



**ACIS**  
AUSTRALIAN COLLEGE OF  
INTERNATIONAL STUDIES

“EXPERT TRAINING AND CERTIFICATION TO HELP YOU  
GET QUALIFIED AND EXCEL IN YOUR PROFESSION”

- 0100387
  - 0100388
  - BSB40120
  - BSB50420
  - BSB60420
  - BSB40820
  - BSB50620
  - BSB60520
  - CHC33021
  - CHC43015
  - CHC43121
- General English
  - IELTS Preparation Course
  - Certificate IV in Business
  - Diploma of Leadership and Management
  - Advanced Diploma of Leadership and Management
  - Certificate IV in Marketing & Communication
  - Diploma of Marketing & Communication
  - Advanced Diploma of Marketing & Communication
  - Certificate III in Individual Support
  - Certificate IV in Ageing Support
  - Certificate IV in Disability Support

## ■ ABOUT ACIS

Our mission at ACIS is to deliver excellent training and to provide student centred learning. Our aim is to give our students quality training and an exceptional learning experience.

## WHY STUDY AT ACIS

- ❖ Small-Medium Classes.
- ❖ Dedicated trainers who are developed, qualified, experienced, and skilled in working with both domestic and international students.
- ❖ A challenging, rigorous, academic approach where all students are encouraged and supported to achieve their full potential.
- ❖ Private space study/ resource support facilities. Access to computer or web-based learning materials.
- ❖ Individual academic counselling as required.
- ❖ An environment of integrity, diversity, and tolerance.
- ❖ A culture that respects openness, inclusiveness, and collegiality.
- ❖ ACIS is committed to equity, ethics, innovation, and excellence.

## ■ SELECTION AND ENROLMENT PROCEDURE

### **Change of address and contact details**

You are required to advise the College of your residential address and telephone number and of any subsequent changes to your residential address and telephone number whilst enrolled in a course. It is your responsibility and in your own interests to ensure that you always update your address details at the College to ensure you *receive* important information that the College may send to you from time to time. On commencement and at least every six months whilst you are enrolled at the College you will be asked to review and update your contact information with the College.

### **College initiated suspension or cancellation of enrolment**

The College may decide to suspend or cancel a student's enrolment on its own initiative as a response to breaching the student code of behaviour through misbehaviour, a poor academic record or poor attendance by the student. If the College is intending to initiate a suspension or cancellation of enrolment a warning letter will be sent to the student's currently noted address and the student will have 20 working days from the date of the warning letter to complain or appeal against the College suspension or cancellation.

### **College deferral of commencement**

The College may also decide to defer the commencement of a course. If the College defers the commencement of a course the provider default conditions in the agreement between the College and the client organisation will be triggered and the College will be obliged to repay any unspent pre-paid fees received by the College in respect of the student within 14 days of the date of deferral unless alternative arrangements can be made which are acceptable to students.

### **Use of personal information**

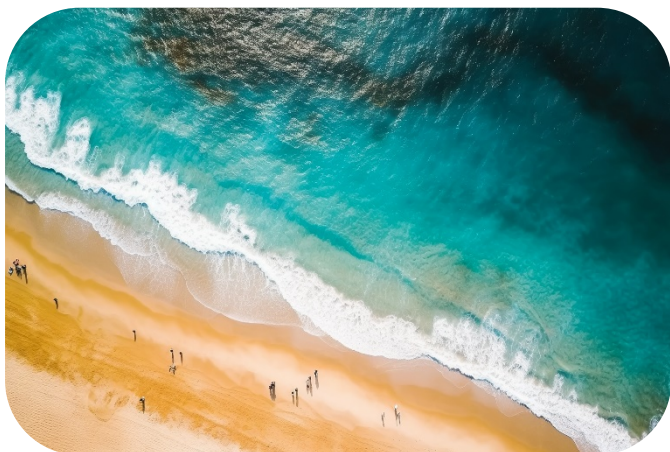
It is a requirement that students can access personal information held by the College and may request corrections to information that is incorrect or out of date. Apply to the Student Administration Manager using the Student records request form if you wish to view your own records. Once the request has been approved the Student Administration Manager will arrange a time for you to *view* your own records. You must *view* your records at the College and you cannot take records away from the College.

### **Student initiated deferral or suspension of enrolment**

Students may initiate a request to defer commencement of studies or suspend their studies. Students wishing to defer the commencement of studies or suspend their studies must apply to do so in writing to the College using the student deferral, suspension or cancellation application form or in writing by email or post.

### **Student cancellation of enrolment**

Cancellation of enrolment will trigger the refund arrangements in the agreement between the College and the client organisation. Students who cancel their enrolment and think a refund is due must apply for a refund. Refund applications must be made in writing to the Student Administration Manager. The refund application form, available from the College, may be used as the written application. Written applications for refunds will also be accepted by mail or by email. Refunds will be made within 28 days of receipt of a written application.



## ■ LIVING IN SYDNEY

Up-to-date and more detailed information about overseas students studying and living in Australia is available at the following website [Studyinaustralia.gov.au](http://Studyinaustralia.gov.au). This website is established and maintained by the Australian government.

### **Australia**

Australia is a land of contrasts: sweeping golden beaches, coral reefs rich with marine life, tropical rainforests, mountain ranges, vast grazing lands and sparse deserts. One of the oldest continents, Australia is the only country to occupy an entire continent. Surrounded by the Indian and Pacific Oceans, Australia has many animals and plants, which are unique on the planet. The surface geology is typically old and flat with a major mountain range stretching down the eastern coast and another mountain range in the northwest of the continent.

### **Sydney**

Sydney is the largest city in Australia with a population reaching almost six million people. Sydney is the capital city of New South Wales. It is a multicultural city with people from different ethnic backgrounds. Australian College of International Studies is located in the heart of North Sydney. It's just a short walk from the train station or bus stop. The Study in Sydney website is a useful source of information. The web site address is [Studyinaustralia.gov.au](http://Studyinaustralia.gov.au)

# FACILITIES AVAILABLE FOR STUDENTS



## **Class rooms**

Classrooms are fully equipped with white boards, data projectors, and Internet connections. They are well furnished with study tables and chairs.



## **Computer Labs**

The college has dedicated computer labs for training purposes as well as for after class work by the students. Other computers are available for student assessment purposes in the open study area. Computer labs are connected to printers and are equipped with the latest software for training and assessment.



## **Printing and Photocopying Facilities**

All students have access to printing and photocopying facilities for course related materials. These facilities are available on a user-pays basis. Please contact the Student Services or IT department for further information.



## **Wireless Campus**

Classrooms and open study areas provide wireless computer connections for all students. We strongly recommend that each student acquires a notebook computer of their own, to increase their study effectiveness.



