

Admission Policy and Procedure

Approving body	Academic Board
Date approved	20 Jan 2025
Date of effect	Commencement of operation
Next scheduled review	Two years from when policy commence
Policy owner	Academic Dean
Policy contact	Academic Dean
Related Documents	<p>Academic Progression Policy and Procedure</p> <p>Credit and Recognition of Prior Learning Policy and Procedure</p> <p>Records and Data Management Policy and Procedure</p> <p>Student Fee Refunds Policy and Procedure</p> <p>Student Code of Conduct</p> <p>Student Appeals Policy and Procedure</p> <p>Education Agent Policy and Procedure</p>
Related Legislative and Regulatory Instruments	<p>Standard 1.1.1 – 3</p> <p>Standard 2.2.1 – 3</p> <p>Standard 2.4.1 – 5</p> <p>Standard 7.2.1 – 4</p> <p>Australian Qualifications Framework (AQF)</p> <p>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)</p> <p>Education Services for Overseas Students Act 2000 (ESOS Act)</p>

Purpose

1. Under the *Higher Education Standards Framework (2021)*, **Zenith Innovation Institute (Zenith / the Institute)** is required to ensure that students admission criteria, standards and processes are transparent, robust and informed by external referencing and internal quality assurance processes.
2. The Institute seeks to admit only genuine students and to ensure that admitted students have the academic preparation and proficiency in English needed to succeed academically.
3. This Policy and Procedure outlines the principles governing the determination of admission criteria and the selection of applicants for the Institute's courses.

Scope

4. This Policy and Procedure (Policy) applies to:
 - (a) all individuals seeking admission into the courses offered at the Institute;
 - (b) Institute staff responsible for admission decisions; and
 - (c) all courses at Zenith.

Policy

Policy statement

5. The Institute will admit students who satisfy the academic and English language proficiency entry requirements for the course the student has applied for
6. The Institute may take into consideration the background of prospective students in order to promote diversity and ensure equity.
7. The Institute's published English language proficiency requirements will provide a clear indication to prospective students of the level of English Language proficiency required for admission to a course offered at the Institute.
8. The Institute recognises that eligibility for admission to its courses can also be measured by formal qualifications and by means other than formally recognised educational attainment. Educational disadvantage criteria and Special Admissions Pathways are outlined in this Policy.
9. The Academic Board is responsible for setting and approving all entry requirements for Institute courses.

Principles

10. The Institute manages the admissions process according to the following principles:
 - (a) **Transparency** - all applicants seeking admission into its courses are treated fairly and equitably. The Institute will have open, fair, clear and transparent procedures that are based on clearly defined entry criteria for making decisions about the selection of students;
 - (b) **Merit** - students are selected on merit, based on the published criteria:
 - (i) entry criteria and application procedures are published in the Institute's prospectus, brochures and on the website;
 - (ii) applications not based of formal educational qualifications will be considered on the merit and evidence of achievement, and interest in and capacity to work in the broad field of engineering and related technology; and
 - (iii) the Institute will consider any potential educational disadvantage of applicants during the selection process;
 - (c) **Verification** – the Institute reserves the right to check that all applications meet the admission requirements and set criteria and to verify the authenticity of documentation submitted;
 - (d) **Efficient and effective** – the Institute will ensure that throughout the process of student selection and admission, applicants are treated courteously and expeditiously; and

- (e) **Academic success** – admissions and the Institute’s student support policy framework aims to ensure that students selected into a course have the best prospects of successful completion.

Procedure

Eligibility for entry

- 11. It is essential that all applicants check the Institute’s website for up-to-date documentation and entry requirements of the course they are applying course before submitting their application
- 12. All applicants must be over 18 years of age when they commence the course they have applied for .

All applicants

- 13. . All applications, whether submitted by an individual or education agent, must include the following:
 - (a) **Completed application** form with the applicant’s signature;
 - (b) **Original documents** or certified copies of academic qualifications and transcripts and/ or where relevant, character references, employers’ testimonials and certification or licences to practice in a related field;
 - (c) **Proper identification** - all applicants must be properly identified, usually through sighting of a birth certificate or passport, and for international applicants only – must include passport main page and visa page;
 - (d) **English language** - where required, certified copies of English language proficiency certificates; and
 - (e) any other documents requested by the Admission Officer.
- 14. Incomplete applications may result in delays in the admission process.
- 15. Copies of required documentation must be certified, preferably by an Australian citizen and, if not possible, by a citizen of the country the applicant is in. This person certifying must:
 - (a) not be related to the applicant by birth, marriage or de facto relationship; and
 - (b) have an occupation or is a person listed in the *Statutory Declarations Regulations 2018 – Schedule 2 Parts 1 and 2*, which includes legal and medical practitioners, nurses, pharmacists, Justice of the Peace, and teachers employed on a permanent full-time or part-time basis at a school or tertiary education institution.
- 16. Guidance on how to certify copies is available on the Department of Employment and Workplace Relations website: <https://www.dewr.gov.au/>
- 17. Any qualifications received will be checked for verification. It is a condition of application that the applicant must provide permission for the Institute to verify academic qualifications.
- 18. International qualifications will be assessed for equivalence to Australian qualifications with reference to the Department of Education, Skills and Employment’s Qualifications Recognition Policy, or the National Academic Recognition Information Centres (NARIC) database.

