

Admissions Policy

Version 1.0.

Overview

This policy outlines the requirements and procedures relating to the admission of students to both Vocational Education and Training (VET) and Higher Education (HE) courses at AIM Institute.

This policy provides information to all prospective students and other stakeholders.

Scope

This policy applies to all accredited courses at AIM Institute.

Policy

Principles

AIM Institute is committed to the following principles of selection:

1. Selection is fair, transparent, consistent, and equitable
2. Selection encourages diverse and broad access to the Institute, with consideration of possible social or educational disadvantage from applicants.
3. Selection is based on an assessment of the candidate's ability to succeed in their selected course.
4. Selection is measured against approved and published entry requirements.
5. The selection process provides information regarding credit arrangements for prior learning (formal, or informal).
6. All applicants must meet the English Language Proficiency requirement of the selected course.
7. Selection is based on merit, academic preparation, and English language proficiency and personal characteristics are not considered in selection of students.

Procedures

General Requirements

In order to be eligible for admission into any accredited course at AIM Institute, the student must:

1. satisfy all the relevant minimum requirements as prescribed by the course regulations; or
2. satisfy the requirements of an alternative entry and/or hold a qualification or have experience approved by the Colleges to be equivalent to the admission requirements

3. be over eighteen at the time of course commencement for HE and VET programs.

Credit and Recognition of Prior Learning

Applicants may be eligible for credit from prior credentialed study, or non-credentialed study, or from other relevant experience, as specified in the Credit and Recognition of Prior Learning Policy.

Selection Criteria

Selection criteria for all courses, as well as admission processes and procedures and relevant dates for application and decision-making are published on AIM Institute's website and in other promotional materials. Prospective applicants should confirm AIM Institute's website for all current information as printed materials may no longer be current.

Age Requirement

Students must be able to provide official government documentation that proves their date of birth.

Alternative Pathways

AIM Institute is committed to providing a supportive and inclusive learning environment. This policy ensures that applicants from under-represented and/or disadvantaged backgrounds can participate fully in AIM Institute courses. Alternative pathways for application may come from:

- students who are part or full-time carers
- Students with mental health concerns
- Mature-age students
- International students and students with English as a second language
- Indigenous students
- Students with disabilities
- Students with disrupted prior education
- Students with social disadvantage

If an applicant does not meet all requirements for entry to a course but can demonstrate a reasonable likelihood of success in meeting the course requirements and learning outcomes, consideration may be given to an alternative criterion.

Applicants from disadvantaged and under-represented groups and educationally disadvantaged applicants are encouraged to apply to study at AIM Institute. AIM Institute will assess whether all necessary support networks are available to applicants, before admission, in order to provide the best opportunity for successful completion of their qualification.

Any applicants of Aboriginal and Torres Strait Islander descent who do not meet the standard entry requirements are encouraged to discuss their personal circumstances with the admissions representative.

Reasonable adjustments

Students are expected to advise AIM Institute during the admission process and before an offer is made of any known limitations that may impede their opportunity for progression and completion of the course. AIM Institute will use this information to ensure that AIM Institute can provide appropriate and adequate support for this student.

In addition to any evidence of work and life experience-based entry requirements provided by the applicant,

AIM Institute recognises that a range of evidence including, but not limited to, community engagement, prior work history and family commitments can provide evidence as to a student's suitability for entry into AIM Institute's HE programs.

International Students

International applicants must satisfy the Department of Home Affairs English language visa requirements in order to obtain a student visa to study in Australia. This is a statutory requirement that should be noted exists separately to the institute's entry criteria and satisfying this visa requirement should not *a priori* be seen to have met the institutes entry criteria.

Genuine Student Assessment

All international applicants, regardless of their location (onshore or offshore) must meet the Genuine Student (GS) requirements. Applicants should refer to the guidelines available online (<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500/genuine-student-requirement>) and be ready to provide all recommended information, prior to receiving an application response from AIM Institute.

Assessing Language, Literacy, and Numeracy Skills (VET students only) (LLN)

Assessment of every enrolling VET student's English language, literacy and numeracy skills is vital. Policy and procedure to make such assessment effective allows AIM Institute to ensure each student is capable of receiving the full benefit of provided training and that, as far as is possible, the delivery of training is tailored to students' individual needs.

Assessment of English skills, literacy and numeracy skills must be conducted as part of every VET course applicant's pre-training skills review.