## **Student Support and Learning Assistance Centre**

Learning Assistance is available for students requiring additional academic support or remedial English language assistance. Study skills workshops are available to help students learn how to succeed in their studies. One-to-one assistance with assignments and assessment tasks is provided by appointment.



## **Airport Pickup and Accommodation Support**

ACIS can arrange airport pickup and accommodation support on a user-pays basis for its domestic as well as international students. Students must notify ACIS at the time of accepting the offer, to arrange accommodation and airport pickup.



# ACIS

AUSTRALIAN COLLEGE OF  
INTERNATIONAL STUDIES





## ■ A GOOD CHOICE FOR STUDY

There are more than 50,000 overseas students studying in Australia and each year approximately 15,000 students from the Asia Pacific region arrive in Australia to continue their education. They have chosen Australia for several reasons:

- Australia has a high-quality education system, the equal of any country in the world.
- Australia offers traditional education in reputable schools, institutes, colleges, and universities.
- Awards from Australian institutions of higher education are recognized internationally.
- Australian schools, institutes, colleges, and universities have established networks of welfare and support to help overseas students.
- The Australian education system includes informality and accessibility of academic staff, the availability of computers, small group tutorials and close supervision.
- Living costs and tuition costs compare well with other countries and most overseas students are permitted to work part-time.
- Australia is a safe, stable country with a pleasant climate.

Sydney enjoys a temperate climate with four distinct seasons in the year - spring, summer, autumn, and winter. Below is a guide to the average daily temperatures.

September to November 12-22 degrees  
December to February 28-32 degrees  
March to May 12 - 20 degrees  
June to August 10 - 15 degrees



Sports and other outdoor activities are possible at all times of the year.



CRICOS Course Code: 0100387

## General English (70 weeks)

### Course Overview

- \* This course is for adults from language backgrounds other than English who have very limited English. They will learn how to listen, speak, read, and write in English.
- \* This course teaches basic vocabulary, simple verb tenses, common phrases, conventional techniques, pronunciation tips, the phonetic and English alphabet and coincidence in your language. This will help them to participate in the Australian community, progress in their job or do further study.
- \* When students arrive at ACIS, they are given a Placement Test and an interview to determine their English proficiency and are then placed in a class best suited to their English level and study plans.
- \* The Elementary to Upper -Intermediate General English course is for non-native speakers of English and will teach Elementary to Upper-Intermediate level standard English with a focus on communication skills, basic grammar, and listening & reading skills necessary for success in introductory English as a Foreign language.
- \* ACIS's goal is to improve the level of student's understanding of a foreign language and to get the students to use the language in an effective manner to improve communication in business. This course teaches basic vocabulary, simple verb tenses, common phrases, conventional techniques, pronunciation tips, the phonetic and English alphabet and coincidence in your language.

**Every lesson, students will develop listening, speaking, reading, and writing skills and by the end of the course learners will be able to hold a conversation in English.**

**Listening:** Students will listen to English from native speakers via their teacher and other media. They will also listen to English spoken by their peers. They must focus their attention on the speaker's message in order to comprehend and produce a meaningful response.

**Speaking:** Students will have the daily opportunity to practice speaking in structured conversations with their peers as well as producing several projects to present information to the class using newly acquired English skills.

**Reading:** Students will be reading a variety of modified texts, including short stories, poetry, and expository writing, with guidance and support from their teacher and peers. Students will learn various strategies to help them comprehend a text in their second language. They will also learn analytical skills necessary to interpret both literature and images.

**Writing:** Students will be writing on a daily basis, practicing the grammar structures and the new vocabulary. They will write a variety of personal narratives, descriptions, reports, poems, and reflections based on the literature. They will also have the opportunity to create their own works of creative fiction in response to various texts.

<b>Elementary</b>	You will learn basic vocabulary, simple verb tenses, common phrases, conversational techniques, pronunciation tips, the phonetic and English alphabet and confidence in your language.
<b>Pre-Intermediate</b>	This course builds on the skills learned at the Elementary level. You will learn more complex tenses, modals and conditionals, more complex tenses including simple past, future, and present perfect, how to agree / disagree and express your opinion in conversation and written documents, how to tell a good story, further pronunciation skills and confidence in your new language.
<b>Intermediate</b>	This course is an extension of Pre-Intermediate. It concentrates on joining tenses, more formal structures including all the conditionals and the passive voice, as well as extending your knowledge of idioms, phrasal of verbs, and colloquialisms. By the end of the Intermediate course, you will be better equipped to converse in a relaxed manner.
<b>Upper-Intermediate</b>	This course introduces more advanced grammatical knowledge and seeks to increase personal vocabulary and to encourage autonomous learning. The pronunciation syllabus employed increases accuracy and confidence. By the end of this course, you will be able to socialize more effectively with other English speakers at both the verbal and written level.

## Modes and Methods of delivery

The delivery mode is 20 hours face to face per week with access to computer laboratory's. The type of delivery selected for this training course is based on the learning objectives and the nature of the teaching and learning tasks and the diversities encountered within the learners of the group. To ensure effectiveness, training programs combine a mixture of classroom presentation and student participation methods. Tasks will be set throughout the course (by the trainer) for each student that relate to the course structure and their vocational direction for practice / formative assessment.

Our classrooms sizes are limited to class sizes of no more than 18 students so that the teacher can dedicate time to the outcomes of learners.

**The training methodology for this training program will ensure that the course is:**

### **Flexible:**

This training program will provide a well-structured and paced training program, and whilst students will have set session times with tasks to be submitted, will be offered the flexibility of undertaking a training program that accommodates individual availability.

### **Accessible:**

Trainers will be accessible outside set class times, via telephone and email to help students.

### **Hands-on training:**

This program focuses on practical workshops that provide a solid feeling of hands-on experience to students. Structured practical activities include all practical applications from theory and application relevant to a range of settings.

### **Affordable:**

Due to our reasonable overheads, we are able to provide all our courses in a cost-effective manner, without skimping on quality.

### **Practical:**

All the content in our courses relate to practical day-to-day requirements in application to real-life requirements. Our trainers will work with the students to ensure the transfer from information to application is seamless outside the classroom.

### **Access to equipment, resources, and teaching personnel:**

The program will provide access to training experts, relevant curriculum, training tools, library, internet access and a range of business facilities.

**Student Mentoring:** Our program training methodology goes hand in hand with student mentoring. It uses a personalised approach with small groups and individuals to develop self-confidence and leadership. Training and mentoring help to develop and retain transferable skills sets and will be arranged on request.

Trainers may provide additional learning material where gaps are identified in either the participant's underpinning knowledge or the training resources.



