



Australian Government

Improving the transparency of higher education admissions:

Phase two common terminology and
information sets

For adoption by end May 2018; for information to
support applications to study in 2019 and beyond

Updated July 2018

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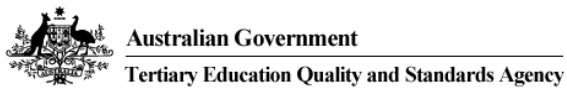
The document must be attributed as the *Improving the transparency of higher education admissions: Joint higher education sector and Australian Government implementation plan*.

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Commitment

The following organisations have affirmed their commitment to the principles and objectives outlined in the June 2017 admissions transparency implementation plan; and to working with and supporting institutions to implement the actions outlined in the plan.



Phase two common terminology and information sets

This document provides an updated specification for common admissions terminology and admissions information sets outlined in the June 2017 joint higher education sector and Australian Government admissions transparency implementation plan.

The updated specification should be adopted by Australian higher education institutions by end May 2018; for information intended to support domestic undergraduate applications to study in 2019 and beyond.

The updated specification includes:

- a broader set of agreed common admission-related terms for adoption across the higher education sector
- a public glossary of common admission-related terms that institutions and others can use to clarify the definitions adopted across the sector to information users
- minor adjustments to the whole-of-institution and program/course information sets for adoption in 2018.

The additional material and other changes in this document have been developed and were agreed by the Admissions Transparency Implementation Working Group (IWG), at its November 2017 meeting. It draws on input from institutions, peak bodies, students and career advisers, including feedback on the experience and outcomes of the publication of phase one information sets in August 2017. The IWG, which is chaired by Professor Kerri-Lee Krause, Deputy Vice-Chancellor (Academic) La Trobe University, includes senior academics, university and non-university peak body members, a student representative and representatives of tertiary admission centres and the Tertiary Education Quality and Standards Agency (TEQSA).

The most important changes to the information sets are:

- Reordering of the applicant groupings to make all post-school entry pathways adjacent to each other (though, please note that institutions are free to order these any way they wish to suit their and their stakeholders' needs)
- Limiting the Australian Tertiary Admission Rank (ATAR) profile table in the program/course information set to the highest, lowest and median ATARs to which offers of places were made; and removing the 25th and 75th percentile ranks to reduce its complexity.

This document should be read in conjunction with the June 2017 implementation plan, which can be downloaded at <https://docs.education.gov.au/node/44471>.

For information intended to support applications to study in 2019 and beyond, all admission-related information in provider and tertiary admission centre websites and publications for prospective domestic undergraduates should be consistent with the approach outlined in the information sets.

Note that the new approach is not required if a provider does not offer courses to domestic undergraduates.

Appendix A: Common terminology and data definitions

The sector-led Admissions Transparency Implementation Plan released in July 2017 included a limited list of common admission-related terms and definitions that were to be adopted to help improve consistency and clarity in the language used to describe admission requirements and processes. The plan included a commitment to develop and consult on a broader set of common terms and definitions for adoption in information aimed at prospective students seeking to study in 2019 and beyond. Download the plan at <https://docs.education.gov.au/node/44471>.

This document includes additional terms proposed for adoption, terms previously agreed in the plan and terms that it is proposed be avoided in future.

The proposed common terms and definitions are intended for adoption during 2018 by universities, other higher education providers and tertiary admission centres in information products intended to assist prospective students and applicants to study in 2019 and beyond.

New common terms to be adopted, consistent with the definitions provided

Admission pathway: Any option available to prospective higher education students that will enable them to meet the entry requirements of their chosen courses.

Adjustment factors Often referred to previously as “bonus points”, these are additional points that may be used in combination with an applicant’s Australian Tertiary Admission Rank (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 to the academic requirements of a higher education course of a secondary subject that the applicant undertook.
- **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”.

Applicant and prospective student: The term applicant and prospective students are used by tertiary admission centres and higher education institutions to describe people at different stages of their application processes. An **applicant** is generally taken to be a person who has already lodged an application to study a specific course. A **prospective student** is generally taken to be a person who is thinking about lodging an application to study a particular course but has not yet done so.

Bridging course: A course 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: Application made 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 or equivalent (e.g. OP in Queensland, IB). Such offers are generally 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 scheme: 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.

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 (adapted from Australian Qualifications Framework definition).

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.

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.

