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Churchill Institute of Higher Education Related Policies	Admissions Guidelines (Appended) Monitoring of Education Agents Policy Enrolment Policy Advanced Standing Policy Student Fees Policy
HESF 2021 Standard	1.1, 1.3, 2.2, 2.4, 5.3, 6.3, 7.1, 7.2, 7.3
National Code (2018) Standards	3, 4, 9, 10.
Other Legislation	N/A

ADMISSIONS POLICY

1. PURPOSE

- 1.1. This policy outlines the principles and practices for Mpika Holdings Pty Ltd (ACN: 612 507 141) trading as Churchill Institute of Higher Education (Churchill Institute / the Institute / CIHE) with regards to the admission of students to the Institute's courses.

2. SCOPE

- 2.1. This Policy applies to all persons applying for admission to courses offered by CIHE; staff responsible for the admission of students; and staff and third-party providers (including Education Agents) responsible for the promotion of courses and recruitment of students to the Institute.

3. DEFINITIONS

- 3.1. **Admission** means when student applies to be admitted to a course offered by Churchill Institute by submitting an Application for Admission that is assessed against specified admissions criteria and other requirements for a course of study.
- 3.2. **Admissions Guidelines** are approved by the Academic Board and outline the admissions criteria for each course of study (academic and English language requirements), and any other admission requirements.
- 3.3. **Advanced Standing** means when student's prior learning is recognised as equivalent to a unit of study based on the assessment of an Application for Advanced Standing. Refer to the Advanced Standing Policy for details.
- 3.4. **CoE** means Confirmation of Enrolment (CoE). It is a one-page document issued to international students by CIHE from the PRISMS database after they have accepted an Offer of Admission and paid the deposit for their course.
- 3.5. **Conditional Offer of Admission** is a document issued by the Institute that specifies that an applicant meets requirements for admission to a course of study, subject to providing additional information or evidence. to satisfy the issue of a full Offer of Admission. The issue of a Conditional Offer of Admission does not guarantee or mean that a full Offer of Admission will be issued by the Institute.
- 3.6. **Course** - a course is a structured sequence of units that when completed, lead to the award of the course when approved by the Governing Council. Courses may require students to major in one or more areas of specialisation.
- 3.7. **Domestic Student** - a student who is an Australian citizen, a New Zealand citizen, an Australian Permanent Resident or the holder of permanent humanitarian visa.
- 3.8. **Education Agent** means a person(s) representing an organisation that has signed an Agreement as a Third-party service provider with Churchill Institute to recruit and refer international students for admission to a course on the Institute's behalf based on the Education Agents.

- 3.9. **Institute** means Churchill Institute of Higher Education.
- 3.10. **International Student** is a student who has been issued a Student Visa by the Department of Home Affairs to study a CRICOS registered course in Australia.
- 3.11. **Offer of Admission** is a document issued by the Institute offering an applicant a place in a course after an Application for Admission is assessed as meeting course admission requirements. When signed and returned by the applicant, it serves as the written agreement that is binding between the applicant and the Institute that outlines the terms and conditions of their enrolment at the Institute.
- 3.12. **Provider Default** means when a registered education provider fails to provide a course to an enrolled student at the location on an agreed start date; or the course ceases to be provided to the student at the location at any time after it starts but before it is completed; and the student has not withdrawn before the default day.
- 3.13. **Third-Party Provider** means an external organisation that has been formally engaged by Churchill Institute to provide a service or work function on its behalf or as otherwise formalised by a Third-Party Provider agreement as outlined in the Quality Assurance Policy.
- 3.14. **Delegated Authority** means a staff position delegated authority by the Board; or a position delegated authority by the Board's delegate (the CEO & Dean for operational matters) that is recorded in the Board approved Delegations Register. The CEO's delegate does not have authority to delegate further.

