

Higher Education Standards Panel

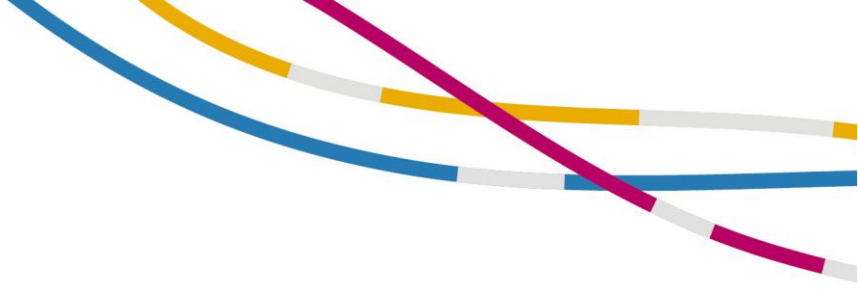
Consultation paper: Next steps on improving the transparency of higher education admissions

Extension to postgraduate courses and
international students

Improving the transparency of ATAR
reporting in course profiles

28 September 2022







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Introduction – next steps on admissions transparency

This consultation paper seeks your feedback on a proposed approach to improve the consistency and comparability of information on admission requirements for prospective higher education students, particularly for postgraduate courses and international applicants. It builds on previous work across the higher education sector from 2016 to 2018 aimed at improving the usefulness of information available to prospective domestic undergraduate students.

Please email any written feedback to HigherEd@dese.gov.au by close of business **2 November 2022**.

Background

In response to the 2016 Higher Education Standards Panel's (HESP) report, [Improving the Transparency of Higher Education Admissions](#), sector stakeholders led development of and endorsed a [national implementation plan](#) in 2017, which was [updated in 2018](#). The plan outlined six objectives:


- 1 Consistent presentation of admissions information
- 2 Adoption of common admissions terminology
- 3 Revised ATAR-related thresholds and definitions
- 4 Tertiary admission centres (TACs) to adopt more consistent approaches and reporting and streamline interstate application processes
- 5 TEQSA monitoring and guidance on improved admissions transparency
- 6 A new national admissions information platform (the [Course Seeker](#) website)

These objectives have all been delivered – objectives 1-4 by providers and tertiary admission centres, objective 5 by TEQSA, objective 6 by the Government in partnership with tertiary admission centres.

The plan included an agreed initial approach to guide the presentation of admission information using common language, terminology, data definitions and ATAR-related measures. The plan defined two separate “information set” templates – one for whole of institution-level information about the provider’s overall admission policies, and one for course or qualification-level information outlining any specific information and requirements relevant to each course. Together, these give applicants access to the full range of information they need to guide their choice of course and provider.

The information sets allowed information about admission requirements for domestic undergraduates to be tailored to the needs of four applicant source groups:

Higher education study: Applicants whose highest level of study enrolment since leaving secondary education is a higher education course.


- 
- VET study:** Applicants whose highest level of study enrolment since leaving secondary education is a vocational education and training course.
- Work and life experience:** Applicants who left secondary education more than two years previously and have not undertaken VET or higher education study since then.
- Recent secondary education:** Applicants whose admission is based mostly on secondary education undertaken at school, TAFE or other VET or higher education provider (Australian or overseas equivalent) that was completed (or will be) in the current year or within the previous two years.

New task

In 2022, the then Minister for Education and Youth asked the HESP to review the sector's progress on improving the transparency of higher education admissions, including advice on achieving two new objectives:

- 1 extend the [sector-agreed 2017 admissions transparency common terminology definitions and information set specifications](#) to include information on admission requirements for postgraduate courses and information targeted to international students interested in seeking admission to Australian courses (the work in 2016-2018 focused on information for domestic undergraduate applicants to keep the task manageable);
- 2 ensure the inclusion within student ATAR data profiles of all recent secondary education students, regardless of whether ATAR was a factor in the student's admission;
- 3 review the common terminology definitions and information set specifications agreed in 2017 to assess whether other aspects of these should be refined or otherwise amended;
- 4 work with relevant stakeholders to ensure sector ownership of and buy-in to any proposed updates to terminology and data specifications; and
- 5 analyse changes in the landscape of admissions processes that have arisen since the HESP's 2016 report, particularly in light of the sector's response to the Covid-19 pandemic, and assess the impact of these changes.

To assist the HESP to develop its advice, an advisory committee has been established that includes senior higher education sector representatives from universities and independent providers, tertiary admission centres, state secondary education curriculum and assessment authorities, and the national higher education regulator the Tertiary Education Quality and Standards Agency (TEQSA). A student voice is in the committee and students have been consulted as key stakeholders to this work. The advisory committee is chaired by Professor Kerri-Lee Krause, Provost and Senior Deputy Vice-Chancellor at Avondale University. Secretariat support for both the committee and the HESP is provided by the Department of Education.



Information about the HESP's current work on admissions is available on the [Higher Education Standards Panel web page](#). An [announcement about the establishment of the HESP Advisory Committee on Admissions Transparency](#) (HACAT) and the [committee's terms of reference](#) can also be viewed on the Department of Education website.

Principles-based approach

A key driver for the HESP in its 2016 recommendations was to improve the comparability of information about admission requirements across different courses and, importantly, different providers. Each higher education provider already offered information about their own courses that was generally of high quality and internally consistent in language and presentation. This is a natural consequence of requirements under the higher education standards framework to support prospective applicants with comprehensive and clear information to inform their choices. However, as soon as a prospective student would start to consider similar courses across different providers, they would run into barriers such as inconsistent language usage, different types of information being offered and variety in how and where that information could be found, whether on provider, tertiary admission centre or other websites or in printed products.

The sector-led implementation working group established a principles-based approach to guide its development of agreed information sets and common terminology. These principles recognised the autonomy of higher education providers to set their own admission requirements and differentiate their offerings from competitors. They also endorsed a student-centred approach to the provision of information about admissions. Its proposals, while applying to all providers equally, were not intended to add red tape burden. Rather, they sought to leverage the ongoing work each provider already undertakes to present useful information to prospective students, with guidance on how to maximise the utility of that information. As the HESP identified, this could be particularly important for prospective students who face disadvantage or have limited professional help to navigate the vast range of learning opportunities available across the higher education sector.

The current effort to extend admissions transparency to postgraduate courses and international students also adopts and endorses these principles.

Draft revised information sets

The draft updated 'information sets' templates on the following pages are provided for feedback from stakeholders as the proposed mechanism to deliver the outcomes requested by the former Minister.

The proposals are based on the information set templates previously developed for undergraduate domestic student information, extended to enable them to also be used for information on admission requirements for postgraduate courses and make the information relevant to prospective international students as well as domestic (Australian) students. Parts of the templates that include significant changes from the previously agreed information sets are highlighted.



Updated glossary of agreed common terminology and data definitions

The sector-led 2017 implementation plan included a limited set of common admission-related terms that were to be adopted across the higher education sector to help improve consistency and clarity in the language used to describe admission requirements and processes. This was updated with some additional terms later in 2017.

The HESP proposes that these now be further updated to account for:

- the applicant groups relevant to undergraduate and postgraduate study; and
- refinements to the reporting of the ATAR profile of recent secondary students offered places in undergraduate courses.

No other changes are proposed to the glossary.

Your feedback is sought on the proposed changes to the ATAR-related definitions and any other aspects of the glossary on which you may care to comment.

Consultation questions

The draft revised information set templates and updated glossary of common terminology and defined terms are followed by a series of consultation questions. You are welcome to use these questions to guide your feedback. You are also welcome to provide any other feedback on either the templates or the approach to admissions transparency more generally.

Mock-ups of course information sets

Four indicative examples of course information are provided to illustrate how the updated course information sets could be used to display admission information for postgraduate and undergraduate courses addressing the needs of both domestic and international students. The four examples demonstrate how the information sets could be applied to:

- A. A whole-of-institution admission policy covering undergraduate, postgraduate and international admissions
- B. A postgraduate course where the only entry pathway is successful completion of a suitable bachelor degree
- C. A postgraduate course where entry can be granted on the basis of either successful completion of a suitable bachelor degree OR appropriate professional experience in the workforce
- D. A postgraduate course where the only entry pathway is successful completion of a suitable bachelor degree AND appropriate professional experience in the workforce
- E. An undergraduate course which is open to both domestic students and international applicants considering study in Australia.

Proposed implementation timeline

The initial target to implement arrangements for recruitment for first teaching period of 2023 has been reset to allow sufficient time to develop and introduce the renewed arrangements.

The HESP proposes that admission information for all undergraduate and coursework postgraduate courses be published using the updated information set templates in time to meet the needs of applicants to study in the first teaching period of 2024. In practice, that will likely require all affected course information to be produced in the updated format by around the end of May 2023, subject to each institution's and/or tertiary admission centre's specific production timelines.

The revised timeline acknowledges the various administrative pressures on institutions in the wake of the Covid-19 pandemic. Depending on how quickly the information set templates are finalised, it might be possible for some institutions to pilot or produce updated information in time for applications to study in mid-2023. This is not a formal ambition, however.

The main steps across 2022 and 2023 are set out below.

2022

September-October	Public consultations	HACAT
Final quarter of 2022	Public consultation HACAT finalise advice to HESP HESP confirm proposed changes Seek endorsement from key stakeholder organisations	HESP
First quarter of 2023	Providers trial information sets for postgraduate courses, including international students, update whole-of-institution admissions information and student profile tables	Providers
Second quarter 2023	Seek and consider feedback on initial trials of postgraduate and whole-of-institution admission information sets	HACAT and HESP
Third quarter 2023	Confirm arrangements for revised undergraduate information sets, including international students and revised ATAR profile table	HESP and Minister
Final quarter 2023	Providers deliver admissions information for all undergraduate and postgraduate programs consistent with revised requirements	Providers



Consultation questions summary

Inclusion of postgraduate courses

- 1 Do you agree with the proposed two applicant grouping to target admission information to prospective postgraduate students?
 - a. Completed higher education study, bachelor degree level or above
 - b. Work, study and/or life experience.
- 2 What are your views on the proposed inclusion of information about the availability and allocation of Commonwealth Supported Places (CSP) in postgraduate courses, which some students have indicated may assist in choosing the best course for their needs?

Inclusion of information for international students

- 3 Do you agree with the proposed approach of integrating the minimum required admission information to enable course comparisons for international students without creating a separate applicant grouping?
- 4 Is it appropriate and workable to separate out different cohorts of international students in the student profile tables on the same applicant grouping basis as domestic students (higher education, VET, Recent Secondary, work and life experience, etc.), rather than a single figure for international students as in the current information sets?

NOTE: If you are a provider, does your institution have data that would enable this approach?
- 5 What are your views on the proposed:
 - a) inclusion of offshore students in enrolment profiles where they are studying and engaging with onshore students on an equal basis; and
 - b) exclusion of purely offshore course offerings, for instance courses offered at an overseas campus, as out of scope for this exercise?

Enhancing the reporting of ATARs for places offered to recent secondary students

- 6 Do you see any difficulty with including the ATARs of all recent secondary students offered a place in the ATAR profile table for a course?

Overall feedback on admissions transparency initiatives

- 7 Are there any other aspects of either the previously agreed common terminology definitions or information set specifications or the implementation of admissions transparency that you wish to provide comment on?



How to provide feedback

All feedback is welcome. You can use the consultation questions to structure your feedback if you wish but this is not a requirement. Feedback does not need to address all issues comprehensively. If you want to comment on only one or two issues, feel free to do so.

The preferred format for written feedback is either Microsoft Word or Adobe PDF.

Please mail all feedback to HigherEd@education.gov.au.

Alternatively, you can post your feedback to:

Higher Education Admissions Consultation
Department of Education
Mail Drop 50MA7
GPO Box 9880
Canberra ACT 2601
Australia

Submissions will close at **close of business 2 November 2022**

Please note it is usual practice for stakeholder submissions to HESP consultation processes to be published either as received or in summary form at an appropriate time.

Please indicate if you do not wish your submission to be published, either in whole or in part, along with the reasons for this. All such requests will be considered. However, you should be aware that all submissions received may be subject to disclosure requests under Freedom of Information laws.



Updates to information sets

Two types of information set

Feedback is sought on draft updates to the two ‘information set’ templates on the following pages. These set out the types of information that all higher education providers are expected to make available through publications and online presence – either through their own website or that of the relevant tertiary admission centre – about the provider’s admission policies and the admission requirements for each course it offers.

- The whole-of-institution information set at **Appendix A** presents a format for the institution’s overall admission policy or policies.
- The program/course information set at **Appendix B** is used to guide the presentation of information about each course or degree offered by the institution.

The draft information set templates have been developed with input from an expert advisory committee and draw on some initial targeted consultation with key stakeholders including higher education provider representatives, domestic and international undergraduate and postgraduate students, career educators, tertiary admission centres and senior secondary education stakeholders.

The draft proposals are closely based on the information set templates previously endorsed in 2017 domestic undergraduate admission information; but extended to enable them to be used also for postgraduate and international prospective students.

In relation to this latter group, care has been taken not to replace, undermine or otherwise impact the information requirements specified under the *Education Services of Overseas Students Act 2000* (ESOS Act) and its related *National Code 2018*. Rather, that information is leveraged to ensure all information about an institution’s courses and admission requirements is relevant to a prospective international student and thus enable ready comparison of that key information across courses and institutions.

Those parts of the templates that include significant changes from the previously agreed information sets are **highlighted** for ease of identification. The other content in the draft updates is largely unchanged from the previously endorsed information sets.

Feedback sought

Feedback is sought from stakeholders across the higher education sector on the draft updates. The following section sets out several specific consultation questions and canvasses the rationale for the key changes being proposed as part of this update. You can use these questions to help shape the feedback you provide. But you are also welcome to provide feedback on any other aspects of the information sets or admissions transparency that you care to offer.



