



Approval Authority	Academic Board
Policy Owner	Academic Dean; Dean of Students
Date Approved	April 10, 2024
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Related documents	<i>Aboriginal and Torres Strait Islander Education Policy</i> <i>Student Support Policy</i> <i>Academic Progression Policy and Procedure</i> <i>Advanced Standing, Credit Transfer and Articulation Policy and Procedure</i> <i>Recognition of Prior Learning Policy and Procedure</i> <i>Student Code of Conduct Policy</i> <i>Academic Integrity Policy and Protocols</i> <i>English Language Proficiency Policy</i> <i>Deferral Policy and Procedure</i> <i>Student Grievance and Resolution Policy and Procedure</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> <i>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)</i> <i>*as amended from time to time</i>

1. Purpose

- This policy document sets out principles supporting admission to coursework courses accredited by the Analytics Institute of Australia (AIA).

2. Scope

This policy and procedures apply to AIA admission requirements for domestic and international applicants to all AIA coursework courses. Information is also included on admission to non-award and to cross-institutional study at the AIA.

Definitions:

“Admission” refers to the process by which a prospective student is assessed against eligibility criteria to be admitted into a course of study which results in an offer of a place in the course.

“Enrolment” refers to the commencement of the course by selecting and enrolling into units of study in each of the compulsory study periods.

3. Principles

- The AIA values education as a transformative experience for all people irrespective of their origins, age, and circumstance.
- Admission to AIA courses is determined on merit and perceived likelihood of being able to complete their course of study.
- For admission to all courses, international students must satisfy all visa requirements of the Department of Home Affairs

- Offers will be issued based on a student's eligibility for the course. If an applicant is not successful in their application for a program, they may be offered a place for which they are eligible.
- AIA must not deliver more than one-third of the units (or equivalent) of a higher education course by online or distance learning to an overseas student¹ on a student visa in Australia.
- AIA must ensure that in each compulsory study period for a course, an overseas student on a student visa in Australia is studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course.
- Admission criteria for a course will be as outlined in the relevant course requirements and its expected learning outcomes.
- Admission standards support the AIA mission and values and its approach to professional education while emphasizing student access, equity, choice, and flexibility.
- The Academic Board determines the general admission requirements set out in this policy and the specific admission requirements for each coursework course.
- An academic leader may apply to the Academic Board for additional or alternative admission requirements at the time a course is accredited, or when an existing course's accreditation is renewed.
- AIA publishes the specific admission requirements for each course relevant to each year in which the course is offered.
- All admission (digital and printed) literature will contain essential information including, but not limited to:
 - Campus locations
 - Information about visiting campuses
 - Important dates for application, enrolment, and deadlines
 - Important contact details
 - ATAR (or equivalent) requirements and eligibility
 - Student specific information
 - Special considerations
 - How international and interstate applicants are assessed
 - Pathways or enabling courses for those who do not meet entry criteria
 - General language proficiency requirements
 - Indigenous applicant information
 - Course specific information

¹ <https://www.education.gov.au/esos-framework/resources/standard-8-overseas-student-visa-requirements>

- Prerequisites and corequisites
- Work integrated learning requirements.

4. Procedural requirements

- a. The Admission and Enrolment Procedure will provide details on undergraduate and postgraduate entrance ranks, admission schemes for undergraduate courses, English proficiency requirements and special provisions for Aboriginal and Torres Strait Islander students.
- b. On offer of a place, students must be informed of their rights and obligations, relating to fees, credit for prior learning and information on changes to or withdrawal from offers.
- c. An applicant who provides false or misleading information in their application for admission, or who withholds information relevant to their application for admission to a course, may have their application for admission cancelled or, where an offer of admission has been made, have their offer of admission withdrawn.
- d. Applicants wishing to change their course of study at the AIA after acceptance need to note that the new application will be re-assessed to meet the relevant admission requirements and advanced standing for the new course.
- e. Admission requirements for each course, for either domestic or international students, including English Language proficiency, must be clear, simple to understand, and consistently presented in digital and print media.
- f. AIA admission criteria and processes will apply equity and access considerations through provision for pathway schemes and alternative entry admission schemes.
- g. AIA supports the admission and retention of Aboriginal and Torres Strait Islander students through a variety of strategies (refer to the Aboriginal and Torres Strait Islander Education Policy).
- h. Students studying at other higher education providers can apply to study at AIA as cross-institutional students. Students must provide written permission from the host higher education provider listing the unit(s) approved for study and the fee status of the student.
- i. Applicants can apply to undertake studies in one or more units as a Non-award Studies student.
- j. An applicant may seek deferment of an Acceptance of Offer – see the AIA Deferral Policy.
- k. Students and prospective students have the right to appeal an admission decision in accordance with the Student Grievance and Resolution Policy and Procedure.