Additional requirements for international applicants

- 19. Acceptable evidence of English proficiency may include any of the following listed in the table below and must have been taken less than two years prior to the application:

Courses	Academic IELTS	TOEFL iBT	Pearson (PTE) Academic	Other
Bachelors Degree	Minimum score of 6.0 overall, with no sub-score less than 5.5	Overall 60 Writing 18; Speaking 16; Reading 8; Listening 7;	Overall score of 46 with no score less than 36.	Other evidence as specified, such as completion of secondary education/degree taught in English, or specified Australian qualifications.
Masters Degree	Minimum score of 6.5 overall, with no sub-score less than 6.0	Overall 79 All sub-scores at least 19	Overall score of 58 with no score less than 50.	Successful completion of an Australian Bachelors qualification Successful completion of any Bachelor, Graduate Certificate or equivalent, or Graduate Diploma or equivalent, level course taught in English.

20. The Institute will also accept successful completion of an English for Academic Purposes course at a higher education provider registered by the Tertiary Education Quality and Standards Agency or a registered training organisation with the Australian Skills Quality Authority.
21. In addition to meeting the requirements stated above international applicants must:
- meet the 'Genuine Student' (bona fide) criteria as defined by the Department of Home Affairs (**DHA**); and
 - be enrolled in a full-time study load.

Use of Educational Agents

22. The list of approved education agents will be published on the ZII website under the "Education Agents" tab. Their responsibilities in the admissions process are outlined in the *Education Agent Policy and Procedure*. The responsibilities include:
- Promotion and Recruitment:
 - Promoting the Institute and its courses in specified countries/regions using accurate and current marketing materials provided by the Institute.
 - Recruiting prospective students ethically and with integrity, ensuring they are informed about the admissions process and course requirements using only Institute-approved materials.
 - Advising students on the primary purpose of their student visa and associated requirements.

- (b) Compliance and Knowledge:
 - Complying with the Institute's policies and maintaining an understanding of Australia's international education system, including the regulatory framework and the Australian International Education and Training Agent Code of Ethics.
 - Acting honestly, in good faith, and in the best interest of students while observing confidentiality and transparency.
- (c) Application and Fee Management:
 - Assisting in completing and submitting application forms and ensuring all relevant documents and fees are included.
 - Providing prospective students with offer documents within two working days of receipt from the Institute.
 - Collecting enrolment application fees (if permitted in the country of residence) and issuing receipts to students and the Institute.
- (d) Prohibited Actions:
 - Avoiding false or misleading advertising, dishonest recruitment practices, and unauthorised immigration advice.
 - Refraining from guaranteeing admission, completion of a course, or employment/migration outcomes.
 - Not facilitating enrolments for students who do not meet visa requirements or submitting incomplete applications.

Monitoring Process:

ZII will monitor education agents through the following mechanisms:

- (a) Conflict of Interest:
 - Agents must declare and take steps to avoid any conflicts of interest related to their duties.
- (b) Annual Review:
 - An annual performance and compliance review will be conducted, and agents will be notified of the outcomes, including any non-compliance with the terms of the agreement.
- (c) Monitoring Mechanisms:
 - Documented face-to-face meetings or teleconferences with agents.
 - Analysis of application quality, conversion rates, and completion rates of admitted students.
 - Documenting on the agent's file instances of misinformation or lack of knowledge regarding student visas or other critical matters.
 - Surveys of current and prospective students to evaluate the accuracy and level of assistance provided by agents.

