Admissions Policy (VET)

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Approved By: VET Council
Policy Owner: Admissions Manager
Policy Area: VET
Audience: Public

1. Purpose

This policy outlines the framework applied to admission processes for international and domestic students applying for Vocational Education and Training (VET) courses at Stanley College.

2. Scope

This policy applies to all international and domestic students seeking admission to VET courses at Stanley College, and all staff involved in the processing of applications for admission and assessment of English Language capability.

3. Key Definitions

AQF	The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
CoE	A CoE (confirmation of enrolment), issued via PRISMS provides evidence of a student's enrolment with a provider registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). This evidence is required before Home Affairs will issue a student visa. The CoE contains information about the Provider, agent (if involved), course and duration of study in which the student has enrolled.
Credit Transfer	Credit transfer is the process for awarding credit for a unit or units of competency previously attained , which are the same (or deemed equivalent on the National Training Register) as the unit/s of competency in a course of study
Cambridge English (CAE)	Cambridge English: Advanced (CAE), also known as the Certificate in Advanced English (CAE), is an international English language examination developed by Cambridge English Language Assessment (previously known as University of Cambridge ESOL Examinations).
Common European Framework of Reference for Languages (CEFR)	The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability.
Digital Literacy	Digital literacy is an individual's ability to find, evaluate, and communicate information using typing or digital media platforms.

	Digital literacy combines technical and cognitive abilities; it consists of using information and communication technologies to create, evaluate, and share information, or critically examining the social and political impacts of information and communication technologies.
Duolingo English Test	The Duolingo English Test is an English proficiency assessment used to evaluate a persons ability to read, write, speak, and listen to English.
Domestic Students	A student who is an Australian citizen, a New Zealand citizen, the holder of an Australian Permanent Resident visa or the holder of an Australian humanitarian visa. A domestic student can include temporary visa holders, who do not hold a Student Visa issued by DoHA, including 485, 457, student dependents, working holiday and visitor visa holders.
Education Agent	A person or organisation (in or outside Australia) who recruits overseas students and refers them to education providers. In doing so, the education agent may provide education counselling to overseas students as well as marketing and promotion services to education providers. Education agent does not refer to an education institution with whom an Australian provider has an agreement for the provision of education (that is teaching activities).
English Language Proficiency	The ability of students to use the English language to make and communicate meaning appropriately in spoken and written forms in the context of their studies. English language proficiency is assessed by Stanley College before a student is enrolled in a course.
English Language Registration Standard	The Nursing and Midwifery Board of Australia (NMBA) English Language Registration Standard applies to all nurses and midwives applying for initial registration, regardless of whether they qualified in Australia or overseas.
ESOS Act	The *Education Services for Overseas Students Act 2000* of the Commonwealth of Australia.
ESOS Framework	The legislative framework that regulates the responsibilities of education institutions towards overseas students on student visas, and includes the National Code.
Full-Fee Paying Students	Students enrolled in a Stanley College course who do not have their tuition fees subsidised by the Australian Government or WA Government.
Funded Students	Students who are studying a Funded Course.
IELTS	International English Language Testing System (IELTS) is an international standardised test of English language proficiency. It is jointly managed by University of Cambridge ESOL Examinations, the British Council and IDP Education Pty Ltd.
International Student	A student studying in Australia on a student visa issued by DoHA.
Language, Literacy, Numeracy, and Digital Literacy (LLND)	Language, Literacy, Numeracy, and Digital Literacy. These are the core skills that individuals need to participate effectively in education, employment and social life (reference DEWR). They are often referred to as 'foundations skills'.