5. Governing policy and legislation

Admission requirements will comply with the Government (State and Federal) legislations and AIA's standards respectively, and policies and procedures. Implementation of the policy will be consistent with the Australian Qualifications Framework (AQF) and the Higher Education Standards Framework.

Version History

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V 1.0	Academic Board	16/11/2020	
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1. Purpose

- This document sets out the procedure supporting admission to coursework courses accredited by the Analytics Institute of Australia (AIA) and the implementation of the Admission and Enrolment Policy.

2. Scope

This procedure applies to AIA admission requirements for domestic and international applicants to all AIA coursework courses. Information is also included on admission to non-award and to cross-institutional study at the AIA.

Definitions:

“Admission” refers to the process by which a prospective student is assessed against eligibility criteria to be admitted into a course of study which results in an offer of a place in the course.

“Enrolment” refers to the commencement of the course by selecting and enrolling into units of study in each of the compulsory study periods.

3. Procedure

- This procedure provides details in the form of Schedules on undergraduate and postgraduate entrance ranks,, admission schemes for undergraduate courses, English proficiency requirements and special provisions for Aboriginal and Torres Strait Islander students.
- The attached Schedules set out the various measures that will be used to assess an applicant’s likelihood of completing a chosen course.

- c. On offer of a place students are informed of their rights and obligations, relating to fees, credit for prior learning and information on changes to or withdrawal from offers.
- d. An applicant who provides false or misleading information in their application for admission, or who withholds information relevant to their application for admission to a course, may have their application for admission cancelled or, where an offer of admission has been made, have their offer of admission withdrawn by the Registrar (or designated officer).
- e. Students suspended or excluded from other institutions need to meet AIA admission requirements or apply for special consideration before they can receive an offer. Students may be admitted with conditions relating to their academic progress.
- f. Applicants wishing to change their course of study at the AIA after acceptance need to note that the new application will be re-assessed to meet the relevant admission requirements and advanced standing for the new course.

4. General Admission requirements

It is a requirement of all students applying for admission to AIA that they agree to the following statement:

Analytics Institute of Australia's intellectual community relies on academic integrity and responsibility as the cornerstone of its work. All students are expected to exhibit the highest level of personal and academic honesty as they engage in all academic activities whilst a student of AIA. In practical terms, you must be responsible for the full and accurate attribution of the ideas of others in all of your assessments and projects; you must be honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet source. Students are responsible for knowing and correctly utilising referencing and bibliographical guidelines. When in doubt, consult the AIA teaching staff or Library.

Failure to observe these rules of conduct will have serious academic consequences, up to and including dismissal from the AIA. If a member of AIA suspects a breach of academic honesty, appropriate investigative and disciplinary action will be taken following AIA Academic Integrity Policy and Procedure. In taking enrolment to AIA, I agree to adhering to all policies regarding Academic Integrity.

5.1 Domestic students

- a. Admission to undergraduate courses, including associate degrees and diplomas, is generally based on an entrance rank (refer to Appendix).

- b. Admission to a postgraduate course is based on possession of an undergraduate degree or equivalent as determined by the Academic Board, provided that the qualification has been gained in a suitable area of study (refer to Appendix).

5.2 International students

- a. For admission to undergraduate courses, international students who have completed:
- A secondary education (Year 12) or its equivalent recognised qualification (refer Appendix B), or
 - completed An Australian qualification with an AQF Level 5 or higher within the last 10 years, or
 - completed an international Diploma qualification equivalent to AQF level 5 or higher within the last 10 years, or
 - must have been accepted for entry into an Australian Higher Education Institute or University after meeting all entry requirements within the last three years.
- b. For admission to postgraduate courses, international students must have completed:
- an Australian qualification of AQF 7 or higher within the last 10 years, or
 - completed any appropriate educational qualification equivalent to a bachelor's degree awarded by an Australian university or other higher education provider within the last 10 years.

