

Admissions Procedure



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Approved by	Stanley College Academic Board Stanley College VET Council
Authorised Officer	Vice President Business Development
Supporting documents, procedures and forms of this procedure	<ul style="list-style-type: none"> ● Aboriginal and Torres Strait Islander People (ATSI) Education Policy and Procedure ● Accommodation Arrangements Guidelines ● Admission Information Set <ul style="list-style-type: none"> ○ Domestic Student ○ Higher Education ○ International Student ○ PYP ○ VET ○ Whole of Institution ● Application for Admissions Form (Higher Education) <ul style="list-style-type: none"> ○ Domestic Students ○ International Students ● Application for Admissions Form (VET/PYP) <ul style="list-style-type: none"> ○ Domestic Students ○ International Students ● Admissions Policy ● Application Checklist <ul style="list-style-type: none"> ○ Domestic Student ○ Higher Education ○ International Student - Assessment Confirmation ○ PYP ○ VET ● Application for Deferment Form ● Credit and RPL Policy and Procedure <ul style="list-style-type: none"> ○ Application for Recognition Form (VET) ○ Competency Record Form ○ Course Credit (Higher Education) Form ○ Course Credit Outcome Letter ○ Course RPL Outcome Letter ○ Entry Portfolio Guidelines and Form ○ Exemption Form

	<ul style="list-style-type: none"> ○ RPL Assessment Evidence Checklist ○ Student Assessment Policy (VET) ● Diversity and Equity Policy and Procedure ● Education Agent Policy and Procedure ● ESOS 2019 Student Contact Details Form ● GTE Assessment Form ● Language Assessment Guidelines <ul style="list-style-type: none"> ○ English Language Assessment Policy and Procedure ○ English Language Proficiency Policy and Procedure ○ English Language Tests Evidence Exemptions (Student Visa) Instrument 2018 ○ ESOS 2019 English Language Fact Sheet ○ Language and Literacy Policy and Procedure ● Letter of Offer and Student Agreement ● Pre-Enrolment Interview Questionnaire ● PRISMS Provider Guide ● Student Fees Policy and Procedure ● Student Grievance and Complaint Policy and Procedure ● Student Handbook – Local, International, PYP, General English ● Student Prospectus ● Under 18 Students Policy and Procedure
Related Legislation and Codes of Practice	<ul style="list-style-type: none"> ● Accounting PYP Provider Manual 2019 ● ACS Professional Year Provider Manual 2020 ● ACS PYP QA Compliance Framework ● ACS PYP Student Management and Admissions Framework ● Admissions Transparency for Providers (TEQSA) ● AQF Qualifications Pathway Policy ● Competition and Consumer Act 2010 ● Department of Training and Workforce Development (DTWD) Jobs and Skills ● Disability Standards for Education 2005 ● Education Services for Overseas Students (ESOS) Act 2000 ● ELICOS Standards 2018 ● ESOS National Code of Practice for Education Providers ● FEE-HELP and FEE-HELP Guidelines 2017 ● Higher Education Standards Framework 2021 ● Purchase of Training Services Business Rules 2022 ● Standards for Registered Training Organisations (RTOs) 2015 ● Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 ● VET Student Loans Act 2016
Audience	Public

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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 VET Standards for RTOs
 - 1.2.4 ELICOS Standards
 - 1.2.5 Professional Year Program Manual
 - 1.2.6 [VET Student Loans](#)
 - 1.2.7 [FEE-HELP](#)
 - 1.2.8 DTWD [Jobs and Skills WA](#) (Jobs & Skills, Traineeships & Apprenticeship, Pre-Apprenticeships to School, VDTSS, etc)

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.

3. RESPONSIBILITY

- 3.1 The Vice President of Business Development is responsible for ensuring that the recruitment of International and PYP Students complies with this policy.
- 3.2 The Marketing Manager is responsible for confirming the accuracy of the website and ensuring that recruitment of Domestic Students such as fee for service and funded (Fee Help, VSL & DTWD programs) complies with this policy

3.3 The Quality & Compliance Manager, Dean of Higher Education and Dean of VET 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.

