A101 Admissions Policy

Policy Category	Academic	
Responsible Officer	Academic Dean	
Review Date	March 2026	
Related documents	Admissions Procedure Enrolment Policy Credit for Prior Learning Policy English Language Proficiency Policy	
Version	**Authorised by**	**Approval Date**
2.1	Academic Board	11/06/25

1. Context

This Policy supports Australian Institute of Business Intelligence's Higher Education (the 'Institute's) commitment to excellence in academic standards as well as equity across a diverse student population. Core to the Institute's philosophy is that all students with the capacity to succeed in tertiary study should have the opportunity to do so, regardless of social or educational disadvantage.

2. Definitions

Academic Dean: within this document this refers to the Academic Dean of the faculty that the prospective student is applying for admission.

Accreditation: the process by which a course is certified with authority. The authority that accredits the Institute's courses is the Tertiary Education Quality and Standards Agency (TEQSA), which ensures the course is compliant with the Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021).

Admission: the procedures and processes involved in the offer of a place in a course offered by theInstitute and the approval to enrol.

Australian Qualifications Framework (AQF): Australia's national policy for regulated qualifications. It encompasses higher education, vocational education and training and school education and provides for national recognition and a consistent understanding of what defines each qualification type.

Australian Tertiary Admission Rank (ATAR): a number between 0.00 and 99.95 that indicates a student's position relative to all the students who sat for a senior secondary certificate in Australia.

Compassionate or compelling circumstances: circumstances beyond the control of the student which will have an impact upon the student's progress or wellbeing.

Disadvantage: includes, but is not limited to, applicants with physical disabilities, from geographically isolated areas, with economically disadvantaged backgrounds, with Australian residency granted on humanitarian grounds, Aboriginal or Torres Strait Islander applicants, and those with compassionate or compelling circumstances.

Domestic student: Australian citizens, New Zealand citizens, or holders of an Australian permanent visa (holders of all categories of permanent resident visas including Humanitarian Visas).

English language proficiency: the ability to successfully use the English language to communicate meaning in an academic and discipline context, in both verbal and written form.

Enrolment: the period during which he or she is considered a student of the Institute, is progressing towards the completion of the course requirements, and goes through to completion of course requirements, including scheduled breaks between study periods.

Overseas student: a student who is not a domestic student and who may hold a student visa and is protected by the Education Services for Overseas Students Act 2000 legislative framework.

Course: a course of study, comprising subjects of study, the successful completion of which results in the awarding of a qualification, such as a bachelor's degree.

3. Scope

This Policy applies to all prospective students of the Institute, including international and domestic students.

4. Policy principles

The key principles informing this Policy are:

- applications for admission are treated fairly and equitably;
- applications for admission are considered based on demonstrated ability to successfully study at the relevant level; and
- admissions information is transparent, being clear, sufficiently detailed, and easily accessible.

5. Undergraduate Admission Criteria

Prospective students can gain admission into an Institute undergraduate course by meeting at least one the following admission criteria (5.1-5.5):

5.1. Applicants with Higher Education study

Applicants who have successfully completed at least one subject of study in an accredited higher education course at undergraduate level.

5.2. Applicants with vocational education and training (VET) study

Applicants who have successfully completed a qualification at Diploma level (AQF 5) or higher, or a Certificate IV (AQF 4) in a related discipline determined by the Academic Dean. The qualification needs to be from a VET Training Package or an accredited program and delivered by a Registered Training Organisation in Australia or overseas.

5.3. Recent Secondary Education

5.3.1 Domestic Students

- Applicants who have achieved an ATAR of 60, or equivalent, will be granted admission.
- Applicants who have achieved an equivalent secondary qualification either interstate or overseas will be granted admission.

5.3.2 International Students

- Applicants who have successfully completed a school leaving examination deemed by the Academic Dean to be equivalent to the course and standard required of candidates for the NSW Higher School Certificate.
- The Country Education Profiles will be used as a guide, but the final decision is at the discretion of the Academic Dean.

