

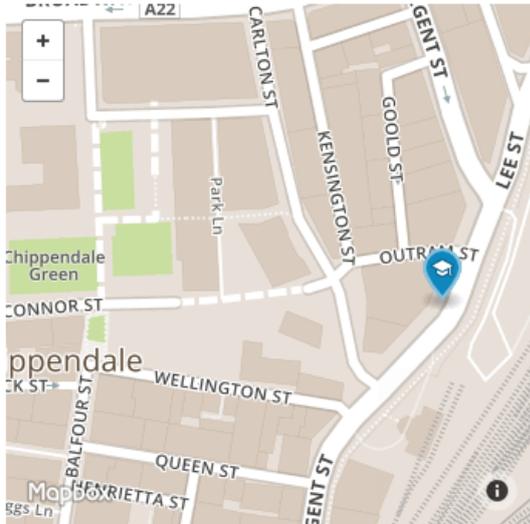
ASIA PACIFIC INTERNATIONAL COLLEGE PTY LTD

1. About Asia Pacific International College (APIC)

Campus locations

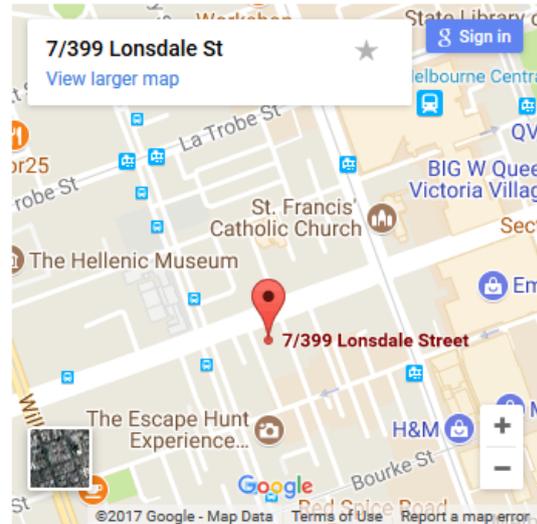
APIC's campuses are centrally located in the cities of Sydney (Chippendale) and Melbourne (CBD) and easily accessible by public transport. Both campuses are easily accessible for students with disabilities.

Sydney Campus



Address:
55 Regent St, Chippendale, NSW 2008

Melbourne Campus



Address:
399 Lonsdale Street, Melbourne, VIC 3000

Information about open days (including campus visits)

APIC holds open days throughout the year, please contact the campus you are interested in and we can let you know the next date. Prospective students are also encouraged to drop by the campus, or to make prior arrangements for a personal tour.

Take a [Virtual Tour](#) of the Melbourne campus.

Important dates (including enrolment dates).

Semester dates can be found on the College website - <http://apicollege.edu.au/current-students/academic-calendar/>

Current timetables can be found at <http://apicollege.edu.au/current-students/timetables/>

Prior to the commencement of each academic year, the College will publish an Academic Calendar detailing:

- start and end dates for each Semester and for Summer;
- last date to enrol in a unit for each Semester and for Summer
- census dates for each Semester and for Summer; and
- dates for the formal examination periods at the end of each Semester and Summer.

For the purposes of assuring learning, the last day to enrol in a unit will normally be the Friday of Week 2 during each Semester and the Friday of Week 1 during the Summer teaching session.

The census date for each unit is the Friday of Week 4 during each Semester and the Friday of Week 2 during the Summer teaching session.

Contact details

Melbourne Campus

Phone: +61 (2) 9318 8111

E: [Email Us](#)

Sydney Campus

Phone: +61 (3) 9603 5333

E: [Email Us](#)

If you would like to speak to an APIC representative about enrolling in one of our courses, staff are available online - <http://apicollege.edu.au/>, or please email a member of our team using the details provided below.