# Student Progress Assessment

Australian College of International Studies will keep track of each student's progress, Students will be assessed in several different ways.

- Regular assessment (short weekly revision tests based on coursebook work covered).
- A larger, more comprehensive test at the end of the 17 or 18-week block depending on level.
- Trainer assessment.
- Students' weekly review.

The two "test" components outlined above, although different in nature and size, are necessary to produce an actual mark or grade by which the student's progress can be quantified by the college. Weekly assessments will be based on the assessment components available as part of the face2face 2nd Edition materials. It is to be expected that weekly testing will consist of discrete elements covered by the teacher during the week's lessons. These tests are designed to ensure that students are learning the elements of language which have been taught.

Testing which takes place at the end of the 17 or 18-week course will be integrative, requiring students to combine elements of language learned, in order to complete realistic tasks possible for a student at the particular level. This type of testing is designed to find out how much of the language the student has been able to systemise in order to transfer and extend performance. It is entirely possible that a student who can perform well in discrete point items will not have internalised the language sufficiently to use it to perform realistic language activities. These students may not achieve a satisfactory mark in the final level test.

Students are required to achieve a satisfactory grade before being allowed to move to the next level. However, it is recognised that not all students perform well in tests or examinations, and often these marks do not reflect the effort a student has made. Since all assessment should be designed to encourage as well as grade, trainers will be asked to comment on students' overall classroom performance. These comments will be taken into account when deciding whether a student should be promoted to the next level of the course. Trainers should consider aspects such as a student's attendance, attitude and willingness to participate, as well as their commitment to completing homework assignments, preparing and delivering oral presentations.





CRICOS Course Code: 0100388

## IELTS Preparation Course (22 weeks)

### Course Summary

IELTS (International English Language Testing System) is a globally recognised English language qualification. It is one of the most well-known and respected English language qualifications in the world. Having a high band score on IELTS is very useful here in Australia. IELTS is a great way to meet English language requirements for university entry here in Australia. It is also a great way to satisfy points requirements for immigration.

ACIS's IELTS course prepares you for your IELTS examination and ensures you score as high as possible on the IELTS exam. Our experienced and qualified IELTS teachers utilise their extensive knowledge to teach you all the strategies and language skills you will need. This comprehensive course covers Test Structure, Pacing, Skimming and Scanning, Question Type Response, Writing Structure, Vocabulary Building, and Pronunciation Practice.

Overall band scores for IELTS range from 1.0 (non-user) to 9.0 (expert user). IELTS is accepted as proof of your ability to use English for study, work and migration in Australia, Canada, New Zealand, and the UK.

### Why choose IELTS Preparation at ACIS?

- Experienced teachers providing ongoing feedback and guidance.
- Expert guidance for success
- Comprehensive course materials
- Intensive practice in all four IELTS modules
- Regular mock tests and feedback
- Tailored to your specific needs.

### Course Purpose

The IELTS Preparation course aims to:

- Provide learners with specific information about the IELTS test, about its length, how it is conducted and structured, what kinds of questions there are, and how it is assessed
- Advise students on how to organize the exam as successfully as possible and give them advice to help them pass the exam on the deadline and get the best possible grade.

- Help learners develop new critical thinking skills and reflective learning strategies in order to become more analytical and effective learners
- Improve learners' academic and general English language skills
- Equip students with the skills and knowledge to take the IELTS examination (general or academic)

### Minimum entry requirement

- Be aged 18 or over
- Have proof of English Language proficiency (if applicable).
- Have an Intermediate (IELTS Prep 1) or an Upper-Intermediate (IELTS Prep 2) level of English.

### Delivery and Assessments

IELTS preparation courses are taught face-to-face, 20 hours per week in a dynamic classroom by experienced and professional IELTS teachers and may include:

- Classroom-based activities and input
- Projects
- Assigned paper-based or book-based homework.
- Educational and cultural excursions

Students will be assessed through regular progress reports. Sometimes this takes the form of taking the actual IELTS test (in whole or in part) and other times it directly tests students' language skills or knowledge of the IELTS test. It is also the responsibility of students to assess themselves in the weekly assessment sessions.

After the mock exams (or parts of mock tests), the teacher discusses the exam thoroughly and gives students tips and tricks on how to improve their scores next time. Attendance and class participation also form continuous assessment.

### Completion

On successful completion of the IELTS Preparation course, students receive a certificate stating the general English level attained by the end of the course.





Course Code: [BSB40120](#)

## Certificate IV in Business

This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have supervisory performance accountabilities.

### Employment Pathway

The Certificate IV in Business is intended to prepare students or recognise and develop existing workers who are performing a range of roles in a business environment.

Employment outcomes targeted by this qualification include Accounts Clerk, Clerk, Office Administration Assistant, Word Processing Operator and Customer Service Officer.

### Pathways from the qualification

Further training pathways from this qualification may lead B5B50420 (Diploma of Leadership and management), or other Diploma level qualifications.

### Entry Requirements

1. All students must be of the age of 18 years or over at the time of applying for admission at college.
2. Entry into this course requires IELTS band score of 5.5 or equivalent in line with DIBP regulations.
3. Satisfactory completion of studies in applicant's home country equivalent to an Australian Year 12 qualification is required for entry into this course.
4. Mature age students will also be considered without the minimum education requirements but with relevant work experience within chosen area of study and a demonstrated capacity to meet course requirements.

### Core Units

BSBCRT411	Apply critical thinking to work practices.
BSBTEC404	Use digital technologies to collaborate in a work environment.
BSBXCM401	Apply communication strategies in the workplace.
BSBTWK401	Build and maintain business relationships.
BSBWHS411	Implement and monitor WHS policies, procedures, and programs.
BSBWRT411	Write complex documents

### Elective Units

BSBPEF402	Develop personal work priorities.
BSBPEF401	Manage personal health and well-being.
BSBCRT412	Articulate, present and debate ideas.
BSBHRM413	Support the learning and development of teams and individuals.
BSBINS401	Analyse and present research information.
BSBCMM411	Make presentations.



Course Code: [BSB50420](#)

## Diploma of Leadership and Management

This qualification would apply to individuals with various job titles including executive officers, program consultants, and program coordinators. Individuals in these roles may possess substantial experience in a range of settings but seek to further develop their skills across a wide range of business functions. Conversely, it may also apply to those with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to develop to create further educational and employment opportunities.

