

# Admissions Policy and Procedure

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## 1 Purpose and scope

This policy provides a framework for prospective students seeking to undertake undergraduate higher education courses at AIE Institute. The intent of this policy is to ensure that admissions decisions are conducted in a fair, equitable and transparent manner.

This policy applies to all members of AIE Institute's higher education community that are involved in undergraduate higher education admissions' decisions.

## 2 Objectives

AIE Institute's objectives are to:

- a. Ensure that students admitted to higher education courses have the background and abilities to reasonably expect a successful completion of the course of study, including proficiency in English
- b. Accommodate student diversity by supporting under-represented, equity subgroups listed below:
  - I. Aboriginal and Torres Strait Islander peoples
  - II. People from low socio-economic backgrounds
  - III. People with disability
  - IV. People from remote, rural or isolated areas
  - V. Gender, especially women in the Game Programming specialisation
- c. Attract and retain students with the potential to achieve high quality outcomes
- d. Ensure that admissions decisions are fair, equitable, transparent, based on merit, and made in a timely manner
- e. Ensure that students are informed of their rights and obligations prior to enrolment and payment of fees.

## 3 Implementation

AIE Institute is committed to fair and equitable treatment and ensures that:

- a. All students, including those from under-represented equity subgroups, are treated fairly and equitably
- b. Admissions judgements are made against stated entry criteria to ensure consistency of outcomes
- c. Reasonable adjustments are considered to support people with a disability
- d. Scholarships are available for Aboriginal and Torres Strait Islander peoples and other equity subgroups
- e. Mechanisms are in place to identify students at risk and to monitor their progress
- f. Students are made aware of the grievance processes and how to appeal decisions
- g. Appeal processes apply the principles of natural justice
- h. Entry requirements are documented and that selection criteria are readily available to prospective students
- i. Information for prospective students on entry requirements aims to meet the good practice standards on admissions transparency
- j. Alternative pathways are available for students who do not initially meet entry requirements
- k. Learning support is available to facilitate success
- l. Student progress is monitored and utilised to review admissions requirements.

Admissions Officers ensure that assessment of students' applications for enrolment into AIE Institute's higher education courses are conducted in a fair, equitable and timely manner, according to the individual entry requirements for each course.

AIE Institute encourages enrolments from people with diverse backgrounds who meet the entry requirements. Specific equity subgroups are identified through the Admissions Application Forms for domestic and international students to track their progress and completion.

### **3.1 Entry requirements**

#### **3.1.1 General undergraduate entry requirements**

The entry requirements for undergraduate courses are:

- a. Successful interview assessment; AND
- b. An Australian Senior Certificate of Education (or equivalent secondary school qualification) OR
- c. A diploma or higher from an Australian education institution or an international equivalent as determined by the Department of Education's Country Profiles; OR
- d. Evidence of satisfactory completion of a foundation studies or preparatory course recognised for admission purposes by another Australian higher education provider or university.

##### **3.1.1.1 Early entry pathways**

Early entry pathways are available for domestic students who are currently enrolled in the final year of the Australian Senior Certificate of Education (or equivalent). Applications are assessed on the basis of students' Year 11 results and an interview.

##### **3.1.2 Alternative pathways**

Alternative pathways are available for students, to assist mature age (21 years or over) or post-secondary education students who have not completed an Australian Senior Certificate of Education or equivalent, to access courses at AIE Institute.

These are designed to provide alternative methods for demonstrating that students can successfully undertake study at the specified level. Alternative pathway entry will be assessed on a case by case basis, through various means, such as interview, portfolios, referees' reports, written statements by referees, Certificate III or higher combined with professional work experience, and any other means as requested by the Academic Director or delegate.

##### **3.1.3 International student undergraduate requirements**

International students must, in addition to the general undergraduate entry requirements, be over the age of 18 and also provide evidence of satisfactory English language proficiency demonstrated by either:

- a. An English pass level in an Australian Senior Certificate of Education or equivalent
- b. Attainment of a specified level of achievement in a recognised English language test, such as IELTS (or equivalent) at a score of at least 6.0 (with no individual band score less than 5.5), or TOEFL equivalent
- c. Evidence of satisfactory completion of one year of an accredited Australian tertiary award delivered in English
- d. Evidence of satisfactory completion of a foundation studies or preparatory course recognised for admission purposes by another Australian higher education provider or university
- e. Evidence of working in an organisation where verbal and English communication is required.