Updates to common terminology and data definitions

As part of the earlier work on admissions transparency, the higher education sector endorsed and agreed to adopt consistent usage of agreed terms and phrases to describe common admission-related concepts and actions. This was intended to help reduce and remove questions of difference arising where none exists. This was seen as being particularly relevant to issues relating to special entry criteria and equity-related application options where it could be unclear whether or not the different language being used by various institutions implied different requirements.

The HESP proposes that the previously agreed definitions and glossary be updated to account for:

- the extension of admissions transparency to postgraduate courses;
- the inclusion of international students as an additional target applicant group; and
- refinements to the reporting of the ATAR profile of recent secondary students offered places in undergraduate courses.

The key changes are highlighted for ease of identification.

- The updated common terminology and data definitions at **Appendix C** sets out the definitions of key terms, including the updated grouping of applicants to add international students and account for the inclusion of postgraduate courses.
- The updated public glossary for information users at **Appendix D** is a document that can be made available to information set users who may wish to seek clarity on the meaning of terms used in the institution's admissions information.

Feedback sought

Your feedback is sought on any aspects of the updated terms or definitions. In particular, adjustments to the ATAR-related thresholds is highlighted in the consultation questions, along with the applicant groupings for postgraduate admissions. However, you are free to provide comments on any other matters you would like to raise and have taken into account.

Consultation questions

Inclusion of postgraduate courses

1. Do you agree with the proposed two applicant grouping to target admission information to prospective postgraduate students?
 - a. Completed higher education study, bachelor degree level or above
 - b. Work, study and/or life experience.
2. What are your views on the proposed inclusion of information about the availability and allocation of Commonwealth Supported Places (CSP) in postgraduate courses, which some students have indicated may assist in choosing the best course for their needs?

Rationale

The information sets agreed and endorsed by the sector in 2017 were designed to guide the presentation of admission information for courses for domestic undergraduate students. This focus was intended by the HESP to keep the initial task to a manageable scale and acknowledged that international students were already fairly well serviced through dedicated communication channels in Australia and overseas.

The original information sets were developed in the knowledge that they could be extended in future to cover postgraduate courses and include some information relevant to prospective international students. If so, the aim would be to leverage the improvements to the consistency and comparability of information presentation for domestic undergraduate applicants and extend those to information for these other important cohorts of prospective students. For example, it might be possible to include information for these cohorts within the Course Seeker website at some point.

Extension of the requirements to postgraduate courses aims to:

- build on the current undergraduate requirements to cover all coursework postgraduate courses;
- be different only where there are differences that matter; and
- not lose clarity for either undergraduate or postgraduate courses when using merged high level information and data.

The intended outcome is that providers extend their current process to maintain and renew information on undergraduate courses to include their postgraduate courses. The additional work involved should be small, particularly where information is currently presented in a clear and comprehensive form.

Coursework postgraduate courses are the focus

The ambition for inclusion of postgraduate courses has been limited to coursework programs. While information about research degree admissions is not explicitly excluded, and could generally be encompassed by the proposed approach, there is no expectation that providers will produce information on higher degrees by research in the same format as for their coursework postgraduate programs. This recognises that information about research degrees is currently offered in a wide variety of forms through various information channels and may not include the specific listing of each and every type of research degree program available through an institution.

Applicant groupings

The grouping of applicants as part of the admissions transparency reforms is used for two key purposes in the whole-of-institution and program/course ‘information sets’:

- initially directing prospective students, family and others to the admission criteria and other related information that may be most relevant to their circumstances; and
- reporting on the outcomes of past admission periods.

These groupings should not be read as indicating how higher education providers might actually assess eligibility for applicants in each group. A wide range of academic and non-academic factors can often be considered regardless of whether an applicant, for example, is a recent school leaver or has been out of school for some time. Rather, the broad groups relate primarily to the most relevant study or work background of the applicant so they can readily identify where to look for the most useful information, given their individual circumstances.

Reporting past enrolments against the groupings was intended, in part, to assist potential applicants to estimate who their likely study peer cohort might be.

The four undergraduate groupings are:


- A. have undertaken any **higher education study** since leaving school (partial or complete);
- B. have undertaken any **VET study** since leaving school (and not higher education);
- C. **work and life experience** (including those that left school more than two years ago); and
- D. **recent secondary education** (within the last two years).

A notional fifth grouping (international students) was included in the enrolment reporting both for completeness and in anticipation of future extension.

Applicability of the groupings to postgraduate courses

A completed higher education qualification at bachelor level or above is generally considered the ‘standard’ for entry to a postgraduate course. In many cases the higher degree necessarily builds on learning already gained in the relevant field of education. Some programs require both an undergraduate degree and professional experience.

Many postgraduate courses will consider applicants who have not completed a bachelor degree or above, based on the person’s work, study, professional and other life experiences, including those



with higher education study that did not lead to a completed degree. This broad group of applicants makes more sense in the postgraduate context than the more specific groups used for undergraduate courses.

This suggests that for postgraduate courses only two groupings are required, to distinguish the information needs for those with a bachelor degree; and those who will need to demonstrate they have potential based on a mix of work, life experience, training and/or previous study including VET qualifications or incomplete higher education study.

The proposed applicant groupings for postgraduate courses, therefore, are:

- A. Completed higher education study**, bachelor degree level or above
- B. Work, study and/or life experience.**

Inclusion of ranking information relevant to postgraduate admission

Transparency requires that applicants be able to understand any threshold requirements for entry to the course and, where ranking mechanisms are used, how the rankings are determined.

Selection for postgraduate courses varies from courses that accept most or all applicants able to demonstrate they are capable of the course, through to those that are highly selective – where admission may depend on an applicant’s ranking compared to others.

Initial discussions with stakeholders highlighted that some postgraduate courses only accept applicants with considerable relevant work experience, or target such people. Others target progression from a closely related undergraduate or postgraduate program. These expectations should be clearly set out in the course information set.


Many providers use a Grade Point Average (GPA) or Weighted Average Mark (WAM) to assess achievement in previous studies. These can be calculated or used differently by each institution and may depend on where previous study was undertaken.

The HESP does not propose that the new information sets should intervene in the use of GPA, WAM or other ranking systems. Where providers determine that such measures are relevant, they should be explained in the institution’s overall admission policy or in the specific program/course information for relevant courses.

Availability and allocation of Commonwealth supported places where relevant

For domestic students, postgraduate courses can be Commonwealth supported, fee based or include both types of enrolments. Where the course offers both it is important that applicants have information on how the provider determines whether students are offered a supported place or a fee-based place.

Initial discussions have identified several existing approaches. Two examples are that suitable applicants receive a supported place in the order of receipt of applications; or that they are allocated according to a measure of academic rank across all applicants.



Initial stakeholder discussions revealed different views about whether there is a need to be explicit about the availability of Commonwealth supported places. While some providers were cautious and emphasise the difference in approach year to year, student representatives and organisations that work with students were clear that the difference between the two types of place was critical to some applicants' decision about which course to apply for and whether an offer would be accepted.

The HESP proposes that providers make clear in their admission information:

- whether there are Commonwealth Supported Places (CSPs) available for a course; and
- if so, set out or provide links to information about the basis on which those places are allocated.


Inclusion of information for international students

3. Do you agree with the proposed approach of integrating the minimum required admission information to enable course comparisons for international students without creating a separate applicant grouping?
4. Is it appropriate and workable to separate out different cohorts of international students in the student profile tables on the same applicant grouping basis as domestic students (higher education, VET, Recent Secondary, work and life experience, etc.), rather than a single figure for international students as in the current information sets?
NOTE: If you are a provider, does your institution have data that would enable this approach?
5. What are your views on the proposed:
 - a) inclusion of offshore students in enrolment profiles where they are studying and engaging with onshore students on an equal basis; and
 - b) exclusion of purely offshore course offerings, for instance courses offered at an overseas campus, as out of scope for this exercise?

Rationale

The inclusion of information relevant to international students in the admissions transparency information sets is expected to be a relatively minor. Many institutions already incorporate such information alongside course and institution-wide admission information that uses the information sets adopted in 2017-18 as their template. In most cases that information already being published would be sufficient to meet the proposed new approach.

The admission of international students to study higher education in Australia is subject to the same standards as for domestic students. Providers are expected to ensure that all admitted students have the academic preparation and proficiency in English needed to participate in their intended



study, and no known limitations that would be expected to impede their progression and completion.¹

Given this, it is generally the case that, while their application processes may be different, admission requirements for international students are the same as for Australian domestic students. They may face different student fees, visa requirements and accommodation challenges. They may also lodge applications for admission through different channels to a domestic student – e.g., through an overseas education agent. But the academic requirements for admission are generally exactly the same. This is reflected on many institution websites, where there are no separate requirements stated for international applicants.

As a result, many prospective international students are already accessing and viewing admission information that has been tailored to the previously agreed admissions transparency formats for undergraduate courses. Again, this makes sense because the information that prospective international students should have access to in order to inform their decision to apply or enrol is also subject to the same requirements as for domestic students.²

However, because no specific items relating to international students were included in that earlier work, it means there is no information relevant to this group included in tools such as the Course Seeker website, even though we know some overseas users are using this to find out about study options in Australia.

International education is distinct in several ways. International students have visa requirements to meet, requiring a commitment to study and successful completion of those studies. The Commonwealth *Education Services for Overseas Students Act 2000* defines requirements for delivery of education to them. Each provider will have its own arrangements, including whether a decision on offers to enrol are decided as one integrated list or two or more parallel processes.

Most institutions have dedicated web pages that provide a range of information for prospective international applicants, including many of the matters expected to be communicated under the ESOS National Code, such as accommodation options and information about the ESOS framework, links to visa-related information through the Department of Home Affairs and Study Australia websites. etc.

In most cases, apart from course-specific information such as the CRICOS course code, tuition fees and any additional English proficiency requirements, it may be sufficient to point the prospective international student to this dedicated information resource.

Feedback from international students consulted in the early stages of this work strongly advocated for the mainstreaming of information about admission requirements for prospective international students. They felt that treating international admissions as separately to domestic admissions provided the opportunity for some external stakeholders to view this as special or preferential treatment, compared to domestic admission.

¹ [Higher Education Standards Framework \(Threshold Standards\) 2021](#), Standard A.1.1.1.

² *ibid*, Standard A.7.2.2

Enhancing the information about international students in the student profile tables

Feedback to the HESP from the advisory committee suggests the applicant groups identified for domestic students are equally relevant to the information needs of international students. These students may also qualify for admission on the basis of different types of educational background as follows:

- for undergraduate courses - previous higher education, vocational education, other work and life experience, or recent secondary education; and
- for postgraduate courses – completed bachelor degree or above; or work, study and/or life experience.

Given this, the advisory committee recommended that international students be reported in student profile data against these same categories, rather than the single line that was included in the previously agreed information sets.

That draft updated information set templates include updated student profile tables to reflect this approach. Stakeholder feedback is sought on how useful this approach is and whether providers will have the data to support this approach.

Offshore students

Several universities have major offshore campuses that operate with a high degree of autonomy from the Australian base, including having responsibility for student admissions. Many other universities and providers have students based outside of Australia enrolled to study online and/or through partner education providers.

The revised information sets propose including offshore students in the student profile tables where they are enrolled in the same course and engage with that course and other students on the same basis as students enrolled onshore in Australia, i.e. where they are part of the same class.

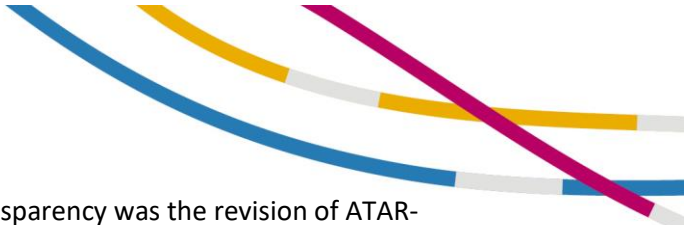
Offshore programs that operate distinctly from those in Australia are out of scope for this phase of work and students enrolled in such offshore settings do not need to be included in either the institution's overall student profile tables or in any course-specific student profile table.

Enhancing the reporting of ATARs for places offered to recent secondary students

6. Do you see any difficulty with including the ATARs of all recent secondary students offered a place in the ATAR profile table for a course?

Rationale

The former Minister sought the HESP's advice on how to "ensure the inclusion within student ATAR data profiles of all recent secondary education students, regardless of whether ATAR was a factor in the student's admission".



A significant element of the earlier work on admissions transparency was the revision of ATAR-related thresholds and definitions. This responded to significant concern that had been raised over several years in the media and elsewhere about the integrity of measures such as ‘ATAR cut-off’ and ‘Clearly-in ATAR’ (Victoria only). These thresholds were defined in the National Tertiary Admissions System administered by the Australasian Conference of Tertiary Admission Centres (ACTAC) and calculated based only on offers of places made in what was called the ‘main offer round’, generally in January each year. It meant that places offered either before or after the main round were not reflected in the supposed thresholds of lowest ATAR admitted. As a result, there was ongoing media scrutiny of the many undergraduate places being offered to applicants with ATARs often significantly below institutions’ published ‘cut-offs’. Some universities were being accused of manipulating offers made in the main round in order to deliver high ‘cut-offs’ for use in marketing and promotion but, in practice, admitting many students with lower ATARs in subsequent offer rounds.

An issue identified by the HESP in its 2016 report was that high ATAR cut-offs and the lack of transparency around who was actually receiving offers, were a deterrent to some students applying for admission to a course they wished to study. Whereas, if they had actually applied, they would likely have been accepted.


To address this, the use of ‘cut-off’ and ‘clearly-in’ terminology was replaced with an ATAR profile of the lowest, median and highest ATARs to receive and offer of a place, that reflects the ATARs of all offers made for places in a course across all offer rounds. As with the previous ‘cut-off’ measure, the profile is based on offers, not acceptances or enrolments. This demonstrates who the provider is prepared to enrol, even though some of those offered places may not actually choose to enrol.