National Code 2018	The National Code of Practice for Providers of Education and Training to Overseas Students 2018, established pursuant to Part 4 of the ESOS Act.
Nursing and Midwifery Board of Australia (NMBA)	The NMBA operates as an independent authority and its functions include: overseeing practitioner registration, developing professional standards, codes and guidelines, handling notifications and complaints in relation to the profession, assessing overseas-trained practitioners who wish to practice in Australia and approving accreditation standards and courses of study.
Offer Letter	An offer for admission into a Stanley College course. Some offers may include conditions placed on the admission, which may include pre-requisites.
Overseas Qualification Unit (OQU)	The OQU is based within the Department of Training and Workforce Development within the WA Government and assesses eligible qualifications gained overseas to determine their comparability with Australian standards. The OQU can assess post-secondary qualifications including: • Formal technical and vocational qualifications (Certificate IV and above); and • Formal higher education qualifications (Bachelor degree and above).
OET	The Occupational English Test (OET), developed specifically for healthcare professionals.
Pearson Test of English Academic	PTE Academic is a computer-based academic English language test aimed at non-native English speakers wanting to study abroad. It tests Reading, Writing, Listening and Speaking.
TOEFL	Test of English as a Foreign Language (TOEFL) is a standardised test to measure the English language ability of non-native speakers wishing to enrol in English-speaking education institutions.
Recognition of Prior Learning (RPL)	RPL is the assessment process that involves assessment of an individual's relevant prior learning (including formal and non-formal and informal learning) to determine if they meet the requirements of a nationally recognised unit/s of competency.
Standards for RTOs 2025	The Standards for Registered Training Organisations (RTOs) 2025 which sets out the requirements a RTO must meet when providing Vocational Education Training (VET) courses.
Training Package	The components of a training package endorsed by the Industry and Skills Council, or its delegate. The endorsed components of a Training Package are: • units of competency; • assessment requirements (associated with each unit of competency); • qualifications; and • credit arrangements.
VET	Vocational Education and Training.

4. Policy Principles

4.1 Principles

Stanley College's Admissions process is applied fairly and consistently to all students.

International students (students who hold a student visa in Australia) are only permitted to undertake courses that are registered on CRICOS, or any short courses listed as exempt. See the section of this policy titled 'Short Course (individual units) enrolment – International Students'.

Stanley College recruits' students in an ethical and responsible manner and provides information that is accurate and sufficient to enable students to make informed decisions about studying at Stanley College prior to enrolment.

Stanley College ensures that all prospective VET students are provided with accurate and timely pre-enrolment information, identified through ongoing consultation with stakeholders and alignment with the RTO Standards 2025 and the National Code 2018.

Prior to enrolling a student, or an intending student for enrolment, into a course, Stanley College provides comprehensive, current and plain English information via its website on:

- the requirements for a student's acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required, and course credit if applicable;
- any requirements to commence or complete the training product including assessment requirements or whether any licencing or occupational licence requirements apply;
- the training product code/title, the CRICOS course code, course content, modes of study for the course including compulsory online and/or work-based training, placements, other community-based learning and collaborative research training arrangements, and assessment methods;
- training delivery location, training commencement dates and scheduling;
- course duration and term (holiday) breaks;
- the course qualification, award or other outcomes;
- campus locations and facilities, equipment and learning resources available to students;
- the details of any arrangements with another provider, person or business who will provide the course or part of the course, where applicable;
- the training support services and wellbeing support services that are available to the VET student, and how the student can access those services;
- Stanley College being overall responsibility for the quality of training and assessment in compliance with the Standards for RTOs 2025 and the issuance of the AQF certification documentation;
- all indicative fees, costs and charges associated with the provision of the training product which VET students may incur, including advice on the potential for changes to fees over the duration of a course;
- payment terms and conditions, any applicable refund policies and the availability of any relevant government training entitlements and subsidies;
- any obligations or liabilities which may be imposed on VET students undertaking the training product, including any obligations requiring VET students to acquire any materials, equipment or IT, any costs and processes associated with withdrawing from training and any costs and processes associated with obtaining a Student Identifier;

- for international students, the requirements for students to achieve satisfactory course progress and attendance requirements;
- for domestic students, the requirements for students to achieve satisfactory course progress requirements;
- the grounds on which the student's enrolment may be deferred, suspended or cancelled; and
- the availability of credit and/or Recognition of Prior Learning (RPL) for VET students, including how to apply for it as part of the admissions process and where relevant information is available on the Stanley College website.