5.3 English proficiency

- a. Minimum English language requirements apply to all students for entry to AIA courses. Some courses may have higher English proficiency requirements than the AIA's minimum standards (refer to the English Language Proficiency Policy).
- b. A course with multiple modes of delivery will have the same English Language Requirements regardless of where and how it is delivered (refer to the English Language Proficiency Policy).

5.4 Minimum Age of Admission

Domestic and International students seeking admission in AIA undergraduate courses should be not less than 18 years of age at course commencement.

6. Equity and access

- a. AIA admission criteria and processes apply equity and access considerations through provision for pathway schemes and alternative entry admission schemes.
- b. The Analytics Institute of Australia may approve undergraduate admissions schemes for purposes such as:
- Paying special attention to the needs of Victoria and the surrounding regions
 - Providing access to the educationally or socially disadvantaged groups
 - Addressing under-representation of designated groups.



- c. Each specific undergraduate admission scheme is approved by the Academic Board (or a nominated subcommittee of Academic Board) and is recorded in the relevant Schedules of this Policy.
- d. The Analytics Institute of Australia will monitor academic progress and provide appropriate learning support to students admitted under any admission scheme, as detailed in the Student Support Policy and Academic Progression Policy and Procedures.

6.1 Aboriginal and Torres Strait Islander Admissions Strategy

- a. AIA supports the admission and retention of Aboriginal and Torres Strait Islander students through a variety of strategies the Aboriginal and Torres Strait Islander Education Policy.

6.2 Admission based on Recognition of Prior Learning and Equivalent Graduate Status

- a. “Recognition of Prior Learning” enables admission based on learning acquired through means other than formal study.
- b. “Equivalent Graduate Status” is recognition of prior learning approved by the Academic Board that enables admission to postgraduate courses on the basis of a combination of pre-tertiary qualifications and work experience or professional membership, in addition to any special requirements of a course.
- c. Entry to some of the AIA courses is facilitated by articulation and credit transfer arrangements (see the Advanced Standing, Credit Transfer and Articulation Policy and Procedures).
- d. Information on exemption from some of the AIA units based on previous learning or past work experience is covered in the AIA’s Recognition of Prior Learning Policy and Procedures.

7. Cross-institutional and non-award study

- a. Students studying at other higher education providers can apply to study at AIA as cross-institutional students. Students must provide written permission from the host higher education provider listing the unit(s) approved for study and the fee status of the student.
- b. Applicants can apply to undertake studies in one or more units as a Non-award Studies student. Non-award study is normally undertaken by someone wishing to undertake study in a small number of units for career enhancement or personal interests. Although applicants do not need to meet normal admission requirements, they must satisfy the AIA English language proficiency requirements. Acceptance into Non-award Studies may be subject to unit quotas or individual unit prerequisites.

8. Deferring an Offer

- a. An applicant may seek deferment of an Acceptance of Offer – see the AIA Deferral Policy. An applicant’s intention to defer should be communicated by the date specified in the Letter of Offer. If the deferral is approved, the applicant will be notified by the Registrar (or designated officer).



- b. Deferral of offers to postgraduate coursework courses will depend on course and place availability and fee structure. The Registrar (or designated officer) will determine, during each admission period, those postgraduate courses that can be deferred. If the deferral is approved, the applicant will be notified by the Registrar (or designated officer)
- c. Applicants with a deferred status are guaranteed enrolment subject to:
 - Their eligibility for admission not changing e.g. exclusion or expulsion from studies undertaken elsewhere.
 - The AIA still offering the course to which they seek admission. The new offer is subject to course availability and may not have the same course structure as the previous one. Where the AIA no longer offers the course for admission, applicants may be offered a place in a comparable course of their choice, provided they would have been eligible for admission when the initial offer of place was made, and that they still meet the academic requirements of the new course offering and any advanced standing is still relevant to course learning outcomes.
 - The fee type status of applicants remains unchanged.
- d. Persons intending to take up their deferred Offer are required to advise the Registrar (or designated officer) by the closing date for new applications for admission. A person who has a deferred Offer but who wishes to obtain admission to a different course must apply for admission in the usual way and be considered with other applicants.
- e. The option to defer acceptance to a course is only available once for that course.
- f. International/overseas students must comply with their student visa conditions when considering any deferral or changes to their course of study.

9. Accepting an offer

- a. Where a domestic applicant has received offers to more than one course to commence in the same study period, only one offer may be accepted, except where the Registrar (or designated officer) agrees otherwise.
- b. Domestic applicants who receive and accept one offer but subsequently receive an offer to another course in the same period can choose either to keep the previous offer/acceptance and not accept the new offer, or accept the new offer and withdraw the previously accepted offer.
- c. International/overseas students must comply with their Confirmation of Enrolment conditions when considering any changes to their courses of study.