In the 2017 implementation plan, in response to strong feedback from providers, the ATARs included in the ATAR profile were limited to those students offered a place either solely on the basis of ATAR or on the basis of ATAR plus some other factors – such as portfolio assessment or additional aptitude testing. The ATARs of students offered a place on a basis other than ATAR were excluded from the ATAR profile.

It is important to note that the ATAR profile only reflects the ATARs of recent secondary applicants offered a place, who have done no tertiary study since leaving school. It does not include the ATAR of any applicant who left school more than two years prior to lodging their higher education application. Neither is an applicant who has done any higher education or VET since leaving school included. Nor an applicant who has undertaken a post-secondary enabling course.

Since that earlier work, however, some institutions have indicated they are changing the way secondary students are being admitted, with some giving less emphasis to the ATAR. Some sector commentators have suggested this is a widespread phenomenon that calls into question the usefulness of ATAR for future admissions. The extent to which ATAR use is changing is not yet clear in national data, nor is what is driving this change, which has been reported as occurring even before the Covid-19 pandemic. Indeed, there are some indications that ATAR use for recent secondary admissions is not declining at the aggregate level.

Whatever the reason, such changes in process have potential to reduce the usefulness of the reported ATAR profile to inform prospective students about their opportunity for and likelihood of admission to affected courses. If they cannot see that students in their likely ATAR range are being



admitted, they may not consider that course as a viable option. It also has some potential to undermine public, government and regulator confidence that all offers are being made to applicants with the required academic preparation or attainment.

The proposed approach in the draft updated information sets and common language definitions is to require the ATARs of all applicants on the recent secondary student pathway to be included in the student ATAR profile table – where the course includes any offers of places either solely or partly on the basis of ATAR. If no places are offered on the basis of ATAR, the ATAR profile table does not need to be included. This is intended to ensure that the reported profile is broadly reflective of the ATAR performance of applicants offered places in the course.

In early discussion some non-university providers noted that information on ATARs comes via the Tertiary Admission Centre, which rank year 12 results provided by the relevant school authorities. Providers that are not part of the TAC would not receive the ATAR for a student unless they ask the student and the student provides. In such cases they may not know the ATARs of all students offered a place but merely those who eventually enrol.

Any other issues relating to admissions transparency

7. Are there any other aspects of either the previously agreed common terminology definitions or information set specifications or the implementation of admissions transparency that you wish to provide comment on?

Rationale

In addition to reviewing and extending the common terminology definitions and information set specifications agreed in 2017, the then Minister also asked the HESP to assess whether other aspects of these should be refined or otherwise amended.

Future work on changes in admission practices

The broad issue of changes to and innovations in admission practice since 2018 is the subject of separate consideration by the HESP and will be a focus of its work later in 2022. Further stakeholder consultation on that matter is likely in the second half of the year.

Appendix A: Draft updated whole-of-institution admission information set

(New or amended content is **highlighted**)

[INSTRUCTIONS FOR HIGHER EDUCATION PROVIDERS:

1. What is the main purpose of the whole-of-institution information set?

This information set outlines the collection of information about an institution's admission policies and processes that is considered necessary to enable a prospective student to gauge and compare across multiple providers:

- the general admission criteria
- application options and processes
- institutional student profile.

The key focus is to meet the information needs of prospective students of all backgrounds. **The 2022 requirements extend coverage to postgraduate courses with more extensive information concerning admission of international students.**

For information intended to support applications to study in 202X and beyond, all admissions-related information in provider and tertiary admission centre websites and publications for prospective students should be consistent with the approach outlined in the information sets.

2. What flexibility is available in compiling and presenting information sets?

Apart from the student profile data table, it is not necessary to use the information set as a strict template.

The categories or classes of information and core data to be made available are specified but not the content under those headings.

Providers, tertiary admission centres (TACs) and other users must determine how much information to provide in each case and the style of presentation. They may choose to include additional content and adapt the overall presentation to distinguish and reflect the institution's mission, course offerings and approach to information provision.

With the inclusion of postgraduate courses providers may choose to provide distinct information sets for undergraduate and postgraduate admissions or cover both as needed under a common heading.

The overriding intent is that applicants can easily find institutional information and data that allows them to compare courses and providers and understand how their application will be assessed.

3. Where should information sets be located?

This information should be easy for prospective students to find and readily accessible from the institution's own website, whether it is hosted on that website or another platform such as a TAC website or course finder tool. Inclusion of a clear link to 'Admissions Information' on the provider homepage is strongly recommended.

Wherever the information is located, the specified core information of admission criteria, how to apply and enrol, student profile and where to get further information should be presented in such a way that minimises any appearance of difference, where none exists. For example, consistent wording should be used to describe admission criteria in a TAC publication and the provider's website.

4. How much information is required?

Only those classes of information that are relevant to the institution are required. If an institution does not use an entry pathway such as ATAR-based admission, that admission option and the ATAR profile of past offers does not need to be included.

5. How do we reflect options for prospective students with different needs?

The most important objective of the information set is to ensure descriptions of all possible application and assessment options, eligibility criteria and special considerations are made available in a clear, understandable way, and that they are searchable and findable. This is so that prospective students with particular needs or circumstances can easily find out about all of the options and evidence requirements that might help them to get into a course in which they are interested.

Students facing disadvantage of one kind or another can experience particular difficulty navigating a complex system when alternative rules and options for specified cohorts are spread across different locations.

6. What is required and what is optional?

All sections of the whole-of-institution information set are required except for two:

- 6. *Student and campus services*
- 7. *Financial Assistance*.

These are labelled “*Optional*” and may be included, or not, at provider discretion. If they are included, links to information may be provided, if preferred, instead of the information itself.

Black text should appear in the published version of the information set.

DELETE ALL BLUE INSTRUCTION TEXT WHEN COMPLETE]

General admission information for [Name of Provider]

1. About [Name of Higher Education Provider]

[General information about studying at the institution, such as:

- approach to education such as use of on-campus and digital delivery
- campus locations,
- information about open days (including campus visits),
- important dates (including application and enrolment dates).
- contact details, including online, email, phone and in-person options, if available.]

2. Admission criteria for undergraduate courses [NB: the ordering of applicant groups is *optional* to suit the institution's needs]

[Any admission criteria or processes that apply to all prospective students, regardless of academic background can be set out under this overall heading. Criteria and application pathways, equity programs, etc., that may be different depending on academic preparation should be set out under the applicant groupings set out below. If any criteria apply only to domestic or international applicants make this clear.

Note these groupings are intended primarily to assist potential applicants to easily find the information most relevant to their circumstances. The groupings do not, of themselves, imply that an institution must have a specific application process or selection criteria for each grouping. Depending on the information included under each heading, it may be helpful to indicate that all relevant criteria will be considered – e.g. school results, work experience and other study may be assessed, even where the applicant has prior higher education.]

A. Applicants with higher education study

[Indicate how applicants are assessed and selected if they have undertaken higher education, including a description of credit transfer/advanced standing arrangements and recognition of prior learning (RPL) processes.]

Completed bridging or enabling course

[Indicate how applicants are assessed if they have completed a bridging or enabling course.]

B. Applicants with vocational education and training (VET) study

[Indicate how students are assessed and selected if they have undertaken VET study, including a description of any credit transfer arrangements (e.g. from a partner VET provider) and RPL processes.]

C. Applicants with work and life experience

(includes those who left secondary education more than 2 years ago)

[Populate with information on how applicants may be assessed if they do not have formal tertiary or secondary educational qualifications, such as through the use of tertiary preparation certificate, special tertiary admissions test (STAT) and other pathway programs. Detail the types of experience or study that will be considered, for example non-formal courses, community involvement, professional or work experience. Where this may vary depending on specific courses this should be stated and prospective students directed to specific course information.

Finished secondary education more than two years ago

[Indicate how applicants are assessed and selected if they completed Year 12 or otherwise finished their secondary education some time ago and have no tertiary study experience.]

Bridging and enabling course entry

[Bridging and enabling course options for applicants with insufficient preparation to commence an award course and where to get more information.]

D. Applicants with recent secondary education (within the past two years)*Students with an Australian year 12 certificate*

[General information on how ATARs are used by the provider and TAC, how International Baccalaureate (IB) ATAR equivalence is generated, and other information of relevance at the institutional level. A note should send prospective students to the relevant course information set for details on specific courses.]

Selection Rank adjustments

[Information on the types of adjustments to ATAR-based admissions commonly available for courses at the institution. All types of equity, subject, elite performance or other adjustment factors should be detailed where these are available, including the maximum available for each type and overall. Any other available adjustments or considerations should also be detailed such as any reduction in ATAR threshold applicable for equity considerations where adjustments might not be used.]

Criteria that may apply in addition to ATAR

[Information on the range of additional tests (e.g. UMAT), portfolio assessments, auditions or other types of evidence that may be required in some cases, over and above a competitive ATAR.]

Other admission options

[Detail all non-ATAR admission options available to recent school leavers. This should include all possible alternative application or assessment options where ATAR is not considered – e.g. special consideration due to disability, illness or family disruption, audition alone where ATAR is not considered, school recommendation scheme where no ATAR threshold is applied in addition. Elite athlete or performer or community service-related schemes could also be included here if not handled via adjustment factors. As much information as is necessary should be provided to outline all possible assessment options to demonstrate eligibility admission and the selection criteria used to assess eligibility.]

Overseas Year 12

[Indicate how applicants are assessed and selected if they completed Year 12 overseas.]

3. Admission criteria for postgraduate courses [NB: the ordering of applicant groups is optional to suit the institution's needs]

[Any admission criteria or processes that apply to all prospective students, regardless of academic background can be set out under this overall heading. Criteria and application pathways, equity programs, etc., that may be different depending on academic preparation should be set out under the applicant groupings set out below.

Note these groupings are intended primarily to assist potential applicants to easily find the information most relevant to their circumstances. The groupings do not, of themselves, imply that an institution must have a specific application process or selection criteria for each grouping. Depending on the information included under each heading, it may be helpful to indicate that all relevant criteria will be considered – e.g. work experience and other study may be assessed, even where the applicant has prior higher education.]

Commonwealth supported places

[Outline any general approach that applies to the availability of CSPs and the basis for allocation where a course is offered both as CSP and fee-based place. Where this general rule might differ for a particular course, that should be set out in the program/course information set for that course.]

A. Applicants with completed higher education study, bachelor degree level or above

[Indicate how applicants are assessed and selected if they have completed a higher education qualification at bachelor degree level or above.

Indicate whether relevant work experience is a general requirement for entry, a useful addition or not a major consideration. Where these considerations relate to specific courses only, this should be covered in the relevant program/course information set.

If Grade Point Averages (GPA) or Weighted Average Marks (WAM) are a consideration, explain how they are used to assess admission.

Include a description of credit transfer/advanced standing arrangements and recognition of prior learning (RPL) processes for applicants to transfer mid-program.

B. Applicants with work, study and/or life experience

[Indicate how those who have not completed an undergraduate degree will be assessed for admission. For example, this might include the need for applicants to set out their past education, training, workforce experience and/or any professional qualifications that may be relevant to consideration for admission. Where this may vary depending on specific courses this should be set out in the relevant course information set]

4. International students

[Outline the general approach to admission of international students to undergraduate study with the provider.

If a dedicated resource of comprehensive information on entry requirements for international students is contained elsewhere, this section could be used to point prospective international students to that resource, rather than repeat the information here.

The information would need to meet any requirements specified in the ESOS Act and associated National Code 2018 or any related guidelines. In broad terms this could include:

- Any minimum academic requirements
- Indicate that a visa must be obtained, and the student adhere to the requirements of the Australian Government and point to where more detailed information on visa requirements and application processes is set out, such as the Department of Home Affairs and Study Australia websites.
- How the equivalence of overseas qualifications such as secondary school or undergraduate achievement will be assessed.
- How the provider meets ESOS requirements relating to recruitment and education of international students]

English language proficiency

[Outline or provide a link to the general requirements for proficiency in English that must be met for admission to courses at the institution. Any higher or lower requirements that may apply to specific courses would be detailed in the relevant course information.]

5. Additional information

Aboriginal and Torres Strait Islander people

[Outline or provide information about admission options specifically for Aboriginal and Torres Strait Islander applicants. Include links to any available support services to assist in completing an application.]

Domestic applicants with overseas qualifications

[Indicate or provide a link to information on how Australian citizens or permanent residents with overseas qualifications are assessed.]

6. How to apply

[Provide information on how to apply for courses (with links to further information as appropriate), including:

- Through a TAC
- Via direct application to the institution
- Via pre-selection ('early offer') arrangements
- Via recruitment agents

Included here general guidance on the overall admissions process, how long the process is expected to take, and how applicants will be notified of decisions.]

7. Enrolment

[Information on the enrolment process once an offer of a place has been received, such as:

- Acceptance of offer
- Advanced standing/academic credit/recognition of prior learning (RPL)
- Deferment
- Fees and charges

Ensure information relevant to international students is included]

8. Student and campus services *[Optional]*

[Information about the services available on campus. This section could provide links to information about any or all of the following:

- academic governance policies on all aspects of admissions
- accommodation
- careers
- chaplaincy
- childcare
- counselling
- emergency services
- exchange programs
- international student services
- medical or other health and wellbeing services
- library/computing services
- learning assistance
- personal safety and security on campus and online
- sports and recreation
- student organisations
- services and support for students with disabilities
- support services for LGBTIQ students
- transport
- welfare services.]

9. Financial assistance *[Optional]*

[Information on financial assistance available to help with the costs of study. This section could provide links to information about:

- Youth and student allowances (with a link to [Centrelink's website](#))
- Loans (with a link to the [StudyAssist website](#))
- Scholarships]

10. Student profile

The tables below gives an indication of the likely peer cohort for new students at the institution. It provides data on all students who commenced study in the most relevant recent intake period for study delivered from Australia, including those admitted through all offer rounds.