4. DEFINITIONS

4.1 Please refer to *Glossary of Terms* at:

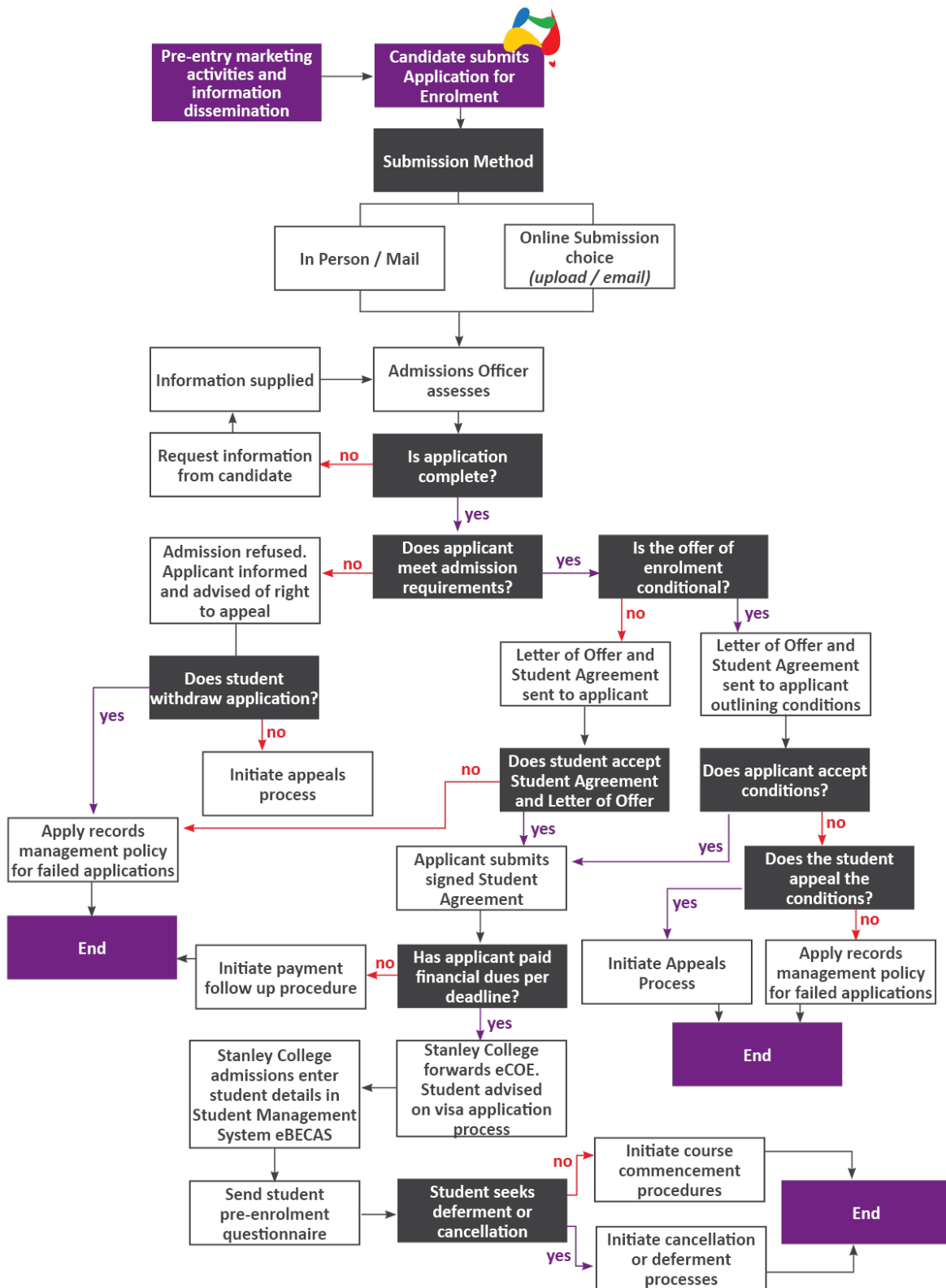
4.1.1 Website: <https://www.stanleycollege.edu.au/studying-with-us/policies-and-procedures/>

4.1.2 Higher Education website: <https://highereducation.stanleycollege.edu.au/essential-information/policies-procedures/>