Stanley College also provides the following comprehensive, current and plain English information for international students via its website on:

- the ESOS framework, including official Australian Government material or links to this material online;
- where relevant, the policy and process that Stanley College has in place for approving the accommodation, support and general welfare arrangements for younger overseas students (in accordance with Standard 5 of the National Code); and
- accommodation options and indicative costs of living in Australia.

Stanley College engages Education Agents to recruit students on its behalf. All Education Agents are assessed and must be approved and trained before they can recruit students on behalf of Stanley College. For further information, refer to the *Education Agent Policy* and corresponding procedure. Stanley College is required to provide information on Education Agents in PRISMS for every student enrolment where an agent's employee has facilitated the students' acceptance for enrolment. For further information, refer to the *Education Agent Policy* and corresponding procedure.

The College's Admission standards:

- are appropriate for the AQF level of the program and required learning outcomes;
- meet the requirements of the corresponding training package or VET accredited course; and
- ensure that students have adequate prior knowledge and skills – including English language proficiency – to undertake the course successfully.

For English language proficiency:

- Stanley College reserves the right to request that a student undergoes an English test in addition to any other evidence of English proficiency provided; and
- a review is to be undertaken by Stanley College every three years to ensure the English language proficiency standards for admission are sufficient. This review will be undertaken by the Vice President Business Development for reporting to the VET Council.

The Admissions Team will assess each students student's Language, Literacy, Numeracy and Digital Literacy skills as detailed in the Language, Literacy, Numeracy and Digital Literacy Policy (VET) and Procedure prior to admissions into a course at Stanley College to ensure Academic Suitability.

Mature age students may be admitted to a course without meeting the formal academic requirements if they have relevant work experience and/or other acceptable qualifications. A copy of the student's current Curriculum Vitae will be required at the time of application.

Stanley College ensures the fair and equitable treatment of all applicants and seeks to increase admission numbers from underrepresented cohorts, including:

- students from lower socioeconomic backgrounds;
- students with a disability;
- Aboriginal and Torres Strait Islander peoples;

- students from remote, rural or isolated areas;
- first-in-family learners;
- students from non-English speaking backgrounds (including domestic students); and
- students with significant family responsibilities and/or financial difficulties.

Stanley College is committed to fostering a safe, inclusive, and culturally responsive learning environment for all students. Admissions practices are designed to support diversity and uphold cultural safety, particularly in relation to Aboriginal and Torres Strait Islander students. This includes recognising and respecting cultural identity, embedding inclusive practices, and ensuring that students from all backgrounds are welcomed and supported from the point of entry.

Stanley College is committed to ensuring equitable access to training and assessment for VET students with disability. The College:

- supports students to disclose a disability, if they choose to;
- implements reasonable adjustments where appropriate, which must be consistent with part 3 of the Disability Standards for Education 2005 ; and
- communicates promptly with students when adjustments are not possible or would not allow the student to meet the requirements of the training product, including reasons.

Eligible students are admitted irrespective of gender, race, nationality, marital status, faith, disability or sexual orientation.

All staff are inducted on the ESOS Framework, the Standards for RTOs 2025 and the VET (WA) Ministerial Corporation Purchase of Training Services Business Rules and are continually updated and trained on any changes, as they are implemented.

All Admission applications are processed by Stanley College's Admissions Office. Refer to the *Admissions Procedure (VET)* for further details of the application process.

Admission with credit may include credit transfer or RPL, as specified in the College's *Recognition of Prior Learning (RPL) and Credit Transfer (VET) Policy*.

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 corresponding procedure.

4.2 **Course Entry Requirements**

Details of required Course Entry Requirements for Certificate II, Certificate III and Certificate IV courses (including English language requirements) are indicated below.