10. Admissions and Student Conduct Rules and Academic Progress Rules

- a. Students who have been suspended from the AIA must serve the term of their suspension before re-admission is considered. Students may be readmitted with conditions relating to their academic progress (refer to the Academic Progression Policy and Rules).
- b. A student who has been excluded or suspended under the AIA Student Code of Conduct Policy may not be re-admitted to a course of study or enrolled in a unit of study of the AIA during the period of suspension or exclusion.
- c. Conditional Enrolment: Enrolment under a specified set of conditions including, but not limited to: stipulations such as passing a certain percentage of units, enrolling in a reduced number of units, attending study assist programs, attending English programs or other appropriate activities that will assist with student academic progression.

11. Decisions and Right of Appeal

- a. After the admission assessment process, prospective students are notified by email regarding their application outcomes.
- b. All admission decisions are made by the Registrar (or designated officer) in consultation with the relevant Academic staff.
- c. Students and prospective students have the right to appeal an admission decision in accordance with the Student Grievance and Resolution Policy and Procedure.

12. Roles and responsibilities:

Who	Responsibility
Registrar (or designated officer)	<p>Is responsible for managing the processing of applications for admission in accordance with guidelines set by the Academic Board including:</p> <ul style="list-style-type: none">• Any arrangements with Victorian Tertiary Admissions Center (VTAC) to make assessments and offers on behalf of the AIA;• ensuring admission offer decisions are consistent;• notifying students in a timely manner of the outcome of their applications, maintaining records of application decisions and the basis for these decisions so that the effectiveness of admission criteria can be evaluated.

Registrar (or designated officer)	<p>Is responsible for ensuring the Schedules contained in this document are reviewed annually to reflect relevant strategic, regulatory, or other changes.</p> <p>Will provide rolling three-year reports annually to the Executive Leadership Group (ELG) on targets, offers and acceptances. Reports will include data on offers and acceptances in the following categories:</p> <ul style="list-style-type: none"> • Tertiary Admission Centers (such as VTAC) • Direct admission (including international/overseas students) • Approved undergraduate admission schemes • Alternative entry – postgraduate courses • Internal students transferring to new courses • Excluded students seeking readmission to the same or new courses • Applicants who defer their offers. <p>Oversees the AIA's responsibilities regarding admission on behalf of the Academic Board.</p> <p>Approve any changes to the Schedules and Procedures and forwards them to Academic Board for approval.</p>
Academic Board	<p>Considers advice and recommendations from the Registrar (or designated officer), Academic Dean and any Admission subcommittees established by the Academic Board on all aspects of admissions.</p> <p>The Academic Board approves any changes to the Policy.</p>

13. Governing policy and legislation

Admission requirements will comply with the Government (State and Federal) legislations and AIA's standards respectively, and policies and procedures. Implementation of the policy will be consistent with the Australian Qualifications Framework (AQF) and the Higher Education Standards Framework.

Version History

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V 1.0	Academic Board	16/11/2020	
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SCHEDULES

Schedule 1: Undergraduate courses - entrance ranks

Admission to undergraduate degree courses, is based on an entrance rank. Some courses may have additional or alternative requirements. A rank can be achieved by the following means:

- a. Current Year 12 students - the rank from an ATAR (Australian Tertiary Admissions Rank). An ATAR can be achieved by completing Year 12 in an Australian secondary school. Applications from current school leavers are usually processed through an Australian Tertiary Admissions Centre. For Victorian students this is VTAC.
- b. Previous Year 12 qualifications. Results from completing secondary study in Australia in previous years will be converted to an ATAR equivalent. This rank is used to determine an applicant's eligibility. These students can apply through an Australian Tertiary Admissions Centre or direct to the Analytics Institute of Australia.
- c. Other Australian qualifications. Applicants can also receive a rank from other study. This study can include tertiary study, special admission tests and enabling programs. The highest level of success in a qualification (ATAR or tertiary course Grade Point Average) is used to calculate a rank. A minimum of two years full-time equivalent study must be undertaken for the tertiary study to be considered. Two years full-time equivalent study in a tertiary level course overrides any secondary level and bridging level qualifications. These students can apply through an Australian Tertiary Admissions Centre or direct to the AIA.
- d. Work experience. Work experience can also be considered in determining a rank. The skill level of this work experience is determined by the information available on the ANZSCO (Australian and New Zealand Standard Classification of Occupations) website. These students can apply through an Australian Tertiary Admissions Centre, such as VTAC or direct to the Analytics Institute of Australia.
- e. Overseas qualifications. Study overseas can be used to calculate a rank. The overseas qualification can be assessed by AIA using the AEI-NOOSR (Australian Education International - National Office of Overseas Skills Recognition) Country Education Profile (CEP) online service.