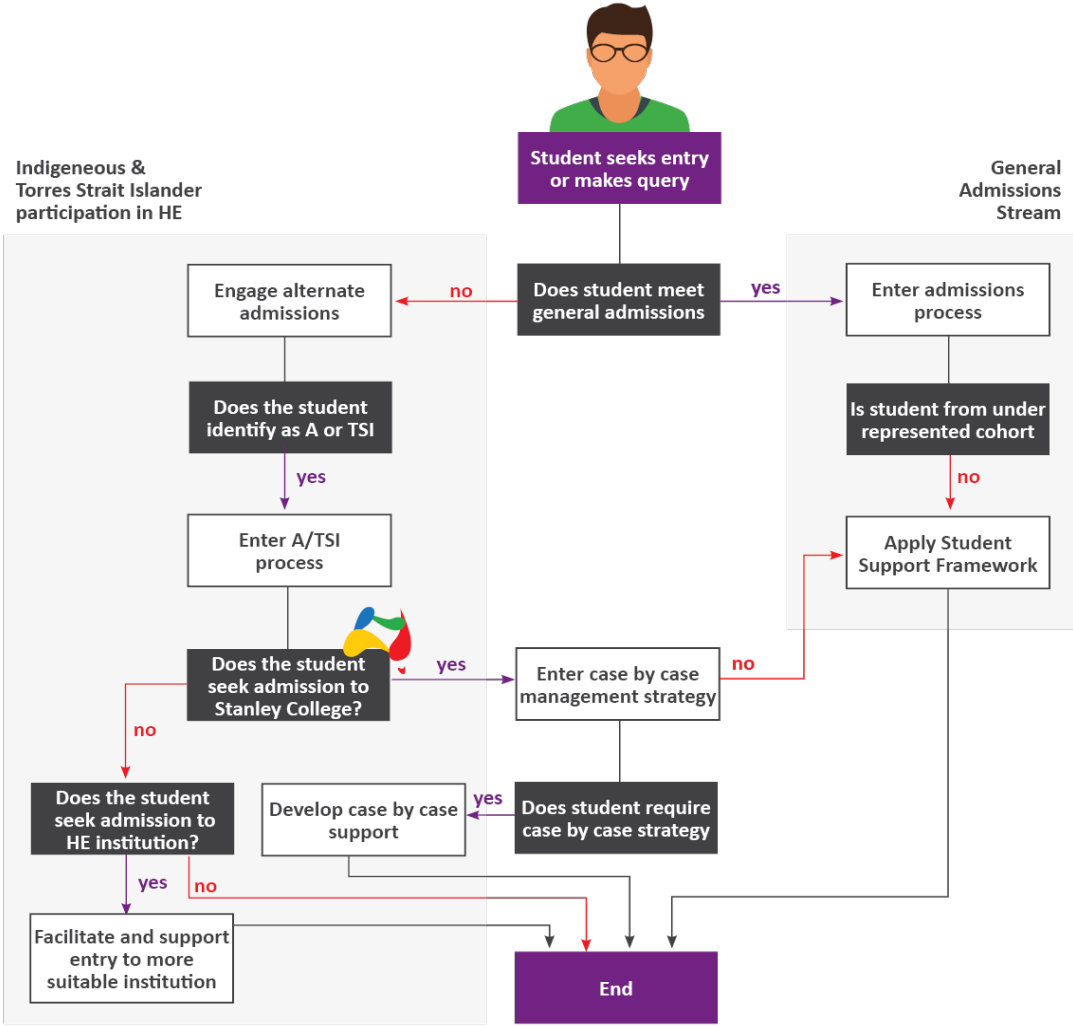
5. PROCEDURES

5.1 For ease of usage these procedures are divided into a number of sections. Please refer to the Table of Contents at the start of these procedures.

ADMISSIONS PROCEDURE – OVERVIEW DIAGRAM



ADMISSIONS – STREAMS SUPPORT DIAGRAM



6. INITIAL CONTACT

6.1 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 .

6.2 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. (See Section 16 – Education Agents).

6.3 The following documents provide information on Stanley College courses:

- 6.3.1 Whole of Institution Admission Information Set
- 6.3.2 Course Admission Information Set
- 6.3.3 Student Prospectus
- 6.3.4 Website information and links to additional information provide students and staff with the knowledge of the legislative requirements.

6.4 All Admissions staff are inducted on the requirements of the Higher Education Standards Framework (HESF) 2015, the Standards for RTOs 2015, ELICOS Standards, ESOS National Code and PYP Standards VSL, Fee Help & DTWD and are continually updated and trained on any changes, as they are implemented. See your supervisor if you think you need further training.

6.5 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

6.6 Stanley College reserves the right to reject applicants who:

- 6.6.1 Provide false information or fraudulent documents in support of their application – for international students the provision of false information or fraudulent documents include those linked to [Public Interest Criterion \(PIC 4020\)](#);
- 6.6.2 Fail to meet pre-visa screening processes;
- 6.6.3 Fail to demonstrate that they are [Genuine Temporary Entrants \(GTE\)](#) as defined under the *Migration Act*;
- 6.6.4 Were previously excluded from studying at Stanley College due to payment default, misconduct, poor progression or failure to demonstrate that they are genuine students;
- 6.6.5 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;
- 6.6.6 For International Students: 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 Temporary Entrants (GTE)

6.7 **For Offshore and Onshore International Students:** All International Students are required by the *Department of Home Affairs (DHA)* to provide information to prove they are a *Genuine Temporary Entrant (GTE) to Australia*.

6.8 Stanley College has designed a *GTE Assessment Form* to assist the Admissions Office in identifying whether the student's written statement intended for DHA is likely to satisfy the visa application process. Once the completed form has been received, it is reviewed by the-GTE team and where necessary with the Admissions Manager or its delegate. Only applications satisfying the Genuine Temporary Entrant Criteria are progressed.

7. BENCHMARKING ADMISSION and ADMISSIONS TRANSPARENCY

7.1 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:

- 7.1.1 Align with the Australian Qualifications Framework (AQF) to ensure students have appropriate academic background;
- 7.1.2 Comply with Higher Education Standards Framework (HESF), VET Standards for RTOs, ELICOS Standards and Professional Year Program (PYP) accreditation requirements;
- 7.1.3 Comply with Education Services for Overseas Students (ESOS) Act and the National Code, VSL, Fee Help, DTWD ;

- 7.1.4 Ensure students have appropriate English Language Proficiency to successfully undertake a course; and
- 7.1.5 Comply with approved guidelines set by the Academic Board or VET Council.

Admissions Transparency

- 7.2 Stanley College complies with TEQSA's requirement for *Admissions Transparency*, aimed at presenting accessible, transparent and easily understood information on entry requirements so prospective students can make informed study choices. Information on the website includes:
- 7.2.1 Courses, course components, course entry requirements (academic, English Language, Alternate Entry) and career opportunities;
 - 7.2.2 Recognition of Prior Learning (RPL);
 - 7.2.3 Fees – tuition fees, material fees (if applicable) and other expenses [administrative charges, Overseas Student Health Cover (OHSC), cost of living in Australia] and details of Funded Courses;
 - 7.2.4 Course duration, start dates, campus facilities and student services;
 - 7.2.5 Complaints and appeals;
 - 7.2.6 Approved Education Agents.
- 7.3 Stanley College ensures the fair and equitable treatment of all applicants and seeks to increase Admission numbers from under-represented cohorts, particularly Aboriginal and Torres Strait Islander (ATSI) people and other disadvantaged groups. (See Section 14: Alternate Entry)
- 7.4 Stanley College may offer Alternate Entry for mature-aged applicants and those from disadvantaged or under-represented demographics, subject to meeting an Alternate Entry assessment. Stanley College welcomes applications from Aboriginal and Torres Strait Islander (ATSI) peoples.