[Include all students that enrolled and passed the census date in the most relevant recent intake period for which data are available – typically semester one intake.

This table is intended to help applicants understand the demographics and experience of students that make up their peer cohort at the institution.

Numbers less than five should be masked to maintain privacy: Where necessary, an additional cell should be masked to prevent numbers less than five being derived.

- Zeroes should always be stated unless students are not accepted in that category (then use "N/A").
- The figure for "all students" should always be stated unless that total is less than 5.
- Only suppress additional cells where the total number of students in cells marked "<5" is also less than 5.
- Where possible, suppress the additional cell with the smallest value greater than 5.
- If masking data in "number of students", the same masking reason should be given in "percentage of all students" column – e.g. "<5" in both columns.
- The values of suppressed cells can be approximated by using the totals and subtracting the values of some other cells, but only to within 5 students of the actual number, thereby retaining the confidentiality of the cells marked "<5".]

Undergraduate students

[Students who were made an offer on completion of their secondary studies and subsequently enrol following a deferment period of up to two years should be reported under the 'recent secondary education' category.]

Applicant background Semester one / Full year intake [YYYY year]	Australian		International	
	Number of students	Percentage of all students	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	n	%	n	%
(B) Vocational education and training (VET) study	n	%	n	%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other categories)	n	%	n	%
(D) Recent secondary education:			n	%
• Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)	n	%		
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	n	%		
• 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)	n	%		
Australian students	n		%	
International students	n		%	
All students	n		100.0%	

Notes: "<5" – the number of students is less than 5.
N/A – Students not accepted in this category
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

Postgraduate students

Applicant background Semester one / Full year intake [YYYY year]	Australian		International	
	Number of students	Percentage of all students	Number of students	Percentage of all students
(A) Completed higher education study, bachelor degree level or above	n	%	n	%
(B) Work, study and/or life experience (Admitted on the basis of previous achievement not in the other category)	n	%	n	%
Australian students	n		%	
International students	n		%	
All students	n		100.0%	

Notes: "<5" – the number of students is less than 5.
N/A – Students not accepted in this category
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

11. Where to get further information

[Provide links to other relevant information, including but not limited to:

- Course Seeker [\[link\]](#)
- TEQSA national register [\[link\]](#)
- QILT website [\[link\]](#)
- Relevant TAC website [\[link\]](#)
- Information on appeals and grievance processes [\[link\]](#)
[\[for those who may wish to dispute admission or enrolment decisions\]](#)

Appendix B: Draft updated program/course admission information set

(New or amended content is **highlighted**)

[INSTRUCTIONS FOR HIGHER EDUCATION PROVIDERS:

1. What is the main purpose of the program/course admission information set?

This information set outlines the collection of information that is considered necessary to enable a prospective student to gauge and compare across multiple courses and providers:

- study options
- course admission criteria and application pathways/options
- likely student peer cohort.

It can be used to outline the options and criteria for a single course or related group of courses, particularly where the individual courses are very small.

2. What flexibility is available in compiling and presenting information sets?

Apart from the student and ATAR profile data tables, it is not necessary to use the information set as a strict template. The categories or classes of information and core data to be made available are specified but not the content under those headings.

However, the overriding intent is that applicants can easily find course information and data that allows them to compare courses and providers.

3. Should whole-of-institution information be repeated in program/course admission information sets?

As a general rule, it is not necessary to repeat information in the *Course Admission Information Set* that applies to all courses at an institution and is already set out in the *Whole-of-institution admission information set*. However, where there are entry criteria or application processes that are different from those that generally apply to other courses, they should be detailed here. Institutions are, of course, at liberty to repeat information they feel should be available in both locations.

4. What level of course aggregation is required for reporting?

The level of program/course aggregation used may be different in different contexts – e.g. at individual program level or for a group of closely related courses that have the same admission criteria. Where related programs/courses generally each have small numbers of students enrolled and the admission criteria are the same, it may be more useful and informative to group them together.

6. What information is required and what is optional?

All sections of the program/course information set are required except for section 1 – *About [Name of Program/Course/Course Group]*. This section is labelled “*Optional*” and may be included, or not, at provider discretion.

(Note: “program” and “course” are considered interchangeable terms in this information set.)

Black text should appear in the published version of the information set.

DELETE ALL BLUE INSTRUCTION TEXT WHEN COMPLETE]

[Insert Name of Higher Education Provider]

Admission information for [Insert Name of Program/Course/Course Group]

1. About [Name of Program/Course/Course Group] [Required]

[Optionally include some general information about studying this program, course or course group, such as:

- Course options available, course design, qualifications on offer, accreditations and endorsement of the course/s by professional bodies or other organisations, whether required by law, by the profession itself or purely voluntary.
- Work based learning, internships and work placements available as part of the course.
- Graduate career pathways, postgraduate study pathways
- Facilities and staff, campus information on locations where the program/course/course group is offered.
- Information on bridging and enabling courses that could lead to enrolment in this course]

Fees and charges *[Required for courses accepting international students or fee-paying Australian domestic students]*

[State or provide a link to the course fees applicable to international and domestic fee-paying students]

International student enrolments *[Required]*

[Indicate enrolments in the course are accepted from international applicants. If so, provide a link to the general information on international enrolments at the institution.]

CRICOS course code *[Required for courses accepting international students]*

[CRICOS Course Code]

Commonwealth supported places *[Required for postgraduate courses that have CSPs available – optional for other courses]*

[Indicate if CSPs are available in this course. If so, outline or hyperlink to the basis on which they will be allocated to successful applicants – e.g. first come first served? merit based? If the latter, what criteria will be used to determine who gets them?]

2. Essential requirements for admission

[This section is to outline any minimum criteria that all applicants will need to meet to be admitted to this course, regardless of their admission pathway. This should include any course prerequisites. Items that do not directly affect admission but which will be requirements during the course may be included as appropriate – for example, working with children checks, documented inherent requirements (where available) or any other additional requirements. Where inherent requirements are detailed, reference to the availability of reasonable adjustments and a link to support services should also be included.

[If the English language proficiency required for an international student to undertake the course is different to the institution's overall requirement, specify that here.]

3. Student profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students.

[Include all students that enrolled and passed the census date in the most relevant recent intake period for which data are available – typically, semester one.

Students who were made an offer on completion of their secondary studies and subsequently enrol following a deferment period of up to two years should be reported under the 'recent secondary education' category.

This table is intended to help applicants understand the demographics and experience of students that make up their peer cohort in the course.

Numbers less than five should be masked to maintain privacy: Where necessary, an additional cell should be masked to prevent numbers less than five being derived.

- Zeroes should always be stated unless students are not accepted in that category (then use "N/A").
- The figure for "all students" should always be stated unless that total is less than 5.
- Only suppress additional cells where the total number of students in cells marked "<5" is also less than 5.
- Where possible, suppress the additional cell with the smallest value greater than 5.
- If masking data in "number of students", the same masking reason should be given in "percentage of all students" column – e.g. "<5" in both columns.
- The values of suppressed cells can be approximated by using the totals and subtracting the values of some other cells, but only to within 5 students of the actual number, thereby retaining the confidentiality of the cells marked "<5".]

[Table for use with an undergraduate course]

Applicant background Semester one / Full year intake [YYYY year]	Australian		International	
	Number of students	Percentage of all students	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	n	%	n	%
(B) Vocational education and training (VET) study	n	%	n	%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other categories)	n	%	n	%
(D) Recent secondary education:			n	%
• Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)	n	%		
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	n	%		
• Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	n	%		
Australian students	n		%	
International students	n		%	
All students	n		100.0%	

Notes: "<5" – the number of students is less than 5.
N/A – Students not accepted in this category
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

[Table for use with a postgraduate course]

Applicant background Semester one / Full year intake [YYYY year]	Australian		International	
	Number of students	Percentage of all students	Number of students	Percentage of all students
(A) Completed higher education study, bachelor degree level or above	n	%	n	%
(B) Work, study and/or life experience (Admitted on the basis of previous achievement not in the other category)	n	%	n	%
Australian students	n		%	
International students	n		%	
All students	n		100.0%	

Notes: "<5" – the number of students is less than 5.
N/A – Students not accepted in this category
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

4. Admission criteria *[NB: the ordering of applicant groups is optional to suit institution's needs]*

[Include a statement that the general admission criteria that apply to all courses at the institution are relevant (or not, if that is the case) and provide a link to the general admission criteria in the *Whole-of-Institution Admissions Information Set*. Provide links to where course-level criteria are currently published.]

[For undergraduate courses provide information relevant to the following four applicant groups, excluding any that are not accepted into the course]

A. Applicants with higher education study

[Information relevant to people who have undertaken any higher education study since leaving school, including academic credit transfer arrangements and any additional criteria (e.g. interview or audition).]

Completed bridging or enabling course

[Information relevant to applicants who have completed a bridging course to develop knowledge in a specific field or discipline that is a prerequisite to this course and students who have completed an enabling or foundation course to prepare them for further university study.]

B. Applicants with vocational education and training (VET) study

[Information relevant to people who have undertaken VET study since leaving school, including formal RPL arrangements etc.]

C. Applicants with work and/or life experience

(includes those who left secondary education more than 2 years ago)

[Information relevant to people applying not on the basis of prior education participation, including admission via the Special Tertiary Admissions Test or any other admission tests, non-formal courses, other pathway programs, and/or on the basis of relevant community, professional or work experience.]

D. Applicants with recent secondary education (within the past two years)

ATAR profile [include where any student is offered a place wholly or partly on the basis of ATAR]

(For all offers made to recent secondary education applicants who have an ATAR)

- Lowest ATAR to which an offer was made in [period*]: n.nn
(exclusive of any adjustment factors such as equity or subject bonus points)
[This is the lowest ATAR (excluding adjustments) that was offered a place in the course in the most relevant recent intake period for which data are available – the same number that is presented in the ATAR profile]
- Lowest Selection Rank to which a recent Year 12 student offer was made in [period*] n.nn
(including the consideration of any equity or other adjustment factors) [only if relevant]:
[This is the lowest Selection Rank (incorporating ATAR plus any adjustments) with which a recent secondary student was offered a place in the course in the most relevant recent intake period for which data are available – same as figure in ATAR profile, if that column is included *most relevant recent intake period for which data are available – i.e. semester one intake or previous full year]
- Minimum ATAR/Selection Rank required for consideration [only if relevant]: n
[This refers to any floor below which an application will not be considered by the provider. It is not a guarantee of admission. Reference could be made to the Student Profile, below, to illustrate this point.]
- Guaranteed Entry ATAR/Selection Rank [only if relevant]: n
[This refers to a specified level of ATAR (or Selection Rank) at which an offer of admission is guaranteed, subject to any non-ATAR criteria being met.]

Other criteria in addition to a suitable ATAR

[Details of any admission criteria that may apply **in addition** to ATAR criteria:

- e.g. early offer scheme where there is still a minimum ATAR threshold requirement
- e.g. requirement to pass an interview or audition.]

Selection Rank adjustments [if different to institution rules]

Details of the types of adjustment factors commonly available to applicants are set out in [the institution]'s general admissions policy at: [hyperlink institution information].

[Set out here information on any types of adjustments to ATAR-based admissions available that are specific to this course or different to those commonly available for courses at the institution – e.g. subject adjustment available for having studied a related senior secondary subject.]

ATAR [and Selection Rank] profile for those offered places [period*]

[*most relevant recent intake period for which data are available– i.e. typically semester one intake]

This table relates to all recent secondary students with an ATAR. To ensure comparability across all providers, the "ATAR" figures used must reflect the original unadjusted figures without the consideration of equity or other adjustments. "Selection Rank" figures (if used) will reflect the same cohort but including the consideration of adjustment factors.	ATAR (Excluding adjustment factors) * [required]	Selection Rank (ATAR plus any adjustment factors) * [optional / only if relevant] [NB: Selection Rank profile for the same students as in previous column]
Highest rank to receive an offer	n.nn ["<5" if < 5 offers]	n.nn ["<5" if < 5 offers]
Median rank to receive an offer	n.nn ["<5" if < 5 offers]	n.nn ["<5" if < 5 offers]
Lowest rank to receive an offer	n.nn ["<5" if < 5 offers]	n.nn ["<5" if < 5 offers]
Total number of students with ATAR/Selection Rank	n	n

Notes: * "<5" – indicates less than 5 ATAR-based offers were made

[Provide data on the ATAR [and optionally the Selection Rank] profile of offers made during the most relevant recent intake period, regardless of whether the offer was accepted or enrolment deferred. ATAR information must be provided. Selection Rank is optional. This information should include all offers made during the relevant intake period. If year-to-date figures are used – e.g. following the conclusion of first semester intake – the data must include any offers made in the previous calendar year that relate to that intake.

If less than 5 offers of places were made wholly or partly on the basis of ATAR, no figures should be published.]

Other admission options

(For applicants who will be selected on a basis other than ATAR)

[Information on non-ATAR application pathways that may be suitable for recent secondary students, especially those who do not meet or are not required to meet specified ATAR criteria.

- Pathway 1 – e.g. pre-selection schemes
- Pathway 2 – e.g. Indigenous admission scheme
- Pathway 3 – e.g. disability admission scheme
- Pathway 4 – e.g. elite sports or artistic performance admission scheme, community service
- Pathway 5 – special consideration (for students whose ATAR achievement has been compromised by specific situations beyond the applicants' control).]

[For **postgraduate** courses provide information relevant to the following **two** applicant groups, excluding any that are not accepted into the course]

A. Applicants with completed higher education study, bachelor degree level or above

[Indicate how applicants are assessed and selected if they have completed a bachelor degree or higher qualification.