4. PRINCIPLES

- 4.1. Churchill Institute shall:
- 4.1.1. make this Admissions Policy, the Admissions Guidelines, timelines, and other related information transparent to prospective students, CIHE staff involved in the assessment and administration of student admissions; and Education Agents responsible for CIHE student recruitment activities.
 - 4.1.2. protect the integrity of admissions by implementing appropriate academic delegations, procedures, and related quality assurance that are oversighted by the Academic Board.
 - 4.1.3. collect students' personal and equity-related information, including declaring any disability related to completing the course when the applicant may require additional academic support. This information shall be managed in accordance with the Institute's Privacy Policy and kept electronically secure in accordance with applicable Institute IT policies.
 - 4.1.4. Applications for Admission will be assessed based on the admissions criteria and the supporting documentation provided each applicant, without any favouritism, bias or discrimination of any kind.
 - 4.1.5. only accept applications for admission from applicants who are at least 18 years of age on the course application date.

- 4.1.6. Only accept documentation and evidence to support an application for admission that is certified; and is in English or provided as an English translation by the issuing provider or relevant government authority; or that has been translated into English by a professional translation service accepted by the Institute.
- 4.1.7. The Academic Board of the Institute may approve arrangements for admission for purposes such as encouraging and assisting Aboriginal and Torres Strait Islanders to enrol into a course of study; or providing access to the educationally or socially disadvantaged; addressing the under-representation of designated subgroups; and for students admitted under any scheme which is based on equity and access, the Institute will monitor academic progress, provide appropriate learning support; and the Academic Board will oversight these students' performance and provide support accordingly .
- 4.1.8. CIHE will make reasonable adjustments for students with disabilities that are within its resourcing capabilities and are disclosed during the application process.

5. ADMISSIONS POLICY

The following policy applies to the admission of students to all courses of study offered by the Institute.

5.1. Application for Admission

- 5.1.1. An Application for Admission may only be submitted on the Churchill Institute of Higher Education Application for Admission Form with supporting documentation included, by the application closing date each intake semester.
- 5.1.2. Applications for Admission must be signed by the applicant and include the requested supporting documentation.
- 5.1.3. Applications for Admission that do not comply with the above will not be accepted.

5.2. Admissions Criteria

- 5.2.1. The Academic Board has the authority to approve and amend the admission criteria for each course of study offered by the Institute that shall be published in the Admissions Guidelines.
- 5.2.2. Admissions criteria for each course shall at a minimum comprise the academic and English language admission requirements (criteria); although additional admissions criteria such as an interview, submission of a portfolio of work or other criteria may be included. Non-academic bases of admission may be restricted to domestic applicants only, as approved by the Academic Board.
- 5.2.3. Admission criteria for all courses shall be benchmarked and determined based on the course's AQF level, its learning outcomes and any essential or assumed knowledge to succeed in the course.
- 5.2.4. English Language proficiency requirements shall be benchmarked against comparable courses and satisfy as a minimum, the requirements outlined in section 6 of this policy.

- 5.2.5. Undergraduate course academic admissions criteria shall include the minimum acceptable ATAR and a table of equivalent international qualifications and applicable grades or GPAs for those qualifications.
- 5.2.6. Postgraduate course admissions criteria shall specify the minimum level of academic qualifications acceptable and / or non-academic criteria (that may be restricted to domestic applicants only) for entry to a postgraduate course based on AQF level (8, 9 or 10) and the particular requirements of the course.
- 5.2.7. The Academic Board may approve articulation agreements (packages or packaging) with other registered education providers based on completion of a qualification that may include the completion of an English language or a vocational education and training (VET) course from a registered ELICOS or VET provider, or that it otherwise deems meet the course admission criteria for admission a course.
- 5.2.8. Additionally, articulation agreements must be formalised by a written Agreement between CIHE and the ELICOS / VET provider, be signed only by the delegated authority of each organisation; evidence due diligence and be quality assured per the Quality Assurance Policy.
- 5.2.9. Courses listed on the CRICOS register that admit international students shall also specify the admission requirements as outlined in section 8 of this policy.
- 5.2.10. Applicants must apply for Advanced Standing at the time of applying for admission to the course and no later than the Start Date of their first semester of study. Refer to the Advanced Standing Policy for details.