Chinese speakers

Russell Zhou (Melbourne Campus)

E: [Email Us](#)

Rose Xu (Sydney Campus)

E: [Email Us](#)

Korean speaker

Sharon Oh (Sydney Campus)

E: [Email Us](#)

Korean and Japanese speaker

Jian Grey (Brisbane Campus)

E: [Email Us](#)

Portuguese and Spanish speaker

Rodrigo Guimaraes (Sydney Campus)

E: [Email Us](#)

Spanish speaker

Catalina Mahecha (Brisbane Campus)

E: [Email Us](#)

Hindi, Punjabi, Urdu speaker

Megha Katyal (Sydney Campus)

E: [Email Us](#)

Russian and Turkish speaker

Rustem Gimaev (Melbourne Campus)

E: [Email Us](#)

2. Admission criteria

The admission criteria for all APIC courses including assessment of the applicant's academic qualifications and English language proficiency as well as professional experience can be found at <http://apicollege.edu.au/APICPDF/APIC Academic Entry Requirements.pdf>

A. Bachelor Degrees

The following admission criteria apply to all courses at APIC that lead to the award of an AQF Level 7 qualification. Additional English language requirements for international students are provided below.

Applicants must have successfully completed:

- Year 12 in Australia with a minimum ATAR of 65; *OR*
- the equivalent to an Australian Year 12 at a recognised overseas institution with an equivalent minimum ATAR of 65; *OR*
- a Certificate IV (AQF 4) or higher awarded by a recognised higher education/vocational; *OR*
- a General Certificate of Education Advanced Level (GCE A) with three or more C Grades; *OR*
- a Global Assessment Certificate with an average Grade of 65% or higher; *OR*
- an International Baccalaureate.

Applicants who do not meet the formal entry requirements may be considered on a case by case basis.

B. Diplomas

The following admission criteria apply to all courses at APIC that lead to the award of an AQF Level 5 qualification. Additional English language requirements for international students are provided at below.

Applicants must have successfully completed:

- Year 12 in Australia with a minimum ATAR of 55; *OR*
- the equivalent to an Australian Year 12 at a recognised overseas institution with an equivalent minimum ATAR of 55; *OR*
- a Certificate IV (AQF 4) or higher awarded by a recognised higher education/vocational institution; *OR*
- a General Certificate of Education Advanced Level (GCE A) with three or more D Grades; *OR*
- a Global Assessment Certificate with an average Grade of 55% or higher; *OR*
- an International Baccalaureate.

Applicants who do not meet the formal entry requirements may be considered on a case by case basis.

c. Applicants with work and life experience

APIC recognises both formal and informal (uncredentialed) learning for the purposes of assessing applications for recognition of prior learning, and for assessing eligibility for admission to award courses which specify relevant work experience in the admission criteria, refer to the [Guidelines for Recognising Uncredentialed Learning](#).

The recognition of uncredentialed learning is an acknowledgement by the College that students have demonstrated professional knowledge, skills, and application of knowledge and skills equivalent to the Course and Unit Learning Outcomes for the course and unit(s) for which recognition of uncredentialed learning is being granted.

The recognition of uncredentialed learning further acknowledges that informal learning affords students opportunities to have gained the necessary professional attitude, and attitude to personal development to succeed in formal learning.

Professional knowledge, skills, and experience must be current and relevant to the course and unit(s) for which recognition of uncredentialed learning is being granted, refer to the [Recognition of Prior Learning Policy](#).

The assessment process requires the student to clearly articulate and demonstrate their successful prior achievement of the relevant Course and Unit Learning Outcomes for which they are applying. The level and duration of a student's professional experience is in itself only relevant as a demonstrated source of learning.

Applications for recognition of uncredentialed learning for the purposes of gaining credit towards the completion of an enrolled award course are lodged directly with Student Services at the campus at which the student is enrolled.

Due to the additional complexity in assessing uncredentialed learning, applications for recognition of uncredentialed learning must be lodged with Student Services no less than 20 working days prior to the census

date in each semester to allow time for these to be assessed and any variations to unit enrolments completed prior to the census date.

