

STUDENT ADMISSIONS POLICY

Policy Code	ACA09
Policy Lead	Academic Dean
Approving Authority	Academic Board
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Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) (NC: 1, 2, 3, 6.5, 8.2, 8.5, 8.16, 9.1, 9.2,) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.1, 2.2, 2.4, 5.3.7, 7.1, 7.2) Competition and Consumer Act 2010 Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Education Services for Overseas Students Act 2000 (ESOS Act)
Related ASA Documents	Quality Assurance Framework Student Support Framework Student Admissions Procedure Recognition of Prior Learning Policy Recognition of Prior Learning Procedure Educational Partnerships Policy Educational Partnerships Procedure Student Fees Charges and Refund Policy Student Grievance Policy Student Grievance Procedure Student Enrolment and Attendance Policy and Procedure Deferral, Suspension, and Cancellation Policy Diversity and Equity Policy and Procedure

1. Purpose

The intent of this Policy is to set out the requirements for student admission at the ASA Institute of Higher Education (**ASA**) and to provide clarity, transparency, and consistency with respect to admission requirements and processes.

This Policy has been developed to ensure that:

1. student admission into ASA is based on academic merit and/or demonstrated ability and meeting course entry requirements;
2. all decisions relating to student admission are consistent; and
3. standard eligibility requirements are publicly available.

2. Scope

This Policy applies to applicants, prospective students, and all ASA staff.

3. Principles

This Policy is informed by ASA's commitment to:

1. ensuring all applicants seeking to enrol are treated fairly and equitably; and

2. establishing open, fair, and transparent procedures for the admission and enrolment process that are based on clearly defined entry criteria.
3. Admission to all courses is based on published entry criteria and availability. ASA may seek to address and reduce the under-representation and/or disadvantage experienced by identified groups through alternative admissions arrangements.

4. Definitions

Term	Definition
admission	The process of application, assessment, offer and acceptance to ASA.
applicant	A person who has applied to study at ASA.
application form	A form to apply to study at ASA.
assessment level	A rating given to countries by the Department of Home Affairs for student visa applications based on degree of risk regarding compliance with student visa criteria.
AQF Levels	AQF levels refer to the criteria required to demonstrate the achievement of a qualification as per the Australian Qualifications Framework (AQF). For example, Level 7 = Bachelor Degree, Level 9 = Master Degree.
Chief Executive Officer (CEO) / Principal	The Chief Executive Officer is the highest organisational role for ASA and performs the role of Principal as well as their other duties.
Country Education Profiles (CEP)	Country Education Profiles (CEP) is an online recognition tool providing guidance on the comparability of overseas qualifications to qualifications on the AQF, lists of recognised institutions and information about education systems for 126 countries.
credit	Formal recognition of an individual's prior study and learning.
course	A structured and integrated program of education, usually consisting of a sequence of units leading to the award of a qualification.
domestic applicant	A prospective student who is an Australian citizen, a New Zealand citizen or the holder of an Australian Permanent Resident or Permanent Humanitarian visa.
eCoE	Electronic confirmation of enrolment, generated through the Provider Registration and International Student Management System (PRISMS). A document issued as evidence of enrolment which contains information about the provider, course and duration of study. It is provided to students as verification of student status when applying for a study visa.
enrolment	The registration of a person with ASA for the purpose of undertaking a course of study.
GCE A Levels	General Certificate of Education Advanced Level
IELTS	International English Language Testing System.
international applicant	A prospective student who does not have Australian or New Zealand citizenship or full permanent resident status in Australia. It includes those who have student visas, provisional residency, temporary residency and bridging visas.
Letter of Offer (LoO)	A Letter of Offer (LoO) is a document supplied to successful applicants which details the course enrolment that the applicant may accept or decline. Once it has been signed and returned to ASA it is the Written Agreement that constitutes a legal contract between the applicant and ASA.
Provider Registration and International Student Management System (PRISMS)	Provider Registration and International Student Management System (PRISMS) which is the record system required to comply with the National Code. The system is maintained by the Department of Home Affairs, a branch of the Australian Federal Government.
TOEFL	Test of English as a Foreign Language.