5.3. Conditional Offers of Admission

- 5.3.1. Condition Offers of Admissions are as defined in Section 3 of this policy.
- 5.3.2. Conditional Offers of Admission must clearly describe the conditions applied and what additional documentation or information is outstanding; and the deadline to provide it; or the Conditional Offer will be cancelled by the Institute.
- 5.3.3. A CoE will not be issued to an international applicant with a Conditional Offer of Admission.

5.4. Offers of Admission

- 5.4.1. An Offer of Admission is as defined in section 3 of this policy.
- 5.4.2. Offers of Admission must include all related information as specified in the HESF (2021) and National Code of Practice (2018) for international students.
- 5.4.3. The Institute has the right to decline any applicant admission to any course, regardless of if they meet the admission criteria, should the Institute determine that admitting the applicant would pose an unnecessary risk or would not be in the interests of the applicant and / or the Institute.
- 5.4.4. The Institute may rescind an offer of admission and cancel a student's enrolment in the course, should it discover, at any time that:

5.4.4.1. the student provided, engaged in and / or knowingly allowed an Education Agent or any other person or entity to provide on their behalf false, misleading and / or fraudulent documentation or information; and/ or engaged in fraudulent activity or other unethical behaviour that resulted in their admission to the course; or

5.4.4.2. in the rare and unlikely event that the Institute issued the Offer of Admission in error; or was unable to provide the course of study due to provider default. (as defined in section 3).

5.4.5. When an Application for Admission is rejected by the Institute, the applicant has the right to appeal the decision outcome per section 10 of this policy.

5.5. Accepting an Offer of Admission

5.5.1. To secure a place in the course, the applicant must read, sign and return their Offer of Admission and pay their fee deposit by the specified due date.

5.5.2. Domestic students are not required to pay a fee deposit.

5.5.3. As the signed Offer of Admission is a binding, written agreement between the applicant and CIHE, only the applicant can sign the Offer of Admission.

5.5.4. **An Education Agent cannot sign the Offer of Admission on the applicant's behalf under any circumstances.**

6. ENGLISH LANGUAGE PROFICIENCY POLICY

6.1. The Admissions Guideline will specify the English language proficiency requirements for each course.

6.2. English language proficiency requirements shall be appropriate to the course AQF level; benchmarked against comparable courses; and otherwise reflect the English language requirements of the course, including the level of fluency and communication required for courses with a Work Integrated Learning (WIL) component.

6.3. An English language test results must have issued no later than two (2) years before the course start date, unless the Academic Board approves otherwise, which shall be communicated to stakeholders and included in marketing collateral.

6.4. Proof of English language proficiency may not be required when the student completed a qualification that satisfies the academic admission criteria from a recognised education provider located in a country where English is the official or de facto language (refer to the Admissions Guidelines for acceptable countries).

7. ADMISSIONS DELEGATIONS, INTEGRITY, AND QUALITY ASSURANCE

7.1. Admissions Delegations

- 7.2. To uphold the integrity of the admissions process, the academic assessment and decision to admit an applicant for admission to a Churchill Institute course shall be restricted to positions included in the Delegations Register approved by the Governing Council that includes:
- 7.2.1. The CEO & Dean; and academic position(s) delegated authority by the CEO & Dean may only assess qualifications and admit students with qualifications (academic) that are not already listed on the Academic Board approved Admissions Guidelines.
 - 7.2.2. administrative staff delegated authority to issue Conditional /Offers of Admission to applicants may only issue offers based on the Academic Board approved Admission Guidelines; or as approved by the academic delegate (7.2.1)
- 7.3. Qualifications approved under 7.2.1 will be added the Admissions Guidelines and notified to the Academic Board at its next meeting for endorsement.
- 7.4. Delegates of the CEO & Dean cannot delegate their admissions responsibilities to another person.
- 7.5. Should a CEO & Dean's delegate have a conflict of interest assessing an Application for Admission, they shall declare it and refer the application to the CEO & Dean for assessment and a decision outcome.
- 7.6. Should the CEO & Dean have a conflict of interest with an Application for Admission, s/he shall declare it and refer the application to the Academic Board for assessment and a decision outcome.
- 7.7. The CEO & Dean may otherwise refer an application for admission to the Academic Board for assessment and a decision outcome when s/he considers it appropriate.
- 7.8. **Admissions Integrity and Quality Assurance**
- 7.8.1. The Academic Board shall monitor the appropriateness of course academic and English language admissions criteria, any admission articulation (pathway) agreements established by the Institute with other registered education providers, and any other related matters based on student performance outcomes and as the Academic Board otherwise determines.
 - 7.8.2. The CEO & Dean may, at any time, instigate audits or reviews of the admissions process for quality assurance, compliance or for any other reasons s/he determines; and will report findings and ensuing actions to the Academic Board.