Applications | Detailed entry requirements

General Entry Requirements

23. To satisfy the General Entry Requirements for admission to an undergraduate course at the Institute, applicants must meet at least one of the following academic entry requirements:

General Entry Requirements	Bachelors Degree	Masters Degree
Academic Entry Requirements	<ul style="list-style-type: none"> - Successful completion of Year 12 or equivalent with a minimum ATAR of 60; or - Successful completion of an equivalent secondary qualification in Australia or overseas with required entrance standard for higher education; or - Satisfactory completion of an accredited Tertiary Preparation Program, Foundation Year Program, or other pathways programs; or - Admission to candidature for an undergraduate degree at an Australian University or accredited higher education Institute. 	<ul style="list-style-type: none"> - Successful completion of an Australian Bachelors qualification; or equivalent or - Successful completion of a Graduate Certificate or equivalent, or Graduate Diploma or equivalent, level course taught in English.

Additional Requirements

In addition to the general entry requirements stipulated above, certain courses may specify additional requirements which applicants are required to meet to demonstrate their capacity for completing the course. These may include, but are not limited to:

- Specified studies (e.g., English Language, mathematics)
- Attendance at interviews
- Presentation of folios; and/or
- Submission of evidence

ELICOS Program

For students who do not meet the prescribed English Language Requirements for the courses, they may be eligible for:

English Language Intensive Courses for Overseas Students (ELICOS) program available for those not meeting English proficiency requirements.

If there is any uncertainty about an applicant's ability to successfully undertake the course, an interview with the Academic Dean or their delegate will be arranged, with particular consideration given to Aboriginal and Torres Strait Islander prospective students.

All entry requirements for each course will be published on the ZII website and ZII Prospectus, which serves as the official source for the current criteria and the application form.

Educational Disadvantage Entry Criteria

24. A student's admission requirements may be reconsidered on educational disadvantage grounds if the applicant meets one or more of the following criteria:
- (a) socioeconomic reasons (such as low-family income or poor living conditions);
 - (b) learning difficulties;
 - (c) disrupted schooling;
 - (d) physical disability;
 - (e) serious family illness and / or excessive family responsibility;
 - (f) geographical isolation of home and/or school and lack of support, time or facilities for study at home or school;
 - (g) Aboriginal or Torres Strait Islander descent where the normal Australian Standard Year 12 or equivalent entry path has not been followed; and
 - (h) home schooling and with evidence of being able to manage tertiary study.
25. A student in this category may be placed on 'Provisional Entry Qualifying Period' as deemed appropriate by the Academic Dean or Course Coordinator. This period will span the student's first eight completed units of study.
26. Provisional Entry Qualifying Period students will be supported through phone or in-person check-ins during the semester with Student Services to discuss their experience with the Institute and organising support as required. Support strategies may include items from the *Academic Learning Support* as per the *Academic Progression Policy and Procedure*.

Special Admission Pathways

27. For those applicants who meet the Educational Disadvantage Entry Criteria listed above, there are various special admission pathways which demonstrate an ability to undertake a course of study, including:
- (a) Prior educational experience – documentation including awards, certificates and other evidence of educational achievement;
 - (b) School's recommendation – a letter from the school (usually the School Principal) outlining why the school leaver applicant is suitable for the course of study;
 - (c) Leadership experience – demonstrated leadership experience and/or professional service related to the course the students applied for;
 - (d) Evidence of a Special Tertiary Admissions Test (**STAT**); and
 - (e) Pathway for students of Aboriginal or Torres Strait Islander descent: applicants may participate in a testing day to demonstrate required skills of literacy and/or numeracy.
28. Subject to any adjustment for special admission, applications will be assessed using any, or all, of the following:
- (a) previous academic results;
 - (b) work experience;
 - (c) a written submission; and
 - (d) interview.

29. Special Admission Pathways applications are evaluated on a case-by-case basis in line with the Student Support Policy by the Academic Dean and Course Coordinator and are then tabled to the Learning and Teaching Committee.
30. When reviewing applications for exceptions to entry requirements, the Institute will consider whether granting an exception would compromise the integrity of the course or would not be in the student's best interest.

Selection of applicants into a course of study

31. Eligibility for admission does not constitute selection for admission and does not guarantee an offer of a place in a course.
32. Only applicants who meet the prescribed entry requirements (including through alternative pathways) may be selected for an offer of a place in a course.
33. Applicants may receive:
 - (a) a full offer;
 - (b) a conditional offer; or
 - (c) an unsuccessful letter.
34. In the event of an unsuccessful letter, the Institute may refer the applicant to a more suitable course or program.

Credit for prior learning

35. Applications for credit for prior learning will be assessed during the admission process in accordance with the *Credit and Recognition of Prior Learning Policy and Procedure*.
36. Credits for prior learning granted by the Institute will form part of the Letter of Offer. Letter of Offer and Student Agreement.