8. APPLICATIONS FOR DIFFERENT LEVEL COURSES

Applicants for Higher Education Courses

- 8.1 Applicants seeking to enter a Higher Education (Bachelor) course must have one of the following:
- 8.1.1 **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).
 - 8.1.2 **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.
 - 8.1.3 **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*.
 - 8.1.4 **Vocational Education and Training (VET)** – successful completion of a VET award at Certificate IV or higher at an Australian Registered Training Organisation (or equivalent)
 - 8.1.5 **Recent Secondary Education (Within Past Two Years)**
 - *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).

- *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).
- *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).
- *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*

8.1.6 **International Baccalaureate (IB)** – successful completion of the International Baccalaureate (IB), including English.

8.1.7 **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:

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

Applicants for VET Courses

8.2 Applicants seeking to enter a Vocational Education and Training (VET) course must have met a minimum academic background as specified in Section 10.7 below.

Applicants for PYP Courses

8.3 Applicants seeking to enter a Professional Year Program (PYP) course must have met the requirements specified in Section 14 below.

Applicants for ELICOS Courses

8.4 Applicants seeking to enter an ELICOS course must be at least 17 years old at the time of commencement. There is no minimum English requirement for entry to General English. The course level will be assigned upon completion of the Stanley College placement test. Below is the alignment of English Language proficiency on the CEFR to course levels in the Stanley College placement test:

- Beginners – A0 CEFR
- Elementary – A1 CEFR
- Pre-Intermediate – A2 CEFR
- Intermediate – B1 CEFR
- Upper Intermediate – B2 CEFR

8.5 The General English course consists of 5 levels. Students will be placed in a level based on proficiency level testing at orientation. Please note: Successful completion of one level will allow the student to gain entry into the next level above. Proficiency is linked to the following learning outcomes:

- [General English- Beginners](#)
- [General English- Elementary](#)
- [General English- Pre-Intermediate](#)
- [General English- Intermediate](#)
- [General English- Upper-Intermediate](#)

9. APPLICATION FOR ADMISSION

Eligibility and Submission Process

9.1 Prospective students complete the relevant *Application for Admissions Form* - Higher Education, VET, Domestic Student, International Student, Australian Resident or Professional Year Program, VSL, VDTSS, Apprenticeships & Traineeships, PAIs and submit it to Stanley College's Admissions Office together with all required documents.

9.2 Documents required for admission include:

9.2.1 Completed *Application for Admissions Form*;

9.2.2 Copy of valid identification document with photo such as passport (mandatory for international & PYP students) or driver's licence, Proof of age card, Birth Certificate, Travel documents) and copy of documents to meet funding eligibility criteria such as valid Medicare card, Concession card, Immicard, Australian Citizen Certificate, Permanent Humanitarian Visa, New Zealand Special Category Visa (if applicable);

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

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

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

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

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

9.2.8 **For Funded and 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>

9.2.9 **PYP Students:** must complete the Pre-enrolment questionnaire/interview in person (with the Admissions Manager or a PYP staff member) and submit a copy of relevant Skills Assessment where required and a VEVO check completed by Stanley College Admissions team confirming that the student is currently onshore;

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

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

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

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

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

9.3.3 Submit the complete application directly to the Stanley College Admissions Office at the West Perth Campus or via an approved Education Agent (see listing at: <https://www.stanleycollege.edu.au/registered-agents/>)

9.4 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

9.5 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. Notes are added, as required, and students are informed about any missing information or documents.

9.6 Completed *Application Checklists* are submitted to the Registrar or its delegate for final checking and for the GTE review (see below) to be undertaken. Approval by the Registrar or its delegate is required before a *Letter of Offer* can be issued. The approved application documentation is then uploaded to the student management system.

9.7 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*.

9.8 The prospective student's personal details are entered into the student management system and the Admissions Checklist is generated and completed based on the information submitted. There are stages and specific information during the application process that must be confirmed/approved by the Admissions team.

9.9 Where it is identified that a prospective student is under 18 years of age the application must be highlighted and reference made to the *Under 18 Student Policy and Procedure*.

9.10 At any stage during the Admission process, the Admissions Officer will inform the Registrar about any inconsistencies and or concerns. The Registrar alerts the Dean HE or Dean VET of any events that may be cause for concern.

Short Course (Individual Units) Enrolment

9.11 International Students are only permitted to enrol in course that is registered on CRICOS, including any short course (single unit) enrolments

9.12 Where a student wishes to undertake a single unit of competency, they will need to enrol in the qualification wherein the unit is included. Refer table below:

Unit Of Competency	Qualification / Course Detail
SITHFAB002 Provide Responsible Service Of Alcohol	SIT20316 Certificate II in Hospitality CRICOS CODE 097582D
HLTAID003 Provide First Aid	SIT20316 Certificate II in Hospitality CRICOS CODE 097582D

9.13 The duration of the enrolment in the student management system and on the CoE, must only reflect the duration of the unit/s being undertaken i.e. 1 week.

9.14 Students must be scheduled for 20 hours of face-to-face classes.

9.15 Where the international student is completing a Short Course, in addition to their main studies, we will need to ensure that the Concurrent Enrolment Guidelines and Disclaimer is completed.

10. ENGLISH LANGUAGE PROFICIENCY

English Language Proficiency Assessment – Higher Education Courses

10.1 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)*.