1. Every international applicant must evidence proficiency with the English language by provision of an IELTS score or equivalent or demonstrated studies at an Australian tertiary institution that requires an IELTS 5.5 or above.
2. Every domestic applicant must provide evidence of prior education which indicates the level of English language, literary and numerary skills the applicant possesses.

3. AIM Institute will develop strategies to assist student's learning outcomes.
 4. Once a student's enrolment is accepted, educators must ensure training is delivered according to any specific needs identified in the pre-training review. Educators must also monitor students' progress to proactively identify and overcome any problems.
- An initial assessment of the applicant's LLN skills will be made based on information regarding prior education and training, as outlined in this policy. This information must be supported by satisfactory evidence.
 - All commencing students must undertake a LLN test at or before orientation to identify any gaps in the student's LLN capabilities.
 - All continuing pathway students from a Certificate III, to Certificate IV, to Diploma must complete the LLN test at commencement of Certificate III and commencement of the Diploma.
 - Procedure for assessing LLN skills:
 - a. Students complete LLN assessment at orientation.
 - b. Student results assessed and entered into the Student Management System.
 - c. No further action taken if results are satisfactory.
 - d. If low level assistance is required, the trainer is notified.
 - e. If additional assistance is required, the student is referred to the academic support officer
 - f. The academic support officer will implement a strategy:
 - i. Regular meetings with the academic support officer.
 - ii. Attendance of additional ELICOS support classes.
 - iii. Other strategies.
 - g. The academic support officer records any intervention on the Student Management System.
 - h. The student's progress is monitored. This may include:
 - i. Notifying the student's trainer to provide additional support
 - ii. Referring the student to academic support for additional assistance
 - iii. Placing the student in additional English language support classes provided by an accredited provider.

On commencement of studies, any training must be delivered according to the needs identified in the pre-training review. If there is information gathered during the pre-training review which may affect the delivery of training, it must be provided to the educator prior to commencement of training either by completion of a student-specific training plan or other written communication.

Educators must ensure training plans, learning strategies, and learning materials are planned and delivered according to the needs of the students. Individual LLN skills identified through the enrolment procedure and pre-training review must be considered to ensure each student received the full benefit of the delivered training.

Educators must monitor the progress of each student through observation and reference to the standard of submitted course work and assessments. Educators must be proactive in identifying issues and, where possible, should alter training plans, learning strategies and learning materials to meet students' needs and overcome problems as early as possible.

Deferred entry, leave of absence or re-admission

If a student has been excluded from AIM Institute for general misconduct, or academic misconduct, they will not be permitted to reapply for admission.

If a student who has been accepted to AIM Institute wishes to delay commencement of their studies, this is managed under the Enrolment Policy and procedure (see Deferred Entry). Once a student has commenced their studies, any period of leave will be managed in accordance with the Enrolment Policy.

Refusing a student application

AIM Institute reserves the right to refuse a qualified candidate a place in any course, accredited or non-accredited if:

- The limit on available places in the course has been reached or exceeded
- There are not enough suitable candidates to viably run the course
- There are resource or personnel issues that restrict the capacity for the course
- The applicant has been excluded from AIM Institute or another provider
- AIM Institute believes that it does not have the capacity or capability to adequately support the student and their needs.

This right to refuse must be enacted prior to the admission of any applicant.

Rescinding an offer

If an applicant has been offered a place as a result of misleading, misrepresented, or fraudulent information, AIM Institute may rescind that offer and/or cancel any enrolment, without limitation. In the event of an Overseas student's enrolment being cancelled under this provision, the student's Confirmation of Enrolment (CoE) will also be cancelled and the relevant government department notified.

Application Process

Prospective students must submit a written application to AIM Institute, either via email or through a registered agent for AIM Institute. Only completed applications will be accepted and assessed. For further details, please refer to the application form.

Review

This policy will be reviewed every three years, or earlier if required due to changes in regulatory requirements, institutional operations, or student cohort profile.

Related documents

Legislation	HESF 2021 National Code
Policies and Procedures	Credit Transfer and Recognition of Prior Learning Deferment, Suspension and Cancellation Refund Policy and Procedure

Document Approval

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Alignment to HESF	1.1 Admission	7.2 Info for students	Choose an item.
Responsibilities:			
Contact:	info@aiminstitute.nsw.edu.au +61 02 4505 1924		

Document Change and Review log

Version	Updated by	Approval date and body	Details
0.1	TWEIR	Choose an item.	Draft policy
0.2	TW		Added Appendix II Added GS information
0.3	TW		Updated following AB review
1.0	TW		Updates following AB review



APPENDIX I: English Proficiency Requirements

Prospective students must achieve a Vocational English assessment to study a Vocational qualification at AIM Institute, or a Competent English assessment to study a Higher Education qualification at AIM Institute.