### Employment Pathway

While job roles and titles vary across different industry sectors, students who complete this course may gain work as a:

- Executive Officer
- Program Consultant
- Program Coordinators

### Pathways from the qualification

After achieving this qualification candidate may choose to undertake BSB60420 – Advanced Diploma of Leadership and Management (Release 1) or a range of other relevant qualifications

### Entry Requirements

1. All students must be of the age of 18 years or over at the time of applying for admission at college.
2. Entry into this course requires IELTS band score of 5.5 or equivalent in line with DIBP regulations.
3. Satisfactory completion of studies in applicant's home country equivalent to an Australian Year 12 qualification is required for entry into this course.
4. Mature age students will also be considered without the minimum education requirements but with relevant work experience within chosen area of study and a demonstrated capacity to meet course requirements.

### Core Units

BSBPEF502	Develop and use emotional intelligence.
BSBOP502	Manage business operational plans.
BSBLDR523	Lead and manage effective workplace relationships.
BSBTWK502	Manage team effectiveness.
BSBCMM511	Communicate with influence.
BSBCRT511	Develop critical thinking in others.

### Elective Units

BSBOP505	Develop personal work priorities.
BSBWHS521	Manage personal health and well-being.
BSBTWK503	Articulate, present and debate ideas.
BSBOP504	Support the learning and development of teams and individuals.
BSBHRM415	Analyse and present research information.
BSBCRT412	Make presentations.



Course Code: [BSB60420](#)

## Advanced Diploma of Leadership and Management

This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts. Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters. They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.

### Employment Pathway

The Advanced of Leadership and Management is intended to prepare students or recognise and develop existing workers who are performing a range of administrative based roles in a business environment.

This qualification is transferrable across many industries, as it teaches transferrable business skills. Employment outcomes targeted by this qualification include:

- Human Resource Manager
- Financial Services Manager
- General Manager
- Public Administration Manager
- Health Care Manager
- Director Manager

### Pathways from the qualification

Further training pathways from this qualification may lead to Graduate Diploma of Management, Associate, or bachelor's degree level qualifications.

### Entry Requirements

Students must be over 18 years of age

Students must have an English proficiency of IELTS level overall band 5.5 but minimum 5.0 in individual band (test results must be no more than 2 years old).

International Students may not be required to provide evidence of English Language competence where documented evidence can be provided to demonstrate any of the following:

- the student was educated for 5 years in an English-speaking country.
- the student has successfully completed a foundation course in Australia
- the student has successfully completed the College English Placement Test at upper intermediate level.
- the student has successfully completed their High School in English Language.

In some instances, to confirm the suitability of your enrolment into the course, you may participate in an interview with our Academic Manager who will determine the suitability of your enrolment into the course. This interview will occur via an online meeting such as Skype or face to face.

## Pre-Requisites

Have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions) or have two years equivalent full-time relevant workplace experience in an operational or leadership role in an enterprise.

### Core Units

BSBCRT611	Apply critical thinking for complex problem solving.
BSBLDR601	Lead and manage organisational change.
BSBLDR602	Provide leadership across the organisation.
BSBOPS601	Develop and implement business plans.
BSBSTR601	Manage innovation and continuous improvement.

### Elective Units

BSBPMG633	Provide Leadership for the program.
BSBPEF501	Manage personal and professional development.
BSBCMM511	Communicate with influence.
BSBXCM501	Lead communication in the workplace.
BSBHRM614	Contribute to strategic workforce planning.





Course Code: [BSB40820](#)

## Certificate IV in Marketing & Communication

This qualification is suitable for those who use well developed marketing and communication skills and a broad knowledge base in a wide variety of contexts.

Individuals in these roles apply solutions to a defined range of unpredictable problems and analyses and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others, however they typically report to more senior practitioners.

### Employment Pathway

This qualification makes the graduate eligible to undertake job roles in the Professional, Scientific and Technical Services, as well as roles in the Marketing and Advertising industries, and other industries requiring knowledge of marketing and communications management and support functions

### Pathways from the qualification

Upon successful completion of this qualification; candidate may undertake BSB52415 – Diploma of Marketing and Communication (Release 2)

### Entry Requirements

1. Students must be over 18 years of age
2. Students must have completed an overseas equivalent of Year 12
3. Mature age students will also be considered without the minimum education requirements but with relevant work experience within chosen area of study and a demonstrated capacity to meet course requirements.
4. Students must have either an IELTS score of 5.5 total or above with no band lower than 5.0 or
5. Pearson Test of English Academic score 42; or Cambridge English: Advanced (Certificate in Advanced English) with score 162
6. Paper based (PBT) TOEFL score of 527 or above or Internet based (iBT) TOEFL score of 78 or above and must provide documentation to that effect..

### Core Units

BSBMKG433	Undertake marketing activities
BSBCMM411	Make presentations
BSBCRT412	Articulate, present and debate ideas
BSBWRT411	Write complex documents
BSBMKG439	Develop and apply knowledge of communications industry
BSBMKG435	Analyse consumer behaviour

### Elective Units

BSBMKG434	Promote products and services
BSBMKG440	Apply marketing communication across a convergent industry
BSBOPS404	Implement customer service strategies
BSBPEF402	Develop personal work priorities
BSBTEC403	Apply digital solutions to work processes
BSBLDR413	Lead effective workplace relationships





Course Code: [BSB50620](#)

## Diploma of Marketing & Communication

This qualification applies to individuals with a sound theoretical knowledge base in marketing and communication and who demonstrate a range of managerial skills to ensure that functions are effectively conducted in an organisation or business area. Typically, they would have responsibility for the work of other staff and lead teams.

### Employment Pathway

This qualification makes the graduate eligible to undertake job roles in the Professional, Scientific and Technical Services industries and other industries requiring knowledge of marketing and communications management and support functions

### Pathways from the qualification

Upon successful completion of this qualification; candidate may undertake BSB61315 – Advanced Diploma of Marketing and Communication (Release 2), subject to its prerequisites; as well as eligible to undertake accredited relevant courses at the Degree level

### Entry Requirements

Entry to this qualification is limited to those individuals who have completed all the core units of BSB42415 Certificate IV in Marketing and Communication.

1. Students must be over 18 years of age
2. Students must have completed an overseas equivalent of Year 12
3. Mature age students will also be considered without the minimum education requirements but with relevant work experience within chosen area of study and a demonstrated capacity to meet course requirements.
4. Students must have either an IELTS score of 5.5 total or above with no band lower than 5.0 or
5. Pearson Test of English Academic score 42; or Cambridge English: Advanced (Certificate in Advanced English) with score 162
6. Paper based (PBT) TOEFL score of 527 or above or Internet based (iBT) TOEFL score of 78 or above and must provide documentation to that effect.

