management system eBecas.

Alternate Entry – Higher Education

Alternate Entry Admission

4.47 The Alternate Entry option is for applicants who do not directly meet the course entry requirements (general admissions entry requirements) for Admission and allows applicants from under-represented groups or those who have experienced educational disadvantage to seek entry into Stanley College courses.

4.47.1 This applies to applicants who:

a) Do not have school, TAFE or University results recent enough (within the past two years) to be considered for general admissions entry;
b) Have qualifications or certificates with ungraded assessments and no other means to satisfy general admissions entry requirements;
c) Have not received a Higher School Certificate (HSC) or equivalent;
d) Do not meet the general admissions entry requirements but have completed non-award tertiary studies;
e) Are students with work and life experience who cannot enter via general admissions entry requirements; or
f) Are Aboriginal or Torres Strait Islander peoples or other under-represented backgrounds who cannot enter via general admissions entry requirements.

4.48 Admission by the Alternate Entry requires applicants to sit for the Special Tertiary Admissions Test (STAT) and achieve the following scores:

4.48.1 A minimum score of 135 for the STAT Multiple-Choice component and a minimum score of 140 for the STAT Written English component; and

4.48.2 Ensure that their STAT results are available to Stanley College at least 3 weeks prior to the commencement of the academic semester in the desired intake period.

Bridging and Enabling Course Entry

4.49 Applicants with insufficient preparation to commence a course at Stanley College will be provided with information on other institutions that offer bridging courses or foundation studies. They will be encouraged to re-apply upon successful completion of a qualification that satisfies the College's entry requirements.

Special Consideration for Admission

4.50 Aboriginal and/or Torres Strait Islander students are encouraged to apply for entry to any undergraduate level course through general admissions or, if appropriate, by the Alternate Entry Admission process. For more information contact the Stanley College Admissions Team.

4.51 Domestic applicants with overseas qualifications: Australian citizens and permanent residents who have successfully completed overseas qualifications will be assessed by the Overseas Qualifications Unit (OQU) of the Department of Education.

Disability

4.52 Stanley College welcomes applicants with disabilities and will endeavour to meet their specific needs. Applicants will be asked to provide details of their disability to enable Stanley College to ascertain if it can support their specific learning needs.

4.53 Stanley College will support students with disability in accordance with the Disability Standards for Education 2005:

- 4.53.1 Making reasonable adjustments to allow students with a disability to participate and learn on the same basis as students without disability;
- 4.53.2 Preventing harassment or victimisation of students with a disability;
- 4.53.3 Consult with students who have a disability to develop reasonable adjustments and address concerns as they arise.

4.54 Students who advise Stanley College of a disability will be asked to provide specialist evidence so assist the teaching staff to develop an appropriate Teaching and Learning Plan to meet the student's needs.

4.55 Whilst Stanley College will never discriminate against those with disabilities, it reserves the right to decline an application where, in the opinion of the relevant Dean, the applicant's needs go beyond "*reasonable adjustment*", imposes an unjustifiable hardship on the College (as specified in legislation) or the nature of the course is likely to place the student or others at risk.

Education Agents

4.56 Prospective students are provided with information that is comprehensive, current and in plain English before they are enrolled. Where an Education Agent is involved, the Education Agent's sole role is to introduce the student to the College.

4.57 The role and responsibility of Education Agent's is as detailed in the *Education Agent Policy / Procedure* with specific details in the *Education Agent Agreement.*

Refusal of Admissions

Refusal of Admission

4.58 Admission may be refused to applicants on any of the following grounds:

- 4.58.1 Applicant does not meet the age requirement for the course;
- 4.58.2 Applicant does not meet the entry requirements of the course;
- 4.58.3 Applicant has provided false or misleading information as part of the enrolment process;
- 4.58.4 Applicant has outstanding fees owing to Stanley College;

4.58.5 Applicant has been expelled or excluded from Stanley College or from another tertiary education institution for unsatisfactory course progress or disciplinary reasons or a combination of these reasons;

4.58.6 In the opinion of Stanley College, the applicant's conduct would provide reasonable grounds to exclude the person from study at the College;

4.58.7 Nominated course is no longer delivered at Stanley College;

4.58.8 Student is unable to meet the GS requirement;

4.59 Unsuccessful applicants will be advised of the grounds for refusal of admission to Stanley College in writing and will be provided with an opportunity to appeal this decision. Refer to the Student Complaint and Appeals Policy and Procedure.