Common terms previously agreed in the Implementation Plan

Grouping of applicants

Group A. Higher education study

- Applicants whose highest level of study enrolment 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.

ATAR-related thresholds

The following new ATAR-related threshold terms are adopted for use where ATAR is a basis for assessing eligibility for admission – either alone or in combination with other factors. Use of the existing terms “ATAR cut-off” and “Clearly-in ATAR” will be discontinued in information supporting applications for the 2019 academic year and beyond.

- **Lowest ATAR to which an offer was made:** the lowest “raw” ATAR or 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 regardless of whether the Selection Rank was increased through equity or other adjustments or where the ATAR threshold 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.

Terms already previously in common usage

ATAR: The Australian Tertiary Admission Rank (ATAR) is a ranking from 30 (lowest) 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. (This includes students who did not complete Year 12, completed but did not qualify for an ATAR, or had already previously left school, who account for around 30% of the age cohort.) 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.

Overall Position: The Overall Position (OP) refers to a Queensland student's position in a state-wide tertiary entrance rank order based on their overall achievement in senior secondary subjects. It indicates how well a student has done compared to all other OP-eligible students in Queensland. Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest). Queensland students seeking admission to higher education in other states can have their OP converted to an ATAR. Interstate students looking to study in Queensland can have their ATAR converted to a Queensland Tertiary Admissions Centre (QTAC) Selection Rank. Queensland will adopt the ATAR instead of the OP for students who commence Year 11 in 2019 and beyond.

International Baccalaureate (IB): 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 (not an OP), enabling IB students to be ranked for tertiary entrance alongside their peers.

Selection Rank: The ranking that tertiary admission centres and most universities 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.

Terms to be avoided

Some of the terms previously in use reflect an assumption that a standard applicant is a school leaver assessed by academic ranking with an offer some point early in January. Examples include any use of 'standard' 'alternate' 'alternative' 'special' 'main'.

Institutions should replace those with more descriptive terms relevant to the issue.

Forced offers – to be removed and included as part of adjustments or non-ATAR criteria, pending on whether ATAR was a factor in the selection process.

Rationale for change: Some institutions currently make offers to applicants who have not met the standard admission requirements, based on other evidence – such as disrupted schooling, financial hardship, home or school environment, English language difficulty, personal illness/disability, refugee status or Indigenous status. A code is used in the TAC system to ‘force’ an offer to be made to the applicant. In the context of transparency, institutions should report these applicants under ATAR-related adjustments or non-ATAR-related criteria, depending on whether or not ATAR was a factor in the selection process.

Bonus points – to be replaced by **adjustment factors**

Rationale for change: Some institutions apply additional points that may be combined with a student’s ATAR to derive the course Selection Rank. Stakeholder consultation has identified that the word ‘bonus’ is perceived by many stakeholders as something ‘negative’, suggesting an undeserved benefit. The term ‘adjustment factors’ adequately covers circumstances previously referred to as ‘bonus points’.

The terms ‘*ATAR cut-off*’ and ‘*Clearly-in ATAR*’ should be phased out and replaced with **Lowest ATAR to which an offer was made** or **Lowest Selection Rank to which an offer was made**, depending on context.

Rationale for change: The definitions of both ‘*ATAR cut-off*’ and ‘*Clearly-in ATAR*’ and perceptions that a high intake threshold correlates in the public mind to high quality created scope for the gaming of these figures by institutions – often with many students offered places in courses at ranks well below the published entry threshold. The new terms are explicit in describing the lowest rank to which an offer was made, reducing scope for misrepresentation of offers made. Prospective students should thus be able to get a more realistic sense of their opportunity to be offered a place on the basis of their academic achievement in senior secondary education.

Appendix B: Public glossary for information users

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. Whilst not a requirement, it is suggested that a link to a copy of this glossary 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.

- **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.

ATAR: The Australian Tertiary Admission Rank (ATAR) is a ranking from 30 (lowest) 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 thresholds: These only apply to offers of places that are made wholly or partly on the basis of an applicant's ATAR. Not all institutions use ATAR to determine eligibility. Different institutions may use only some of the following types of eligibility thresholds.

- **Lowest ATAR to which an offer was made:** the lowest "raw" or 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 Often referred to previously as “bonus points”, these are 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 or equivalent (e.g. OP in Queensland, IB). Such offers are generally 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.