### Core Units

BSBMKG541	Identify and evaluate marketing opportunities
BSBMKG542	Establish and monitor the marketing mix
BSBMKG552	Design and develop marketing communication plans
BSBMKG555	Write persuasive copy
BSBPMG430	Undertake project work

### Elective Units

BSBMKG546	Develop social media engagement plans
BSBMKG543	Plan and interpret market research
BSBMKG549	Profile and analyse consumer behaviour for international markets
BSBOPS505	Manage organisational customer service
BSBOPS504	Manage business risk
BSBMKG624	Manage market research
BSBCRT511	Develop critical thinking in others



Course Code: [BSB60520](#)

## Advanced Diploma of Marketing & Communication

This qualification reflects the role of individuals who provide leadership and support strategic direction in the marketing and communications activities of an organisation. Their knowledge base may be highly specialised or broad within the marketing and communications field. Typically, they are accountable for group outcomes and the overall performance of the marketing and communication, advertising, or public relations functions of an organisation.

This qualification applies to individuals in full-time marketing roles, as well as those who are responsible for an organisation's marketing in addition to other duties.

This qualification reflects the role of individuals who provide leadership and support strategic direction in the marketing and communications activities of an organisation. Their knowledge base may be highly specialised or broad within the marketing and communications field. Typically, they are accountable for group outcomes and the overall performance of the marketing and communication, advertising or public relations functions of an organisation.

### Employment Pathway

The Advanced Diploma of Marketing and Communication is intended to prepare students or recognise and develop existing workers who are designing or managing marketing strategies in different organisations.

Graduates may work in the following occupations:

- Marketing director
- Marketing strategy manager
- National, regional, or global marketing manager
- International marketing director
- Specialist marketing and communications project leader

### Pathways from the qualification

Complete a dual qualification – BSB61015 Advanced Diploma of Leadership and Management

Apply for advanced standing to university study in Marketing and Communications.

After successful completion of the BSB61316 Advanced Diploma of Marketing and Communication, you'll be eligible for entry and credits towards the following degrees at Southern Cross University, UniSA, ECU, AIHE, Melbourne Polytechnic College, Swinburne University, and UTS.

Bachelor of Communication and Marketing

Bachelor of Media and Communication

Bachelor of Marketing, Advertising, and Public Relations

Bachelor of Business

### Entry Requirements

Be at least 18 years of age.

Must have successfully completed a Diploma of Marketing and Communication or have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.

Have an IELTS\* score of 5.5 (test results must be no more than 2 years old). English language competence can also be demonstrated through documented evidence of any of the following:

- Educated for 5 years in an English-speaking country; or

- Successful completion of an English Placement Test

## Pre-Requisites

Entry into this qualification is limited to students have previously completed the core units from BSB50620 (Diploma of Marketing and Communication (or equivalent competencies of):

BSBMKG541 Identify and evaluate marketing opportunities;  
BSBMKG542 Establish and monitor the marketing mix;  
BSBMKG552 Design and develop marketing communication plans;  
BSBMKG555 Write persuasive copy;  
BSBPMG430 Undertake project work.

Equivalent competencies are predecessors to these units, which have been mapped as equivalent.

Australian College of International Studies expects international students to complete the full Diploma of Marketing and Communication prior to commencing the Advanced Diploma level

Or

Have four years equivalent full-time relevant work experience.

## Core Units

BSBMKG621	Develop organisational marketing strategy
BSBTWK601	Develop and maintain strategic business networks
BSBMKG622	Manage organisational marketing processes
BSBMKG623	Develop marketing plans

## Elective Units

BSBMKG624	Manage Market Research
BSBMKG626	Develop Advertising Campaigns
BSBOPS601	Develop and implement business plans
BSBSTR601	Manage Innovation and continuous improvement
BSBLDR601	Lead and Manage Organisation change
BSBCRT512	Originate and develop concepts
BSBLDR522	Manage People Performance
BSBLDR602	Provide Leadership across the organisation





Course Code: [CHC33021](#)

## Certificate III in Individual Support

### Academic requirements

This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability, or some other reason.

These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical, and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards, and industry codes of practice.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

- There are no entry requirements for this qualification. You can enrol today at ACIS.

### Language, Literacy and Numeracy test (LLN)

All students are required to undertake a language, literacy, and numeracy (LLN) test mapped at ACSF level 3 conducted by ACIS (ACIS). Candidate undertaking this course must possess sound Numeracy skills since it requires them to do calculations, make reports and graphs.

### Pre-training Review

All students will undertake pre-training review which aims to identify their training needs through questions on previous education or training, basic computing skills and interview conducted by ACIS enrolment officer.

Interview also aims to identify possible RPL opportunities.

Through pre-training review student will demonstrate that they have necessary skills to successfully complete the course

### English language requirements

To enrol into this course with ACIS, international students, applying either off-shore or on-shore, must satisfy one of the following requirements:

- Either a minimum IELTS test score of 5.5 or equivalent for direct entry into a VET course.
- or, IELTS score of 5.0 or equivalent with and ELICOS course (up to 10 weeks) to be taken before the main VET course.
- or, IELTS score of 4.5 or equivalent with an ELICOS course (up to 20 weeks) to be taken before the main VET course.

Results more than two years are not acceptable.

OR - Evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States.

OR - Evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a senior secondary certificate of education or a substantial part of a Certificate IV or higher level qualification, from the Australian Qualifications Framework.

OR - For students from Assessment Levels 1 and 2 only, successful completion of ACIS's Language and Numeracy Test conducted by ACIS.

## Basic computing skills

Students are required to have basic computer skills including operating MS-office and doing re-search on internet since course will require student to make reports in MS word, Excel and power point presentation.

## Materials and Equipment Required

Although ACIS will provide access to computers/laptops with required resources during classroom hours however to work on assignments and tasks for self-study, all learners are expected to bring a laptop with latest operating system or higher. Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address).

All learners are expected to have access to MS office application such as Microsoft Word, an email platform such as Microsoft.

## Career Opportunities

Our graduates go onto roles like aged care worker, home and community care worker, disability support worker, NDIS worker, residential support worker, disability school support officer and disability service officer.

ACIS does not do any misleading claim or job guarantee or advertise any employment outcome with its courses.

### Core Units

CHCCCS031	Provide individualised support
CHCCCS038	Facilitate the empowerment of people receiving support
CHCCCS040	Support independence and wellbeing
CHCCCS041	Recognise healthy body systems
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS002	Follow safe work practices for direct client care

### Elective Units

CHCAGE011	Provide support to people living with dementia
CHCAGE013	Work effectively in aged care
CHCPAL003	Deliver care services using a palliative approach
CHCDIS011	Contribute to ongoing skills development using a strengths-based approach
CHCDIS012	Support community participation and social inclusion
CHCDIS020	Work effectively in disability support



Course Code: [CHC43121](#)

## Certificate IV in Disability Support

### Academic requirements

Prospective ACIS international students are required to demonstrate their capacity to complete the course successfully.