Review of Decisions and Appeals

4.60 Applicants may seek a review of a selection decision if they are dissatisfied with the admissions outcome. Refer to the Student Complaints and Appeals Policy and Procedure.

4.61 This policy and associated complaints and appeals procedures do not remove the rights of the student to take action under Australia's consumer protection laws (including the *ESOS Act*) or to pursue other legal remedies.

5. Roles and Responsibilities

- **Vice President Business Development:** is responsible for oversight of all admissions processes.
- **The Admissions Manager:** is responsible for the monitoring and oversight of the admissions enquiry, application, offer, English language assessment and enrolment processes.
- **Admissions Officers:** are responsible for processing admissions for HE students.
- **The Marketing Manager:** is responsible for ensuring the accuracy of the website and that recruitment of Domestic Students.
- **The Quality & Compliance Manager and Dean HE:** are responsible for ensuring the accuracy and currency of information relating to course entry requirements in accordance with the AQF and appropriate academic and English Language guidelines approved by their respective governance bodies.

6. Reference Documents

Supporting documents, procedures, work guidelines and forms	Aboriginal and Torres Strait Islander People (ATSI) Education Policy and Procedure Accommodation Arrangements Guidelines Admission Information Set Application for Admissions Form (Higher Education) Admissions Policy (Higher Education) Application Checklist Application for Deferment Form Credit and RPL Policy and Procedure Diversity and Equity Policy and Procedure Education Agent Policy and Procedure GST/GS Assessment Form Language Assessment Guidelines

	Letter of Offer and Student Agreement PRISMS Provider Guide Student Fees Policy and Procedure Student Complaints and Appeals Policy and Procedure Student Handbook –Higher Education

7. Version History

Version	Date	Changes Summary
Old 4.0	10 April 2025	Old Name - Admissions Procedure Date first approved - 28 May 2018 Historical dates of amendments - 10 April 2025 Approved to change the template to the new Stanley College Policy and Procedure Template - December 2025
2.0	12 January 2026	Update to existing content - (a) The previous version of the policy was updated to Novacore with a revised version number 2.0 and name Admissions Policy (Higher Education) and Admissions Procedure (Higher Education) (b) section 10.4 Addition of new content - section 8.2 (8.2.1 to 8.2.4)
2.1	30 January 2026	Update to existing content - section 10.4
3.2	25 May 2026	Update to existing content - The Policy and Procedure Template was revised and the changes are applied accordingly
3.3	28 May 2026	Update to existing content – Registrar title changed to Academic Registrar

8. Compliance Monitoring Summary

Not yet determined.

9. Link to Standards

National Code of Practice 2018

Standard (Number)	Standard (Descriptor)	Standards (Individual)
Standard 1	Marketing information and practices	1.1, 1.2, 1.3, 1.4, 1.5
Standard 2	Recruitment of an overseas student	2.1, 2.2, 2.3, 2.4, 2.5
Standard 3	Formalisation of enrolment and written agreements	3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Higher Education Standards Framework (Threshold Standards) 2021

Domain	Section	Standards
1. Student Participation and Attainment	1.1 Admission	1, 2 (a-c), 3

Education Services for Overseas Students Act 2000 (ESOS Act)

Part	Division	Sub-Division	Section	Standard
Part 3 – Obligations on registered providers	Division 1 – General Obligations	N/A	21 – Record Keeping	1, 2