Indicate whether relevant work experience is a general requirement for entry, a useful addition or not a major consideration. Where these considerations relate to specific courses only, this should be covered in the relevant program/course information set.

If Grade Point Averages (GPA) or Weighted Average Marks (WAM) are a consideration explain how they are used to assess admission.

Include a description of credit transfer/advanced standing arrangements and recognition of prior learning (RPL) processes for applicants to transfer mid-program.]

B. Applicants with work, study and/or life experience

[Indicate how those who have not completed a relevant undergraduate degree will be assessed for admission. This might include the need for applicants to set out their past education, training, workforce experience and/or any professional qualifications that may be relevant to consideration for admission. Where this may vary depending on specific courses, this should be set out in the relevant course information set.

5. How to apply

[Provide information on how to apply for courses (with links to further information as appropriate), including:

- Through a TAC
- Via direct application to the institution
- Via pre-selection ('early offer') arrangements.
- Via recruitment agents]

6. Advanced standing/credit transfer/recognition of prior learning (RPL)

[Information under the academic background headings should link to the same information provided under this heading. Providers are encouraged to use the definitions for these terms provided in appendix D.]

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

For further information about credit transfer and recognition of prior learning please see [Link to further information about advanced standing, credit transfer and RPL] or contact [contact details for relevant credit arrangements] [A list of formal RPL agreements that lead into this course could be included or linked to at this point.]

7. Where to get further information

[Directions and links to other relevant information – e.g. the institution's homepage, the relevant TAC/s, the Quality Indicators for Learning and Teaching (QILT) website, the National Admission Information Platform (when available).]

[Applicants with atypical application pathways not outlined above (e.g. Baccalaureate or international schooling) should be assisted here.]

Appendix C: Draft updated Common terminology and data definitions

(New or amended content is **highlighted**)

The Admissions Transparency arrangements list common admission-related terms and definitions that have been adopted to help improve consistency and clarity in the language used to describe admission requirements and processes.

This document includes some new terms and minor changes to some previously defined terms.

Grouping of applicants

The applicant groups for which targeted admissions information should be made available now includes two applicant groups for postgraduate courses.

The data definitions of ATAR-related indicators have been updated to ensure the data includes the ATARs for all recent secondary education students receiving an offer.

Undergraduate

The applicant groupings for undergraduate courses are:

Group A. Higher education study

- Applicants whose highest level of study since leaving secondary education is a higher education course.
- Includes study at university and non-university higher education providers, whether recent (such as students seeking to transfer to another higher education provider or changing course at the same provider) or some time ago.
- Includes students who have completed a bridging or enabling course delivered by or on behalf of a higher education provider.

Group B. Vocational education and training (VET) study

- Applicants whose highest level of study enrolment since leaving secondary education is a VET course.
- Includes study at a public TAFE or other VET provider, whether a qualification was completed or not.
- May have other qualifications such as Year 10 or Year 12 secondary school certificate.

Group C. Work and life experience (including less recent secondary results)

Applicants who left secondary education more than two years previously (i.e. who are not classified as recent secondary education applicants) and have not undertaken VET or higher education study since then.

- ‘Experience’ could include a combination of factors sufficient to demonstrate readiness for higher education. Includes mature age entry, professional experience whether completion of the Special Tertiary Admission Test (STAT) is required or not, community involvement or work experience.

- Applicants may have undertaken non-formal programs that have helped prepare them for tertiary education or are relevant to the proposed higher education field of study.

Group D. Recent secondary education

- Applicants whose admission is based mostly on secondary education undertaken at school, TAFE or other VET or higher education provider (Australian or overseas equivalent) that was (or will be) completed either in the current year or within the previous two years.
 - For example, data for ‘recent secondary education’ cohorts that commenced higher education in 2017 would include those students who completed secondary education in 2016, 2015 and 2014.
- This group includes students who may have undertaken or completed some VET or higher education study while still at school.
- Includes applicants whose secondary education was undertaken interstate or overseas.

Postgraduate

The applicant groupings for postgraduate courses are:

Group A: Applicants with completed higher education study, bachelor degree level or above

- Applicants who have completed a higher education qualification at bachelor degree level or above.

Group B: Applicants with work, study and/or life experience

- Those applying on the basis of professional experience, other study, training and/or skills.
- Applicants without a completed or relevant bachelor degree or higher qualification should find the information they need here.

ATAR -related indicators

The following ATAR-related and selection rank indicators outline the ATAR and selection rank profile for all students who have an ATAR that were offered a place in a course, regardless of whether ATAR will be used to assess that individual’s eligibility for admission. For the sake of transparency, the profile includes the ATARs of all students offered a place, even though some of those may be admitted on another basis.

‘ATAR’ refers to the unadjusted Australian Tertiary Admission Rank awarded by the relevant state or territory Curriculum and Assessment Authority following the completion of Year 12 secondary study.

For many admissions other factors might be taken into account either in addition to or instead of an applicant’s ATAR. Examples include portfolio assessments, additional aptitude tests, recommendation from a school principal or teacher, or participation in an experiential or structured study program. These ATAR profile indicators help to show the typical academic profile of students admitted to the course in recent times.

'Selection ranks' are calculated by Tertiary Admission Centres and institutions. In addition to the ATAR and non-ATAR assessments described above, a selection rank may include the impact of various adjustment factors for an applicant's equity characteristics, as well as contributions to recognise past work experience and other non-secondary study. Some factors in a selection rank may be weighted differently for different courses within the same institution—e.g. mathematics results might be given extra weighting for entry to an engineering course than for a general arts degree. It is generally the selection rank that is used to make final decisions on who is admitted to a course.

Note that if an institution does not use ATAR-based admission, either at all, or for a particular course, that admission option and the ATAR profile of past offers does not need to be included in the relevant course information.

- **Lowest ATAR to which an offer was made:** The lowest unadjusted ATAR of an applicant to which an offer of a place was made in the relevant year or year-to-date.
 - **Note:** *this figure must take into account all offers made to recent secondary students who have an ATAR, regardless of whether or not ATAR was considered in the decision to make the offer; whether the Selection Rank was increased through equity or other adjustments; or where an ATAR threshold for admission may have been lowered due to equity considerations. It is not just the figure for those who had no adjustments applied.*
- **Lowest Selection Rank to which an offer was made:** The lowest Selection Rank of an applicant to which an offer of a place was made in the relevant year or year-to-date (including the consideration of any adjustments the applicant may have been eligible for).
- **Median ATAR [or Selection Rank] to which an offer was made:** the middle ATAR [or selection rank] of all applicants to which an offer of a place was made in the relevant year or year-to-date.
- **Highest ATAR [or Selection Rank] to which an offer was made:** the highest ATAR [or selection rank] of an applicant to which an offer of a place was made in the relevant year or year-to-date.
- **Minimum ATAR [or Selection Rank] required for consideration to enter in next intake:** For use where a threshold minimum ATAR or Selection Rank must be achieved to be considered for admission to a course or institution.
- **Guaranteed Entry ATAR [or Selection Rank]:** For use where achievement of a specified ATAR or Selection Rank (as appropriate) will guarantee acceptance into a course or institution, subject to any non-ATAR criteria being met, such as prerequisite study or English language proficiency.

Appendix D: Draft updated public glossary for information users

(New or amended content is **highlighted**)

This appendix sets out a select and slightly simplified glossary of common admission-related terms that can be made available to information set users who may wish to seek clarity on the meaning of terms used in the institution's admissions information. While not a requirement, a link to a copy of this glossary should be available from the institution's main access point for admission-related information.

Glossary of common admission-related terms and their meaning

The following common admission-related terms and definitions have been committed to by Australian higher education providers, tertiary admission centres and other related bodies, to ensure consistency in the presentation of admission requirements across courses and institutions.

Admission pathway: Any one of the options available to a prospective higher education student that will enable them to meet the entry requirements of their chosen courses.

Applicant background: The following grouping of applicants is used to help prospective students, family and others easily find the admission information most relevant to their circumstances. The groupings do not themselves determine how an application will be assessed but direct an information seeker to the most useful information.

Undergraduate applicants

- **Higher education study:** Applicants whose highest level of study enrolment since leaving secondary education is a higher education course, whether at a university or non-university provider.
- **Vocational education and training (VET) study:** Applicants whose highest level of study enrolment since leaving secondary education is a VET course.
- **Work and life experience** (includes less recent secondary results): Applicants who left secondary education more than two years previously and have not undertaken VET or higher education study since then.
- **Recent secondary education:** Applicants whose admission is based mostly on secondary education undertaken at school, TAFE or other VET or higher education provider (Australian or overseas equivalent) that was completed (or will be) in the current year or within the previous two years.

Postgraduate applicants

- **Completed Higher education study, bachelor degree level or above.** Applicants who have completed a higher education degree at bachelor level or above .
- **Work, study and/or life experience:** Those applying on the basis of professional experience, other study and/or skills.

ATAR: The Australian Tertiary Admission Rank (ATAR) is a ranking from 30.00 (lowest automatically reported, with ranks below 30.00 being reported as 'less than 30') to 99.95 (highest) agreed by COAG as a nationally equivalent measure of a person's relative academic ranking within their

complete age cohort in the year they graduated from senior secondary school (including those who did not complete Year 12 or completed but were not eligible for an ATAR). The ATAR is derived from the scaled scores achieved for senior secondary school subjects. The specific calculation used is different in each state and territory but the result is designed to be nationally equivalent.

ATAR-related indicators: These take account of all offers of places made to applicants with recent secondary education, regardless of whether ATAR will be a factor in assessing the applicant's eligibility. Not all institutions use ATAR to determine eligibility. Different institutions may use only some of the following types of eligibility or reporting indicators.

- **Lowest ATAR to which an offer was made:** the lowest unadjusted ATAR of an applicant to whom an offer of a place was made in the relevant year or year-to-date.
- **Lowest Selection Rank to which an offer was made:** The lowest Selection Rank of an applicant to whom an offer of a place was made in the relevant year or year-to-date (including the consideration of any adjustments the applicant may have been eligible for).
- **Median ATAR [or Selection Rank] to which an offer was made:** the middle ATAR [or selection rank] of all applicants to whom an offer of a place was made in the relevant year or year-to-date.
- **Highest ATAR [or Selection Rank] to which an offer was made:** the highest ATAR [or selection rank] of an applicant to whom an offer of a place was made in the relevant year or year-to-date.
- **Minimum ATAR [or Selection Rank] required for consideration to enter in next intake:** For use where a threshold minimum ATAR or Selection Rank must be achieved to be considered for admission to a course or institution.
- **Guaranteed Entry ATAR [or Selection Rank]:** Where achievement of a specified ATAR or Selection Rank (as appropriate) will guarantee acceptance into a course or institution, subject to any non-ATAR criteria being met, such as prerequisite study or English language proficiency.

Adjustment factors: Additional points that may be used in combination with an applicant's ATAR to derive a person's course Selection Rank. Adjustments do not change applicants' ATARs, but change their Selection Rank for a particular course or courses. Common types of adjustment factors are:

- **Elite Athlete and Performer adjustments:** Adjustments available on the basis of the applicant's sporting or artistic prowess.
- **Equity adjustment:** Adjustment available on the basis of characteristics associated with disadvantage.
- **Location adjustment:** Adjustment available on the basis of the applicant's proximity to the institution offering the course.
- **Subject adjustment:** Adjustment available on the basis of the particular relevance of a secondary subject to the academic requirements of the higher education course.
- **Maximum adjustment:** The maximum total adjustments possible to an applicant's Selection Rank from the combination of all adjustments they are eligible for.

Advanced standing: A form of credit for any previous learning (Australian Qualifications Framework definition) – see also the definitions for 'credit transfer' and 'recognition of prior learning'.

Bridging course: A course designed to cover subject knowledge, which assists students to gain knowledge in specialist areas that are a core component of the course. If a course requires a prerequisite in an area that students have not studied or worked with before, a bridging course will help students to bridge the gap in that knowledge and gain admission.

Credit transfer: A process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications (Australian Qualifications Framework definition).

Direct application to provider: Application made directly to a higher education provider rather than through a tertiary admission centre.

Early offer: Where an offer of enrolment is made to a recent secondary school student prior to release of ATARs. Such offers are usually conditional on other requirements being met, such as successful completion of a Senior Secondary Certificate of Education or achievement of a specified minimum ATAR.

Enabling Course: A course designed to provide students with skills needed for success in further study, to assist in the transition to tertiary education – for example study techniques or English language skills. Successful completion helps prepare a person to be admitted to a course that leads to a higher education award.

Experience based entry schemes: A selection method used by higher education providers to assess and select students who may not have educational qualifications sufficient for an offer of admission to a course but who have other relevant work and life skills and experience that make them a suitable candidate.

International Baccalaureate (IB): formerly known as the International Baccalaureate Organisation (IBO) is an international educational foundation founded in 1968 and headquartered in Geneva, Switzerland. The IB Diploma program is a senior secondary education curriculum and assessment framework offered by some schools as an alternative to the Australian National Curriculum and overseen by state and territory curriculum and assessment authorities. Australian tertiary admission centres convert IB scores to a notional ATAR or QTAC Selection Rank, enabling IB students to be ranked for tertiary entrance alongside their peers.

Offer round/s: Refers to the series of dates on which offers of higher education places are issued to applicants throughout the year, whether through a tertiary admission centre or directly by a higher education provider.

Recognition of prior learning (RPL): A process used to assess an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit that may be granted towards completion of a qualification.

School recommendation: A recommendation from a school or other secondary education provider on the abilities of a student. Previously referred to by some as a principal's recommendation.

Selection Rank: The ranking that tertiary admission centres and higher education providers actually use to assess admission to a course. A person's course Selection Rank can include their ATAR, any adjustments they are eligible for, such as equity or subject adjustments, other contributions

calculated on the basis of work experience or previous non-secondary study, portfolio assessments, results of the Special Tertiary Admissions Test, other supplementary tests, etc.