	Certificate II	**Certificate III**	**Certificate IV**
Academic	Completion of Australian Year 10 or equivalent	Completion of Australian Year 10 or equivalent	Completion of Australian Year 11 or equivalent
English Proficiency	Intermediate Level of English OR IELTS Academic **or** General Training Test Score of 5.0 OR Other recognised English Language tests such as: • TOEFL iBT Test Score of 37-50 • PTE Academic Test Score of 31 • Cambridge English: 154 • OET D Grade • Duolingo English Test: 80-90 • CEFR Levels / Oxford Test: B1		

	• CELPIP General: 5 • LANGUAGECERT Academic: 46 • Michigan English Test: 44 OR Completion of Australian qualifications, evidence of certificate III level or above

Details of required Course Entry Requirements for Diploma/Advanced Diploma, Graduate Certificate and Graduate Diploma courses (including English language requirements) are indicated below.

	Diploma / Advanced Diploma	**Graduate Diploma**
Academic	Completion of Australian Year 12 or equivalent	Completion of a recognised degree or diploma or advanced diploma or equivalent
English Proficiency	Upper-intermediate Level of English OR IELTS Academic **or** General Training Test Score of 5.5 OR Other recognised English Language tests such as: • TOEFL iBT Test Score of 51-66 • PTE Academic Test Score of 39 • Cambridge English: 162 • OET: C Grade • Duolingo English Test: 95-100 • CEFR Levels / Oxford Test: B2 • CELPIP General: 6 • LANGUAGECERT Academic: 54 • Michigan English Test: 49 OR **Diploma** - Completion of Australian qualifications, evidence of certificate III level (minimum duration 26 weeks) or above OR **Advanced Diploma** - Completion of Australian qualifications, evidence of certificate IV level or above	Upper-intermediate Level of English OR IELTS Academic **or** General Training Test Score of 6.0 OR Other recognised English Language tests such as: • TOEFL iBT Test Score of 67-80 • PTE Academic Test Score of 47 • Cambridge English: 169 • OET C Grade • Duolingo English Test: 105-115 • CEFR Levels / Oxford Test: B2 • CELPIP General: 7 • LANGUAGECERT Academic: 61 • Michigan English Test: 53 OR Completion of Australian qualifications, evidence of diploma level or above

Details of required Course Entry Requirements for HLT54121 Diploma of Nursing course are indicated below. Students are required to complete the 'HLT54121 Declaration of English Proficiency' and must meet the language proficiency requirements indicated (English Language test scores below apply from April 2025):

HLT54121 Diploma of Nursing	
Academic	• Completion of Australian Year 12 or equivalent; or • Completion of a Certificate IV level or higher qualification or equivalent
English Proficiency	Applicants must meet the Nursing and Midwifery Board of Australia (NMBA) English Language Registration Standard: • Primary Language Pathway - Complete a declaration to declare English as their primary language; OR • English Language Test Pathway - Provide test result reports for one of the following tests taken within the 2 years prior to completing an application (English Language test scores below apply from April 2025): ○ Cambridge (C1 Advanced or C2 Proficiency): Minimum overall score of 185 and a Minimum overall score of 185 in each of the first three components (listening, reading, speaking) and a minimum overall score of 176 in the final component (writing) ○ IELTS Academic: Overall score of at least 7.0 and a minimum score of 7 in the each of the first three components (listening, reading, speaking) and a minimum score of 6.5 in the final component (writing)