International students applying for Certificate IV level either off-shore or on-shore will need satisfactory completion of the equivalent of Australian Year 12 or Certificate III or higher qualification.

Furthermore, to study CHC43121 Certificate IV in Disability Support, students **must have successfully completed:**

- either CHC33021 Certificate III in Individual Support (Disability)
- or CHC33015 Certificate III in Individual Support (Disability)
- or CHC30408 Certificate III in Disability PLUS the CHCSS00125 Entry to Certificate IV in Disability Support Skill Set.

### Language, Literacy and Numeracy test (LLN)

All students are required to undertake a language, literacy, and numeracy (LLN) test mapped at ACSF level 3 conducted by ACIS (ACIS)

Candidate undertaking this course must possess sound Numeracy skills since it requires them to do calculations, make reports and graphs.

### Pre-training Review

All students will undertake pre-training review which aims to identify their training needs through questions on previous education or training, basic computing skills and interview conducted by ACIS enrolment officer.

Interview also aims to identify possible RPL opportunities.

Through pre-training review student will demonstrate that they have necessary skills to successfully complete the course

### English language requirements

To enrol into this course with ACIS, international students, applying either off-shore or on-shore, must satisfy one of the following requirements:

- Either a minimum IELTS test score of 5.5 or equivalent for direct entry into a VET course;
- or, IELTS score of 5.0 or equivalent with and ELICOS course (up to 10 weeks) to be taken before the main VET course.
- or, IELTS score of 4.5 or equivalent with an ELICOS course (up to 20 weeks) to be taken before the main VET course.

- Results more than two years are not acceptable.  
OR
- Evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States.  
OR
- Evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a senior secondary certificate of education or a substantial part of a Certificate IV or higher level qualification, from the Australian Qualifications Framework.  
OR
- For students from Assessment Levels 1 and 2 only, successful completion of ACIS's Language and Numeracy Test conducted by ACIS.

## Basic computing skills

Students are required to have basic computer skills including operating MS-office and doing re-search on internet since course will require student to make reports in MS word, Excel and power point presentation.

## Materials and Equipment Required

Although ACIS will provide access to computers/laptops with required resources during classroom hours however to work on assignments and tasks for self-study, all learners are expected to bring a laptop with latest operating system or higher. Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address).

All learners are expected to have access to MS office application such as Microsoft Word, an email platform such as Microsoft.

## Additional Requirement for Work Placement

As students must have completed CHC33021 Certificate III in Individual Support (Disability) or CHC33015 Certificate III in Individual Support (Disability) which has 120 hours or work placement requirement, CHC43121 Certificate IV in Disability Support do not require student to undertake work placement unless as required by the elective units selected.

## Career Opportunities

Upon completion, potential employment options include a direct support worker in aged care, disability, home and community care or other direct care work in the community services industry with roles such as Disability Service Officer, Community Development Officer, Senior Personal Care Assistant, Behavioural Support Officer, Disability Team Leader, Disability Support Assistant, Day Support Disability Officer, Senior Disability Worker and Support Facilitator.

ACIS does not do any misleading claim or job guarantee or advertise any employment outcome with its courses.

### Core Units

CHCCS044	Follow established person-centred behaviour supports
CHCDIS017	Facilitate community participation and social inclusion
CHCDIS018	Facilitate ongoing skills development using a person-centred approach
CHCDIS019	Provide person-centred services to people with disability with complex needs
CHCLEG003	Manage legal and ethical compliance
CHCMHS001	Work with people with mental health issues
HLTWH003	Maintain work health and safety

### Elective Units

HLTHPS006	Assist clients with medication
CHCCS006	Facilitate individual service planning and delivery
CHCADV001	Facilitate the interests and rights of clients



Course Code: [CHC43015](#)

## Certificate IV in Aging Support

### Academic requirements

This qualification reflects the role of support workers who complete specialised tasks and functions in aged services; either in residential, home or community-based environments. Workers will take responsibility for their own outputs within defined organisation guidelines and maintain quality service delivery through the development, facilitation and review of individualised service planning and delivery.

Workers may be required to demonstrate leadership and have limited responsibility for the organisation and the quantity and quality of outputs of others within limited parameters.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

- There are no entry requirements for this qualification. You can enrol today at ACIS.

### Language, Literacy and Numeracy test (LLN)

All students are required to undertake a language, literacy, and numeracy (LLN) test mapped at ACSF level 3 conducted by ACIS (ACIS)

Candidate undertaking this course must possess sound Numeracy skills since it requires them to do calculations, make reports and graphs.

### Pre-training Review

All students will undertake pre-training review which aims to identify their training needs through questions on previous education or training, basic computing skills and interview conducted by ACIS enrolment officer.

Interview also aims to identify possible RPL opportunities.

Through pre-training review student will demonstrate that they have necessary skills to successfully complete the course



## English language requirements

To enrol into this course with ACIS, international students, applying either off-shore or on-shore, must satisfy one of the following requirements:

- Either a minimum IELTS test score of 5.5 or equivalent for direct entry into a VET course;
- or, IELTS score of 5.0 or equivalent with and ELICOS course (up to 10 weeks) to be taken before the main VET course.
- or, IELTS score of 4.5 or equivalent with an ELICOS course (up to 20 weeks) to be taken before the main VET course.
- Results more than two years are not acceptable.  
OR
- Evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States.  
OR
- Evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a senior secondary certificate of education or a substantial part of a Certificate IV or higher level qualification, from the Australian Qualifications Framework.  
OR
- For students from Assessment Levels 1 and 2 only, successful completion of ACIS's Language and Numeracy Test conducted by ACIS.

## Basic computing skills

Students are required to have basic computer skills including operating MS-office and doing re-search on internet since course will require student to make reports in MS word, Excel and power point presentation.

## Materials and Equipment Required

Although ACIS will provide access to computers/laptops with required resources during classroom hours however to work on assignments and tasks for self-study, all learners are expected to bring a laptop with latest operating system or higher. Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address).

All learners are expected to have access to MS office application such as Microsoft Word, an email platform such as Microsoft.

## Career Opportunities

If you feel a tug toward this ultimately fulfilling profession of caring for the elderly, completing the Certificate IV in Ageing Support will be your best qualification for jobs in this area. A nationally accredited Certificate IV in Ageing Support course provides students with the knowledge and skills to understand the needs of the elderly and assist them safely & properly in day-to-day life. As an aged care worker, you can choose to work in residential, home or community-based environments. Aged care worker job positions include, but are not limited to:

- Personal care worker
- Day activity worker
- Hostel supervisor
- Care supervisor
- Care team leader
- Accommodation Support worker
- Program coordinator (Social programs)
- Support worker.