5. Policy Statement

ASA is committed to ensuring fair, transparent, and equitable procedures for the admission and enrolment of students. To be eligible for selection to a course, an applicant must meet Academic Entry requirements, Genuine Student (GS) requirements (if relevant), and English language requirements.

Applicants and students should refer to the relevant course information on the ASA website to ensure they are aware of all the current requirements for entry and participation in their chosen course. Where relevant, additional requirements, such as professional accreditation or clearance checks, are provided as indicative information.

6. Academic Entry Requirements

All applicants for ASA courses must be over 18 years of age at the time of commencement, and satisfy at least one of the following academic admission requirements.

Undergraduate Courses	Postgraduate Courses
Successful completion of Year 12 or equivalent. <i>Refer to Appendix 1 for international equivalencies.</i>	Successful completion of a bachelor's degree from an Australian higher education institution or overseas equivalent. Students enrolling into graduate courses, particularly in ICT courses, require a bachelor's degree from an Australian higher education institution or overseas equivalent in a discipline containing mathematics up to year two level.
Satisfactory completion of an approved Tertiary Preparation Program, Tertiary Orientation Program, or a Foundation Year Program through an accredited institution of higher education offered at Australian Universities, TAFE Institutes or government approved Registered Training Organisations (RTOs)	Successful completion of a Graduate Certificate or Graduate Diploma from an Australian institution or overseas equivalent
Satisfactory completion of one year of accredited full-time study in a related discipline at a registered Australian provider of tertiary education at Certificate IV or higher level.	At least five years relevant professional experience (within the last ten years) within roles of appropriate seniority that demonstrates potential to pursue graduate courses. Additional requirements may be specified for particular courses.

** Refer to Appendix 1 for Country Specific Academic Requirements for Undergraduate Entry*

7. GS and Financial Requirements

International Students applying from offshore may be asked to undertake Genuine Student (GS) checks and financial checks. The GS check is to ensure the student genuinely intends to stay in Australia temporarily to complete their chosen course of study. GS checks may also include an interview with the student to determine their knowledge of study in Australia, their obligations under a student visa, their knowledge of ASA, and the course they are planning to undertake.

7.1 GS Criteria:

- For undergraduate courses, applicant's high school qualifications must have been awarded within 12 months of ASA Course Commencement date and have a minimum pass grade in 3 academic subjects.
- English proficiency must be an IELTS score of 0.5 bands (or equivalent) higher than stated English Requirements. Refer to the table on page 5.

- Only verifiable examination or board results will be considered.

7.2 Statement of Purpose (SOP) Guidelines

Within a Statement of Purpose (SOP) applicants must:

- show they have researched ASA, courses, fees, and campus location;
- specify why they have chosen that particular course at ASA;
- specify their desired career outcomes after completion of the ASA course; and
- indicate what incentives they have to return home after completing their studies.

7.3 Financial guidelines.

Students from countries of origin that are considered an Assessment Level 3, or countries that have been a Level 3 within the last 6 months, will be asked to show proof of financial resources. Students from lower-risk countries may also be asked to demonstrate financial resources if this is deemed necessary by ASA management.

Applicants may be asked to show sufficient financial resources to cover:

- travel to Australia;
- the cost of living for 12 months;
- course fees; and
- schooling costs for school-ages dependents accompanying the student.

8. English Language Requirements

Applicants for admission to all courses at ASA are required to demonstrate and meet one of the following minimum English Language Proficiency standards:

- a. English is the applicant's first language; or
- b. Satisfactory completion of senior secondary, post-secondary, or a tertiary level qualification in a country in which English is the primary official language, and in which English was the sole medium of instruction; or
- c. A pass grade or better in an English subject at Australian Year 12 level; or
- d. Satisfactory completion of an English for Academic Purposes course at a NEAS quality assured English Language Provider recognised by the Academic Board; or
- e. Achieving the minimum course requirements in an approved English Language test within two (2) years prior to commencement of study.
- f. Evidence of English language skills which were accumulated within the last 3 years through a combination of qualifications, academic experience, work and life experience may be submitted for assessment for equivalence to English language proficiency requirements.