Overall Position: The Overall Position (OP) refers to a Queensland student's position in a state-wide tertiary entrance rank order based on their overall achievement in senior secondary subjects. It indicates how well a student has done compared to all other OP-eligible students in Queensland. Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest). Queensland students seeking admission to higher education in other states can have their OP converted to an ATAR. Interstate students looking to study in Queensland can have their ATAR converted to a Queensland Tertiary Admissions Centre (QTAC) Selection Rank. Queensland will adopt the ATAR instead of the OP for students who commence Year 11 in 2019 and beyond.

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 most universities 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 C: Whole-of-institution admission information set

[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 domestic undergraduate 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.

For information intended to support applications to study in 2019 and beyond, all admissions-related information in provider and tertiary admission centre websites and publications for prospective domestic undergraduates should be consistent with the approach outlined in the information sets.

The new approach is not required if a provider does not offer courses to domestic undergraduates.

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.

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

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 suggested.

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 entry pathway such as ATAR-based admission is not used by the institution, 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. 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. Are ATAR-related criteria privileged in this information set?

All application and assessment options are equally relevant and important and must be outlined in sufficient detail to ensure prospective students from all academic, economic and social backgrounds and needs can easily find out about the options available to them and criteria they must satisfy to access those opportunities.

7. 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:

- 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 *[NB: the ordering of A to D is optional to suit institution's needs]*

[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)

Australian Year 12 students

[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 (OP in QLD) 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.]

Interstate or overseas Year 12

[Indicate how applicants are assessed and selected if they completed Year 12 in another state or territory or overseas.]

3. 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.]

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.]

4. 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

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

5. 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]

6. 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
- 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.]

7. 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]

8. Student profile

The table below gives an indication of the likely peer cohort for new students at the institution. It provides data on all students who commenced undergraduate study in the most relevant recent intake period, including those admitted through all offer rounds, across all Australian campuses, and international students studying in Australia.

[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.

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.

The inclusion of international students in this table is to help domestic undergraduate applicants understand the number and proportion of international students likely to be in 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".]

Applicant background	Semester one / Full year intake [YYYY year]	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	n	%
(B) Vocational education and training (VET) study	n	%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	n	%
(D) Recent secondary education: <ul style="list-style-type: none"> • Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) • Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR) • 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	%
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.

9. Where to get further information

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

- 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 D: Program/course admission information set

[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 domestic undergraduate 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.

Wherever the information is published, the specified core information, including admission criteria that are specific to the course or group of courses concerned, student profile of recent enrolments and (where relevant) ATAR profile of recent offers 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 tertiary admission centre (TAC) publication and the provider's website.

5. Are ATAR-related criteria privileged in this information set?

All application and assessment options are equally relevant and important and must be outlined in sufficient detail to ensure prospective students from all academic, economic and social backgrounds and needs can easily find out about the options available to them and criteria they must satisfy to access those opportunities.

6. What 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] [Optional]

[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]

2. Essential requirements for admission

[This section is to outline any minimum criteria that all applicants will need to meet in order 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.]

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 studying in Australia.

[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.

The inclusion of international students in this table is to help domestic undergraduate applicants understand the number and proportion of international students likely to be in their peer cohort in the program/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".]

Applicant background	Semester one / Full year intake [YYYY year]	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	n	%
(B) Vocational education and training (VET) study	n	%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	n	%
(D) Recent secondary education: <ul style="list-style-type: none"> • Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) • Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR) • 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 n 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 A to D 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.]

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 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 [OP in QLD]-based admission [if relevant]

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

- Lowest ATAR [OP] 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 [/OP]/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 [/OP]/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[/OP]

[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 (OP in QLD) [and Selection Rank] profile for those offered places wholly or partly on the basis of ATAR in [period*]

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

(ATAR-based offers only, across all offer rounds)	ATAR (OP in QLD) (Excluding adjustment factors) * [required]	Selection Rank (ATAR/OP plus any adjustment factors) * [optional / only if relevant]
[Note: this table relates to all students made an offer on the basis of ATAR alone or ATAR in combination with other factors. To ensure comparability across all providers, the "ATAR" (or OP) 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. Students selected on the basis of special consideration or otherwise not on the basis of their ATAR should not be included in this table.]	[NB: Raw ATAR profile for all students offered a place wholly or partly on the basis of ATAR]	[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]

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 where ATAR was a factor in the selection. 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).]

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.]

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 B.]

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.]