### 3.1.4 Publishing admissions criteria

Admissions criteria is published under four academic background categories that align with TEQSA's Admissions Transparency Good Practice Note to help prospective students navigate the entry requirements and provide easily accessible information on alternative pathways. The four academic background categories for domestic undergraduate students are:

- a. Applicants with recent secondary education
- b. Applicants with vocational education and training study
- c. Applicants with higher education
- d. Applicants with work and life experience.

### 3.1.5 Course specific requirements

The entry requirements for each higher education course will be specified as part of the course curriculum documentation, as approved by the Academic Board. The specific entry requirements for a higher education course may specify whether:

- a. An award must meet a minimum GPA or level of achievement or have particular areas of study
- b. Other qualifications are acceptable if the applicant does not have the requisite award
- c. Work experience or other professional experience is required, or may be substituted for a formal qualification
- d. Membership of a professional body is required
- e. A different English language proficiency level is required.

## 4 Procedure

### 4.1 Admission application

Each year, the Academic Director, in consultation with the CEO, determines intake loads for each undergraduate award course and major offered by the AIE Institute. Application procedures are categorised in the following groups:

#### 4.1.1 Domestic current school leavers

Admissions to courses for domestic current (completed within previous two years) school leavers are via state tertiary admissions centres or direct application. Admission is based on performance in the final years of secondary study. An interview will be included as part of the selection process.

##### 4.1.1.1 Early entry pathways

Admissions to courses for domestic early entry applicants are assessed by the Academic Director or delegate who will determine whether to make an early offer to study at AIE Institute. An interview, personal statement, and portfolio may be included as part of the assessment process.

#### 4.1.2 Domestic non-current school leavers

Applications for admission from domestic non-current school leavers are assessed through state tertiary admissions centres or through direct application on the basis of academic qualifications and additional information including relevant work experience, interview and portfolio assessment.

#### 4.1.3 International applicants

International applicants must have educational qualifications equivalent to those required by domestic applicants. An interview and/or portfolio will be included as part of the selection process. Equivalence of educational qualifications are calculated by the Academic Director or delegate using relevant recognised sources such as state tertiary admissions centres and Country Education Profiles (CEP).

All international applicants must apply directly to AIE Institute and are assessed by the Academic Director or delegate. International applicants who are covered by an approved articulation agreement/arrangement must meet the selection criteria approved by the Academic Board as part of the agreement.

Non-award Study Abroad and Exchange students will be assessed according to the selection criteria approved by the Academic Board.

## 4.2 Application pathways

Applicants will apply for admission to a Bachelor degree program through one or more of the following means:

- a. Indirectly via state tertiary admissions centres for domestic applicants undertaking an Australian Year 12 qualification (or equivalent); including any early entry schemes if applicable
- b. Direct application to AIE Institute for domestic early entry
- c. Direct application to AIE Institute for international applicants coming via a recognised foundation studies program or other external articulation arrangements as approved by the Academic Board
- d. Direct application to AIE Institute for all other domestic and international applicants.

## 4.3 Application documentation

Students must apply for admission using the online *Admissions Application Form HE Domestic/International*. Authenticity of an application will be verified by Student Administration. Applicants must demonstrate that they meet the entry requirements by providing evidence such as, but not limited to:

- a. Verifiable copies of testamurs and academic records for previously completed courses of study at other institutions
- b. Resumes, references and other details as evidence of work experience including the scope and levels of responsibility; employer's name and contact details; and length of time in each position
- c. Verifiable evidence submitted in a language other than English must be accompanied by an official translation into English
- d. English language test results, where relevant
- e. Participation in an interview conducted by the Academic Director or delegate, designed to ascertain levels of ability and prior knowledge
- f. Portfolio of any relevant evidence supporting the application that can be verified as the applicants own original work
- g. Other requirements as listed in the evidence attachment check list in the *Admissions Application Form HE Domestic/International*
- h. All documentation required for the issuing of a Letter of Offer
- i. An application for reasonable adjustment of learning, where relevant
- j. Additional personal information, where relevant for Aboriginal and Torres Strait Islanders and other subgroups.

### 4.3.1 Early entry evidence

For early entry evidence, students must provide their Year 11 transcripts.

### 4.3.2 Work experience evidence

For work experience evidence, students must provide the following:

- a. Employer's name and contact details
- b. Job title
- c. Position description

- d. Period of time the position was held
- e. References from employers, including details about the tasks undertaken whilst in their employ, and the level of work responsibilities
- f. Letters from clients, supervisors, employers, contractors
- g. Portfolio of all relevant evidence supporting the application that can be verified as the applicants own original work.