Schedule 2: Postgraduate courses – Entrance Ranks

- a. Students admitted to a course will commence study with a sufficient basis of prior knowledge and skills to achieve the course learning outcomes and the learning outcomes for the AQF qualification type and level in the time available in the course. AIA's standard minimum admission requirement for a postgraduate coursework course is normally the completion of a bachelor's degree (AQF level 7).



- b. Admission requirements may be in the same or in a different discipline to the undergraduate degree and will be determined for each course according to the purpose of the postgraduate course or sequence.
- c. Where admission to a course requires prior study in the same discipline, guidance on what constitutes the same discipline for the purpose of that course, in terms of relevant field(s) and amount of study, will be included in the admission requirements in the relevant course information.

Alternative Entry to Postgraduate Course - Recognition of Prior Learning

- a. Applicants who do not possess an undergraduate degree may, subject to satisfying any special requirements of a particular course, qualify for admission to that postgraduate course on the basis of a Recognition of Prior Learning (RPL) assessment of their current skills and knowledge.
- b. RPL is the recognition of learning gained outside the Australian Qualifications Framework (AQF), which are those awards normally offered in universities and the Vocational Education sector. RPL-based admission refers specifically to learning from work or life experience and may include a combination of un-credentialed or credentialed learning (see section 'Educational Access Scheme' below).
- c. Admission granted based on RPL is not transferable to another course. A new application for RPL needs to be made for each course.

Schedule 3: Approved Undergraduate Admission Schemes (for domestic students only)

Adjustment factors

- a. Domestic applicants who do not meet the normal entry requirements for an undergraduate course may be eligible for an adjustment to their admission selection rank through the awarding of additional points. These applicants then compete on academic merit for the places available.
- b. There are three categories of available additional points and maximums available for each category as follows:
 - Educational Access Scheme (EAS) = maximum 10 points
 - AIA Priority Group = maximum 5 points even when more than one group is applicable.
 - Overall, the total maximum additional points allowed is 15.

Educational Access Scheme

- a. The Educational Access Scheme (EAS) assists immediate and recent Australian school leavers of good academic potential whose education has been disrupted or disadvantaged and who, consequently, may not gain entrance to the degree course of their choice.



- b. This scheme considers disabilities and/or disadvantages experienced by applicants in Years 11 and 12, or equivalent. If successful, this consideration will lead to additional points on their entrance rank. The degree of disadvantage determines the number of additional points awarded.
- c. Additional points are awarded under this scheme to assist students from remote or regional schools.
- d. To be considered for additional points under EAS the applicant must be an Australian citizen, or a New Zealand citizen, or a permanent resident of Australia, or a holder of an Australian permanent resident humanitarian visa who applies for admission through an Australian Tertiary Admissions Centre such as VTAC.
- e. The AIA may award up to 10 additional points under the EAS. The EAS is administered by an Australian Tertiary Admissions Centre such as VTAC. Students who do not apply for EAS consideration via their VTAC application can request 'Special Consideration' through the Registrar (or designated officer).

AIA Priority Group - Aboriginal and Torres Strait Islander applicants

- a. All applicants who have self-identified as Aboriginal or Torres Strait Islander peoples are automatically awarded five additional points. Applicants are encouraged to contact AIA prior to application.

Special Consideration

- a. Any applicant who believes they have been disadvantaged and ineligible for assistance through one of the above schemes may make written application to the Analytics Institute of Australia seeking Special Consideration.
- b. Students requesting Special Consideration will have their application reviewed by the Registrar (or designated officer) in consultation with the Academic Dean. Upon consultation, and if deemed appropriate, the Registrar (or designated officer) may award additional points to a maximum of 10 points.
- c. Students will not normally be entitled to assistance from one of the above admission schemes and additionally also be granted Special Consideration.