Assessments will be made on a case-by-case basis or based on professional registration or accreditation requirements.

Table is provided overleaf.

Table 1: English Language requirements

Test Type	Undergraduate	Undergraduate with GS	Postgraduate
Academic IELTS	Overall 6.0, with no band less than 5.5	Overall 6.5, with no band less than 5.5	Overall 6.5, with no band less than 6.0
PTE (Pearson Test of English Academic)	Academic Score of 50	58 (with a min 60 in reading, writing & communication)	58 (with a min 60 in reading, writing & communication)
TOEFL iBT (Test of English as a Foreign Language)	60	85 (with min 20 in each skill)	85 (with min 20 in each skill)
CAE (Cambridge English: Advanced from Cambridge ESOL)	169	176	176
Cambridge Proficiency	169	176	176
Duolingo English Test	Overall score of 100	Overall score of 105	Overall score of 105

Exempted countries - English Speaking:

ASA recognises the following countries/regions as English-speaking: American Samoa, Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, Botswana, Canada, Cook Islands, Dominica, Fiji, Gibraltar, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Maldives, Namibia, Nauru, New Zealand, Nigeria, Papua New Guinea, Saint Kitts and Nevis, Singapore, Solomon Islands, South Africa, Tanzania The Gambia, Tonga, Trinidad and Tobago, Uganda, United Kingdom (including Northern Ireland), United States of America, Vanuatu, Zambia, Zimbabwe.

Exempted countries - English as the medium of instruction for high school and higher:

Philippines, Brunei, Malaysia, Myanmar, Sri Lanka, Indonesia:

All other countries:

Must provide PTE or IELTS or evidence of English language skills which were accumulated within the last 3 years through a combination of qualifications, academic experience, work and life experience may be submitted for assessment for equivalence to English language proficiency requirements.

9. Alternative Admission

Domestic applicants who are 21 years of age or over who have not completed Year 12, or its equivalent, may gain entry to a course by addressing one of the following entry requirements:

1. successful completion of a Special Tertiary Admissions Test administered by a tertiary admissions centre; or
2. submission of a portfolio of prior and current academic and professional work.

Mature-aged entry applicants must also meet the English language entry requirements as outlines in the table above.

Aboriginal and Torres Strait Islander peoples who have completed a senior secondary certificate and who do not meet the published admissions standards for a course can apply for admission through an interview with the CEO to consider their circumstances, support needs, and commitment to completion. Admission via the CEO's recommendation is conditional on the applicant being suitably prepared to undertake the requirements of the course.

9.1 Approved Articulation Arrangements

Applicants may be allowed direct entry through an approved articulation agreement. Articulation agreements provide a pathway between a completed qualification at an external institution and a qualification at ASA, enabling students to progress via a defined pathway. The agreement may provide credit into an ASA qualification or may establish eligibility for admission only.

Articulation agreements must be approved by the Academic Dean with regular reports provided to the Academic Board, detailing the performance and monitoring of the associated students. Any performance-related issues are addressed with the external institution immediately. Exit clauses are activated in the absence of an improvement in performance following the implementation of tailored intervention strategies.

10. Monitoring of Entry Requirements

The above Entry Requirements will be monitored to ensure that students' progress in their course, and that students are equipped with the appropriate Academic and English language levels at the time of admission to succeed in their units. These aspects will be monitored for impact on student progression and attrition rates at ASA:

- If students are granted the appropriate number/level of advanced standing (refer to the *Recognition of Prior Learning Policy*),
- If students are undertaking appropriate related pathways (prior study) as their entry requirement (pertaining to academic and English language),
- If students are undertaking English language at suitably qualified ELICOS institutions,
- If students are sourced from quality agents who can assess the suitability of genuine students to undertake undergraduate or postgraduate courses,
 - If there are additional requirements for placement or professional accreditation or employment;
- If students have relevant backgrounds (e.g. prior study), and
- Any other criteria which may affect the ability of the student to succeed at and complete their course at ASA.