Appendix 1 – Country Education Profiles

COUNTRY	QUALIFICATIONS	MINIMUM ACADEMIC ENTRY REQUIREMENTS
ARGENTINA	Argentine Bachillerato	• Grade average of 8.5 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
BAHRAIN	Middle Eastern Secondary School Leaving Certificate (Tawjahiya)	• Grade average of 88% in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
BANGLADESH	Bangladeshi Higher Secondary, or Intermediate Certificate (Since 2003)	• Successful completion of the Higher Secondary Certificate (HSC) with a GPA of 3.5 in the final year results, or • Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of the HSC, or • Successful completion of Cambridge International or Edexcel GCE A Level examination with a score of 5 in 2 core subjects.
BHUTAN	All India Senior School Certificate, or Comparable Qualification (awarded by CBSE or CISCE) or Bhutan Higher Secondary Education Certificate	• Successful completion of the All India Senior School Certificate or the Indian School Certificate with an overall grade average of 60% in the best four academic subjects, or • Successful completion of the Bhutan Higher Secondary Education Certificate with an average of 60% in the best four (non-language) subjects.
BOTSWANA	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
BRAZIL	Brazilian Secondary School Leaving Certificate	• Grade average of 8.8 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.

BRUNEI	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
CAMBODIA		• Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of senior high school.
CAMEROON	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
CANADA	Provincial High School Diploma	• Grade average of 50% in the final year results
	Ontario Secondary School Diploma	• Grade average of 50% in the best six University (U,4U) and/or University/College (U/C, 4M)
CHILE	Licencia de Educacion Media, Secondario	• Final year grade of 6.3, plus an overall score on the Prueba de Apitud Academica of 700 - 749.
CHINA	GaoKao (National College Entrance Examination)	• Successful completion of the National College Entrance Examination (Gao Kao) with a minimum of 65% of the overall maximum score
	Peoples Republic of China Senior Middle School Graduation Certificate	• Grade average of 80 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
COLOMBIA	Colombian Bachillerato	• Final year grade of 88, plus an overall score on the National Aptitude Test of 300-349, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
DENMARK	Studentereksamen, Hojere Forberedelseseksamen (HF) or Hojere Handelsekamen (HHX)	• Successful completion with a grade average of 4.0
ECUADOR	Ecuadorean Bachillerato	• Grade average of 17.5 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or

		• Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
EGYPT	Middle Eastern Secondary School Leaving Certificate (Shehadet al- thanawiya)	• Grade average of 88 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
ETHIOPIA	Ethiopian Higher Education Entrance Examination	• Grade average of 88 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
FIJI	NZ University Bursaries Exam/ National Certificate of Educational Achievement (NCEA)	• Equivalent of eligibility to enter a New Zealand university NZ University Bursaries Exam/National Certificate of Educational Achievement (NCEA)
	Fiji Form 7 (Prior to 2013)	• Grade average of 50 in the best 4 subjects
	Fiji Year 13 Certificate	• Grade average of 50 in the best of 4 subjects
FRANCE	French Baccaluréat	• Successful completion and a grade average of 10/20
GERMANY	Senior High School (Abitur) or equivalent	• Successful completion and a grade average of 4.0
GHANA	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	West African Advanced Certificate of Secondary Education	• Grade C4 or above in 5 subjects including; C4 in Maths and English, or • Grade A-B in 2 subjects including C4 in Maths and English.
		• Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of the GCE 'A' Levels, or • Successful completion of the Cambridge Overseas Higher School Certificate (COHSC)
HONG KONG (SAR)	Hong Kong Diploma of Secondary Education (HKDSE)	• Score of 15 based on the best 5 subjects across Core and Category A or C electives; where (except Mathematics); 5** and 5* = 6, 5=5,4=4,