Offers

37. Based on the documentation provided and subject to the application meeting the published entry criteria, a written offer of a place in the course will be made to the applicant via a Letter of Offer and Student Agreement. There will be a different letter for domestic and international students. Any conditions of the offer will be clearly specified in the Letter of Offer. Letter of Offer and Student Agreement.
38. The Letter of Offer and Student Agreement will include the following information:
 - all charges associated with the applicant's proposed studies as known at the time and advice on the potential for changes in fees/ costs/charges during their studies; and when they fall due
 - arrangements and potential eligibility for credit for prior learning;
 - details on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of fees and charges; and
 - details of any specific requirements of the courses e.g. any language requirements, particular requirements of work placements or the provision of a student's own equipment (such as a laptop).

any other relevant information including, but not limited to, complaints and appeals policies and procedures, equity, and student support.

Revocation of an offer

39. A Letter of Offer Letter of Offer and Student Agreement. may be revoked if:
- (a) the application contains false or misleading information provided by the student in relation to the application;
 - (b) the applicant fails to meet any prerequisite or other entry requirements for the course applied for; and
 - (c) the applicant fails to pay the tuition fee by the time stated in the Letter of Offer and Student Agreement.

Acceptance of an offer

40. On receipt of a formal offer of a place in a course, an applicant will either:
- (a) accept the offer within 30 days;
 - (b) apply to defer commencement for up to 12 months;
 - (c) decline the offer; or
 - (d) take no action, in which case the offer will lapse after 30 days.
41. To accept an offer, an applicant must comply with any specified instructions and deadlines contained in the Letter of Offer and Student Agreement.
42. Students who defer the offer of a place will be advised that tuition fees are subject to change.

Refusal of admission

43. Irrespective of eligibility or any other provision in this Policy, the Institute may refuse an application for admission from any applicant on any one or more of the following grounds:
- (a) the application contains false or misleading information;
 - (b) the applicant has been found guilty of serious misconduct as a student previously enrolled with the Institute or at another higher education provider;
 - (c) the applicant is considered to be a potential danger to other students and/or staff;
 - (d) the presence of the applicant at the Institute is considered to be potentially detrimental to the well-being of other students and/or staff;
 - (e) the presence of the applicant at the Institute is considered to be potentially detrimental to the reputation and image of the Institute; and
 - (f) any other reasonable grounds.

Monitoring and improvement

44. The Institute collects de-identified data on admissions, including by student groups for equity and diversity purposes. This data will be analysed to identify trends and patterns, providing insights into the effectiveness of current admission processes. The findings will be used to inform and improve future admission strategies, ensuring they are more inclusive, equitable, and aligned with the Institute's goals for diversity. Additionally, the analysis of this data will help refine selection criteria and decision-making processes to better meet the needs of prospective students and support their success.
45. The Institute collects data on the level of English language proficiency of students admitted to the Institute to inform the Institute on the adequacy or otherwise, of the current level of English proficiency required for the course.

46. Student feedback is sought on the admissions experience to improve the Institute's procedures and processes.
47. The Student Administration Officer maintains a register of exceptions to entry requirements granted by the Institute, and a register for any decisions in relation to recognition of prior learning.
48. The Institute uses the collected data to monitor trends in student groups admitted to the Institute in conjunction with participation, progression and completion data.
49. The Institute will revise entry requirements, including those for English language, based on the collected data, in particular the effectiveness of criteria to succeed in the course.
50. The Institute will benchmark its performance against relevant industry data and will establish targets as appropriate.
51. A report on admissions is provided to the Teaching and Learning Committee at each meeting by the Academic Dean.
52. The Academic Dean is responsible for making recommendations for improvements to the Academic Board, including on changes to General and Specific Entry Requirements, having regard to both the integrity of the course and facilitating participation in education of underrepresented groups.
53. The Academic Board receives an annual report on admissions, the adequacy of admission criteria, and processes and approves recommendations for improvement as appropriate.
54. The Governing Board receives an annual report on admissions to the Institute and on approved changes to the admission criteria, including any expected impact on the Institute's financial performance.

Appeals

55. An applicant may appeal against a decision made under this Admission Policy under the provisions in the *Student Grievance Policy and Procedure* and following a determination, the *Student Appeals Policy and Procedure*.

Responsibilities

56. The Academic Board is responsible for setting:
 - (a) General and Specific Entry Requirements for the Institute's courses; and
 - (b) The Institute's English Language Proficiency Requirements.
57. The Academic Dean is responsible for approving:
 - (a) the release of both conditional or full offers of admission to the Institute; and
 - (b) the refusal to admit a student (based on any other ground than ineligibility).
58. The Student Support Manager or delegate is responsible for:
 - (a) processing admission applications, including verification of required documentation;
 - (b) determining eligibility or ineligibility of applicants; and
 - (c) revoking offers of admission in accordance with this Policy.