#### **4.3.2.1 Portfolios**

##### **4.3.2.1.1 Game programming major**

A programming portfolio should show an aptitude for programming or scripting in any language, and can be delivered digitally. It should include actual code samples as well as the compiled working applications, such as Visual Basic projects, Flash/ActionScript files and custom databases right up to iPhone and Java apps, multi-media projects and game mods.

##### **4.3.2.1.2 Game design major**

A design portfolio can include any design work the applicant has done, such as a game, a user interface, an industrial product or an object with a specific function. Applicants are expected to demonstrate the process used to reach the design goal in mind, and communicate their ideas using written and visual work which can be instructional, informative or entertaining. Applicants can bring in a physical portfolio or present digitally.

##### **4.3.2.1.3 Game art major**

An art portfolio should display creative ability using a medium the applicant is most familiar with, such as pen, pencil or charcoal or a particular type of software, such as Adobe Photoshop. It should demonstrate the applicant's ability to take the creative process from concept to presentation and may include sketches, paintings, video clips, animation, multimedia, sculpture, photography, life drawing and graphic design. Applicants can bring in a physical portfolio or present digitally.

Prospective students should refer to the applicable *Refund Policy and Procedure* and the Student Handbook before signing an acceptance of offer.

#### **4.3.3 International student information**

International students should note that visa applications can take up to six months to be granted depending on the country of residence. Applications for admission from international students must be in English. Students should ensure that academic transcripts and all other supporting documentation provided are verifiable and true copies, translated into English by a qualified translator. International students will need to pay an application fee.

Where required, check the Department of Education's Country Profile website for international qualification equivalence.

##### **4.3.3.1 Overseas Student Health Cover (OSHC)**

International students must obtain Overseas Student Health Cover (OSHC) for the duration of their studies. This fee is not included in the course fees. OSHC fees vary depending on the duration and type of cover. Students can obtain a quote from a number of health providers.

##### **4.3.3.2 National Code requirements**

The *National Code 2018*, Standard 2, Recruitment of an overseas student, requires that:

- 2.1 *Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student on:*

- 2.1.1 *the requirements for an overseas 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*
- 2.1.2 *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*
- 2.1.3 *course duration and holiday breaks*
- 2.1.4 *the course qualification, award or other outcomes*
- 2.1.5 *campus locations and facilities, equipment and learning resources available to students*
- 2.1.6 *the details of any arrangements with another provider, person or business who will provide the course or part of the course*
- 2.1.7 *indicative tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course, and the registered provider's cancellation and refund policies*
- 2.1.8 *the grounds on which the overseas student's enrolment may be deferred, suspended or cancelled*
- 2.1.9 *the ESOS framework, including official Australian Government material or links to this material online*
- 2.1.10 *where relevant, the policy and process the registered provider has in place for approving the accommodation, support and general welfare arrangements for younger overseas students (in accordance with Standard 5)*
- 2.1.11 *accommodation options and indicative costs of living in Australia.*
- 2.2 *The registered provider must have and implement a documented policy and process for assessing whether the overseas student's English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course.*
- 2.3 *The registered provider must have and implement a documented policy and process for assessing and recording recognition of prior learning (RPL), and granting and recording course credit, if it intends to assess RPL or grant course credit. The decision to assess prior learning or grant course credit must preserve the integrity of the award to which it applies and comply with requirements of the underpinning educational framework of the course.*
- 2.4 *If the registered provider grants RPL or course credit to an overseas student, the registered provider must give a written record of the decision to the overseas student to accept and retain the written record of acceptance for two years after the overseas student ceases to be an accepted student.*
- 2.5 *If the registered provider grants the overseas student RPL or course credit that reduces the overseas student's course length, the provider must:*
  - 2.5.1 *inform the student of the reduced course duration following granting of RPL and ensure the confirmation of enrolment (CoE) is issued only for the reduced duration of the course*
  - 2.5.2 *report any change in course duration in PRISMS if RPL or course credit is granted after the overseas student's visa is granted.*



## 4.4 Assessment of admission application

The Admissions Officer undertakes the initial assessment of the student's application for enrolment and determines if the information is complete.

### 4.4.1 Academic assessment

If an academic assessment of the application is required, the *Admissions Application Form HE Domestic/International* and supporting evidence will be forwarded to the Academic Director for further assessment. The Academic Director may delegate assessment to another academic staff member/s. The person assessing the admission application:

- a. Ensures the application is assessed against the evidence provided
- b. Takes account of any special circumstances such as cultural sensitivities or listed disabilities
- c. Checks the equivalence of international qualifications, where relevant
- d. May request additional information
- e. Makes a recommendation on whether the student should be admitted to the course.