5.4. Applicants with work and life experience

5.4.1 Finished secondary education more than two years ago

The following admission criteria apply to applicants who finished secondary education more than two years ago, are over 21 years old, and do not meet any of the criteria in sections 5.1 – 5.3. With a demonstrated ability to undertaken study at the required level,

such applicants will be granted admission due to relevant and appropriate work and life experience. This can be demonstrated through:

- broadly relevant work experience (documented e.g., CV), demonstrating a reasonable prospect of success; and/or
- formal, informal, or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; and/or
- written submission to demonstrate reasonable prospect of success.

5.5. Alternative admission options

Applicants who do not meet any of the other admission requirements due to a disadvantage may gain entry to a course by meeting one or more of the following criteria:

5.5.1 Applicants who can demonstrate an educational disadvantage in schooling, including, but not limited to:

- Disability;
- Chronic or serious illness;
- Disrupted education
- Lack of support for education;
- Serious family problems;
- Coming from remote, rural, or isolated areas; or
- Coming from a lower socioeconomic background.

5.5.2 Aboriginal and Torres Strait Islanders with appropriate previous life experience and/or education may apply for admission to AIBI HE courses.

- Aboriginal and Torres Strait Islander applicants wishing to apply via alternative admission options must indicate they are of Aboriginal and Torres Strait Islander descent on the Student Application.

Applicants who apply for admission under alternative admission will be required to provide evidence and may be required to have an interview to determine their suitability for the course.

Note: Meeting these criteria does not automatically gain a prospective student entry to a course.

5.6. Applicants under 18

5.6.1 International Students

Applicants under 18 will be accepted only of they will have turned 18 at the time of course commencement.

5.6.2 Domestic Students

Applicants must be aged 17 or over at the time of course commencement. Any applications submitted by a person under 18 at the time of the application will require written parent/guardian consent before they may commence the course.

5.7. English Language Proficiency

For admission criteria regarding English language proficiency, refer to the *English Language Proficiency Policy*.

6. Postgraduate Admission Criteria

Prospective students can gain admission into an Institute postgraduate course by meeting the following admission criteria:

6.1. Applicants with Higher Education study

Applicants who have successfully completed at least a bachelor degree or equivalent.

6.2. English Language Proficiency

For admission criteria regarding English language proficiency, refer to the *English Language Proficiency Policy*.

7. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the *Student Complaints and Appeals Policy*, which can be accessed from the Institute's website.

8. References

Higher Education Standards Framework (Threshold Standards) 2021. Retrieved from:

Higher Education Standards Framework

National Code of Practice for Providers of Education and Training to Overseas Students 2018,Standard 2. Retrieved from:

National Code of Practice for Providers of Education and Training to Overseas Students 2018

9. Acknowledgements

In developing this policy, the Institute acknowledges:

- *TEQSA's Glossary of Terms.*
- TEQSA Guidance Notes: Diversity and Equity.

10. Document History

Version	Date	Author	Reason	Sections
0.1	06/04/2017		Approved by Academic Board	All
0.2	03/07/2017		Reviewed by Academic Board	All
0.3	09/03/2018	Stephen Andrews	Revised in response to Academic Board feedback 26/2/18, and approved Policy Development andReview Framework	All
1.0	08/05/2018	Stephen Andrews	Revised in response to Academic Board feedback 23/4/18.	2, 5
1.1	16/07/2019	Stephen Andrews	Alignment of 'enrolment' definition with Enrolment Policy.	2
1.2	17/12/2019	Philippa Ryan	Amended to reflect new trading name 'Waratah Institute'.	All
1.3	28/01/2022	Zoe Williams	Amended to reflect new corporate name Australian Institute of Business Intelligence; abbreviated to the Institute and new logo; updated references to the Higher Standards Framework 2021 and inclusion of specific GPA requirements for overseas senior secondary school qualifications	All
1.4	27/02/2024	Amon Broughton	Minor change: Updated Under 18 admission criteria.	5.6

2.0	21/03/2024	Amon Broughton	Major change: To VET admissions, secondary school admissions and alternative admissions.	5
2.1	11/06/2025	Amon Broughton	Addition of Postgraduate Admission Criteria	6