ACIS does not do any misleading claim or job guarantee or advertise any employment outcome with its courses.

## Core Units

<b>CHCADV001</b>	Facilitate the interests and rights of clients
<b>CHCAGE001</b>	Facilitate the empowerment of older people
<b>CHCAGE003</b>	Coordinate services for older people
<b>CHCAGE004</b>	Implement interventions with older people at risk
<b>CHCAGE005</b>	Provide support to people living with dementia
<b>CHCCCS006</b>	Facilitate individual service planning and delivery
<b>CHCCCS011</b>	Meet personal support needs
<b>CHCCCS023</b>	Support independence and wellbeing
<b>CHCCCS025</b>	Support relationships with carers and families
<b>CHCDIV001</b>	Work with diverse people
<b>CHCLEG003</b>	Manage legal and ethical compliance
<b>CHCPAL001</b>	Deliver care services using a palliative approach
<b>CHCPRP001</b>	Develop and maintain networks and collaborative partnerships
<b>HLTAAP001</b>	Recognise healthy body systems
<b>HLTWHS002</b>	Follow safe work practices for direct client care

## Elective Units

<b>HLTHPS006</b>	Assist Clients with Medication
<b>HLTHPS007</b>	Administer and monitor medications.
<b>HLTAID011</b>	Provide First Aid





## ■ COURSE DELIVERY

Australian College of International Studies **will** be delivering all the courses as blending delivery of face-to-face and online for both domestic and International students (no component of the courses will be delivered in the workplace for both domestic and International students). The face-to-face delivery included lecture, videos, group activities, pair work and class presentations. Also Australian College of International Studies's LMS contains resources and links to resources that benefit the learners during their academic period. The program is designed to allow for the adoption of a range of learning approaches to cater for differences in learning preferences, learning interests and needs, and variations in learning opportunities. Students are expected to attend all scheduled training sessions and they are expected to undertake reading and research activities in their own time in conjunction with the delivery of face-to-face theory and practical sessions.

### Practical Group Sessions

These sessions follow or are integrated with the theory sessions. Practical group sessions provide an environment for students to work on practical learning for each unit. This is done under the guidance of the trainer. Demonstrations, scenarios, and role plays are provided in these small group settings. Students are encouraged to support each other in pairs and small groups. Delivery modes, incorporating amount of training and volume of learning.

**Australian College of International Studies** course does not involve any work placement. The decision on the amount of training was based on the characteristics of the student cohort, being international students, who typically are working part-time, across a wide variety of industries and who are in Australia on a student visa. Regardless of the mode of delivery, the volume of learning represents a guide to the relative teaching time and student effort required to successfully achieve a competency.

## ■ COURSE ASSESSMENT

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies and short answer questions. Assessment conditions will ensure a simulated workplace environment. All assessment tasks are performed in a simulated work environment.

### Assessment Tasks

- Reflect real life work tasks.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are assessed using assessment criteria that relate to the quality of work expected by the industry
- Are performed to industry safety requirements as relevant.
- Utilise authentic workplace documentation.
- Require students to work with others as part of a team.
- Require students to plan and prioritise competing work tasks.
- Involve the use of standard workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

Australian College of International Studies assessment tools meet the principles of assessment and rules of evidence outlined in the Australian Skills Quality Authority (ASQA) standards. The assessment tools allow the learner to choose the evidence that they provide to the assessor.

ACIS assessment tools that provide evidence include:

### Activities

Learners are provided with workbook resource material for each of the units of competency.

in all qualifications. The final section of each unit is an activity. If you choose to complete this form of assessment. all activities should be completed and returned to your assessor.

### Questions and Answers

If you choose to complete this form of assessment, all questions and answers should be completed and returned to your assessor.

### Project or Workplace Evidence

The projects are designed for the unit of competency. These are generic projects and may not correlate to the learner's industry. Alternatively, appropriate workplace evidence can be provided for assessment. Workplace evidence must be relevant to the unit of competency requirements.

### Supervisor/Assessor/Third Party Report

This report allows the learner's supervisor to comment on the skills they have observed the learner demonstrate. These observable skills should align to the requirements of the unit of competency.

If the learner doesn't have a supervisor. then the assessor or a third party can perform this task.

## RPL Portfolio

Learners can submit a portfolio of recognition of prior learning (RPL) evidence to the assessor for assessment relevant to the unit of competency. ACIS's RPL policy - <http://www.nda.com.au/traineeships/overview.asp>.

## ACIS Training Course

ACIS offers training courses that align to some units of competency. Assessment activities completed during these training courses can lead to competency in the aligned unit. During the induction learners will discuss with their assessor which training courses they will attend, ensuring the courses are relevant to their work.

ACIS assessment tools are mapped against the elements and performance criteria to confirm that the learner can show competency in each unit for the qualification. Critical aspects for assessment are included in the mapping process.

to ensure that all the essential skills are demonstrated.

ACIS encourages learners to submit evidence gathered prior to each assessment visit to their assessor.

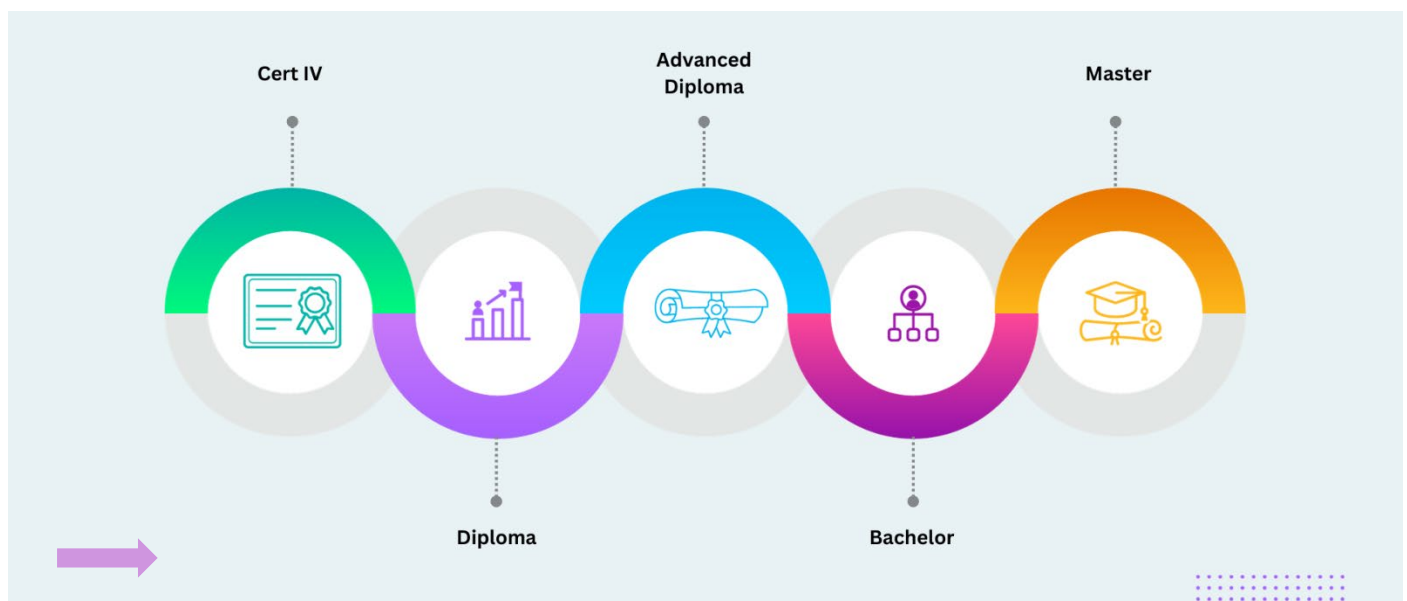
This allows the ACIS assessor to identify any gaps in evidence and supply additional evidence, if required.