10.2 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>

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

10.4 Required English Proficiency for **Higher Education Course Entry Requirements**:

	HIGHER EDUCATION (BACHELOR) COURSES
Academic	See Section 8 above
English Proficiency	<p>As demonstrated by previous study or STAT Test:</p> <ul style="list-style-type: none"> • An English Language pass level in an Australian Senior Certificate of Education (Year 12) or equivalent; or • Satisfactory completion of an accredited Australian qualification equivalent to AQF Level 5 or above; or • Satisfactory completion of an accredited tertiary award in English; or • Attainment of a specified level of achievement in an approved English language test as listed below. • 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. <p>As demonstrated by approved English Language Test with a minimum score of:</p>

	<ul style="list-style-type: none"> ● IELTS (Academic) : IELTS Score of 6.0 (with no individual band score less than 5.5) ● TOEFL Internet : Overall score of 60-78 (Section score no less than: Listening 12, Speaking 18, Reading 13, Writing 21) ● Cambridge English Advanced (CAE) : Total score of 169 ● Pearson Test of English (PTE) : Overall score of 50-57 (no section score less than 50)
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English Language Proficiency and LLN Assessment and Academic Background – VET Courses

10.5 The Admissions Office will assess the student’s qualifications to see if the student needs to undertake a Language, Literacy and Numeracy (LLN) test or English Language Proficiency test.

10.6 An LLN Assessment may be required to ensure the student has the language, literacy and numeracy skills to undertake the course they have applied for. The Admissions Office will review the student’s qualification and/or the student’s CV.

10.6.1 For students who hold a Certificate IV or higher, an LLN test is not required.

10.6.2 For all other students, the Admissions Office will ask the student to undertake an LLN test, which are conducted on a Stanley College campus.

10.6.3 For students who have migrated to Australia from another country and have not undertaken study in Australia, Stanley College requests an online Oxford test to be completed.

10.7 Required English Proficiency and Academic Background for VET Course Entry Requirements:

	CERTIFICATE II	CERTIFICATE III	CERTIFICATE IV
Academic	Completion of Australian Year 10 or equivalent	Completion of Aust Year 10 or equivalent	Completion of Aust Year 11 or equivalent
English Proficiency	Intermediate Level of English, or IELTS Test Score of 5.0, or Other recognised English Language tests such as: <ul style="list-style-type: none"> • TOEFL iBT Test Score of 58 • PTE Academic Test Score of 36 • Cambridge English: FCE • OET Pass Grade • TOEFL PBT Test Score of 490 • TOEIC 500 		
	DIPLOMA / ADVANCED DIPLOMA	GRADUATE CERTIFICATE	GRADUATE DIPLOMA
Academic	Completion of Australian Year 12 or equivalent	Completion of a recognized Degree or Diploma in any field of study	
English Proficiency	Upper-intermediate Level of English OR IELTS Test Score of 5.5 OR Other recognised English Language tests such as: <ul style="list-style-type: none"> • TOEFL iBT Test Score of 65 	Upper-intermediate Level of English OR IELTS Test Score of 6.0 OR Other recognised English Language tests such as: <ul style="list-style-type: none"> • TOEFL iBT Test Score of 74-75 • PTE Academic Test Score of 50 • Cambridge English: FCE 	

	<ul style="list-style-type: none"> • PTE Academic Test Score of 42 • Cambridge English: FCE • OET D Grade • TOEFL PBT Test Score of 513 • TOEIC 605 	<ul style="list-style-type: none"> • OET C Grade • TOEFL PBT Test Score of 525 • TOEIC 670
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Note - Students are eligible to get an exemption from English proficiency, if a student has completed a Certificate IV level qualification or Higher Education qualification in Australia (subject to the Award being no more than 10 years old – conditions apply).

Reporting English Language Proficiency on PRISMS

10.8 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.

10.9 If the student has undertaken an English language test as a requirement for a Student Visa, Stanley College must report:

10.9.1 Name of the English language test

10.9.2 Date the student took the test

10.9.3 Score the student received

10.9.4 Refer to the '*English Language Tests Evidence Exemptions (Student Visa) Instrument 2018*' (PRISMS *How to Guide*) available in Novacore (Novacore/Admissions Drive/How to Guides).

10.10 If a student is exempt from taking an English language test under the *Migration Regulations 1994*, Stanley College must report:

10.10.1 Relevant class of applicant the student is, (referred to as evidence exemptions in the *Migrations Regulations 1994*).

10.10.2 Refer to the '*ESOS 2019_ English Language Fact Sheet*' (PRISMS *How to Guide*) available in Novacore (Novacore/Admissions Drive/How to Guides).

11. APPLYING FOR CREDIT OR RPL ASSESSMENT – HE AND VET

Credit or Recognition of Prior Learning (RPL) – HE and VET

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

11.2 Upon receipt of a request for credit, the Admissions Officer will forward the *Application for Course Credit Form* to the applicant.

11.3 The applicant will be 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*.

11.4 Applications for credit transfer or RPL must be submitted to the Academic Administration Supervisor before an *Offer Letter* can be signed and accepted.

Credit or Recognition of Prior Learning (RPL) – PYP Applicants

11.5 With reference to students studying either the Accounting Professional Year Program (APYP) or the Australian Computer Society Professional Year Program (ACS PYP), the following applies:

- 11.5.1 Recognition of Prior Learning (RPL) is not recognised by either PYP Regulatory body and as such cannot be accepted;
- 11.5.2 Credit Transfer can only be accepted where students have received academic transcripts from another PYP provider for completed modules only that are relevant to the course they wish to enrol in at Stanley College.
- 11.5.3 Students must have completed full modules for credit and must have participated at an approved APYP or ACS PYP provider.