		3=3, 2=2 and 1=1; Compulsory Mathematics counted as 5** and 5*=3, 5=2.5, 4=2, 3=1.5, 2=1 and 1=0.5.
	SAR GCE 'A' or HKALE 'A' Levels	• Aggregate of 4 in the best 3 A Level, or • Combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
INDIA	Applicants holding relevant Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examinations (CISCE) Year 12 examination results	• Must have achieved a minimum average of 60% in their Best of 4 academic subjects in a relevant stream, including English if necessary (but not a local language), with an overall First Division (60%+).
	Applicants holding relevant Indian State Board of Education Board Year 12 examination results, other than PSEB and HSEB	• Must have achieved a minimum average of 65% in their Best of 4 academic subjects in a relevant start, including English if necessary (but not a local language), with an overall First Division (60%+).
	Applicants holding relevant Punjab State Education Board (PSEB) and Haryana State Education Board (HSEB) Year 12 Examination	• Must have achieved a minimum average of 65 % in their Best of 4 academic subjects in a relevant stream, including English if necessary (but not local language), with and overall First Division (60%+)
	Applications holding relevant National Institute of Open Schooling (NIOS) year 12 examination results	• Must have achieved a minimum average of 70% in their Best of 4 academic subjects in a relevant stream, including English if necessary (but not a local language), with and overall First Division (60%+)
	Applicants holding a relevant Indian post-Year 10, Year 12 equivalent 3-Year VET level Diploma results in a relevant stream	• Must have achieved an overall minimum average of 60% or First Division results.
INDONESIA	Indonesia Secondary School Leaving Certificate (STTB SMA)	• SMA3 65%, or • SMA2 with 7.0 GPA
IRAN	Iranian High School Diploma	• Grade average of 18 for final year results
	Iran Pre-University Certificate	• Grade average of 10.0 for final year results

IRAQ	Iraqi Certificate of Preparatory Studies	• Grade average of 88 for final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
ITALY	Esame Di Stato (1999 onwards)	• Successful completion with an overall mark of 60
JAMAICA	GCE 'A' Levels (from 2010 onwards)	• Average of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
JAPAN	Upper Secondary School Graduation Diploma	• Grade average of 3.0 (out of 5) in final year results
JORDAN	Middle Eastern Secondary School Leaving Certificate (Tawjihi)	• Grade average of 88 in the final year results, or • Successful completion of a recognised pre-tertiary, or • Foundation program OR successful completion of one year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
KENYA	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Kenyan Certificate of Secondary Education	• Grade average of C+ or higher
KOREA, REPUBLIC OF	Specialised High School Diploma	• Grade average of 2.0 in the final year results (where A =5, B=4, C=3, D=2 and E=1)
	High School Diploma	• Grade average of 3.0 in the final year results (where A =5, B=4, C=3, D=2 and E=1)
	Korean Republic College Scholastic Ability Test (CSAT)	• A minimum overall grade of 305. The overall grade is calculated from the results in Korean Language, Mathematics and Foreign Language (English). Results in other components are not considered.
KUWAIT	Middle Eastern Secondary School Leaving Certificate (Shahadat-al- thanawia-al-a'ama)	• Grade average of 80 in the final year results

LAOS		• Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
LEBANON	Lebanese Baccalaureate	• Minimum overall grade of 10 in the final year results
LESOTHO	South African National Senior Certificate (2008 onwards)	• Grade average 4.0 in the best 5 subjects in final year (excluding the subject 'Life Orientation' and 'Mathematics Third Paper')
LIBYA	Libyan General Secondary School Leaving Certificate	• Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of senior high school
	Vocational Secondary School Leaving Certificate	• Overall grade of 88 in the final year results.
MALAWI	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
MALAYSIA	Malaysian Independent Chinese Secondary Schools Unified Examination Certificate	• Average score of 14- maximum 10 subjects. (Where A1=8, A2=7, B3=6, B4=5, B5=4, B6=3, C7=2, C8=1) • or Grade 2.0
	Sijil Tinggi Pelajaran Malaysia STPM or GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5) or Average Grade = 6
MALDIVES	UCLES 'A' Levels /HSC	• Aggregate of 4 in the best of 3 A Level subjects where A=5, B=4, C=3, D=2, E=1.
MAURITIUS	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
MEXICO	Mexican Upper Secondary School Program (Bachillerato or Preparatria program)	• Grade average of 9.0 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.