TAC application: Application made through a tertiary admission centre, namely QTAC, UAC, VTAC, SATAC, TISC and University of Tasmania, in relation to applications to study in that state.



Appendix E: Mock-up examples of course information sets using the updated templates

1. Whole-of-institution admission policy covering domestic and international undergraduate and postgraduate admissions

RH Institute Admission Requirements

1. About RH Institute

RH Institute has been helping students to achieve their study goals for almost 30 years. We provide student support through our committed and highly qualified teachers, dedicated administration and student support teams. We offer both on-campus and online learning opportunities, with a number of our students successfully studying online from overseas, while fully integrated, participating and interacting with our Australia-based students.

Locations

RH Institute campuses are located at:

- Canberra City
- Giralang
- Kaleen
- Bruce
- Woden

Canberra City Campus


The Canberra City campus is located in the ACT. The grounds are an immaculate stunning combination of bushland, lawn and waterways. Extensive native plantings have made the campus home to scores of native birds and other wildlife.

Nestled in this haven are our cutting edge learning spaces designed and managed to world-class environmental standards. RH Institute has already reduced its energy usage by 19% since 2006, and saved 37 million litres of water since 2007.

Markets, information stalls and displays are also present on campus throughout the week adding to the vibrant RH Institute atmosphere. Students will find everything that they need on campus from cafes, restaurants, bars and a cinema to banks, a hairdresser, travel agent, post office and state-of-the-art gym, aquatic centre, playing fields and courts. There are also plenty of quiet places with a modern library that provides quiet and group study facilities.

Giralang Campus

Opening in February 2017, the new campus initially occupies two floors in the Giralang City Council's Chuculba Street building and will move into the larger premises in Belconnen's new Civic Place development, expected to be completed in 2023.



The Chuculba Street campus offers programs reflecting Giralang residents' preferences, spanning disciplines from the RH Institute's Faculty of Law, Humanities and the Arts, Faculty of Business, Faculty of Engineering and Information Sciences and Faculty of Science, Medicine and Health.

Kaleen Campus

Situated by iconic Canberra landmarks, diverse eateries, shopping outlets, transport and other essential services, the premises is a spacious and engaging environment and promises to encourage stronger bonds amongst peers and between staff and students. The premises provides; additional contemporary teaching, learning and resource spaces all equipped with the latest technology, comfortable social spaces and improved access to transport and essential services operating later into the evening.

Bruce Campus

Situated east of Belconnen in the City of Canberra, the Bruce campus is approximately one hour south of Goulburn. As part of a network of centres designed to bring university education to local communities, the University of Central Australia, RH Institute and Coastal Institute of TAFE jointly use the teaching spaces and library.

The Bruce campus provides a university experience with an orientation to student support, community development, the latest technology and an inspiring learning environment. RH Institute offers the Tertiary Access Program (TAP) at the Bruce campus during summer and autumn sessions.

Woden Campus

At the Woden campus you will learn in a friendly environment, making full use of small work classes as well as linking with others across the network of RH Institute students. RH Institute offers the Tertiary Access Program (TAP) at the Woden campus during autumn sessions

Important Dates

Open days

Open days will be held in March – April and September – October. Check our information page for specific dates for each campus.

Mid-year applications

Mid-year applications are accepted from May until July. Check out [Coursefinder](#) to find out whether you can apply for your course mid-year.

VTAC/UAC applications

Check the [VTAC](#) and [UAC](#) websites to confirm the dates for timely application and late application cut-off dates.

Change of preference period

Our Change of Preference period runs during December. [Chat with us online](#) or call us on 1300 135 045 for advice on your preferences and to find out more about our change of preference events.

Accepting and deferring

You should accept or defer as soon as possible after receiving your offer to guarantee your place. Find out more about [accepting and deferring](#).

Postgraduate applications

Closing dates for postgraduate coursework and research programs vary, so check out [Coursefinder](#) to find out when you can apply.

General approach to admissions

RH Institute has a range of admission options available for students of all ages and academic backgrounds. We are here to support you in meeting your study and career goals.

To find admission criteria and detailed course information for the RH Institute course you want to study, search our own [Coursefinder](#) tool. You can also find all of RH Institute's courses listed on the Australian Government and Tertiary Admission Centres' [Course Seeker website](#).

RH Institute has a range of admission pathways which are outlined below. For specific advice or questions regarding an application or a course, please contact the [Future Students Team](#). For RH Institute Vocational Education and Training (VET) programs, please contact our [VET Team](#).

For the rules around application for entry to RH Institute, see the Admissions Policy.

2. Admission Criteria for undergraduate courses

Lodging an application to study for an undergraduate qualification at RH Institute is easy! You can apply directly to RH Institute online or complete an application form. If you're currently completing your HSC or the International Baccalaureate, you can also apply for selected RH Institute courses through the Universities Admissions Centre (UAC) (New South Wales), Victorian Tertiary Admissions Centre or the Tertiary Admissions Centre equivalent in your state or territory.

Pre-requisites

At RH Institute, our courses don't have prerequisites – but for some courses we assume that you have completed certain subjects in your HSC. To see if your preferred qualification has any Assumed Knowledge, check the course information on [Coursefinder](#). Please note: some RH Institute courses contain additional criteria for admission. These may include minimum age and English language requirements.

(a) Applicants with Higher Education study

If you have commenced or completed a higher education undergraduate (e.g., Bachelor) or postgraduate (e.g., Masters) degree from an approved university or other tertiary institution, you may be able to use the results you obtained from that qualification as a basis for entry to a RH Institute course. You will need to provide a record of your achievement with your application for assessment.

In some circumstances, your previous study may also count as credit towards your RH Institute course. This can reduce both the length and cost of your course. If you think you may be eligible for credit for prior learning, please complete and submit an Application for Credit for Prior Learning form at the time you apply for admission. Please contact the [Future Students Team](#) for more information and to discuss your circumstances.

Completed bridging or enabling course

You may be able to use the results you obtained from a bridging or enabling course at another higher education provider as a basis for entry to a RH Institute course. You will need to provide a record of your achievement with your application for assessment.


(b) Applicants with Vocational Education and Training (VET) study

If you have a VET Certificate (excluding trade certificates), Diploma or Advanced Diploma level qualification that is recognised in the Australian Qualifications Framework (AQF), it may be used as a basis for entry to RH Institute. Admission is dependent on the completion of the course and the level of academic performance achieved. For entry to Higher Education Diplomas and Pathway Programs, RH Institute converts all results to an ATAR-equivalent selection rank. Each applicant is required to meet the minimum ATAR required for the course they are applying for to be considered for entry.

In some circumstances, your previous study may also count as credit towards your RH Institute course. This can reduce both the length and cost of your course. If you think you may be eligible for credit for prior learning, please complete and submit an Application for Credit for Prior Learning form at the time you apply for admission. Please contact the [Future Students Team](#) for more information and to discuss your circumstances.

(c) Applicants with work and life experience

Admission options are available for students who do not have a sufficient ATAR or equivalent, have not completed secondary education to a Year 12 level within the past 2 years or have not undertaken or completed previous recognised study. RH Institute recognises a range of relevant work and life experiences and provides a variety of pathway and vocational education and training programs to support your study and career goals. Work experience is an important aspect of your learning journey and will be considered in combination with your academic merit when we assess your application.



In some circumstances, your previous work experience and associated training may also count as credit towards your RH Institute course. This can reduce both the length and cost of your course. If you think you may be eligible for recognition of prior learning, please complete and submit an Application for Credit for Prior Learning form at the time you apply for admission.

Applicants may also be able to complete an Entrance Test as a basis for admission to some courses.

Please contact the [Future Students Team](#) for more information and to discuss your circumstances.

Finished secondary education more than two years ago

If you have completed secondary education more than two years ago you may be eligible for direct entry to RH Institute. Please contact the [Future Students Team](#) for more information and to discuss your circumstances.

(d) Applicants with recent secondary education (school leavers within the past two years)

Australian Year 12 students

You can use your ATAR (Australian Tertiary Admission Rank) to apply for RH Institute study. Indicative or minimum ATARs for the course you want to study can be found in [Coursefinder](#). Please note: some RH Institute courses have criteria for admission that are additional to your ATAR. These may include minimum age and English language requirements.

If you do not have an ATAR or your ATAR is not sufficient to meet the entry requirements to your selected course, alternate admission options may be available to enter some programs. These can include, completion of an Entrance Test, an assessment of individual HSC subject results or successful completion of a RH Institute preparation program. Previous complete or incomplete higher education or vocational education and training study and work and life experience can also be used as a basis for admission (refer below).

I have faced some disadvantage in the last few years

RH Institute provides courses tailored to students who have experienced a disadvantage during their secondary school education. If you have suffered hardship because of circumstances beyond your control, RH Institute will consider this as part of the assessment of your application to study these courses. Hardship considerations include: financial hardship; disrupted schooling; home and environment responsibilities; English language difficulty; personal illness/disability. Hardship may also be considered alongside other admission criteria for entry to other RH Institute courses.

Interstate or Overseas Year 12

Interstate

You can use your ATAR (Australian Tertiary Admission Rank) or equivalent (e.g. ENTER, International Baccalaureate (IB) and QLD's former Overall Position (OP)) to apply for study.

Overseas

If you are an Australian citizen or permanent resident who has completed your high school education overseas, and it is comparable to an Australian Year 12 qualification you may be able to use your results to study at RH Institute. RH Institute converts all results to an ATAR-equivalent selection rank, so to be considered for admission, each applicant needs to reach the current minimum ATAR required for the course they are applying for.

Please apply directly to RH Institute. The friendly team at RH Institute Future Students can advise if your qualification is equivalent to a Year 12 qualification in Australia and can be considered for admission.

Completed bridging or enabling course

You may be able to use the results you obtained from a bridging or enabling course at another institution as a basis for entry to a RH Institute course. You will need to provide a record of your achievement with your application for assessment.

3. Admission Criteria for postgraduate courses

Lodging an application to study for a postgraduate qualification at RH Institute is easy! You can apply directly to RH Institute online or complete an application form.

Pre-requisites

Each of RH Institute's postgraduate programs has pre-requisites that must be met in order to be admitted to study. Check the course information on [Coursefinder](#) to see what you need for each specific course. In some cases, the pre-requisites will include the completion of a relevant undergraduate qualification. Some courses allow admission on the basis of professional work experience in a relevant job for a period of at least five (5) years. Some of our postgraduate programs require both an undergraduate qualification and at least two (2) years of professional experience in a relevant job.

Please note: some RH Institute courses also contain additional criteria for admission. These may include minimum age and English language requirements.


Commonwealth supported places

RH Institute does not offer Commonwealth supported places in its postgraduate programs.

(a) Applicants with completed higher education study, bachelor degree level or above

Refer to the course information for the specific admission requirements.

In some circumstances, previous postgraduate study at another providers may count as credit towards your RH Institute postgraduate course. This can reduce both the length and cost of your course. If you think you may be eligible for credit for prior learning, please complete and submit an



Application for Credit for Prior Learning form at the time you apply for admission. Please contact the [Future Students Team](#) for more information and to discuss your circumstances.

(b) Applicants with work, study and/or life experience

Only some of RH Institute's postgraduate courses allow entry based solely on suitable professional experience of at least five (5) years duration. Refer to the specific course information on [Coursefinder](#) for the specific admission requirements for the course you are interested in.

4. International students

RH Institute welcomes students from across the globe. Around 30 per cent of our students in Australia are from overseas. Around another 15 per cent are studying with us online from overseas. At RH Institute we embrace and celebrate the diversity of culture and life experience that our international students bring to class, enriching the learning, experience and life of all our students and staff.

Admission requirements for international applicants considering study at RH Institute are the same as for Australian domestic students. You can find the admission requirements for each course in [Coursefinder](#).

Our [International Student Hub](#) has all the information you need to make RH Institute your first choice for study in Australia, including details of accommodation options and information about work, life and community participation in the communities around our campuses. You will also find links to information about visa requirements through the Australian Government Department of Home Affairs, English language proficiency testing options and other useful information including how RH Institute assesses overseas school and tertiary qualifications for admission to our courses.

RH Institute's CRICOS number is [number]

English language proficiency


All RH Institute Higher Education courses, vocational education and training courses are taught in English, relying on different levels of proficiency.

If English is not your first language, you may also need to satisfy the English language requirements for your preferred course. The English language requirements for each course can be found on [Coursefinder](#). RH Institute offers a range of English courses to enable you meet these requirements.

5. Additional Information

Aboriginal and Torres Strait Islander People

RH Institute's commitment and encouragement for Aboriginal and Torres Strait Islander peoples to engage and participate in tertiary education is actively cultivated through the Indigenous Resource Centre. The Centre is responsible for ensuring access and support to RH Institute Indigenous Australian students.



If you identify as an Aboriginal or Torres Strait Islander person, you are encouraged to contact the Centre to discuss your study and support options. You can also contact the [Future Students Team](#) directly for more information about entry to RH Institute courses.

Domestic applicants with overseas qualifications

If you are an Australian citizen or permanent resident who has completed your high school education overseas and it is equivalent to an Australian Year 12 qualification, you may be able to use your results as the basis for admission to a RH Institute program.

Please apply here or contact the [Future Students Team](#) who can advise if your qualification is equivalent to a Year 12 qualification in Australia and can be considered for admission.

6. How to apply

If you are applying to enter an undergraduate course and you are an Australian citizen, permanent resident or New Zealand citizen currently studying your HSC or the International Baccalaureate (IB), you can apply for selected RH Institute courses through the [Universities Admissions Centre \(UAC\)](#). Your application will then be processed by UAC. Visit the '[Apply](#)' section of the UAC website to nominate up to 5 courses you would like to study, in order of preference. Be sure to check UAC's application guidelines and key dates. If you're currently studying your HSC or the IB and the course you're interested in is not offered through UAC, you can apply directly to RH Institute either online or by completing an application form.