Applications for recognition of uncredentialed learning may vary according to the student's range of experiences and will normally be accompanied by a portfolio of evidence including, and not limited to, the following:

- a current curriculum vitae, with details of employment history including duration and level of appointments, and summaries of responsibilities;
- examples of work produced, including any publications;
- certified copies of statements from employers confirming employment history;
- in the case of self-employment, a copy the ABN registration and a statutory declaration confirming the nature of the business and duration of self-employment in the business;
- evidence of any professional development activities or leadership roles at the community, state or national level;
- a self-assessment or critical reflection of the professional knowledge and skills gained and how these map to the relevant Course and Unit Learning Outcomes;
- a learning and development plan identifying professional and personal learning needs and areas where additional formal learning is required to achieve all the relevant Course and Unit Learning Outcomes and Graduate Attributes; and
- other written evidence as requested.

To be considered officially certified copies, documents must be certified by a Justice of Peace or by an authorised.

In addition to supplying a portfolio of evidence, students may be required to participate in an interview or complete a challenge assessment task to validate their achievement of the relevant Course and Unit Learning Outcomes.

Notification of the outcomes for applications for recognition of uncredentialed learning will be given to students by the Registrar.

APIC units for which recognition of uncredentialed learning is granted will not be awarded marks and grades and therefore will not contribute towards the student's Grade Point Average, refer to the [Award of Grades Policy](#)

The maximum recognition of uncredentialed learning that will be granted is up to 50% of the enrolled course, refer to the [Recognition of Prior Learning Policy](#).

Aboriginal and Torres Strait Islander people

The College ensures that course admission requirements do not present unreasonable barriers to access. College admission and enrolment processes include provision for applications for additional consideration from students who:

- are Aboriginal and Torres Strait Islander people;
- are from culturally and linguistically diverse backgrounds;
- are a mature aged applicant;
- have a disability or long term medical condition;
- have difficult circumstances (family or background); and/or
- have suffered disadvantage in their prior academic performance.

Such requests should be made in writing and submitted with the course on-line application, refer to the [Equity and Diversity Policy](#).

Domestic applicants with overseas qualifications

a. Bachelor Degrees

Applicants must have successfully completed:

- the equivalent to an Australian Year 12 at a recognised overseas institution with an equivalent minimum ATAR of 65; *OR*
- a Certificate IV (AQF 4) or higher awarded by a recognised higher education/vocational; *OR*
- a General Certificate of Education Advanced Level (GCE A) with three or more C Grades; *OR*
- a Global Assessment Certificate with an average Grade of 65% or higher; *OR*
- an International Baccalaureate.

Applicants who do not meet the formal entry requirements may be considered on a case by case basis.

b. Diplomas

The following admission criteria apply to all courses at APIC that lead to the award of an AQF Level 5 qualification. Additional English language requirements for international students are provided at below.

Applicants must have successfully completed:

- the equivalent to an Australian Year 12 at a recognised overseas institution with an equivalent minimum ATAR of 55; *OR*
- a Certificate IV (AQF 4) or higher awarded by a recognised higher education/vocational institution; *OR*
- a General Certificate of Education Advanced Level (GCE A) with three or more D Grades; *OR*
- a Global Assessment Certificate with an average Grade of 55% or higher; *OR*
- an International Baccalaureate.

Applicants who do not meet the formal entry requirements may be considered on a case by case basis.

English language proficiency

Where English is not an applicant's first language or where the qualifications are from institutions where the delivery of the program was not in English, applicants are required to demonstrate their proficiency in English by achieving the English entry level in an internationally recognised English Language examination.

English language requirements for Bachelor entry

All applicants from a non-English speaking background applying to any AQF Level 7 qualification at APIC must satisfy the following additional English language requirements:

- IELTS Academic: overall band score of 6.0 or better with no band below 5.5; *OR*
- IBT (Internet-based TOEFL): overall score of 75 with a writing section minimum of 17; *OR*
- Cambridge Certificate of Proficiency in English (CPE): Grades A, B, C and C1; *OR*
- Cambridge Certificate of Advanced English (CAE): total score of 52 or over; *OR*
- English for Academic Purposes (EAP 2): Grade A or Grade B; *OR*
- PTE Academic Module with score over 51; *OR*
- Certificate IV in ESL.