8. ADDITIONAL ADMISSION REQUIREMENTS: INTERNATIONAL STUDENTS

- 8.1. In addition to satisfying the course admission requirements, an international student must also, for student visa application and assessment purposes:
- 8.1.1. complete the Genuine Student (GS) questionnaire and / or any other requirements for a student visa, as required by the Department of Home Affairs (DHA);

- 8.1.2. maintain Overseas Student Health Cover (OSHC) for the duration of their stay in Australia.
- 8.1.3. provide financial and other evidence as specified by and to the satisfaction of the DHA and Churchill Institute.
- 8.1.4. accept their Offer of Admission and pay the deposit amount in Australian dollars by the specified due date to be issued a CoE by the Institute.
- 8.1.5. A CoE is required for student visa application purposes.
- 8.2. Churchill Institute has no authority or influence in the assessment outcome of a student visa application, which is conducted independently by DHA.

9. PROCEDURES

- 9.1. Applications for admission shall be submitted on the Application for Admission Form, accessed via the Institute's website, or as otherwise specified..
- 9.2. Applicants shall usually be notified within five working days of the outcome of their Application for Admission.

10. APPEALS

- 10.1. An applicant may appeal the outcome of their application for admission in accordance with the Student Grievance Management Policy.

11. RESPONSIBILITIES

11.1. Governance Responsibilities

- 11.1.1. The Academic Board is the Approval Authority for this policy, the Admissions Guidelines and associated academic governance responsibilities.

11.2. Operational Responsibilities

- 11.2.1. The CEO & Dean or delegate is the Owner of this policy and is responsible for its implementation and review.

12. APPROVAL AND REVIEW DATE

- 12.1. This policy is effective (in-force) for three (3) years from the date of approval by its Approval Authority unless the Approval Authority specifies otherwise; and will be reviewed at least 3 months prior to its Renewal Date or earlier as recommended by its Owner.

13. VERSION CONTROL

Version	Approver	Date	Details
v1.0	Academic Board	03/04/2025	Draft approved without amendments.

14. BENCHMARKING

14.1. The following policies and documents were benchmarked to complete this policy:

14.1.1. [Torrens University Admissions Policy and English Language Proficiency Requirements](#)

14.1.2. [Kaplan Business School Admissions Policy](#)

14.1.3. [UAC: University English Language Proficiency Requirements](#)

ADMISSION GUIDELINES

BACHELOR OF BUSINESS (BBus) all Majors

Admission Criteria (Academic): Domestic and International Students

- completion of Australian Year 12 with a minimum ATAR of 60 or equivalent (refer to the International Qualifications Equivalency Table below); or
- completion of a currently accredited Tertiary Preparation Program, NSW TAFE Tertiary Preparation Certificate (TPC) or a Foundation Year Course at an accredited Australian higher education or vocational education and training (VET) provider; or
- completion of at least one year of accredited full-time study at a registered Australian higher education or VET provider (that is at AQF level 4 or higher. The following qualifications will meet admission eligibility requirements:
 - Certificate IV (AQF4) or Diploma (AQF 5) - or an Advanced Diploma (AQF6) Vocational Education and Training (VET) qualification; or
 - Diploma (AQF5), Associate Degree (AQF 6) or a Bachelors' Degree (AQF 7) - higher education qualification.