59. The Course Coordinator is responsible for:

- (a) reviewing applications for admission under mature-age requirements and advising on the appropriateness of prior learning or experience for equipping the applicant for studying the course;
- (b) reviewing applications for exceptions to entry requirements and advising on the appropriateness of prior learning or experience for equipping the applicant for studying the course; and
- (c) reviewing and approving applications for credit for prior learning.

Definitions

For the purposes of this Policy:

Term	Definition
Aboriginal and Torres Strait Islander	A person of Aboriginal or Torres Strait Islander descent who identifies as Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives
Admission	The process through which prospective students gain entry to the Institute, including the stages of application, assessment, offer and acceptance
ATAR	Australian Tertiary Admission Rank. ATAR is used to assess and compare the results of school-leaving applicants' entry into university (Education NSW)
Credit for Prior Learning	The recognition of relevant and equivalent prior study or informal learning completed by students which may lead to a reduction in the number of academic units or credit points that are required to successfully complete a course at the Institute
Domestic student	A student who is an Australian or New Zealand citizen or holds an Australian permanent visa. Unless otherwise specified in this Policy, 'student' refers to a domestic student
International student	Any overseas student, including those who have student visas, temporary residency, bridging visas and provisional residency (as falling under the <i>Education Services for Overseas Students Act 2000</i>)

Version control

Version	Changes	Approval Body	Approval Date
1.0	Original version	Academic Board	
1.1	Added more English language tests in 19 and specified bachelor and masters 22 – created table with more specific information for bachelors and masters	Academic Board	16 Aug 2024



Version	Changes	Approval Body	Approval Date
	<p>Added Offers</p> <p>ATAR added in definitions</p> <p>28 amended to read Special Admission Pathways applications are evaluated on a case-by-case basis in line with the Student Support Policy.....</p> <p>ATAR score updated to reflect 60</p> <p>Governing Council updated to Governing Board</p> <p>43 – added This data will be analysed to identify trends and patterns, providing insights into the effectiveness of current admission processes. The findings will be used to inform and improve future admission strategies, ensuring they are more inclusive, equitable, and aligned with the Institute's goals for diversity. Additionally, the analysis of this data will help refine selection criteria and decision-making processes to better meet the needs of prospective students and support their success</p> <p>16 - Replaced Department of Education, Skills and Employment to Department of Employment and Workplace Relations</p> <p>Admission definition – 6 deleted</p> <p>Point 53 removed reference to “DESI”</p> <p>Deleted “Admission Policy and Procedure” from Related Documents.</p> <p>Point 25 deleted contract from “<i>Academic Learning Support</i>”</p> <p>Point 28 renamed to “Learning and Teaching Committee”</p>		
1.2	<p>From the tile deleted “The”</p> <p>Replaced “Higher Education Standards Framework (Threshold Standards) 2021 (Cth) With “Related Legislative and Regulatory Instruments”</p> <p>Added “Australian Qualifications Framework (AQF)</p> <p>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)</p> <p>Education Services for Overseas Students Act 2000 (ESOS Act)”</p> <p>Point 13 b) replaced “engineering” with “in a related field”</p>	Academic Board	20 Jan 2025



Version	Changes	Approval Body	Approval Date
	<p>Point 23 deleted “</p> <p>(a)successful completion of Australian Standard Year 12 or equivalent with a minimum ATAR of 60 or equivalent; or</p> <p>(b)satisfactory completion of an accredited Tertiary Preparation Program, Tertiary Orientation Program, or a Foundation Year Program offered by an Australian university or other accredited institution that would enable students to gain entry to an Australian university; and</p> <p>(c)Australian Standard Year 12 or equivalent Mathematical Methods.”</p> <p>Removed “Interview Requirements from the table” and added it at the bottom specifying when it will be used</p> <p>Deleted Additional Information and Additional Requirements from the table and specified it below.</p> <p>Renamed Additional Information as ELICOS Program.</p> <p>Added “All entry requirements for each course will be published on the ZII website and ZII Prospectus, which serves as the official source for the current criteria and the application form.”</p> <p>Point 27 c) replaced “ for e.g. in the engineering or related profession which demonstrates sufficient engagement in engineering as a profession” with “related to the course the students applied for”</p> <p>Point 39 a) added “provided by the student”</p> <p>Point 58 replaced “Student Services Manager” with “Student Support Manager or delegate”</p> <p>Uder Related Documents added “Education Agent Policy and Procedure”</p> <p>Added “Use of Educational Agents”</p> <p>Appendix 1 – Flow Chart Added</p>		



Appendix1 - Flow Chart