The findings of these monitoring activities will be presented to the Academic Board and will be used to inform admission criteria.

11. Complaints and Appeals

An applicant may appeal against a decision made under this Policy and Procedure. Appeals must be made as prescribed in the appeals process outlined in the *Student Grievance Policy* and associated procedure.

12. Offer of Enrolment

1. All applicants who apply for admission to ASA will be sent an email notifying them of the outcome of their application. Applicants who are unsuccessful will be provided with reasons for the decision. Each applicant who satisfies the admission criteria will be offered a place via a Written Agreement, known also as a Letter of Offer.
2. The Letter of Offer is a binding contract outlining the rights and responsibilities of both ASA and the student. This includes information on what happens in the event a course is not delivered by ASA; the process through which refunds of course fees are determined;

the procedure to follow when submitting grievances, complaints and appeals; and other information of relevance to the student's success.

3. The Letter of Offer must be signed by the applicant prior to or at the same time course fees are paid. ASA will not accept any payment prior to having received a signed agreement and all required documentation.
4. For applicants applying for an Overseas Student Visa, once ASA receives a signed acceptance of the Letter of Offer, evidence of any conditions provided, and payment of course fees, a CoE is created in PRISMS (the reporting system for the Department of Home Affairs). The CoE is then issued to the student for visa application purposes.
5. International applicants who are made a Letter of Offer based on their international student status may not change that status upon gaining residency until the following quarter of study.
6. More information regarding offers of enrolment can be found on ASA's website.

13. Relevant HESFs

This Policy and the associated procedure comply with the Higher Education Standards Framework (Threshold Standards) 2021. The following are relevant excerpts and specify that:

Standard 1.1 Admission

1. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.
2. The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:
 - a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies
 - b. policies, arrangements and potential eligibility for credit for prior learning, and
 - c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.
3. Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.

Standard 2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples. [...]

Standard 2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties. [...]

Standard 5.3 Monitoring, Review and Improvement [...]

7. The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Standard 7.1 Representation

1. Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading. [...]
5. Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.

Standard 7.2 Information for Prospective and Current Students

1. Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.
2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:
 - a. information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable
 - b. information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies
 - c. information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion
 - d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment
 - e. information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable
 - f. information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and

- g. information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).
3. There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements. [...]

14. Version Control

This Policy has been reviewed and approved by ASA's Academic Board as at May 2025 and is reviewed every three years.

The Policy, with associated procedure, are published and available on the ASA website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2025.2	Director Quality and Compliance / Academic Dean	Comprehensive review conducted and benchmarked.	30/04/2025	02/06/2025
2025.1	Director Quality and Compliance	Minor amendments to clarify undergraduate vs postgraduate requirements. Updated Policy Lead	14/02/2025	06/03/2025
2024.3	Director Student Experience/ Director International Recruitment	Added Sri-Lanka and Indonesia to the list of countries who have English as the medium of instruction in Section 8. Referenced how to check specific course requirements	23/10/2024	28/11/2024
2024.2	Director Student Experience/Dir International Recruitment	Changes to English language requirements and clarification re countries teaching in English.	31/7/2024	22/8/2024
2024.1	Project Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education	28/06/2024 by CEO	01/07/2024
2023.1	Director International Recruitment	Updated policy to include HESF references, and annual review	20/11/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
5.0		Academic Board Approval		
4.0		New course accreditation		
3.0		Academic Board Approval		
2.0		Academic Board Approval Governance restructure		
1.0		Academic Board review		