These scores have been benchmarked from www.immi.homeaffairs.gov.au

Test/Qualification	VET	Higher Education
English Test Must have satisfied within the last 2 years at the time of application.	• IELTS 5.5 • PTE 36 • TOEFL iBT 46 • TOEFL PBT 453 • CAE 162	• IELTS Academic score 6.0 for all bands • PTE Academic score 47 for listening, 48 for reading, 51 for writing, 54 for speaking • TOEFL iBT 16 for listening, 16 for reading, 19 for writing, 19 for speaking • Cambridge C1 Advanced 163 for listening, 163 for reading, 170 for writing, 179 for speaking
English Language Course (NEAS Accredited) No exp. date. Must provide a certificate of achievement or attainment (not just attendance)	GE, EAP, IELTS Prep, etc. level of achievement: • = IELTS 5.5	EAP level of achievement: • = IELTS 6.0
Tertiary Education Must be undertaken in Australia in English and completed within last 2 years.	<u>Successful Completion of:</u> • Certificate IV or higher <u>Partial Completion:</u> • At least 50% of a full-time study load in their most recent year or study period at an accredited Australian RTO or Higher Education Institute in a Diploma or higher qualification.	<u>Successful Completion of:</u> • Certificate IV + Diploma (at least 1 year duration) • Diploma (at least 1 year duration) • Advanced Diploma (at least 1 year duration) • Diploma + Advanced Diploma (at least 1 year duration) • Australian University Foundation Program (pass in English subject)

		- Associate Degree or higher qualification <u>Partial Completion:</u> - successful partial (minimum 1 year) completion with at least 50% of units passed of a full-time study load in their most recent year or study period at an accredited Australian Higher Education Institution in a Higher Education Diploma or higher qualification
Study at a university where English was the medium of instruction for the full program Must provide an official letter from the Principal or Registrar of the institution.	Successfully completed studies within the past 2 years at a Diploma level or higher.	Successfully completed studies within the past 2 years at an Australian International Education (AEI) Country Education Profile (NOOSR Guide) Section One – rated university.
Schooling	<u>Australia</u> - Australian Senior Secondary School Certificate (Year 12). <u>Global</u> - International Baccalaureate Diploma – 4 in English A1 or A2 (higher and standard level) or 5 in English B (higher level). - IGCSE – Grade C in English (both First Language and Second Language) - Global Assessment Certificate – Grade C	<u>Australia</u> - Australian Senior Secondary School Certificate (Year 12) – score of 30 in ESL/EAL units 3/4. <u>Global</u> - International Baccalaureate Diploma – 4 in English A1 or A2 (higher and standard level) or 5 in English B (higher level). - IGCSE – Grade C in English (both First Language and Second Language) - Global Assessment Certificate – Grade C
Other Schooling	If applicant has completed a secondary school qualification in English within a country where English is the medium of instruction, including: Canada, Fiji, Ireland, Kenya, New Zealand, Papua New Guinea, Samoa, Solomon Islands, South Africa, United Kingdom, USA, Zambia.	If applicant has completed 5 years of schooling and a secondary school qualification in English in a country where English is the medium of instruction, including: Canada, Fiji, Ireland, Kenya, New Zealand, Papua New Guinea, Samoa, Solomon Islands, South Africa, United Kingdom, USA, Zambia. Other countries assessed on a case-by-case basis.

APPENDIX II: Higher Education Course Specific Requirements

For entry to the Bachelor of Construction Project Management, beyond the other requirements detailed in this policy, students must have completed Year 12, or the equivalent.

A student who has not completed year 12 may apply for consideration if they have completed a Vocational Diploma (1 year full-time or equivalent) qualification. The language of delivery and assessment for this vocational diploma must be English.

Assumed knowledge – students in the BCPM are expected to have completed 2 units of Mathematics and English, or equivalent, as part of their high school studies. This is an academically detailed course and requires a strong working knowledge of calculations, mathematics, and the ability to understand and interpret technical language.