Admission Criteria (Non-Academic) – Domestic Students only

The Institute recognises that preparation for tertiary study is not restricted to formal educational attainment and that valuable intellectual and skills development can be gained through wide ranging experiences and informal study. Each applicant's case will be considered on its merits on the basis of evidence of achievement and of their interest in and capacity to work in the broad field of their chosen field of further study. Domestic applicants are to provide in support of their application:

- details of formal education including level reached, state/country, year, units and results;
- details of other study, training or development courses attempted or completed since leaving school; a detailed resume outlining relevant competencies and experience gained in employment related to the BBus course;
- details and proof of membership and affiliations with recognised professional or semi-professional bodies;
- the applicant may also be required to attend an interview with the CEO & Dean or delegate and one other member of the academic staff.

Admission to the course will be determined on a case-by-case basis by the CEO & Dean or delegate; their academic progress will be monitored; academic support provided based on the needs of these students reported to the Academic Board for oversight purposes and to inform if the above non-academic criteria require future revision.

English Language Proficiency Requirements:

If English is not the applicant's principal language; or the applicant has not completed a secondary, vocational or higher education qualification in English in the last two (2) years that meet the above academic admission criteria the applicant must evidence completion of one

(1) of the following English language proficiency tests, with results dated within two (2) years of the Course Date – with minimum scores of:

- **IELTS** Test: 6.0 with no band lower than 5.5.
- **TOEFL (internet-based)** 70 (minimum of 20 in writing, 16 in speaking, 11 in listening and reading).
- **Pearson Test of English (PTE) Academic**: Overall score of 50 (minimum of 42 in listening, reading, speaking and writing)
- **English for Academic Purposes (EAP) course** completed at an accredited Australian ELICOS provider.

An English Language Proficiency Test score is not required when the applicant completed a qualification that meets the Admission Criteria (Academic) from a recognised education provider from these countries:

American Samoa, Australia, Bahamas, Barbados, Belize, Botswana, Canada, Fiji, Gibraltar, Ghana, Guyana, Ireland, Jamaica, Kenya, Lesotho, Liberia, New Zealand, Nigeria, Papua New Guinea, Singapore, Solomon Islands, South Africa, The Gambia, Tonga, Trinidad and Tobago, United Kingdom (including Northern Ireland), United States of America, Zambia and Zimbabwe.

Student Visa Applications: International Students

Student Visa applications are assessed by the Department Home Affairs based on information provided by the applicant after the applicant has accepted an Offer of Admission and has been issued a CoE by CIHE. CIHE has no role or influence in the assessment outcome of a student visa application.

Student visa applicants are required to provide information about their age, health, health insurance, and finances; answer questions about their reasons and motivation to study in Australia (genuine student requirement); declare if they have had a visa refused or cancelled previously; and provide other information required by the Department of Home Affairs a : <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#Eligibility>

Genuine Student (GS) Requirement: International Students

*All applicants for a student visa must be a genuine applicant. They must stay as a student and be able to show an understanding that studying in Australia is the primary reason of their student visa. The GS requirement is intended to include students who, after studying in Australia, develop skills Australia needs and who then go on to apply for permanent residence. To be granted a student visa, all applicants must demonstrate they satisfy the genuine student criterion or the genuine student dependent criterion. In the online student visa application form, Department of Home Affairs (DHA) will ask the applicant a number of questions to address the GS criteria. The GS Requirements are determined by the Australian government; **and international student applicants are to refer to [the DHA - GS Requirements webpage](#) and [Ministerial Direction Number 106](#) for further details.***

Use of Education Agents

International student applicants may utilise the services of an Education Agent to support them in preparing their Application for Admission and / or student visa application. An Education Agent may only represent an applicant to CIHE when they have signed and are performing per CIHE's Education Agents Management Agreement; and are listed on CIHE's website as an Education Agent authorised to represent CIHE - <https://churchill.nsw.edu.au/find-agent>

INTERNATIONAL QUALIFICATIONS EQUIVALENCY TABLE

The qualifications by country below are deemed equivalent to an **ATAR of 60** that meet the minimum academic admissions criteria for the **BBus (all majors)**.