12. OFFER, ACCEPTANCE & STUDENT AGREEMENT

Offer and Acceptance

- 12.1 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. This Offer is **valid for a maximum period of 30 days only**.
- 12.2 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*.
- 12.3 Upon receipt of the signed *Letter of Offer* and the deposit, all documents are uploaded into the student management system.
- 12.4 For International Students the Offer is converted a *Confirmation of Enrolment* (COE) which is issued in accordance with the Guidelines for PRISMS.
- 12.5 Upon creation of the CoE in PRISMS the following information may be required:
 - 12.5.1 English language proficiency including a test and the score the student received, any test exemption details; and
 - 12.5.2 Student contact details (residential address, contact number and email address)
 - 12.5.3 Where applicable, details of the Education Agent involved in facilitating the student's enrolment;
 - 12.5.4 For Minors: additional details re: accommodation and welfare arrangements
- 12.6 All applicants (and their Education Agent) will receive a formal notification of the admission outcome from Stanley College's Admissions Office as either:
 - 12.6.1 Letter of Offer (full offer);
 - 12.6.2 Letter of Offer (conditional offer), requiring proof of English proficiency, successful completion of a prior qualification, or some other official documentation; or
 - 12.6.3 Refusal notification – explaining the reason for the rejection
- 12.7 Stanley College may vary or cancel any decision where it is determined that the applicant has not met the admission requirements.
- 12.8 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
 - 12.8.1 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.

- 12.8.2 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.
- 12.8.3 Where the application involves a Funded Student, Stanley reserves the right to notify the funding body and/or sponsor of the fraudulent information.

Late Admissions

12.9 Applications for every Study Period close on the Friday before the Commencement Date.

Deferring an Enrolment

12.10 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 an *Application for Deferment Form* and submitting it to the Admissions Office.

12.11 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.

12.12 Granted applications for deferral from international students will be reported to DHA via Provider Registration and International Student Management System (PRISMS), as per section 19 of the ESOS Act 2000 (Cth).

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

12.13.1 **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

12.13.2 **After CoE is Issued but before commencement of studies:** student must complete a *Course Variation 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.

12.14 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.

Under 18 Students

12.15 Students wishing to apply for Admission who are under the age of 18 at the time the course will commence are required to comply with the Under 18 Policy and Procedures.

12.16 Stanley College requires Minors to live with a parent/legal guardian, or a close relative or Homestay arrangement. Stanley College must approve these arrangements and will periodically undertake welfare checks to ensure compliance with the Student Visa

requirements. See *Under 18 Student Policy* and the website for *Younger Students Enrolment Guidelines*.

- 12.17 International Students will be required to comply with the ESOS National Code (Standard 5 – Younger Overseas Students) and demonstrate they meet the requirements for Confirmation of Appropriate Accommodation and Welfare (CAAW):
- 12.17.1 Completed *Application Form – International Students* must be signed by the students’ parents or legal guardians;
 - 12.17.2 Provide evidence of the relationship;
 - 12.17.3 Provide details of arrangements for their safety and wellbeing

Re-Admission to Stanley College

- 12.18 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**.
- 12.19 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 HE or Dean VET.

Record Keeping

- 12.20 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.

13. FUNDED STUDENTS

Application for Admission for Funded Students

- 13.1 Applications may be lodged using the online *Application Form - Australian Resident* and submitted with the appropriate documents to meet funding eligibility and submission method as other students:

Fee Waiver Application for Funded Students

- 13.2 Funded students who are having financial hardship can apply for a fee waiver with Stanley College. To demonstrate financial hardship, the student is required to submit:
- 13.2.1 Stanley College’s *Fee Waiver Application Form*;
 - 13.2.2 Bank statement for at least last 6 months;
 - 13.2.3 Centrelink payment statement;
 - 13.2.4 Concession card;
 - 13.2.5 List of expenses; and
 - 13.2.6 Any other documents Stanley College may deem relevant to the application to allow it to consider if Compassionate or Compelling Circumstances exist.
- 13.3 If Stanley College is satisfied with the student demonstrating financial hardship, Stanley College will waive the student’s course fee.

14. PROFESSIONAL YEAR PROGRAM (PYP) APPLICATIONS

Admission into PYP Courses

14.1 Admission into PYP Courses require the applicant to meet several components for assessment. These components are similar but may vary slightly for the CPA Accounting (APYP) and the Australian Computer Society (ACS)

14.2 Pre-Enrolment Interview:

14.2.1 Applicants must complete in an individual, documented face-to-face pre-enrolment interview with Stanley College to ensure program suitability, shared internship expectations, and completion viability.

14.2.2 The Admissions Manager, a PYP staff member or appropriate manager must conduct the face-to-face Pre-Enrolment Questionnaire with the applicant in person prior to the applicant completing the Application Form – Professional Year Program.

14.2.3 The interview must cover the following areas:

- Fees and Charges;
- Program duration and content;
- Eligibility requirements
- Concurrent course enrolment;
- Study requirements;
- Internship requirements and expectations including:
 - preferred nominated occupation (ANZSCO) and supporting study/technical skills;
 - current ICT employment or future opportunities;
 - workplace preferences including location;
 - Disclosure of any work restrictions or limitations, including any pre-existing injuries or conditions that could impact internship work requirements;
 - fees associated with placement sourcing and monitoring.

14.2.4 At the conclusion of the interview, the Stanley College team member will decide on whether enrolment is recommended or not. A signed copy of the completed pre-enrolment questionnaire is provided to the student to submit together with their application for enrolment. The original completed questionnaire is retained by Stanley College and provided to the Admissions-officer for uploading into the Student Management System.