Schedule 4: English Proficiency Requirements

Meeting English Proficiency Requirements through Previous Study in Australia

All International students are required to meet the minimum English language proficiency requirements for admission into AIA qualifications. There are several ways to demonstrate English language proficiency. AIA recognises a variety of formal English tests as evidence of appropriate English language proficiency provided,

they are less than 2 years old at the commencement of the course. The following are the minimum scores required.

Undergraduate English Proficiency Requirements

a. Meeting English Proficiency Requirements through an English Language Test

PROGRAM	CONDITIONS
IELTS ACADEMIC	6.0 overall with no band score less than 5.5
TOEFL IBT	Overall score of 60 with R:13, L:12, S:18, W:21
PEARSON TEST OF ACADEMIC ENGLISH	50 with no skill score below 50
CAMBRIDGE ENGLISH (CAE & CPE)	169 with no sub-score below 169
OCCUPATIONAL ENGLISH TEST	No grade lower than 'C' in any of the sub-tests

b. Other accepted forms of English testing, previous study or qualifications recognised by AIA are:

PROGRAM	CONDITIONS
Successful completion of an Australian Qualification Framework (AQF) qualification (Certificate IV or higher) (taught in English)	Completed within the last 2 years.
Transfer between Australian Higher Education Courses Undergraduate or Postgraduate where the medium of instruction is English	Completion of one trimester/semester of study within the last year, achieving a 50% or higher pass rate resulting in the minimum successful completion of 2 units.
Successful completion of an Australian Foundation Program designed as a pathway to higher education	Completed within the last 2 years
Completion of a recognised university degree where the medium of instruction was English	Recognised University Degree is assessed against the Country Education Profiles (CEP) on the Australian Education International (AEI) National Office of Overseas Skills Recognition (NOOSR) website, and will only be accepted if deemed equivalent to an Australian Bachelor degree for the relevant country, education level and/or institution. Medium Instruction of English is assessed against the Country Education Profiles (CEP) on the Australian Education International (AEI) National Office of Overseas Skills Recognition (NOOSR) website, and will only be accepted if English is the recognised language of instruction for the relevant country, education level and/or institution

Completion of a recognised secondary education (high school) qualification taught in English	The above studies must be undertaken in English within five years of the date on which you will commence your course, in an English-speaking country as listed below: American Samoa, Australia, Bahamas, Barbados, Belize, Botswana, Canada (excluding Quebec), Fiji, Gambia, Ghana, Gibraltar, Guyana, Ireland, Jamaica, Kenya, Lesotho, Liberia, New Zealand, Nigeria, Papua New Guinea, Samoa, Singapore, Solomon Islands, South Africa, Tonga, Trinidad and Tobago, United Kingdom (including Northern Ireland), United States of America, Zambia, Zimbabwe
ELICOS: Successful completion of EAP 2 (equivalent to IELTS 6.0) or any ELICOS program- still in progress- that is equivalent to IELTS 6.0 when completed, provided it is completed prior to commencement of AIA course	The equivalent score is mentioned in the certificate of completion
One Year of post-secondary education where the medium of instruction was English within the past 2 years	In minimum 12 month with official verification documents. Medium Instruction of English is assessed against the Country Education Profiles (CEP) on the Australian Education International (AEI) National Office of Overseas Skills Recognition (NOOSR) website, and will only be accepted if English is the recognised language of instruction for the relevant country, education level and/or institution
International Baccalaureate Diploma	A minimum of 4 in English (Standard Level) or a minimum of 3 in English (Higher Level)
General Certificate of Education (GCE)/ General Certificate of Secondary Education (GCSE) - O Level International GCSE (IGCSE)	Grade C or better in English Language, English Literature, or English as a Second Language
General Certificate of Education (GCE) – A or AS Level	C pass in Advanced Subsidiary or Advanced level or Higher 1 (H1) or Higher 2 (H2) in General Paper or one of the following humanities subjects: Ancient History/Classical Studies, Anthropology, Archaeology, Citizenship Studies, Communication Studies, Creative Writing, Critical Thinking (formerly Critical and Contextual Studies), Drama and Theatre, Economics, English (English Language/English Literature), Film Studies, General Studies, Global Perspectives and Research, Government and Politics, History, History of Art, Humanities, Journalism, Law, Media Studies (Media is not a humanities subject), Philosophy, Religious Studies, Social Policies, Sociology, World Development

Postgraduate English Proficiency Requirements

- a. Meeting English Proficiency requirements through an English Language Test

PROGRAM	CONDITIONS
IELTS ACADEMIC	6.0 overall with no band score less than 6.0 for Speaking and Writing and 5.5 for Listening and Reading
TOEFL IBT	Overall score of 79 with R:13, L:12, S:18, W:21
PEARSON TEST OF ACADEMIC ENGLISH	58 with no skill score below 50
CAMBRIDGE ENGLISH (CAE & CPE)	176 with no sub-score below 169
OCCUPATIONAL ENGLISH TEST	No grade lower than 'C' in any of the sub-tests

English test results must be no more than two years old.