MOZAMBIQUE	Secondary School Completion Certificate	• Grade average of 17.5 in final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
MYANMAR	Yanmar Basic Education High School Examination	• Grade of 86 in the final year results • Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of senior high school.
NAMIBIA	Namibia Senior Secondary Certificate (NSSC)	• Grade average of 3.00 in the best 5 final year results
		• Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
NAURU		• Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
NEPAL	Applicants holding relevant Nepalese Higher Secondary Certificate (HSC) administered through the Higher Secondary Education Board (HSEB) or Nepal Education Board (NEB) year 12	• Must have achieved equivalent to a minimum average of 65% across their 'Best of 4' academic subjects, including English (but not including Nepali) or NEB Year 12 results of either a GPA of • 2.41 or 2.61, i.e. equivalent to 60% or 65%+ result in four academic subjects in a relevant stream.
	Applicants holding a relevant Indian post-Year 10, 3-Year University or CTEVT Proficiency Certificate or Diploma result in a relevant stream	• Must have achieved an overall minimum average of 60% or First Division results.

NETHERLANDS	VWO	• Grade average of 6.0 in the final year results
	Netherlands Dutch Diploma of Higher General	• Grade average of 9.0 in the final year results
NEW ZEALAND	NZ University Bursaries Exam/ National Certificate of Educational Achievement (NCEA)	• Equivalent of eligibility to enter a New Zealand university
NIGERIA	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, • D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	West African Advanced Certificate of Secondary Education	• Grade C4 or above in 5 subjects including; C4 in Maths and English, or • Grade A-B in 2 subjects including C4 in Maths and English.
		• Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of the GCE 'A' Levels, or • Successful completion of the Cambridge Overseas Higher School Certificate (COHSC)
NORWAY		• Successful completion of the Vitnemal fra den videregaende skolen (Certificate of Upper Secondary School with an overall grade of 3.0.
OMAN	Middle Eastern Secondary School Leaving Certificate (Thanawiya amma)	• Grade average of 88 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
PAKISTAN	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Pakistani Higher Secondary School Certificate or Intermediate Certificate (Pre-Eng & Pre-Med streams only)	• Grade average of 50 in final year results (Pre-Eng & Pre-Med streams only)

	Pakistani Higher Secondary School or Intermediate Certificate (Humanities & Science Streams)	• Grade average of 60% in final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
PAPUA NEW GUINEA	Papua New Guinea Higher School Certificate	• Grade average of 3.0
PARAGUAY	Paraguayan Bachillerato	• Grade average of 8.5 in final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
PERU	Peruvian Official Certificate of Secondary Education	• Grade average of 17.8 in final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
PHILIPPINES	Philippines National Secondary Aptitude Test (NSAT) or K-12 Graduation Certificate	• Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of senior high school, or • Successful completion of a Senior Secondary High School Test with a minimum grade of 65%.
QATAR	Middle Eastern Secondary School Leaving Certificate (Tawjihiyah)	• Grade average of 88 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
RUSSIAN FEDERATION	Certificate of Completed Secondary Education	• Grade average of 4.5 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.

RWANDA		• Successful completion of the Cambridge Overseas Higher School Certificate (COHSC), or • East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
SAMOA	Pacific Senior Secondary Certificate	• Grade average of 2.3 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
SAUDI ARABIA	Middle Eastern Secondary School Leaving Certificate (Tawjihiyah)	• Grade average of 4.5 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.
SIERRA LEONE	West African Higher School Certificate	• Grade C4 or above in 5 subjects including; C4 in Maths and English, or • Grade A-B in 2 subjects including C4 in Maths and English.
	West African General Certificate of Education	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
SEYCHELLES	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
SINGAPORE	Singapore-Cambridge General Certificate of Education (Advanced Level) (Level H1=AS Level; Level H2=A Level)	• Average score of 4.0 in the best 3 H2 subjects and the best H1 subject. For H2 subjects, A=5, B=4, C=3, D=2, E=1. For H1 subjects, the notional value is half of that assigned to H2 subjects.
SOLOMON ISLANDS	Pacific Senior Secondary Certificate	• Grade average of 2.0 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
SOUTH AFRICA	South African National Senior Certificate (2008 onwards)	• Grade Average of 60%