### 4.4.2 English language proficiency assessment

An assessment of English Language Proficiency (ELP) must be undertaken before an international student is accepted. Staff assessing English language proficiency must check submitted documentation to ascertain if an international student meets English language requirements in one or more of the following ways:

- a. English is their first language
- b. English was their language of instruction in their secondary and/or previously completed tertiary studies
- c. A satisfactory level of performance was achieved in an English language unit at Year 12 or equivalent
- d. IELTS or TOEFL score sufficient for the specific course entry requirement. Staff assessing IELTS and or TOEFL results must verify test results and check the recency of the test results. Appendix A provides English language test scores.

Students who do not meet the ELP requirements are to be advised of ELP courses that are offered by AIE Institute or other providers to assist with developing their ELP. Students are responsible for the associated fees.

### 4.4.3 Interviews and portfolios

Interviews are intended to assess the applicant's suitability for the course, including any specific requirements they may have, such as special needs or support to undertake the course. Common questions to be asked in the interview relate to teamwork, educational history, what students want to gain from the course and the applicant's long-term career aspirations.

Applicants may show examples of work from their portfolio during the interview. The interviewer may ask the applicant details about the examples to ensure they have not been created by Generative AI without acknowledgement. This could include breakdown of digital art models and programming code. Applicants' portfolios should show an aptitude for the course and major they wish to enrol in and include any artefacts they have created. Applicants can bring a physical or digital portfolio that is most relevant to their course. Course specific details are outlined in course curriculum documentation, as approved by the Academic Board, such as the Course Outline.

The Admissions Panel will assess the applicant's suitability for the course and advise them if they need to submit further materials.

## 4.5 Admissions decisions

The Academic Director or delegate has overarching responsibility for selection of applicants, but may seek assistance from a delegate such as a Course Coordinator where academic assessment is required, or to the Admissions Officer, where an academic assessment is not required. Students will be notified in a timely manner of the decision for admission. If students have been unsuccessful, they will be advised of alternative pathways for entry into the course selected, if applicable.

### 4.5.1 Notification of decision process

Admissions Officer send *Letters of Offer* (under the authority of the Academic Director or delegate). The Academic Director is responsible for offering deferments, where applicable.

Students will be notified of the decision for admission within 7 business days of the decision being made. The notification outlines:

- a. Admission outcomes of acceptance or refusal
- b. The provider's name and CRICOS code
- c. Reasons for refusal, if relevant
- d. Further documentation or information required for those applicants receiving a *Letter of Offer*
- e. Options available to successful applicants, such as applying for credit or alternative pathways for unsuccessful applicants.

## 4.6 Admission acceptance

If an applicant has met the requirements and been accepted into the course, the Admissions Officer will prepare and send a *Letter of Offer*. The *Letter of Offer* will include:

- a. Course details (start date, end date, location, mode of study, work-based training/placements, duration, location etc.)
- b. A Tax Invoice outlining the fees payable, due dates, and payment options
- c. An *Acceptance Offer Form* and instructions for accepting the offer.

To accept the offer, students must complete and sign the *Acceptance Offer Form*, and return it together with payment for the fees due in advance (if required). Applicants should accept the offer as soon as possible after receiving the *Letter of Offer* to ensure that a place is available, and within the deadlines stated in the *Letter of Offer*. International students will receive a Confirmation of Enrolment (CoE) certificate, which is needed in order to apply for an Australian student visa.

### 4.6.1 Student agreement

AIE Institute must enter into a written agreement with each student and retains records of all written agreements, as well as receipts of payment made under the written agreement, for at least two years after the student ceases to be an accepted student. The agreement must be signed or otherwise accepted by the student (parents or guardians to sign if the student is under 18 years of age), concurrently with or prior to accepting payment of tuition fees or non-tuition fees, in accordance with Standard 3 of the *National Code 2018*.

The Student Agreement must meet all requirements of the *ESOS Act*, and in addition, as per Standard 3 of the *National Code 2018*, the written agreement must, in plain English:

- 3.3.1 *outline the course or courses in which the student is to be enrolled, the expected course start date, the location(s) at which the course will be delivered, the offered modes of study for the course, including compulsory online and/or work-based training, placements, and/or other community-based learning and/or collaborative research training arrangements*