Materials and equipment Learners will require access.

Students can make an appeal against an assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook. Appeals will be dealt with following the Complaints and Appeals Procedure.

## ■ STUDY PATHWAY

All Australian College of International Studies courses are a pathway to University



To study Certificate IV, Diploma, and Advanced Diploma courses at ACIS. International students need to have good English skills. Students must have IELTS score of 5.5 or equivalent.

Graduates from ACIS Diploma courses may choose to continue their studies to ACIS Advance Diploma level, or Graduates from ACIS Advance Diploma courses may choose to follow the articulation pathway to Bachelor degree.

# ■ FEES AND REFUND ARRANGEMENTS

## Payment Schedule

The fees applicable to each course and category of student and fee payment schedules are detailed in the applicable Student Application Form. Contact the College to obtain details.

## Visa refusal

Visa refusal prior to course commencement will result in 100% refund of Tuition Fees paid in advance paid within 28 days.

## Student Default

An overseas student or intending overseas student "defaults", in relation to a course at a location, if:

- a) the course starts at the location on the agreed starting day, but the student does not start the course on that day (and has not previously withdrawn); or
- b) the student withdraws from the course at the location (either before or after the agreed starting day); or
- c) the registered provider of the course refuses to provide, or continue providing, the course to the student at the location because of one or more of the following events:
  - the student failed to pay an amount he or she was liable to pay the College, directly or indirectly, in order to undertake the course;
  - the student breached a condition of his or her student visa;
  - misbehaviour by the student.

## Student requested refunds

Refund requests must be in writing, signed and dated by the student, and delivered to the College in person, by email or letter. Refund requirements when a student requests a refund are detailed in the applicable Written Agreement. Contact the College to obtain details.

## Provider Default (College delayed commencement, non-commencement, non-completion of delivery)

In the event that the College is unable to commence the course on time or deliver your course in full, the College will offer you a refund in respect of your enrolment. Refund requirements when the provider defaults on course delivery are detailed in the applicable Written Agreement. Contact the College to obtain details.

## Missed Payments

Students who do not make instalment payments by the due date will be excluded from attendance and have their enrolment suspended for the lesser of one week or until the missed instalment payment is made. If the missed instalment payment has not been made at the end of the one week suspension the student will have their enrolment cancelled.

## Fee Changes

Prior to a student enrolling fees may be altered without notice. Once a student has completed enrolment, fees will not be subject to change for the normal duration of the course. If a course length is extended by the student then any fee increases will be required to be paid for the extended component of the course.

## Tuition Protection Service

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students are able to either:

- complete their studies in another course or with another education provider or
- receive a refund of their unspent tuition fees

The Tuition Protection Service website is <https://tps.gov.au/>



## ■ HOW TO APPLY

1. Fill out an application form which can be downloaded from [www.ACIS.edu.au](http://www.ACIS.edu.au)
2. Prepare supporting documents: Passport, English level & Previous qualifications
3. Send your application form with your supporting documents to admission office for processing: All applications can be sent to [info@ACIS.edu.au](mailto:info@ACIS.edu.au)
4. If the student meets the entry requirements, a Letter of Offer and Invoice are issued by Australian College of International Studies
5. Student signs the Enrolment Agreement which is attached to Letter of Offer.
6. Payment for the course according to the invoice
7. Confirmation of Enrolment (CoE) is Issued by Australian College of International Studies

## ■ FAQ – FREQUENTLY ASKED QUESTIONS

**Q.** What is the length of General Intensive English course?

**A.** You can study General Intensive English from 4 to 54 weeks. ACIS will assess your English level on your first day and place you into a class according to your English skills. For all the other courses (Vocational courses) please refer to the description in this brochure.

**Q.** Do I need to take the IELTS test to get into Vocational (VET) courses?

**A.** To study Vocational (VET) courses, you need an IELTS score of 5.5. You don't need to provide the IELTS score if you are a continuing student at Australian College of International Studies and you have achieved Upper Intermediate Level in General Intensive English course.

**Q.** I have already done some of these subjects/units at another college, or at work. Do I need to study these subjects/units of the course again?

**A.** No, you can apply for RPL (Recognition of Prior Learning) if it is based on your work experience and for the Course Credit if it is based on studies completed at another Australian College (RTO).

**Q.** How can I pay my fees?

**A.** Payment can be made to Australian College of International Studies by following methods:

- Direct Deposit into ACIS bank account (bank information on Letter of Offer)
- Cash payment at ACIS admin office
- Transfer of fees from Overseas bank account to bank account
- Bank draft or bank cheque (Payable as listed on the bank fee document)

# AUSTRALIAN COLLEGE OF INTERNATIONAL STUDIES

"EXPERT TRAINING AND CERTIFICATION TO HELP  
YOU GET QUALIFIED AND EXCEL IN YOUR  
PROFESSION"

**Access To Higher Education**

[www.acis.edu.au](http://www.acis.edu.au)




# ACIS

AUSTRALIAN COLLEGE OF  
INTERNATIONAL STUDIES

[www.acis.edu.au](http://www.acis.edu.au)

 (02) 8044 0380  [info@ACIS.edu.au](mailto:info@ACIS.edu.au)  Level 4, 213 Miller Street NSW 2060

CRICOS Provider Code : 03781G  IRTO Code : 45515