14.2.5 Where the Stanley College team member is unable to decide it will be referred to the Admissions Manager and/or Vice President of Business Development to finalise the outcome.

14.2.6 Where enrolment is not recommended, the prospective student is provided clear reasons to support the decision – this is recorded on the Pre-enrolment Questionnaire and sent to the prospective student post interview.

14.2.7 The outcomes of Pre-enrolment Interviews can be appealed, as detailed in the Stanley College Student Grievance and Complaint Policy and Procedures.

14.2.8 Where prospective student submits an application for enrolment, before completing the pre-enrolment interview, the application will be put on hold, and a pre-enrolment interview scheduled.

14.3 Academic Requirement:

14.3.1 For APYP:

- Completed one or more Accounting related degrees as a result of at least two years* full time study in Australia. Two Academic Years is defined as being at least 92 weeks according to the CRICOS registration of full-time study
- The degree/s must be on the approved list of courses for international students (CRICOS); and the applicant must have completed the most recent degree within the past two years.
- Applicants must be made aware upon application that after completing the PY Program they will need to obtain a suitable skills assessment result to be eligible to apply for Permanent Residency

14.3.2 For ACS PYP:

- Have successfully attained an ICT-related Bachelor or Master degree or higher from an Australian tertiary institution, and
- minimum of two years' full-time study in Australia prior to commencing the ACS PYP Two Academic Years is defined as being at least 92 weeks according to the CRICOS registration of full-time study

14.4 Visa Requirement:

14.4.1 **For APYP:** Hold a 485 visa (or other appropriate visa) with a validity of at least 12 months.

14.4.2 For ACP PYP:

- hold or applied for a Temporary Graduate visa (subclass 485, either stream) with at least 12 months validity; or
- hold an eligible Secondary Visa with work and study rights with at least 12 months validity.

14.5 English Language Requirement:

14.5.1 Have a current IELTS score of 6.0 (Academic or General), with no bands below 6.0 or the equivalent score from Pearsons, TOEFL iBIT or Cambridge Advanced English.

14.6 Skills Assessment:

14.6.1 **For APYP:** No longer applicable after 1 June 2022

14.6.2 **For ACS:** An Australian Computer Society Skills Assessment is not an entry requirement for the course, however where concerns exist regarding the applicant's ICT qualification and suitability, applicants must undertake a Temporary Graduate Skills Assessment prior to enrolling in the ACS PYP.

15.ALTERNATE ENTRY – HIGHER EDUCATION

Alternate Entry Admission

15.1 The alternative entry option is for applicants who are unable to meet the requirements for admission detailed and allows candidates from ATSI background, underrepresented groups or those who have experienced educational disadvantage to seek entry into Stanley College.

15.2 Applications for Alternate Entry should be used by applicants who:

15.2.1 Do not have school, TAFE or University results recent enough (within the past two years) to be considered for general admissions entry;

- 15.2.2 Have qualifications or certificates with ungraded assessments and no other means to satisfy general admissions entry requirements;
 - 15.2.3 Have not received a Higher School Certificate (HSC) or equivalent;
 - 15.2.4 Do not meet the general entry requirements but have completed non-award tertiary studies; or
 - 15.2.5 Are students with work and life experience who cannot enter via general Admissions
- 15.3 Admission by the Alternate Entry requires applicants to sit for the Special Tertiary Admissions Test (STAT) and achieve the following scores:
- 15.3.1 A minimum score of 135 for the STAT Multiple-Choice component and a minimum score of 140 for the STAT Written English component; and
 - 15.3.2 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

- 15.4 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

- 15.5 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. Refer to *Aboriginal and Torres Strait Islander People Education Policy and Procedure* for more details.
- 15.6 Domestic applicants with overseas qualifications: Australian citizens and permanent residents who have successfully completed overseas qualifications will be assessed by the OQU.

Disability

- 15.7 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.
- 15.8 Stanley College will support students with disability in accordance with the [Disability Standards for Education 2005](#):
- 15.8.1 Making reasonable adjustments to allow students with a disability to participate and learn on the same basis as students without disability
 - 15.8.2 Preventing harassment or victimisation of students with a disability;
 - 15.8.3 Consult with students who have a disability to develop reasonable adjustments and address concerns as they arise
- 15.9 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.

15.10 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.

16. EDUCATION AGENTS

16.1 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.

16.2 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*.

17. REFUSAL OF ADMISSIONS / REVIEW OF DECISIONS & APPEALS

Refusal of Admission

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

- 17.1.1 Applicant does not meet the age requirement for the course;
- 17.1.2 Applicant does not meet the entry requirements of the course;
- 17.1.3 Applicant has provided false or misleading information as part of the enrolment process;
- 17.1.4 Applicant has outstanding fees owing to Stanley College;
- 17.1.5 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;
- 17.1.6 In the opinion of Stanley College, the applicant's conduct would provide reasonable grounds to exclude the person from study at the College;
- 17.1.7 Nominated course is no longer delivered at Stanley College;
- 17.1.8 Course applied for is not available under funding (applicable to Funded Students only);
- 17.1.9 Applicant has completed two or more qualifications under one category of funding and has not provided a sufficient reason to enrol in a third course (applicable to Funded Students); or
- 17.1.10 Student is unable to meet the GTE requirement;

17.2 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 Grievance and Complaint Policy and Procedure*.