SPAIN	Spanish Secondary School Diploma	• Grade average of 8.8 in the final year results, or • Successful completion of a recognised pre-tertiary or • Foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
	Spanish University Orientation Year	• Grade average of 5.0
SRI LANKA	Sri Lankan General Certificate of Education (Advanced Levels)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5) or Average Grade = 2
SWEDEN	Fullstandigt Slutbetyg fran Gymnasieskola Slutbetyg Fran Komvux (Upper Secondary School Leaving Certificate for Adult Learners)	• Minimum overall average of 12 for all subjects or Average grade 1.2
SYRIA	Middle Eastern Secondary School Leaving Certificate (Al shahada al thanawiya or Baccalaureat)	• Grade average of 88 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
TAIWAN	Senior High School Diploma / Taiwan Senior High School Leaving Certificate/ Taiwan Senior Vocational High School Leaving Certificate	• Minimum grade of C or 70%
TANZANIA	Successful completion of the 12th year of schooling, equivalent to Australian Year 11 standards	• Successful completion of the Cambridge Overseas Higher School Certificate (COHSC), or • Tanzanian or East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
THAILAND	Certificate of Secondary Education, or Matayom 6	• Minimum GPA of 1.9

TONGA	NZ University Bursaries Exam/ National Certificate of Educational Achievement (NCEA)	• Equivalent of eligibility to enter a New Zealand university
	Pacific Senior Secondary Certificate	• Grade average of 2.3 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
TURKEY	Turkish High School Diploma	• Grade average of 4.3 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
UGANDA	GCE 'A' Levels (from 2010 onwards)	• Average of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5), or • Successful completion of the Cambridge Overseas Higher School Certificate (COHSC), or Uganda or East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
URUGUAY	Uruguayan Bachillerato Diversificado	• Grade average of 6.0 in the final year results
	Uruguayan Bachillerato Tecnologico	• Grade average of 11.5 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or • Higher education institution is required in addition to the completion of High School studies.
UNITED ARAB EMIRATES	Middle Eastern Secondary School Leaving Certificate (Tawjihiyah)	• Grade average of 88 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary or higher education institution is required in addition to the completion of High School studies.

UNITED KINGDOM		• Successful completion of Cambridge International or • Edexcel GCE A Level examination • Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
UNITED STATES OF AMERICA	High School Diploma and SATV and SATM (SAT1)	• Complete SAT with minimum score of 550 in each band PLUS completed Diploma with a minimum grade average of 3.00
	High School Diploma and Composite SAT1 Score (from 2016)	• Composite SAT1 score of 1020
	High School Diploma and Enhanced ACT Assessment	• Complete ACT with minimum composite score of 24, AND • Completed Diploma with a minimum grade average of 3.00
VANUATU	Pacific Senior Secondary Certificate	• Grade average of 2.3 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or • Higher education institution is required in addition to the completion of High School studies.
VENEZUELA	Venezuelan Bachillerato	• Grade average of 17.5 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary, or Higher education institution is required in addition to the completion of High School studies.
VIETNAM	Bang Tot Nghiep Trung Hoc Pho Thong	• Secondary Vocational School Certificate, or • Diploma of General Education with average grade of 7/10.
ZAMBIA	GCE 'A' Levels (from 2010 onwards)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
ZIMBABWE	GCE 'A' Levels (from 2010 onwards), or Zimbabwe General Certificate of Education	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level subjects A*=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5) • Successful completion of the ZIMSEC A Level Certificate with a minimum 3 passes in principal subjects