If you are applying to enter an undergraduate course but you are not currently studying your HSC or the International Baccalaureate (IB), you can apply directly to RH Institute.

If you are applying to enter a postgraduate course you should apply directly to RH Institute.

if you are applying to study with RH Institute as an international student – either on campus in Australia or online from overseas, you can apply directly to RH Institute. You may also be able to apply through our network of international education agents. These agents are listed on or [International Student Hub](#).

The Process

There is no application fee to apply directly to RH Institute. Provided you have submitted all relevant information, the assessment generally takes up to two (2) weeks to process. If you are applying for credit for prior learning, applications may take a little longer. Following submission of your application, you will receive an acknowledgement of receipt of application via email and further email correspondence which will include your unique RH Institute student number, and next steps. Once your application has been assessed, you will be notified of the outcome by email.



7. Enrolment

Accepting your offer

Once you have received your offer to study at RH Institute, please read through your letter of offer carefully. To take your place at RH Institute, you will need to accept your offer by following the steps outlined. Depending on which course you are studying, offer acceptance can be either by returning a signed acceptance form or via the online enrolment system.

Prepare for enrolment and orientation

To prepare for your on-campus orientation and enrolment session, please check your offer for details of the date, time and location. Your offer will also list the documents you will need to bring with you to your orientation and enrolment session.

Enrolment

Depending on which course you are studying, enrolment is either completed online or in person on campus in designated enrolment sessions. If you are eligible for online enrolment, you will receive an email within a week or so of receiving your offer. Once you have received this, you can start your online application. If you are required to attend a designated enrolment session, you will receive an email outlining the session date, time and location.

For more information, head to the [RH Institute Enrolment Information Page](#).

Attend your orientation session

Meet RH Institute staff and people you'll be studying with, explore the campus, get important information and find out what to expect at your orientation session. Please bring along any documentation as outlined in your offer letter as well as photo ID, such as your passport or drivers licence, as you will need to show ID to collect your student ID card.


International students are advised to arrive at their accommodation one week before study commences, both to familiarise themselves with their local surroundings and participate in orientation activities.

Students studying online, including from overseas, will need to attend a dedicated online orientation session. Details of this will be provided once your enrolment is completed.

Fees and charges

Fees and charges vary depending on your course. Please refer to your letter of offer for details. The tuition fees applicable to each course are set out on the course details page in [Coursefinder](#).

Depending on your chosen course and circumstances, you may be eligible for financial assistance. The scholarships available at RH Institute are set out on our [Scholarships](#) page.



Details of student loan options for domestic students are available [here](#). Domestic students may also be eligible for Youth and Student Allowance. Check out the Government's [StudyAssist website](#).

Deferment

In some circumstances, you can defer your offer to study at RH Institute. Assessments are made on a case by case basis and in accordance with the RH Institute Deferment Suspension and Cancellation Policy. Contact the [Future Students Team](#) for more information and to discuss your circumstances.

Credit for prior learning

Your previous study, work experience and training may count as credit towards your RH Institute course. This can reduce both the length and cost of your course. If you think you may be eligible for credit for prior learning, please complete and submit an Application for Credit for Prior Learning form at the time you apply for admission to RH Institute.

8. RH Institute student and campus services

RH Institute gives our students access to a range of comprehensive services including:

- [Accommodation](#)
- [Careers](#)
- [Chaplaincy](#)
- [Childcare](#)
- [Counselling](#)
- [UOW Security and Emergency services](#)
- [Exchange programs](#)
- [International student support services](#)
- [Health services](#)
- [Computer Labs at RH Institute](#)
- [Library](#)
- [Sports and recreation](#)
- [Student organisations](#)
- [Support services for LGBTIQ Students](#)
- [Disability services](#)
- [Transport](#)

Learning assistance:

- [Peer Assisted Study Sessions \(PASS\)](#)
- [YourTutor](#)

Quick Reference Guide

- [Careers Advisers & Schools](#)
- [Students and Parents](#)

9. Financial Assistance

If you would like information on youth and student allowances please refer to the Centrelink website, <https://www.servicesaustralia.gov.au/centrelink?context=1> .

If you would like information on student loans, including information on HELP, please refer to the StudyAssist website, <https://www.studyassist.gov.au/> .

Information on student scholarships is available on the RH Institute's [scholarship](#) page.

10. Student Profile

The tables below provide data on students that commenced study at RH Institute in 2021, including students admitted through the year and international students studying in Australia. We welcome a diversity of nationalities and view it as an opportunity for students to immerse themselves in different cultures in preparation for their career in a culturally diverse workforce.

Undergraduate students

Applicant background	Australian		International	
	Number of students	Percentage of all students	Number of students	Percentage of all students
Full year intake 2021				
(A) Past higher education study (includes a bridging or enabling course)	1265	30.2%	632	15.1%
(B) Past vocational education and training (VET) study	356	8.5%	53	1.2%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	63	1.5%	-	0%
(D) 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) 	1530	36.5%	-	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) 	22	0.5%	-	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 with no minimum ATAR) 	45	1.1%	222	5.3%
Australian students	3281	78.3%		
International students	907	21.7%		
All students	4188	100.0%		

Notes: "<5" – the number of students is less than 5

N/A – Students not accepted in this category

N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

Postgraduate students

Applicant background Full year intake 2021	Australian		International	
	Number of students	Percentage of all students	Number of students	Percentage of all students
(A) Completed higher education study, bachelor degree level or above	592	65.0%	154	16.9%
(B) Work, study and/or life experience (Admitted on the basis of previous achievement not in the other category)	165	18.1%	-	0%
Australian students	757		83.1%	
International students	154		16.9%	
All students	911		100.0%	

Notes: "<5" – the number of students is less than 5

N/A – Students not accepted in this category

N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

11. Where to Get Further Information

Tertiary Education Quality and Standards Agency

TEQSA is Australia's independent national regulator of the higher education sector. Its [national register](#) lets you search for accredited higher education providers and courses.

Quality Indicators for Learning and Teaching (QILT)


The federal government's [QILT website](#) helps you easily compare the study experience and employment outcomes from Australian higher education institutions. You can also compare the different study areas of different institutions, with all results based on thousands of surveys completed by students across Australia.

Universities Admissions Centre (UAC)

The [Universities Admissions Centre](#) processes applications for admission to courses at participating institutions (mainly located in NSW and the ACT), including RH Institute.

Admissions appeal and grievance processes

If you are dissatisfied with the outcome of your application, for example not receiving the offer you expected, you can contact the [Future Students Team](#) to get an understanding of the outcome. If you are not satisfied with the rationale for why you were unsuccessful in your application, you have the right of appeal against the decision. See the RH Institute Admissions Policy for more information.



2. Postgraduate course where the only entry pathway is successful completion of a suitable bachelor degree

University of Science

Admission information for Master of Information Science

8. About Master of Information Science

Expert master degree

Information Scientists are in demand in the information age, where big data is ever changing and ever challenging. Information Science extracts value from information assets, helping us understand the past, better manage the present, and effectively plan for the future. It plays a critical role in advancing industry, commerce, governance and research so graduates skilled in this area are highly sought after.

The Master of Information Science (MIS) teaches you how to explore information and discover its potential – how to find innovative solutions to real problems in science, business and government, from technology start-ups to global organisations. With a degree in science, engineering, arts or computing, you can pursue a Master of Information Science, gaining skills in information management, information analytics and information processing – skills needed in this fast-growing field.


The MIS expands your knowledge of the analytical, organisational and computational aspects of information. You learn to manage information and gain an understanding of its impact on society.

The MIS caters to students from a variety of backgrounds by including foundation units in programming, databases and maths or statistics. However, if you have this background from previous studies or work experience, you may accelerate your study with an exemption from these units, or choose to take more information science electives.

The core coursework covers information science objectives, information analysis, information pre-processing and visualisation. You then select information science electives such as machine learning, learning from semi-structured information like text, and big data handling. Your course electives allow you to build deeper skills in information analytics and machine learning.

Our highly regarded faculty takes great pride in developing the most up-to-date material while maintaining a solid core of established theory and platforms, including Python and R (two of the most popular open-source programming languages for information analysis), Hadoop and Spark (for distributed processing). You also gain hands-on experience with state-of-the-art tools and get exposure to key industry players.

In your final semester, you will take part in an Industry Experience team project, working with industry mentors to develop information-driven IT solutions. Or you will undertake a minor-



thesis research project, investigating cutting-edge problems under the supervision of internationally recognised researchers.

Students wishing to exit early can complete with a Graduate Certificate or Graduate Diploma of Information Science

Course Details at a glance

Location

On-campus at Tuggeranong: Full time & part time

Duration

1.5 or 2 years full-time depending on prior qualifications. See entry requirements.

Start date

Semester One (February), Semester Two (July)

Qualification

Master of Information Science

Fees and charges

Commonwealth supported place (CSP)

The average annual student contribution amount is: A\$7500

Fee assistance

As a Commonwealth supported student, you may be able to either:

- pay all of your student contribution upfront, or
- defer payment through the HECS HELP loan scheme.

Full fee Domestic

Fees are per 48 credit points which represents a standard full-time course load for a year.
A\$35,300

Fee assistance

As a full fee-paying student, you may be eligible to apply for the optional FEE-HELP to assist you to pay all or part of your tuition fees.

Full fee International

Fees are per 48 credit points which represents a standard full-time course load for a year.
A\$35,300

Scholarships

We offer over 360 types of scholarships, valued at up to \$280,000. Some scholarships offer one-off payments while others continue for the length of your course. Learn more about University of Science Scholarships.

Other costs and fees

For information on other study costs and fees, see [other study costs](#).

Course structure

The course is structured in three parts: Part A. Foundations for advanced information science studies, Part B. Core master's study and Part C. Advanced practice.

PART A. Foundations for advanced information science studies

These studies will provide an orientation to the field of information science at graduate level. They are intended for students whose previous qualification is not in a cognate field.

PART B. Core Master's study

These studies draw on best practices within the broad realm of information science practice and research. You will gain a critical understanding of theoretical and practical issues relating to information science.

PART C. Advanced practice

The focus of these studies is professional or scholarly work that can contribute to a portfolio of professional development. You have two options. a research pathway including a thesis. If you wish to use this master's course as a pathway to a higher degree by research you should take this first option. a program of coursework involving advanced study and an industry experience studio project.

International enrolments

International students are accepted into this course.

CRICOS course code

[CRICOS Course Code]

Commonwealth supported places

Domestic students may be able to undertake this course as a CSP. CSPs are available for this course. Only a limited number of CSPs are available in this course each year (around 10% of all places). CSPs are allocated on a competitive basis to those applicants with the highest undergraduate GPA.

9. Essential requirements for admission

All applicants to this course must meet one of the two entry level academic requirements set out below or applicants with previous completed higher education study.

The English language proficiency requirements for this course are the same as for general admission to University of Science. See our [English language requirements](#) page for details.

10. Student profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students.

Applicant background	Australian students		International students	
	Number of students	Percentage of all students	Number of students	Percentage of all students
2021 full year intake				
(A) Completed higher education study, bachelor degree level or above	84	30.1%	19	7.7%
(C) Work, study and/or life experience (Admitted on the basis of previous achievement not in the other category)	NAP	N/A	N/A	N/A
Australian students	84		81.6%	
International students	19		18.4%	
All students	103		100.0%	

Notes: "<5" – the number of students is less than 5.
N/A – Students not accepted in this category
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

11. Admission criteria

Minimum entrance requirements for admission to the university can be found in our [University of Science Admission Policy](#).

A. Applicants with completed higher education study, bachelor degree level or above

You also need to satisfy the following entrance requirements to be considered for entry to this course.

Entry level 1: Duration: 2 years full-time, 4 years part-time (96 points to complete)	An Australian bachelor degree, not necessarily in IT, with at least a 60% average, or equivalent qualification approved by the faculty.
Entry level 2: Duration: 1.5 years full-time, 3 years part-time (72 points to complete)	An Australian bachelor degree in a cognate discipline relating to IT, or a business, engineering or science degree with an IT major including programming, databases, and mathematics, with at least a 60% average, or equivalent qualification approved by the faculty.



B. Applicants with work, study and/or life experience

It is not possible to gain admission to this course without the appropriate higher education undergraduate qualification as set out above.

12. How to apply

Future students (domestic and international)

Semester one (February)

Apply directly to University of Science using course code MISI7900

Semester two (July)

Apply directly to University of Science using course code MISI7900

Future students (international only)

You may be able to apply to study this course through an international education agent.

Current University of Science students

Current University of Science students should apply for an [internal transfer](#).

13. Advanced standing/credit transfer/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Self-assess for credit eligibility

Check for study credit using the "Credit search" link on the [Credit for prior study](#) page

14. Where to get further information

More information on this course and studying at University of Science is available our [Course Handbook](#).

3. Postgraduate course where the only entry pathway is successful completion of a suitable bachelor degree AND appropriate professional experience in the workforce

Admission information for Master of Organisation Studies at THE NATIONAL ACADEMY OF PROFESSIONAL STUDIES

1. About *Master of Organisation Studies*

The Master of Organisation Studies (MOOS) at [The National Academy of Professional Studies](#) (NAPS) creates leaders ready to take on challenging roles across a range of organisations. It positions you, as a leader of tomorrow, at the cutting-edge of professional leadership and management in organisations with this Master's level combination of course work and in-depth applied research. The course will equip you to lead in a professional environment and is designed to feed back to your organisation in a virtuous cycle.

Organisations increasingly require leaders armed with an arsenal of theoretical knowledge, applied techniques, and keen research skills to navigate periods of complexity, uncertainty and change.

Delivery is flexibly online, with industry guest lectures from experts delivering industry-relevant content and authentic learning experiences.