- 3.3.2 *outline any prerequisites necessary to enter the course or courses, including English language requirements*
- 3.3.3 *list any conditions imposed on the student's enrolment*
- 3.3.4 *list all tuition fees payable by the student for the course, the periods to which those tuition fees relate and payment options (including, if permitted under the ESOS Act, that the student may choose to pay more than 50 per cent of their tuition fees before their course commences)*
- 3.3.5 *provide details of any non-tuition fees the student may incur, including as a result of having their study outcomes reassessed, deferral of study, fees for late payment of tuition fees, or other circumstances in which additional fees may apply*
- 3.3.6 *set out the circumstances in which personal information about the student may be disclosed by the registered provider, the Commonwealth including the TPS, or state or territory agencies, in accordance with the Privacy Act 1988*
- 3.3.7 *outline the registered provider's internal and external complaints and appeals processes, in accordance with Standard 10 (Complaints and appeals)*
- 3.3.8 *state that the student is responsible for keeping a copy of the written agreement as supplied by the registered provider, and receipts of any payments of tuition fees or non-tuition fees*
- 3.3.9 *only use links to provide supplementary material.*

#### **4.6.2 Unique Student Identifier (USI)**

All students enrolled into nationally recognised training in Australia must have a USI to graduate and receive their award. A USI is also an eligibility requirement for Commonwealth supported (CSP) and Commonwealth financial assistance such as FEE-HELP. A USI must be provided by all eligible applicants at the point of enrolment.

#### **4.7 Admission refusal**

AIE Institute reserves the right to withdraw an offer of admission if it finds that incomplete or inaccurate information was provided by the applicant, or if circumstances change significantly such that the applicant no longer meets the entry requirements.

AIE Institute may refuse admission, even if the applicant has met the entry requirements, if it is discovered that the applicant has:

- a. An unsatisfactory academic history that has not been resolved
- b. Outstanding fees with AIE Institute
- c. Been excluded from another educational institute
- d. Displayed conduct (including criminal activity or ethical misconduct) that would provide reasonable grounds to exclude the applicant from studying at AIE Institute.

Applicants who have met the entry requirements, but have been excluded from any other educational institution, need to demonstrate that circumstances have changed such that they are likely to succeed in the course.

The Admissions Officer prepares and sends a letter to the applicant advising the grounds for refusal of admission to AIE Institute and providing advice on alternative pathway options.

## 4.8 Re-admission

Applicants whose enrolment has lapsed may reapply under the same entry requirements as all other applicants.

Applicants who have met the entry requirements, but have been excluded from any other educational institution, need to demonstrate that circumstances have changed such that they are likely to succeed in the course.

## 4.9 Deferments

Deferment may be permitted for a specific period of time. Applicants who seek deferment to fulfil military or national service obligations may apply for a longer deferment. Such requests will be considered on a case-by-case basis. Fees may apply.

### 4.9.1 Application

New students may apply to defer their studies after receiving a *Letter of Offer*. Applications for deferment and refund of tuition fees must be made in writing to Student Administration, stating the reasons and relevant details. All sections in the *Application for Deferment Form* must be completed in full. The application should be accompanied by supporting evidence and documentation.

Requests for deferment are not automatically granted and will not be approved to allow commencement of another tertiary course. If deferment is granted, tuition fees may be transferred to the revised commencement date or refunded. Refer to the relevant *Refund Policy and Procedure* for details. Deferment applications are not accepted after the course start date. In such circumstances, refer to the Withdrawal section below.

#### 4.9.1.1 Domestic students

Domestic students must apply for deferment in writing to Student Administration, utilising the *Application for Deferment Form*. Deferment may be permitted for up to two semesters after a *Letter of Offer* has been made. The following process will apply:

- a. All applications for deferment must be approved by the Academic Director or delegate
- b. Applicants who have an approved deferment will have their offer of a place held open for the period of the approval
- c. Should an applicant choose not to take up their offer of a place at the end of their deferment period, their offer will lapse and they will need to re-apply through AIE Institute's admission process.

A written response to the deferral request will be provided by Student Administration within 10 working days of receipt of the *Application for Deferment Form*.

#### 4.9.1.2 International students

International students may apply to defer their studies if they are unable to commence their course or continue to attend classes for a specified period of time, due to compassionate or compelling circumstances. Compassionate or compelling circumstances could include, but are not limited to:

- a. Serious illness or injury, where a medical certificate states that the student is unfit to attend classes
- b. Death or illness of close family members such as parents or grandparents (in such circumstance, a doctor's or death certificate should be provided where possible)
- c. Major political turmoil or natural disaster occurring in the international student's home country requiring emergency travel

- d. A traumatic experience which could include either involvement in a serious accident, or becoming the victim of a serious crime (these cases should be supported by police or psychologist reports)
- e. Delay in the processing of a student visa.