Review of Decisions and Appeals

17.3 Applicants may seek a review of a selection decision if they are dissatisfied with the admissions outcome. Refer to the *Student Grievance and Complaint Policy and Procedure*.

17.4 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.

APPENDIX 1 – COUNTRY EDUCATION PROFILES

COUNTRY	QUALIFICATIONS	MINIMUM ACADEMIC ENTRY REQUIREMENTS
ARGENTINA	Argentine Bachillerato	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Grade average of 50% in the final year results
	Ontario Secondary School Diploma	<ul style="list-style-type: none"> Grade average of 50% in the best six University (U,4U) and/or University/College (U/C, 4M)
CHILE	Licencia de Educacion Media, Secundario	<ul style="list-style-type: none"> Final year grade of 6.3, plus an overall score on the Prueba de Aptitud Academica of 700 - 749.
CHINA	GaoKao (National College Entrance Examination)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 Forberedelseksamen (HF) or Hojere Handelseksamen (HHX)	<ul style="list-style-type: none"> Successful completion with a grade average of 4.0
ECUADOR	Ecuadorean Bachillerato	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Grade average of 50 in the best 4 subjects
	Fiji Year 13 Certificate	<ul style="list-style-type: none"> • Grade average of 50 in the best of 4 subjects
FRANCE	French Baccalauréat	<ul style="list-style-type: none"> • Successful completion and a grade average of 10/20
GERMANY	Senior High School (Abitur) or equivalent	<ul style="list-style-type: none"> • Successful completion and a grade average of 4.0
GHANA	GCE 'A' Levels (from 2010 onwards)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Must have achieved an overall minimum average of 60% or First Division results.
INDONESIA	Indonesia Secondary School Leaving Certificate (STTB SMA)	<ul style="list-style-type: none"> SMA3 65%, or SMA2 with 7.0 GPA
IRAN	Iranian High School Diploma	<ul style="list-style-type: none"> Grade average of 18 for final year results
	Iran Pre-University Certificate	<ul style="list-style-type: none"> Grade average of 10.0 for final year results
IRAQ	Iraqi Certificate of Preparatory Studies	<ul style="list-style-type: none"> Grade average of 88 for final year results, or Successful completion of a recognised pre-tertiary or foundation program, or

		<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Successful completion with an overall mark of 60
JAMAICA	GCE 'A' Levels (from 2010 onwards)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Grade average of 3.0 (out of 5) in final year results
JORDAN	Middle Eastern Secondary School Leaving Certificate (Tawjihi)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Grade average of C+ or higher
KOREA, REPUBLIC OF	Specialised High School Diploma	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Grade average of 80 in the final year results
LAOS		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Minimum overall grade of 10 in the final year results

LESOTHO	South African National Senior Certificate (2008 onwards)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Overall grade of 88 in the final year results.
MALAWI	GCE 'A' Levels (from 2010 onwards)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Grade of 86 in the final year results

		<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Grade average of 3.00 in the best 5 final year results
		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Must have achieved an overall minimum average of 60% or First Division results.
NETHERLANDS	VWO	<ul style="list-style-type: none"> • Grade average of 6.0 in the final year results
	Netherlands Dutch Diploma of Higher General	<ul style="list-style-type: none"> • Grade average of 9.0 in the final year results
NEW ZEALAND	NZ University Bursaries Exam/ National Certificate of Educational Achievement (NCEA)	<ul style="list-style-type: none"> • Equivalent of eligibility to enter a New Zealand university
NIGERIA	GCE 'A' Levels (from 2010 onwards)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Successful completion of the Vitnemal fra den videregående skolen (Certificate of Upper Secondary School with an overall grade of 3.0.
OMAN	Middle Eastern Secondary School Leaving Certificate (Thanawiya amma)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Grade average of 50 in final year results (Pre-Eng & Pre-Med streams only)
	Pakistani Higher Secondary School or Intermediate Certificate (Humanities & Science Streams)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Grade average of 3.0
PARAGUAY	Paraguayan Bachillerato	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Grade Average of 60%
SPAIN	Spanish Secondary School Diploma	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Grade average of 5.0
SRI LANKA	Sri Lankan General Certificate of Education (Advanced Levels)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Minimum grade of C or 70%
TANZANIA	Successful completion of the 12th year of schooling, equivalent to Australian Year 11 standards	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Minimum GPA of 1.9
TONGA	NZ University Bursaries Exam/ National Certificate of Educational Achievement (NCEA)	<ul style="list-style-type: none"> • Equivalent of eligibility to enter a New Zealand university
	Pacific Senior Secondary Certificate	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> Uganda or East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
URUGUAY	Uruguayan Bachillerato Diversificado	<ul style="list-style-type: none"> Grade average of 6.0 in the final year results
	Uruguayan Bachillerato Tecnológico	<ul style="list-style-type: none"> 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 (Tawjihyah)	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Composite SAT1 score of 1020
	High School Diploma and Enhanced ACT Assessment	<ul style="list-style-type: none"> Complete ACT with minimum composite score of 24, AND Completed Diploma with a minimum grade average of 3.00
VANUATU	Pacific Senior Secondary Certificate	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> Higher education institution is required in addition to the completion of High School studies.
VIETNAM	Bang Tot Nghiep Trung Hoc Pho Thong	<ul style="list-style-type: none"> Secondary Vocational School Certificate, or Diploma of General Education with average grade of 7/10.
ZAMBIA	GCE 'A' Levels (from 2010 onwards)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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