Applicants who completed their primary degree in a language other than English and are now permanent Australian residents may also be required to undertake an English Language Proficiency test prior to admission.

Schedule 5: Aboriginal and Torres Strait Islander Admissions Strategy

- The Registrar (or designated officer) may assign up to five designated places per course for Aboriginal and Torres Strait Islander students who meet AIA standards for likely completion of the course but may not be offered places in the standard admissions process.
- The specific courses will be advertised through the AIA website and may change each academic year. Any specific entry criteria will also be included in the course information for the designated places.
- Aboriginal and Torres Strait Islander applicants who may not meet the course entry criteria are advised to refer to the alternative entry criteria published on the website.
- All applications must be completed using the appropriate form on the AIA website (whether completed electronically or on paper) and be accompanied by the relevant evidential requirements.
- Application cut-off dates are specified on the AIA website.
- Applicants who meet AIA standards for likely completion of the course will be interviewed to assist in determining their suitability for the course for which they have applied (whether physical, virtual or through written methods) and provision of other supporting materials may be requested.

- g. If available, applicants can provide predicted ATARs or for postgraduate courses, GPAs.
- h. Interviews will usually be held in the Trimester prior to admission. Students will be given an offer as soon as is practicable.
- i. All suitable applicants will be considered on a case-by-case basis.
- j. On determination of a suitable applicant and in the subsequent allocation of a designated place, the Registrar or designated officer is required to keep a record of the entry determination.



APPENDIX A

Course Specific Entry Requirements

Course	Entry Requirement
Bachelor of Analytics	<p><u>Applicant:</u></p> <p>Should have successfully completed Australian Year 12 or an equivalent qualification. For more information on this refer to AIA website https://analyticsinstitute.edu.au/bachelor-of-analytics/</p> <p><u>Prerequisites:</u></p> <p>Victorian Certificate of Education (VCE) units 3 and 4 with a study score of at least 30 in English (EAL) or at least 25 in English other than EAL and units 3 and 4 with a study score of at least 20 in one of Mathematical Methods or Specialist Mathematics, or equivalent studies.</p> <p><u>ATAR:</u></p> <p>60 (minimum) or equivalent</p> <p><u>Rankings and Adjustment Factors:</u></p> <p>Eligible applicants are ranked and selected in order of merit based on their academic achievement plus any adjustment factors.</p> <p>The applicant's entire academic record will be considered to determine their eligibility for entry.</p> <p><u>Credit and Recognition of Prior Learning:</u></p> <p>Credit, recognition of prior learning, professional experience and accreditation from a professional body can reduce the duration of study by acknowledging earlier, relevant experience. Refer to AIA's <i>Recognition of Prior Learning Policy</i> and AIA's <i>Credit Transfer and Articulation Policy</i>.</p> <p><u>English Language Requirements:</u></p> <p>Refer to Schedule 4.</p>
Bachelor of Business Transformation	<p><u>Applicant:</u></p>

	<p>Should have successfully completed Australian Year 12 or an equivalent qualification. For more information on this refer to AIA https://analyticsinstitute.edu.au/bachelor-of-business-transformation/</p> <p><u>Prerequisites:</u></p> <p>Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL</p> <p><u>ATAR:</u></p> <p>60 (minimum) or equivalent</p> <p><u>Rankings and Adjustment Factors:</u></p> <p>Entry to this program is competitive. Eligible applicants are ranked and selected in order of merit based on their academic achievement plus any adjustment factors.</p> <p>The applicant's entire academic record will be considered to determine their eligibility for entry.</p> <p><u>Credit and Recognition of Prior Learning:</u></p> <p>Credit, recognition of prior learning, professional experience and accreditation from a professional body can reduce the duration of study by acknowledging earlier, relevant experience. Refer to AIA's <i>Recognition of Prior Learning Policy</i> and AIA's <i>Credit Transfer and Articulation Policy</i>.</p> <p><u>English Language Requirements:</u></p> <p>Refer to Schedule 4.</p>