International students must apply for deferment in writing to Student Administration, utilising the *Application for Deferment Form*. Students must state the reason for deferral and provide supporting evidence and documentation such as:

- a. Medical certificates or reports
- b. Specialist reports or referral letters (these include psychologist reports)
- c. Police reports
- d. Communication regarding student visa processing
- e. Other documents that support the reason for deferral.

The following will apply:

- a. All applications for deferment must be approved by the Academic Director or delegate
- b. International students applying for deferment will be reminded that a successful application may affect their student visa; they will be advised to contact the Department of Foreign Affairs (DFA) regarding any impact the deferment may have on their student visa before formally lodging their application to defer their studies.

The period allowed for deferment of study is two semesters.

A written response to the deferral request will be provided by Student Administration within 10 working days of receipt of the *Application for Deferment Form* and supporting evidence and documentation.

If the application for deferral is approved, Student Administration is responsible for:

- a. Advising the student that the application has been approved
- b. Advising the Department of Home Affairs through PRISMS (Provider Registration and International Student Management) that the student has been granted approval to defer studies
- c. Updating the status of the CoE on PRISMS and issue a new CoE if required
- d. Issuing a new letter of offer if required.

If the application for deferral is denied, Student Administration is responsible for advising the student that the application has been denied, outlining the reasons for the denial. Student Administration is also responsible for advising the student on how to access the complaints and appeals processes.

Student Administration is responsible for ensuring that all correspondence and other relevant documentation regarding the application for deferment is retained in the Student Management System (SMS).

Students should be aware that deferring, suspending or cancelling enrolment on any grounds may affect their visa. AIE Institute is required to notify the Department of Education and Training through PRISMS if they are deferring or suspending an international student's enrolment period, regardless of whether the duration has been affected. Refer to the section on Reduced Course Duration for International Students.

#### **4.10 Withdrawal from a unit or course and leave of absence**

Students may withdraw from a unit, by the relevant census date, by completing a *Unit Withdrawal Form*. The student can re-enrol at the next semester in the next relevant unit permitted under the usual course progression rules. Fees may apply. International students are required to maintain a full time study load for each semester of study, in line with student visa requirements.

If a student decides to withdraw completely from a course, they must complete a *Course Withdrawal Form*. For an international student, AIE Institute will update the student's information on PRISMS. Students should refer to the relevant Refund Policy and Procedure to determine if a refund may be applicable.

Students may apply to the Academic Director or delegate for a leave of absence to suspend studies for an approved period of time by completing a *Leave of Absence Form* and *Course Withdrawal Form* before the census date. The Academic Director or delegate will make a decision on the leave of absence application and notify the student within 5 business days of receiving the application. If approved, the student will be permitted to enrol again in the approved semester.

#### **4.11 Reduced course duration for international students**

If the duration of the degree course has been changed for an accepted international student as a result of the application decision, such as granting Credit Transfers or RPL, it must be reported in accordance with section 19 of the *ESOS Act*. Standard 2 of the *National Code 2018* states:

*2.5 If the registered provider grants the overseas student RPL or course credit that reduces the overseas student's course length, the provider must:*

*2.5.1 inform the student of the reduced course duration following granting of RPL and ensure the confirmation of enrolment (CoE) is issued only for the reduced duration of the course*

*2.5.2 report any change in course duration in PRISMS if RPL or course credit is granted after the overseas student's visa is granted.*

#### **4.12 Suspension or cancellation of enrolment**

In cases of student-initiated suspensions or cancellations of student enrolment, AIE Institute can defer or suspend the enrolment of an international student, if there are compassionate or compelling circumstances, as defined in 4.7.1.2.

In cases of provider-initiated suspensions or cancellations of student enrolment, a student's enrolment can be suspended or cancelled by AIE Institute under the following circumstances:

- a. Reasons other than compassionate and compelling circumstances
- b. The compassionate or compelling circumstances which warranted the deferral or suspension of studies cease to exist student's breach of visa conditions
- c. Failure to pay fees
- d. Misbehaviour or misconduct
- e. Fraudulent evidence or documents given to AIE Institute
- f. A breach of course progress or attendance requirements by an international student
- g. Other conditions listed in AIE Institute's policies.

In this case, AIE Institute informs international students that suspending or cancelling their enrolment on any grounds may affect their student visa. If an international student's enrolment is suspended, the period of suspension of enrolment (as entered in PRISMS) should not be included in attendance monitoring calculations.

For any deferral, suspension or cancellation of enrolment initiated by AIE Institute, the international student must be given a notice of intention to report and 20 working days to access the registered provider's internal complaints and appeals process.