Appendix 1 – ASA Country Specific Undergraduate Academic Requirements

Country/ Region	Associate and Bachelor Degree	Diploma
Argentina	Bachiller/Bachillerato or Bachillerato Especializado as per CEP guidelines.	Bachiller/Bachillerato or Bachillerato Especializado as per CEP guidelines.
Bangladesh	Successful completion of Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) with a grade of A, 65% or a GPA of 3.5.	Higher School Certificate (HSC) with a GPA of 3.0
Bhutan	Bhutan Higher Secondary Education Certificate (BHSEC) with a grade of 65% for each of the best three subjects (excluding any local languages) with no fails or backlogs.	Bhutan Higher Secondary Education Certificate (BHSEC) with a grade of 65% for each of the best three subjects (excluding any local languages) with no fails or backlogs.
Brazil	Certificado de ensino medio plus one year of foundation or post-secondary Studies.	Certificado/Diploma de Ensino Medio
Brunei Darussalam	GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
Canada	Satisfactory completion of Ontario Secondary School Diploma (OSSD) or equivalent Provincial High School Diploma plus a minimum of 5 Ontario Academic Course (OAC) credits.	Satisfactory completion of Ontario Secondary School Diploma (OSSD) or equivalent Provincial High School Diploma plus a minimum of 5 Ontario Academic Course (OAC) credits.
Cambodia	Satisfactory completion of one year of post-secondary study at a recognised university.	Successful completion of the Diploma of Upper Secondary Education with a C grade average.
People's Republic of China		Successful completion of Senior Middle 3 with a 50% average in 4 subjects. Gao Kao (National College Entrance Exam) with a 50% average.
Chile	Licencia de Educación Media (Certificate of Secondary Education Certificate), sometimes referred to as the Licencia de Enseñanza Media or Licencia de Educación Media Técnico-Profesional.	Successful completion of the Licencia de Educacion Media (Certificate of Secondary Education) with a Grade average of 4.5 or more (Suficiente)
Columbia	Completion of the Bachillerato or Bachillerato Tecnico plus one year of study at a recognised university - <i>Post-secondary study</i> .	Successful completion of Bachillerato with an average of 60% or higher in final year
Denmark	Satisfactory completion of either – A Studentereksamen, Hojere Forberedelseseksamen (HFX) or Hojere Handelseksamen (HHX).	Satisfactory completion of either –A Studentereksamen, Hojere Forberedelseseksamen (HFX) or Hojere Handelseksamen (HHX).
Fiji	Satisfactory completion of Form 7 or the University of South Pacific (USP) Foundation Year.	Fiji Form 7 Certificate with a C grade in three subjects.
France	Completion of Baccalaureat General or Baccalaureat de L'Enseignement de Second Degre or Baccalaureat de Technologique with minimum grade of 11.	Successful completion of Baccalauréat
Germany	Completion of The Abitur, the Fachhochschulreife, the Zeugnis der Allgemeinen Hochschulreife and the Reifezeugnis.	Completion of The Abitur, the Fachhochschulreife, the Zeugnis der Allgemeinen Hochschulreife and the Reifezeugnis.