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APPENDIX B

ATAR Score Equivalency by Country

COUNTRY	QUALIFICATION	EQUIVALENCY	CALCULATION
Australia	Year 12 Certificate. 3 main scales	60	Year 12: Selection Rank (ATAR) of at least 60
Bangladesh	Bangladeshi Higher Secondary or Intermediate Certificate (Since 2003)	3.5	GPA
Bhutan	Bhutan Higher Secondary Education Certificate	65%	Weighted average point
Cambodia	Upper Secondary Education Graduation Certificate OR Diploma of Upper Secondary Education	Grade C or 60%	Overall Grade or Weighted average point
China	Gao San (Senior Middle 3) (Year 12)	70%	Weighted average point
	Gao Kao (National Higher Education Entrance Examination)	419	Obtained score of the exam
Colombia	Colombian Bachillerato/ ICFES Examination (University Entrance Examination)	70%	Avg 70% + in final year
Hong Kong	Hong Kong Diploma of Secondary Education (HKDSE), SAR GCE 'A' Level or HKALE 'A' Level.	13	Total of best five subjects. Scores as follows: where Level 1 = 1, Level 2 = 2, Level 3 = 3, Level 4 = 4, Level 5 = 5, Level 5*/5**=6 or A=5, B=4, C=3, D=2, E=1. Attained with distinction=3, Attained= 1
India	All India Senior School Certificate or Comparable Qualification (awarded by CBSE or CISCE)	60%	Average of best 5 subjects in Year 12
	State Boards	65%	
Indonesia	Indonesia Secondary School Leaving Certificate (STTB SMA)	70%	Weighted average score
Japan	Japan Upper Secondary School Graduation Diploma	2.5	GPA
Kenya	Kenyan Certificate of Secondary Education (KCSE)	C+	Grade average
	GCE A' levels	7	Minimum of 3 (best) A level subjects must be completed in one sitting.
Korea (Republic of Korea)	General High School Certificate of Education, or High School Graduation Academic Qualification Test Pass Certificate, or Specialized High School Certificate	70%	Average percentage
Laos	KCSE	C	Grade average



Malaysia	Malaysian Independent Chinese Secondary Schools Unified Examination Certificate, or STPM (Malaysian Higher School Certificate)	50/100 or 2/4	GPA
	Sijil Tinggi Persekolahan Malaysia (STPM)	2	GPA (C average)
	Unified Examination Certificate (UEC)	2	GPA of 2.00 (B5 average)
	GCE 'A' Level (from 2010 onwards)	7	Minimum of 3 (best) A level subjects must be completed in one sitting.
Mauritius	GCE 'A' Level (from 2010 onwards), or Mauritius Higher School Certificate.	7	Minimum of 3 (best) A level subjects must be completed in one sitting.
Mexico	Mexican Upper Secondary School Program (Bachillerato or Preparatoria program), Diploma de Bachiller/Titulus Academico de Bachiller/Preparatorio	70%	Average percentage
Mongolia	Mongolian School Leaving Certificate	85	Overall obtained score
Myanmar	Myanmar Basic Education High School Examination	75%	Average percentage
Nepal	Nepalese School Leaving Certificate (Grade 12), or Nepalese Proficiency Certificate	65% or 2.6	65% weighted average score or GPA 2.6
Pakistan	GCE 'A' Level (from 2010 onwards), or Pakistani Higher Secondary School Certificate or Intermediate Certificate (Pre-Engineering & Pre-Medical streams only)	65%	Average of 4 academic subjects (Pre-Engineering & Pre-Medical streams only)
Philippines	Completion of High School Diploma.	75%	Average percentage (year 12)
Singapore	GCE 'A' Level	6	Minimum of 3 (best) A level subjects must be completed in one sitting.
Sri Lanka	Sri Lankan General Certificate of Education, or GCE 'A' Level	6	Minimum of 3 (best) A level subjects must be completed in one sitting (A = 5, B = 4, C = 3, D = 2, E = 1 or S = 1, F = 0)
Taiwan	Senior High School	70%	Average percentage
Thailand	Thailand Certificate of Secondary Education	2.5	GPA
Vietnam	Upper Secondary Education Graduation Diploma	6.5	Minimum overall average score from all graded subjects taken in the final year
International Baccalaureate Diploma		24	Passing IB score