AIE Institute proceeds with the deferral, suspension, or cancellation after the internal complaints handling and appeals process has been completed – for example, in cases of misbehaviour and non-payment. AIE Institute waits for both the internal and external complaints handling and appeals processes to be completed before finalising course progress and/or attendance breaches.



## 4.13 Appeals

Applicants may appeal a decision by writing to the Academic Board within 10 business days of receiving the decision notice, if they believe that the decision has not considered all the facts or was unfairly made. Refer to the *Student Grievance Policy and Procedure*.

An international student will not be given the opportunity to appeal a provider-initiated suspension or cancellation of enrolment when the international student's health or wellbeing, or the wellbeing of others, is likely to be at risk. AIE Institute must keep evidence to support this.

## 5 Definitions

**Admission** is the process for admitting an applicant into a course at AIE Institute, following a successful application and acceptance of the offer of a place in the course.

**Admission pathway** is any one of the options available to a prospective higher education student that will enable them to meet the entry requirements of their chosen courses.

**Admission requirements** are the requirements that an applicant must satisfy in order to be eligible for selection. Admission requirements comprise general entry requirements, including English language proficiency and course entry requirements.

**Advanced standing** is a form of credit for any previous learning (Australian Qualifications Framework definition) – see also the definitions for 'credit transfer' and 'recognition of prior learning'.

**Applicant** is a person who has already lodged an application to study a specific course. A prospective student is generally a person who is thinking about lodging an application to study a particular course.

**Applicant background** is the following grouping of applicants that is used to help prospective students, family and others easily find the admission information most relevant to their circumstances; the groupings do not themselves determine how an application will be assessed but direct an information seeker to the most useful information:

- a. **Higher education study:** Applicants whose highest level of study enrolment since leaving secondary education is a higher education course, whether at a university or non-university provider.
- b. **Vocational education and training (VET) study:** Applicants whose highest level of study enrolment since leaving secondary education is a VET course.
- c. **Work and life experience (includes less recent secondary results):** Applicants who left secondary education more than two years previously and have not undertaken VET or higher education study since then.
- d. **Recent secondary education:** Applicants whose admission is based mostly on secondary education undertaken at school, TAFE or other VET or higher education provider (Australian or international equivalent) that was completed (or will be) in the current year or within the previous two years.

**ATAR** is the Australian Tertiary Admission Rank (ATAR) is a ranking from 30 (lowest) to 99.95 (highest) agreed by COAG as a nationally equivalent measure of a person's relative academic ranking within their complete age cohort in the year they graduated from senior secondary school (including those who did not complete Year 12 or completed but were not eligible for an ATAR). The ATAR is derived from the scaled scores achieved for senior secondary school subjects. The specific calculation used is different in each state and territory but the result is designed to be nationally equivalent.

**Australian Senior Certificate of Education** is the certificate issued by the Curriculum, Assessment and Certification Authority in each Australian state or territory (ACACA agency) when students complete their senior secondary education. Equivalent qualifications are listed on the [ACACA website](#).

**Bridging course** is a course which assists students to gain knowledge in specialist areas that are a core component of the course. If a course requires a prerequisite in an area that students have not studied or worked with before, a bridging course will help students to bridge the gap in that knowledge and gain admission.

**Census Date** is the date when a student's enrolment is finalised. If a student withdraws after the census date, they will have to pay fees or will incur a debt if they have a FEE-HELP loan.

**Course** is a single course leading to an Australian higher education award.

**Course Entry Requirements** are the entry requirements that an applicant must satisfy to be admitted into a particular course, that are additional to the general entry requirements.

**Credit transfer** is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications (Australian Qualifications Framework definition).

**Deferment** is an agreement to allow an applicant to defer taking up the place he/she has been offered until a later time.

**Direct application** is an application made to a higher education provider rather than through a tertiary admission centre.

**Domestic Student** is an Australian Citizen, Australian permanent resident or a New Zealand citizen.

**Early entry** is where an offer of enrolment is made to a recent secondary school student prior to release of the Australian Senior Certificate of Education results or equivalent.

**Education Agent** is a person or organisation (in or outside Australia) who recruits international students and refers them to education providers. In doing so, the education agent may provide education counselling to international 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).

**Enabling Course** is a course designed to provide students with skills needed for success in further study, to assist in the transition to tertiary education – for example study techniques or English language skills. Successful completion helps prepare a person to be admitted to a course that leads to a higher education award.

**Experience based entry scheme** is a selection method used by higher education providers to assess and select students who may not have educational qualifications sufficient for an offer of admission to a course but who have other relevant work and life skills and experience that make them a suitable candidate.