COUNTRY	UNDERGRADUATE
Australia	<ul style="list-style-type: none"> Successful completion of Year 12 with an ATAR of 60; or completion of a currently accredited Tertiary Preparation Program, NSW TAFE Tertiary Preparation Certificate (TPC) or a Foundation Year Course at an accredited Australian higher education or vocational education and training (VET) provider; or completion of at least one year of accredited full-time study at a registered Australian higher education or VET provider (that is at AQF level 4 or higher. The following qualifications will meet admission eligibility requirements: <ul style="list-style-type: none"> Certificate IV (AQF4) or Diploma (AQF 5) - or an Advanced Diploma (AQF6) Vocational Education and Training (VET) qualification; or Diploma (AQF5), Associate Degree (AQF 6) or a Bachelors' Degree (AQF 7) -higher education qualification.
Bangladesh	Successful completion of the Higher Secondary School Certificate with a GPA of 5.0 or more or Successful completion of GCE A-Level examinations, with passing grades in 3 subjects or successful completion of 1 year of university studies
Bahrain	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV after Satisfactory completion of 1-year of post-secondary study at a recognised tertiary institution after successful completion of the General Secondary Education Certificate
Bhutan	All India Senior School Certificate or the Indian School Certificate with an overall grade point average of 60% in the best 4 academic subjects. Bhutan Higher Secondary Education Certificate (BHSEC) with a grade average of 80% in the best four subjects (excluding languages).
Botswana	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Brazil	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Brunei	Successful completion of the Cambridge International Examinations or Edexcel GCE A level examination with an aggregate score of 10 #
Cambodia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Cameroon	Successful completion of the Cambridge International Examinations or Edexcel GCE A level examination with an aggregate score of 10 #
Canada	Successful completion of the Ontario Secondary School Diploma with 6 University or University/College preparation courses with an overall average of 65%
Chile	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV

China	Successful completion of Certificate of Graduation (High School or Gao San with average score below 80%) plus completion of Foundation studies; or a minimum of one year's post-secondary study at a recognised university; or completion of Senior Middle 3 with 80% average in 4 academic subjects; or a minimum percentage of 70% in the National University Entrance Examination (Gao Kao).
Colombia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Denmark	Successful completion of either Studentereksamen, Højere Forberedelseseksamen (HF) or Højere Handelseksamen (HHX) with an average of 4 (fair)
Ecuador	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV

Fiji	Successful completion of the Fiji Seventh Form Certificate with an aggregate of 230 or University of the South Pacific Foundation Year
France	Successful completion of either of the following: Baccalauréat Général, L'Enseignement du Second Degré, Diplôme de Bachelier de L'Enseignement du Second Degré with a minimum overall grade of 12
Germany	Successful completion of the Abitur (a set of examinations taken in the final year of secondary school).
Ghana	Successful completion of the West African GCE A Level examination with an aggregate score of 10 #
Greece	Successful completion of the Apolytirio(n) Lykeiou with a pass mark of '15' in four subjects
Hong Kong	Successful completion of HKALE. The best three subjects in HKALE with min aggregate score of 5, no HKCEE score will be considered
India	All India Senior School Certificate or the Indian School Certificate with an overall grade point average of 60%, in the best 4 academic subjects, or Higher Secondary Certificate with a pass of 72% in best 4 academic subjects
Indonesia	SMU3 or Secondary School Certificate of Graduation (SKHUN/STK) with an average of 85%
Iran	Successful completion of the Pre-University Certificate (Peeshdaneshgahe) with an overall GPA of 15 out of 20
Iraq	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Italy	Successful completion of the Esame di Stato with an overall average of 60%
Japan	Successful completion of the Upper Secondary School Certificate of Graduation (Kotogakko Sotsugyo Shosho) with a GPA of 4
Jordan	Successful completion of a recognised: Foundation studies course; one year of university studies; or completion of a qualification equivalent to an Australian AQF certificate IV
Kenya	Successful completion the Kenya Certificate of Secondary Education (KCSE) awarded with a B grade average or higher
Korea	Successful completion of the General/Academic Senior High School Certificate/Diploma (Immungye Kodung Hakkyo Choeupchang) with an overall GPA of 3 out of 4 (or 75%)