	○ PTE Academic: Minimum overall score of at least 66 and a minimum score of 66 in each of the first three communicative skills (listening, reading, speaking) and a minimum score of 56 in the final communicative skill (writing) ○ OET: Minimum score of B in each of the three components (listening, reading, speaking) and a minimum score of C+ in the one component (writing) ○ TOEFL iBT: Minimum total score of 94 and with a minimum score of 24 for listening, 24 for reading, 24 for writing and 23 for speaking Further details can be found at: Nursing and Midwifery Board of Australia – Fact sheet: https://www.nursingmidwiferyboard.gov.au/Registration-Standards/English-language-skills.aspx
Acceptable English Proficiency Test Results*	The above results can be from one test sitting, or a maximum of two test sittings in a 12-month period only if: • Cambridge (C1 Advanced or C2 Proficiency): ○ The applicant is tested in all four components in each sitting ○ The applicant achieves a minimum score of 185 in each component for listening, reading and speaking and a minimum score of 176 for writing across the two sittings, and ○ when using two test sittings, no score in any component of the test(s) for either test sitting is below 176. • IELTS Academic: ○ the applicant achieves a minimum overall score of 7 in each sitting, and ○ the applicant achieves a minimum score of 7 in each component for listening, reading and speaking and a minimum score of 6.5 for writing across the two sittings, and ○ when using two test sittings, no score in any component of the test(s) for either test sitting is below 6.5 • PTE Academic: ○ a minimum overall score of 66 is achieved in each sitting, and ○ the applicant achieves a minimum score of 66 in each of the communicative skills of listening, reading and speaking and a minimum score of 56 in writing across the two sittings, and ○ when using two test sittings, no score in any of the communicative skills for either test sitting is below 56. • OET: ○ the applicant is tested in all four components in each sitting, and ○ the applicant achieves a minimum score of B in each component for listening, reading and speaking and a minimum score of C+ for writing across the two sittings, and ○ when using two test sittings, no score in any component of the test(s) for either test sitting is below C+. • TOEFL iBT: ○ a minimum total score of 94 is achieved in each sitting, and ○ the applicant achieves a minimum score of 24 for listening, 24 for reading, 24 for writing and 23 for speaking across the two sittings, and ○ when using two test sittings, no score in any of the test sitting sections here is: below; 20 for listening
*English Language test scores detailed here apply from April 2025. If the applicant is providing test results from two sittings, the applicant may only provide results from any two tests taken within a 12-month period from one provider. **Results cannot be combined from different test providers**	

Students are eligible to get an exemption from English proficiency, if a student has competed a Certificate IV level qualification or higher qualification in Australia (award should be no more than 10 years old, conditions apply). This exemption does not apply to the HLT54121 Diploma of Nursing, where applicants are required to meet the English Language Registration Standard as prescribed above.

Additional course specific pre-requisite requirements are detailed in the *Course Information Guide (Local/International/Funded)* available via Novacore.

4.3 **Admissions Policy Details International Students**

Requirements for admission are based on standards applicable to a course at the appropriate level of the Australian Qualifications Framework (AQF) and include a level of acceptable English language proficiency. These requirements are published in the student prospectus, marketing materials and on the Stanley College website.

4.3.1 **Reporting International Students English Language Proficiency on PRISMS**

Stanley College must report information on Students' English language proficiency when creating or updating a confirmation of enrolment (CoE) on PRISMS.

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

4.3.2 **Concurrent Enrolments for International Students**

Concurrent Course Enrolment means that the student is enrolling simultaneously in more than one award course. Stanley College permits concurrent enrolment for its International Students based on the information outlined in this policy. As an international student, the regulations stipulate that each course the student studies must be CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) Registered.

Therefore, Stanley College permits concurrent enrolments provided that the:

- course is listed on Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS);
- student has completed at least six (6) months of their Principal Course;
- student provides details of the concurrent enrolment including name of other Education Provider, name of Principal Course, commencement date and expected completion date;
- student provides a copy of their current timetable to demonstrate that their attendance at Stanley College will not interfere with their existing studies;
- student commits to maintaining satisfactory academic progress, including attendance/participation in all scheduled classes of both the Principal Provider and Stanley College; and
- student completes the Concurrent Course Enrolment Disclaimer.

4.3.3 **Under 18 International students**

For students wishing to apply for Admission but are under the age of 18 at the time the course will commence, further information can be found in the *Under 18 Students Policy (VET)* and corresponding procedure.

4.3.4 **Short Course (individual units) enrolment – International Students**

International students are only permitted to enrol in course that is registered on CRICOS, unless the short course is listed as exempt from the definition of course under the Education Services for Overseas Students Act 2000 (ESOS Act) *

Stanley College offers the following 'exempt' single units of competency:

Exempt Units of Competency
SITHFAB021 Provide responsible service of alcohol
HLTAID011 Provide First Aid

*Specific units of competency exempt from the definition of course under the Education Services for Overseas Students Act 2000 (ESOS Act) are listed on the Education Services for Overseas Students (Exempt Courses) Instrument 2021.