English language requirements for Diploma entry

All applicants from a non-English speaking background applying to any AQF Level 5 qualification at APIC must satisfy the following additional English language requirements:

- IELTS Academic: overall band score of 5.5 or better with no band below 5.0; *OR*
- IBT (Internet-based TOEFL): overall score of 71 with a writing section minimum of 16; *OR*

- Cambridge Certificate of Proficiency in English (CPE): Grades A, B, C and C1; OR
- Cambridge Certificate of Advanced English (CAE): total score of 47 or over; OR
- English for Academic Purposes (EAP 2): Grade A or Grade B; OR
- PTE Academic Module with score over 46; OR
- Certificate IV in ESL.

Applicants who do not meet APIC's English proficiency requirements may be made a conditional offer, with the requirements to complete an approved intensive English language course and to meet the required standard prior to commencing their APIC course study

3. How to apply

Students apply online through the College website <http://apicollege.edu.au/>

On-line applications are processed with 24 hours of receipt by the College. If the application is complete, an offer will be made within 48 hours of receipt of the application. If the application is not complete, the applicant will be contacted to supply the missing information.

Further details of the admission procedure, and required documentation, can be found at <http://www.apicollege.edu.au/policies/Admissions-Procedure.pdf>

4. Enrolment

Acceptance of offer

Upon receipt by APIC of the signed Letter of Offer and proof of the payment of the first instalment, students are sent details of the orientation program, accommodation assistance and enrolment dates and details.

All commencing and continuing students must be enrolled in order to formally participate in classes and other scheduled activities in relation to their course and/or unit(s), and to receive a final mark and grade;

All commencing and continuing students are ultimately responsible for ensuring that their course and unit enrolment details are current and correct, including and not limited to:

- ensuring they are enrolled in an appropriate number of units for the teaching session;
- ensuring that any specified unit pre- and/or co-requisites, or other special requirements have been met; and
- ensuring their enrolment meets course requirements and is consistent with approved course structures.

A normal full-time enrolment is four units per each Semester (i.e. Semester 1 and Semester 2); refer to APIC's [Academic and Course Progress Policy](#).

Prior to the commencement of each academic year, the College will publish an Academic Calendar detailing:

- start and end dates for each Semester and for Summer;
- last date to enrol in a unit for each Semester and for Summer
- census dates for each Semester and for Summer; and
- dates for the formal examination periods at the end of each Semester and Summer.

For the purposes of assuring learning, the last day to enrol in a unit will normally be the Friday of Week 2 during each Semester and the Friday of Week 1 during the Summer teaching session.

The census date for each unit is the Friday of Week 4 during each Semester and the Friday of Week 2 during the Summer teaching session.

All students are ultimately responsible for their own enrolment and academic progress and are expected to complete all prescribed requirements to qualify for award of their qualification within the maximum time to completion for their course or unit/s, (refer [Academic and Course Progress Policy](#)).

Advanced standing/academic credit/recognition of prior learning (RPL)

APIC aims to ensure that all students complete their courses in the shortest possible time. Subject to the limits described in this policy, eligible students will be granted the maximum recognition of prior learning for successfully completed courses and subjects, uncredentialed learning, or relevant work experience <http://apicollege.edu.au/courses/applying-for-rpl/>

APIC's [Credit Arrangements and Recognition of Prior Learning Policy](#) describes the underlying principles that inform the granting of recognition of prior learning to eligible students in undergraduate and postgraduate coursework award courses at APIC.

APIC's on-line form enables student to apply directly to the College for RPL credit http://apicollege.edu.au/FORMS_ONLINE/rpl-new/rpl.html

Deferring Enrolment

The College recognises that students may need to defer, take a Leave of Absence from, or withdraw from studies. After submitting their signed Letter of Offer and before the payment of fees, a student may defer their enrolment for a maximum of one year from their original commencement date as specified in the Letter of Offer.

Approval to defer will be subject to there being available capacity on the campus at which the student will be enrolled at the time of commencement of studies.