Country/ Region	Associate and Bachelor Degree	Diploma
Ghana	Satisfactory completion of West African General Certificate of Education at Advanced Level or West African Senior School Certificate.	GCE A-levels with minimum grade of D in three subjects or equivalent combination with AS level subjects.
Hong Kong	Completion of Hong Kong Advanced Level Examination (HKALE) with a minimum of 2 “D” Grades OR Successful completion of HKDSE with a minimum of 12 points calculated on the sum of 4 core subjects and 2 electives. Grades are calculated where 5*=6, 5*=5.5, 5=5, 4=4, 3=3, 2=2 and 1=1.	Successful completion of HKALE with 1 ‘A’ and 1 ‘AS’ level pass; or Successful completion of HKDSE with a minimum of 8 points over the best four subjects.
India	Successful completion of Senior Secondary Certificate (10+2) and At least 65% or Grade 3 for an average and each of the core subjects (excluding any local languages) with no fails or backlogs from Federal/ Central Boards, or At least 70% for an average and each of the core subjects (excluding any local languages) with no fails or backlogs from the State Boards.	Higher School Certificate (HSC) with an average of 55 percent for all academic subjects (grand total) for any stream from CBSE, CISCE, Maharashtra and other boards.
Indonesia	Secondary School Certificate of Graduation (SKHUN/STK) or Secondary School Certificate of Completion (Ijazah formerly STTB) with an average score of 6.	Sekolah Menengah Atas (SMA 3); or Surat Keterangan Hasil Ujian Nasional (SKHUN or previously STK) Minimum grade average of 50 out of 100.
Italy	Satisfactory completion of Diploma di Maturita.	Diploma Liceale, Diploma di istruzione tecnica (Technical Education Diploma) Diploma di istruzione professionale (Vocational Education Diploma) with an average grade of 55 or higher.
Japan	Upper Secondary School Certificate of Graduation (Kotogakko Sotsugyo Shosho), overall average of 2.75 of all graded subjects.	Successful completion of the Upper Secondary School Certificate of Graduation (Kotogakko Sotsugyo Shosho).
Jordan	Satisfactory completion of one year of study at a recognized university - Post-secondary study. Secondary Certificate of Education (Year 12 award).	Satisfactory completion of one year of study at a recognized university - Post-secondary study. Secondary Certificate of Education (Year 12 award).
Kenya	Successful completion of the Kenya Certificate of Secondary Education (KCSE) with a minimum average grade of B or higher in 8 major subjects.	Completion of Kenya Certificate of Secondary Education (KCSE) with 55% average grade.
Korea	Completion of Immumgye Kodung hakkyo Choeupchang (Upper Secondary Certificate), 70% overall for all graded subjects.	Immumgye Kodung Hakkyo Choeupchang (Upper Secondary Certificate).
Lebanon	General Secondary Certificate (also known as Baccalauréat Libanais) with an average of 12 (out of 20). USA Grace 12 with a GPA of 2.5.	Lebanese Baccalaureate or Technical Baccalaureate (Overall grade of 10-11)
Malaysia	Completion of Sijil Tinggi Persekolahan (STPM) with pass grades in 2 or 3 subjects or Sijil Pelajaran Malaysia (SPM) plus 1-2 years Foundation/Diploma Program.	Sijil Pelajaran Malaysia (SPM) with minimum grade of 4; or Sijil Tinggi Pelajaran Malaysia (STPM); or Matriculation (Matrikulasi) with a GPA of 2.0 in two academic subjects.