4.4 Admissions Policy Details Domestic Students (Fee for Service and Funded)

4.4.1 Funded Enrolment – Eligibility Requirements

The Eligibility to complete a 'funded' course are as detailed in the Department of Training and Workforce Developments Business Rules and VET Fees and Charges Policy for the applicable year. Each program has specific requirements, detailed herein. This information is provided to prospective students in our marketing materials (brochures, website etc):

Overall Eligibility

Students may be eligible for a funded course at Stanley College if they have left school, and their primary place of residence is in Western Australia and they are either:

- an Australian citizen; OR
- a permanent visa holder; OR
- holders of a sub-class 300, 309, 444, 445, 449, 461, 785, 786, 790, or 820 visa;
- secondary holders of a temporary visa of sub-class 188, 457, 482, 489, 491 or 494 visa;
- holders of a Bridging Visa E (subclasses 050 and 051) where the visa holder has made a valid application for a visa of subclass 785 or 790;
- holders of a bridging visa who are eligible to work, and who have made a valid application for a subclass 866.

Participation – Work Readiness

Prospective students must meet the Overall Eligibility, and be unemployed or under-employed and able to access mainstream training. Students must:

- Have a written referral from a Participation Referral Agent for Job Seekers; OR
- Be referred by themselves; another agency or recruited by the Service Provider.

Note: Under employed is an individual working **less than 20 hours a week** with one or across multiple employers. Where a prospective is working 20+ hours per week, they do NOT meet the eligibility criteria for enrolment in the funded course.

4.4.2 School Aged Domestic Students

During the final years of compulsory education, a school aged student may consider alternative education arrangements. These arrangements require the Minister of Education approval, as detailed below:

- leave school before the end of Year 10, the parent or legal guardian must obtain the Minister for Education's approval for an 'exemption from full-time schooling'; or
- leave school during the final 2 years of their compulsory education period (typically Years 11 and 12), the parent or legal guardian must obtain the Minister for Education's approval via a 'notice of arrangements (NoA)'.

Further details including the Application for Exemption Form and Notice of Arrangement form (NoA) are available via the Department of Education website.

Admissions for school aged students cannot be finalised until the relevant Exemption Form or NoA are signed by all required parties. Copies of fully executed forms should be retained by each party. Stanley College is responsible for submitting the fully executed forms as detailed within the form.

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 VET students.

6. Policy Information

Policy Area	VET
Authorised Officer	Admissions Manager
Supporting documents, procedures, work guidelines and forms	Admissions Procedure (VET) Application Form – International Student Application Form – Domestic Student Student Complaints and Appeals Policy Concurrent Course Enrolment Guidelines and Disclaimer (VET) Course Information Guide – Local/International/ Funded Education Agent Policy and Procedure Under 18 Students Policy (VET) and Procedure Notice of Arrangement Form Exemption Form Guidelines for use of PRISMS How To Guide - (PRISMS) English Language Testing and Exemptions Fee Waiver Application Form
Audience	Public

7. Compliance Monitoring Summary

Not yet determined.

8. Link to Standards

8.1 Standards for RTOs 2025

Quality Area	Outcome Standard	Focus Area	Standard	Performance Indicator
1.Training and assessment	Quality training and assessment engages VET students and enables them to attain nationally recognised, industry-relevant competencies.	Recognition of prior learning and credit transfer	Standard 1.6	(a)
1.Training and assessment	Quality training and assessment engages VET students and enables them to attain nationally recognised, industry-relevant competencies.	Recognition of prior learning and credit transfer	Standard 1.7	(a)
2.VET Student Support	VET students are treated fairly and are properly informed, supported and protected.	Information	Standard 2.1	(a) (b) (c) - i, ii, iii, iv (d) - i, ii, iii
2.VET Student Support	VET students are treated fairly and are properly informed, supported and protected.	Information	Standard 2.2	(a) (b)
2.VET Student Support	VET students are treated fairly and are properly informed, supported and protected.	Information	Standard 2.4	(a) (b) (c)
2.VET Student Support	VET students are treated fairly and are properly informed, supported and protected.	Information	Standard 2.6	(a) (b)

8.2 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