Fees and charges

Details of the fee structure by course can be found at <http://apicollege.edu.au/courses/fees/>. Other fees and charges are explained at <http://apicollege.edu.au/wp-content/uploads/2014/10/Other-fees-and-charges.pdf>

5. Student and campus services

Information about the services available on campus at APIC:

- **Accommodation options** can be found on page 13 of the on-line student handbook at <http://apicollege.edu.au/APICPDF/PDF/APIC-Handbook.pdf>
- APIC's premises are accessible to disabled students. APIC's staff are required to provide all possible support to those in need when attending lectures and other essential functions at APIC locations, or venues designated for seminars, workshops and conferences <http://apicollege.edu.au/future-students/student-support-services/>

- **Counselling services**

Chippendale Campus

The Student Counsellor is located on Level 3 and comes in on Wednesday during semester in weeks 3, 5, 7 9, 11 and 13 from between from 11am-3pm.

The counsellor's name is Petrina Hennessy -

<https://lifesupportscounselling.com.au/counsellors/petrina-hennessy/>

Petrina Hennessy is a compassionate and highly skilled counsellor with extensive professional experience. She is also an active member of the Australian Counselling Association, and the Mental

Health Academy. Petrina has worked in a diverse range of settings including the public, education, and private sectors. She specialises in providing effective therapeutic support to adolescents and adults.

Melbourne Campus

An external service is provided for students by Mingary Counselling Service in Collins Street, Melbourne CBD and is run by Dr Lynette Kramer. Dr Kramer has over 20 years of Counselling experience, has her own practice outside of Mingary and has been working with International students for close to 15 years now.

Mingary counsellors are post-graduate Psychology students that are completing part of their fifth and sixth year supervised placements, as part of their academic courses. These students then go on to graduating as Counsellors and registering with the Psychology Board of Australia.

- **Health services** - Details are provided in the Health Care & Insurance section on <http://apicollege.edu.au/future-students/international-students/>. Outside of counselling services, health care services are not available on campus.
- **Library/computing services** are outlined at <http://apicollege.edu.au/learning-resources/>
- **Learning assistance** - Information on the Integrated Learning System, Library Resources & Services, English Language Learning Support, Academic Consultation and Campus Facilities can be found at <http://apicollege.edu.au/learning-resources/>
- **Transport** – Both the Sydney and Melbourne are only a few minutes' walk from the central train stations and bus stops. The Melbourne campus can also be access by tram. The campuses are surrounded by cafes, food courts, banks, parks, shopping malls, and cultural attractions
- **Welfare services** – APIC provides free confidential support and assistance to help students develop practical skills to better manage their time, money and personal issues, also to help develop strategies to concentrate on their studies to get more out of their College life. Engagement services provide students with the opportunity to join the social club Groups/help programs and attend a number of events, such as health and safety seminars, multicultural events etc. <http://apicollege.edu.au/current-students/welfare-engagement/>

6. Student profile

The table below gives an indication of the likely undergraduate peer cohort for new students at APIC. It provides data on students that commenced undergraduate study and passed the census date in the most relevant recent intake

Applicant background	Semester One, 2017	
	Number of students	Percentage of all students
(A) Past higher education study (includes a bridging or enabling course)	0	0%
(B) Past vocational education and training (VET) study	0	0%
(C) Recent secondary education:		
<ul style="list-style-type: none"> Admitted solely on the basis of ATAR (regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points) 	0	0%
<ul style="list-style-type: none"> Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR) 	0	0%
<ul style="list-style-type: none"> Admitted on the basis of other criteria only and ATAR was not a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement) 	0	0%
(D) Work and life experience (Admitted on the basis of previous achievement other than the above)	0	0%
International students	131	0%
All students	131	100%

7. Where to get further information

- TEQSA national register - <http://www.teqsa.gov.au/national-register>
- QILT website - <https://www.qilt.edu.au/>
- Information on appeals and grievance processes should you wish to dispute an APIC admission or enrolment decision. - [Student Grievance and Appeals Policy](#)