Kuwait	Successful completion of a recognised Foundation studies course; or one year of university studies; or completion of a qualification equivalent to an Australian AQF certificate IV
Laos	Successful completion of a recognised Foundation studies course; or one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Lebanon	Successful completion of the Baccalaureate Libanais with a minimum overall grade of 11
Libya	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Macau	Successful completion of the Senior Secondary School Diploma or Hong Kong Advanced Level Examination with a minimum of 2 Advanced Level passes (Grade E or above), and 3 Hong Kong Certificate of Education Examination (HKCEE) passes (Grade E or above)
Malaysia	Successful completion of the Sijil Tinggi Pelajaran Malaysia (STPM) or Matriculation (Matrikulasi) with an aggregate of 6 ~ or successful completion of the Unified Examination Certificate with an aggregate of 62

Mexico	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Myanmar	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Nepal	Successful completion of the Nepalese Proficiency Certificate (10+2) with an average grade of 85%. Successful completion of the Nepalese Higher Secondary Certificate with an average grade of 80% in the final year results
New Zealand	Successful completion of the New Zealand Universities Bursaries Exam/National Certificate of Education Achievement (NCEA)
Nigeria	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Norway	Successful completion of the Vitnemal fra den videregående skolen (Certificate of Upper Secondary School)
Oman	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Pakistan	Successful completion of Higher School Certificate or Intermediate Certificate with a First Division pass and an overall average of 88%
Papua New Guinea	Successful completion of the Higher School Certificate with a GPA of 3.0
Peru	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Philippines	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV

Poland	Successful completion of Egzamin Maturalny or Liceum with an average of 55% based on all compulsory subjects
Qatar	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Russia	Successful completion of one year of university studies or a qualification equivalent to an Australian AQF certificate IV
Saudi Arabia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Singapore	Successful completion of the Singapore-Cambridge General Certificate of Education A Level Examination with an aggregate score of 10 #
South Africa	Successful completion of the National Senior Certificate with an average of 50% or Senior Certificate with an aggregate score of 16 in 6 subjects in the higher grade ^
Spain	Successful completion of the Curso de Orientacion Universitaria/Título de Bachillerato with an overall GPA of 4.7
Sri Lanka	Successful completion of the Sri Lankan or GCE A Level examination with an aggregate score of 10#
Sweden	Successful completion of the Slutbetyg Från Gymnasieskola (Sweden Secondary School Certificate) with a grade of 1.7 or higher

Syria	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Taiwan	Successful completion of the Senior High School Diploma or Senior Vocational School Diploma
Tanzania	Successful completion of the Cambridge Overseas Higher School Certificate (COHSC), Tanzanian or East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
Thailand	Successful completion of the Certificate of Secondary Education or Matayom 6 with a minimum GPA of 2.5
Turkey	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Uganda	Successful completion of the Cambridge Overseas Higher School Certificate (COHSC), Uganda or East African Advanced Certificate of Secondary Education, with a minimum 3 passes in principal subjects
United Arab Emirates	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
United Kingdom	Successful completion of the Cambridge International Examinations or Edexcel GCE A level examination with an aggregate score of 10 #
United States of America	Successful completion of the High School Diploma plus either successful completion of Scholastic Aptitude Testing (SAT) at competitive standards or an approved associateship at a community/junior college

Venezuela	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Vietnam	Successful completion of the Bang Tot Nghiep Trung Hoc Chuyen Nghiep (Secondary Vocational School Certificate) or a Diploma of General Education (Bang Tot Nghiep Trung Hoc Pho Thong) with a grade of 8.0 or completion of one year of study at a recognised university with passing grades
Zambia	Successful completion of a recognised Foundation studies course, one year of university studies or completion of a qualification equivalent to an Australian AQF certificate IV
Zimbabwe	Successful completion of the ZIMSEC A Level Certificate with a minimum 3 passes in principal subjects

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