Country/ Region	Associate and Bachelor Degree	Diploma
Mauritius	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of the GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
Mongolia	Senior Middle School Certificate with an average of 85% in 4 academic subjects or satisfactory completion of a one-year post-secondary study at a recognised institution.	Senior Middle School Graduation Certificate with average of 60% in final year results
Myanmar	Successful completion of at least 2 years of study at a recognised post-secondary institution – Post-Secondary study.	Matriculation/Basic Education High School (BEHS) - Pass grade in 6 subjects
Nepal	Completion of Nepalese Higher Secondary Certificate with an average and each of the core subjects to be CGPA at least 2.8 or 65%.	School Leaving Certificate Examination (XII) with overall Cumulative Grade Point Average (CGPA) of 2.4.
New Zealand	Completion of Form 7 and University Entrance Bursaries and Scholarships Examination (B.Bursary) with an aggregate minimum score of 250.	National Certificate of Educational Achievement (NCEA) Level 2 with a Merit average: a minimum of 80 credits with at least 60 credits at Level 2 or above.
Nigeria	Completion of West African GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects OR West African Senior School Certificate with a minimum passing grade.	Completion of West African GCE A-levels with a minimum grade of D in three subjects or Senior Secondary Certificate Examination (SSC)/West African Senior School Certificate: Overall grade of Pass (no grade less than 7)
Norway	Completion of the Upper Secondary School Examination Certificate (Vitnemal: den Videregaende Skole) min GPA of 3.5.	Completion of the Upper Secondary School Examination Certificate (Vitnemal: den Videregaende Skole) min GPA of 3.5.
Pakistan	Completion of the Intermediate Higher Secondary School Certificate with an average and each of the core subjects to be at least 65%) OR GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Intermediate/Higher Secondary School Certificate (HSC) with an average of 55+ percent OR GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
Peru	Certificado de educación secundaria común completa plus one year of foundation or post-secondary studies or a Bachiller Profesional as per CEP guidelines.	Intermediate/Higher Secondary School Certificate (HSC) with an average of 55+ percent.
Philippines	Completed High School Diploma (K12 Academic Track) with a minimum grade average of 75%.	
Russia	A Certificate of Secondary Education (Svidetel'stvo Srednem Obrazovanii or Attestat ob okonchani polnoj srednej shkoly or Attestat Zrelosti) or a Certificate of Secondary (Complete) Education (Attestat o Srednem Polnom) Obschem Obrazovanii) awarded on completion of general secondary schooling can be regarded as comparable to the educational level of completion of Year 12 in Australia.	A Certificate of Secondary Education (Svidetel'stvo Srednem Obrazovanii or Attestat ob okonchani polnoj srednej shkoly or Attestat Zrelosti) or a Certificate of Secondary (Complete) Education (Attestat o Srednem Polnom) Obschem Obrazovanii) awarded on completion of general secondary schooling can be regarded as comparable to the educational level of completion of Year 12 in Australia.

Country/ Region	Associate and Bachelor Degree	Diploma
Saudi Arabia	The General Secondary Education Certificate awarded by the Ministry of Education in any stream after three years of full-time study can be regarded as comparable to the educational level of an Australian Senior Secondary Certificate of Education (Year 12 award).	The General Secondary Education Certificate awarded by the Ministry of Education in any stream after three years of full-time study can be regarded as comparable to the educational level of an Australian Senior Secondary Certificate of Education (Year 12 award).
Singapore	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of the GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
South Africa	Completion of Senior Certificate with a minimum "C" average (60%-70%).	National Senior Certificate with a minimum grade average of 4 across four subjects.
Spain	Successful completion of the Curso de Orientacion Universitaria or Bachillerato.	Titulo de Bachiller or Titulo de Technico
Sri Lanka	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of the GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
Sweden	Successful completion of a Slutbetyg or Avangsbetyg from an Upper Secondary School.	Successful completion of a Slutbetyg or Avangsbetyg from an Upper Secondary School.
Taiwan	Completion of Senior High School Diploma or Junior College Diploma with a minimum "B" grade.	Senior High School Diploma or Senior Vocational School Diploma with an average of 65 percent.
Thailand	Completion of the Matayom 6 with a minimum GPA of 2.5 or Certificate of Secondary Education.	Certificate of Secondary Education M6 - GPA 2.0.
Turkey	Completion of High School Diploma with average grade (orta) – "C" grade – 55%-69%.	Completion of High School Diploma with average grade (orta) – "C" grade – 55%-69%.
United Kingdom	Completion of the GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of the GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.
United States of America	Completion of the High School Diploma with an average grade of "B" or 60% for all graded subjects.	High School Diploma with a CGPA of 2.0 out of 4.
Vietnam	Satisfactory completion of Bang tot nghiep Pho thong Trung hoc (Diploma of General Secondary Education) with a minimum score of 6.5.	Thong (Upper Secondary Education Diploma) or Bang Tot Nghiep Trung Hoc Chuyen Nghiep (Secondary Vocational School Certificate) with a minimum score of 6 or 60% overall.
Zimbabwe	Completion of GCE A-levels with a minimum grade of C in three subjects or equivalent combination with AS level subjects.	Completion of GCE A-levels with a minimum grade of D in three subjects or equivalent combination with AS level subjects.