**GPA** means grade point average.

**IELTS – [International English Language Testing System](#)** 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** means a person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act, but does not include students of a kind prescribed in the ESOS Regulations.

**Letter of Offer** is the offer of a place in a course to a successful applicant.

**Offer round/s** refer to the series of dates on which offers of higher education places are issued to applicants throughout the year, whether through a tertiary admission centre or directly by a higher education provider.

**Overseas student** see international student.



**Prospective student** is generally a person who is thinking about lodging and application to study a particular course.

**Reasonable adjustment** refers to a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students (*Disability Standards for Education 2005*).

**Recognition of prior learning (RPL)** is a process used to assess an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit that may be granted towards completion of a qualification (adapted from Australian Qualifications Framework definition).

**School recommendation** is a recommendation from a school or other secondary education provider on the abilities of a student. Previously referred to by some as a principal's recommendation.

**TAC application** is an application made through a tertiary admission centre, namely QTAC, UAC, VTAC, SATAC, TISC and University of Tasmania, in relation to applications to study in that state.

**TOEFL iBT** is an Internet-Based Test (iBT) that measures a candidate's ability to combine listening, reading, speaking and writing skills, making it the most comprehensive English-language proficiency test. It is considered an industry standard in English-language assessment.

**Universities Admissions Centre (UAC)** processes applications for admission to most undergraduate courses at participating institutions (mainly located in NSW and the ACT) and calculates and provides the Australian Tertiary Admission Rank (ATAR) to NSW HSC students.

**Unique Student Identifier (USI)** is an individual education number provided by the Australian government to any student enrolled at university, TAFE or any other nationally recognised training. Without a USI a student cannot receive Commonwealth financial assistance, their qualification or statement of attainment.

**Unit** is a discrete unit of study, where a combination of units makes up a course of study.

**VET** is Vocational Education and Training.

## 6 Related documents

The following policies and procedures are related to this policy:

- a. Acceptance of Offer Form
- b. Admissions Application Form HE Domestic Students
- c. Admissions Application Form HE International Students
- d. Application for Deferment Form
- e. Course Withdrawal Form
- f. Credit and RPL Policy and Procedure
- g. Diversity, Equity and Fair Treatment Policy and Procedure
- h. Fees Policy and Procedure
- i. Letter of Offer Form
- j. Leave of Absence Form
- k. Refund Policy and Procedure Domestic Students
- l. Refund Policy and Procedure International Students
- m. Student Grievance Policy and Procedure
- n. Student Handbook – Domestic Students
- o. Student Handbook – International Students.

Other documents:

- a. Good Practice Note: Making Higher Education Admissions Transparent for Prospective Students (TEQSA).

## **7 Review**

Three years from commencement.

## **8 Accountabilities**

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and AIE Institute's community via the website and other publications.

## Appendix A: English language test scores

The table below shows comparisons between various English Language test scores and level systems (like TOEIC, TOEFL and IELTS) and the VEC level system. This table can be used to compare a student's own test level with the approximate equivalent score of another test.

TOEIC	TOEFL Paper	TOEFL CBT	TOEFL IBT	IELTS	Cambridge Exam	CEFR	VEC Online Score	Approximate VEC Level
0–250	0–310	0–30	0–8	0–1.0			0–34	2
	310–343	33–60	9–18	1.0–1.5		A1	35–38	3
255–400	347–393	63–90	19–29	2.0–2.5		A1	39–45	4–5
	397–433	93–120	30–40	3.0–3.5	KET (IELTS 3.0)	A2	46–53	6–7
					PET (IELTS 3.5)	B1 (IELTS 3.5)		
405–600	437–473	123–150	41–52	4.0	PET	B1	54–57	8
	477–510	153–180	53–64	4.5–5.0	PET (IELTS 4.5)	B1 (IELTS 4.5)	58–65	9–10
					FCE (IELTS 5.0)	B2 (IELTS 5.0)		
605–780	513–547	183–210	65–78	5.5–6.0	FCE	B2	66–73	11–12
	550–587	213–240	79–95	6.5–7.0	CAE	C1	74–81	13–14
785–990	590–677	243–300	96–120	7.5–9.0	CPE	C2	82–100	15
<b>Top Score</b>	<b>Top Score</b>	<b>Top Score</b>	<b>Top Score</b>	<b>Top Score</b>	<b>Top Score</b>	<b>Top Level</b>	<b>Top Score</b>	<b>Top Level</b>
<b>990</b>	<b>677</b>	<b>300</b>	<b>120</b>	<b>9</b>	<b>100</b>	<b>C2</b>	<b>100</b>	<b>15</b>