Your applied research project will have tangible, real-world relevance and connect you with a community of experts through NAPS' industry-connected faculty.

The MOOS at NAPS is a postgraduate coursework degree with a research component that will develop your strategic thinking and analytic and practical skills, and equip you to use your knowledge of Organisational Studies to position you and your organisation at the forefront of organisations operating in the private, not-for-profit and public sectors.

Course Structure

The following components are part of your degree:

- Introduction to applied research and the research methodologies of Organisation Studies (4 x in-depth subjects)
- Coursework in Organisation Studies (8 x in-depth subjects with up to 2 Work Placement Electives). Students may be eligible to apply for Recognition of Prior Learning for some of these subjects, including Work Placement. You can find more information in our [Advanced Standing Policy](#) or contact info@naps.edu.au for more information.
- Project proposal
- Ethics approval (if required)
- Applied research project of 12,000 to 15,000 words



Course duration

You will normally complete your course in 2 years (full-time) to 3.5 years (part-time). NAPS may consider grounds for extension beyond 4 years. Details are available at our [Postgraduate Degrees by Coursework Policy](#) and [Postgraduate Degrees by Coursework Procedure](#).

Students wishing to exit early may complete with a [Graduate Certificate in Organisation Studies](#), which can normally be completed in 8 months, or a [Graduate Certificate in Research Methodologies](#), which can normally be completed in 6 months (full-time) to 16 months (part-time).

As a domestic student, you may wish to accelerate your course and complete in 18 months (full-time).

International student enrolments

NAPS accepts international students into this course and is registered with [CRICOS](#). The full 2-year course duration means that as an international student, you are eligible for a two-year post-study work visa. Please refer to the [Department of Home Affairs](#) website for visa regulations.

CRICOS course code [CRICOS course code]

AQF level

The MOOS is an [Australian Qualifications Framework](#) Level 9 qualification.

Support

NAPS will support your journey through Organisation Studies with a principal supervisor who has primary responsibility for your research project, and a team of industry-connected advisors to assist you with the coursework component. You will also be encouraged to interact with other degree candidates through online discussion forums and interactive webinars, as well as in person.

Your MOOS will also connect you with a community of experts across industry and academia.

Tuition fees

Studying an undergraduate or postgraduate degree is a big commitment in many ways, including financially. You will need to consider tuition fees, living costs, transport, text books, food and accommodation, and any other costs.

Your most significant expense is likely to be tuition fees.

[Statement of Tuition Assurance](#)

At NAPS, tuition fees are payable on a trimester basis.

You may be eligible for [FEE-HELP](#) (Australian Government loan), if you are Australian.

Use our [Fee Calculator](#) to find the fees that apply to you. The exact amount of tuition fees that you will pay depends on the subjects you enrol in and the particular course you're studying. For each study period, your enrolment is finalised on the census date and you become financially liable for the tuition fees for those subjects in which you are enrolled.

NAPS offers [Scholarships, Bursaries and Concessions](#) to domestic and international students who meet the relevant criteria.

Domestic students

Degree Structure and Indicative Tuition Fees		
Tuition Fee Per Subject		\$3,125
Trimester	Subjects	Fee
1	3	\$9,375
2	1 + 1 x Work Placement	\$3,125 (no fee payable for Work Placement)
3	3	\$9,375
4	3	\$9,375
5	1 x Work Placement + Project Proposal and Ethics Approval if required	\$0 (no fee payable)
6	Applied research project	\$9,375
Indicative Total Tuition Course Fee*		<u>\$40,625</u>

*Fees are for programs delivered in the year selected below and will expire on 31 December of each year. Fees are expressed in Australian Dollars (AU\$). Fees are payable prior to each study period. Fees are reviewed annually and may be varied during the period of study.

International students

Degree Structure and Indicative Tuition Fees		
Tuition Fee Per Subject		\$3,600
Trimester	Subjects	Fee
1	3	\$10,800
2	1 + 1 x Work Placement	\$3,600 (no fee payable for Work Placement)
3	3	\$10,800
4	3	\$10,800
5	1 x Work Placement + Project Proposal and Ethics Approval if required	\$0 (no fee payable)
6	Applied research project	\$10,800
Indicative Total Tuition Course Fee*		\$46,800

*Fees are for programs delivered in the year selected below and will expire on 31 December of each year. Fees are expressed in Australian Dollars (AU\$). Fees are payable prior to each study period. Fees are reviewed annually and may be varied during the period of study.

2. Essential requirements for admission

When applying for entry into a postgraduate degree at NAPS you need to meet certain academic and English language requirements at a minimum.

Academic requirements:

Applicants must meet **one (1)** of the criteria set out under Admission Criteria.

Workplace experience requirements

All applicants must be able to demonstrate an appropriate level of relevant workplace experience. The required level of workplace experience varies depending on the academic background of the applicant as detailed in the Admission Criteria

English requirements

Applicants must meet **one (1)** of the following criteria.

English Language Tests

English Language Test	Minimum Result Required
IELTS (academic)	Overall 6.5; Writing 6.0; Speaking 6.0
TOEFL i-BT	Overall 79; Writing 21; Speaking 18
Pearson (academic)	Overall 58; Writing 51; Speaking 51
Common European Framework (CEFR)	C1
Cambridge English Proficiency (CPE)	Overall 180; Writing 180; Speaking 180
Cambridge Certificate in Advanced English (CAE)	Overall 176; Writing 169; Speaking 169
English Assessment administered by NAPS	A satisfactory score indicating to NAPS that no further English instruction is required to meet the entry requirements of the intended course of study

Prior tertiary study in English

Undertaking tertiary level studies (higher education or VET), of at least one year's duration, within Australia in the last five (5) years.

Undertaking study, of at least one year's duration, within a tertiary level program, at an approved institution where the language of instruction is English, undertaken within the last five (5) years.

English proficiency assessment methods

[Link to NAPS' English proficiency assessment methods]

3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period for which data are available, including those admitted through all offer rounds and international students.

Applicant background	Australian students		International students	
	Number of students	Percentage of all students	Number of students	Percentage of all students
2021 full year intake				
(A) Completed higher education study, bachelor degree level or above	21	28%	45	60%
(B) Work, study and/or life experience (Admitted on the basis of previous achievement not in the other category)	9	12%	N/A	N/A
Australian students	30		40%	
International students	45		60%	
All students	75		100.0%	

Notes: “<5” – the number of students is less than 5
 N/A – Students not accepted in this category
 N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

4. Admission criteria

The admission requirements for Australian domestic and international students are the same. Admission requirements are met by any of the following:

A. Applicants with completed higher education study, bachelor degree level or above

Applicants must have completed a Bachelor degree with Honours (AQF Level 8) from an Australian higher education institution with a minimum upper second class honours or overseas equivalent with at least two (2) years of relevant workplace experience

OR

Any Master’s Degree from an Australian higher education institution or overseas equivalent with at least two (2) years of relevant workplace experience

OR

A Graduate Diploma from an Australian higher education institution or overseas equivalent with at least five (5) years of relevant workplace experience.



B. Applicants with work, study and/or life experience

This pathway is available to Australian domestic students only

At least five (5) years of directly relevant workplace experience.

5. How to apply

Start your application today for your MOOS at NAPS at [this link](#).

6. Advanced standing/credit transfer/recognition of prior learning (RPL)

See the NAPS policy on assessing credit for past study on our [Academic Credit Assessment](#) page.

7. Where to get further information

- [VTAC](#) - Victorian Tertiary Admissions Centre
- [QILT](#) - Quality Indicators for Learning and Teaching
- [TEQSA](#) - Tertiary Education Quality Standards Agency
- [CMU](#) - Complaints Management Unit at NAPS

4. Undergraduate course which is open to both domestic students and international applicants considering study in Australia.

Bachelor of Accounting at *The Accounting Institute*

1. About studying Accounting

This course prepares you for entry in to the accounting profession. It develops your employment and professional skills, as well as communication, presentation and problem solving skills needed in accountancy.

Key areas you will focus on include financial accounting, management accounting, taxation, business law and finance.

You have a wide choice of business units to study that will complement your personal interests and career options. Alternatively, you may select electives from other disciplines including language studies, anthropology, history, social science, indigenous studies, applied science and engineering.

Professional recognition

Completion of the degree allows graduates to apply for membership of CPA Australia and The Chartered Accountants of Australia and New Zealand (CAANZ).

Commonwealth supported places

This course is available both as a Commonwealth supported place (CSP) and full fee-paying place for Australian domestic students. The following domestic students will be allocated a CSP if offered a place:

- recent secondary study applicants with an ATAR of 70 or more
- applicants who have successfully completed a suitable VET or higher education Diploma or Advanced Diploma qualification that articulate into the second or third year of this course
- applicants with work and life experience that successfully complete an enabling course delivered by The Accounting Institute or an Australian public university.

Other applicants may undertake the course on a full fee paying basis if otherwise eligible and offered a place.

International student enrolments

International students can enrol in this course on a full fee paying basis, subject to holding an appropriate student visa and meeting the course eligibility and admission requirements.

CRICOS Course Code: [number]



Fees and charges

Domestic CSP student contribution	\$1,300 per year of study (pro-rata for part-time)
Domestic full fee student:	\$11,600 per year of study (pro-rata for part-time)
international student:	\$11,600 per year of study (full-time only available)
Student administration charge:	\$420 per year (all students)

2. Essential requirements for admission

The general admission criteria that apply to most courses at The Accounting Institute are relevant to this course. Visit [The Accounting Institute's admission information](#) to find out more. There are no essential academic pre-requisites for admission.

International students must have evidence of English language proficiency equivalent to IELTS 6.0 overall with no band below 6.0. For more details, including alternative test equivalences, see our English Language Requirements at The Accounting Institute page.

3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students.

Applicant background	Australian students		International students	
	Number of students	Percentage of all students	Number of students	Percentage of all students
2021 full year intake				
(A) Past higher education study (includes a bridging or enabling course)	126	30.1%	32	7.7%
(B) Past vocational education and training (VET) study	35	8.4%	N/A	N/A
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	N/P	N/P	N/A	N/A
(D) 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) 	153	36.6%	N/A	N/A
<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%	N/A	N/A
<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 with no minimum ATAR) 	<5	<5	58	13.9%
Australian students	328		78.5%	
International students	90		21.5%	
All students	418		100.0%	

Notes: “<5” – the number of students is less than 5
N/A – Students not accepted in this category
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

4. Admission criteria

The admission requirements for Australian domestic and international students are the same. Admission requirements are met by any of the following:

E. Applicants with higher education study

Successful completion of at least 0.5 year of full-time study (or equivalent) of a higher education degree/diploma.

Overseas tertiary qualifications considered equivalent to the above Australian qualifications.

Completed bridging or enabling course

Successful completion of the Tertiary Enabling Program, or other recognised tertiary preparation course.

F. Applicants with vocational education and training (VET) study

Successful completion of a national qualification at Certificate IV level or higher.

Overseas tertiary qualifications considered equivalent to the above Australian qualifications.

G. Applicants with work and life experience

(includes those who left secondary education more than 2 years ago)

Attainment of a STAT Multiple Choice score of 135 (or a score of 145 if prior to May 2010).

Submission of an acceptable personal competencies statement and/or employment experience.

H. Applicants with recent secondary education (within the past two years)

ATAR-based admission

(For applicants who will be selected wholly or partly on the basis of ATAR)

Successful completion of the Victorian Certificate of Education (VCE) (or equivalent) and the awarding of an Australian Tertiary Admissions Rank (ATAR) of at least 60*

* After any applicable adjustment factors have been applied.

Overseas secondary qualifications considered equivalent to the above.

- Lowest ATAR to which an offer was made in 2021: 50.7
(exclusive of any adjustment factors such as equity or subject bonus points)
- Lowest Selection Rank to which a recent Year 12 student offer was made in 2017 60.3
(including the consideration of any equity or other adjustment factors)
- Minimum Selection Rank required for consideration: _____ 60.0

ATAR and selection rank profile for those offered places in 2021

	ATAR* (Excluding adjustment factors)	Selection Rank* (includes adjustment factors)
Highest rank to receive an offer	94.1	97.4
Median rank to receive an offer	77.5	82.6
Lowest rank to receive an offer	50.7	60.3

Notes: * "<5" – indicates less than 5 ATAR-based offers were made

5. How to apply

Establish that you meet the admission requirements and understand the application pathways outlined below.

VTAC

If you are a first-time applicant, you will need to apply via [VTAC](#).

My Next Course

If you have successfully completed one of the following courses at The Accounting Institute you can apply via [MyNextCourse](#).

- a completed TAFE/VET Certificate IV or above qualification
- a completed Tertiary Enabling course (excluding TEP1)
- a completed The Accounting Institute undergraduate course

International Applications

All International applicants must apply through The Accounting Institute's [StudyLink](#) unless currently studying Year 12 in Australia. Only International applicants currently studying Year 12 in Australia should apply via [VTAC](#).

A range of information about studying at The Accounting Institute as an international student is available at our [International Student Resource Page](#).

6. Advanced standing/credit transfer/recognition of prior learning (RPL)

Credit Transfer is the recognition of academic credits gained through formal study at The Accounting Institute, other universities, Registered Training Organisations (RTOs), or professional bodies. (Credit Transfer is sometimes referred to as Exemptions or Advanced Standing). Visit [The Accounting Institute's credit transfer and pathways information](#) to find out more.

Professional experience and subsequent training may also be taken in to account. Students enrol in a unit and will be given a Professional Assessment (PA) grade if it is determined they are eligible for the exemption based on this experience.

7. Where to get further information

- [VTAC](#) - Victorian Tertiary Admissions Centre
- [QILT](#) - Quality Indicators for Learning and Teaching
- [TEQSA](#) - Tertiary Education Quality Standards Agency
- [CMU](#) - Complaints Management Unit at The Accounting Institute