Improving the transparency of higher education admissions

Meeting the commitments of the joint higher education sector and Australian Government implementation plan

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Michael Tomlinson: TEQSA

Higher Education Standards Panel recommendations

October 2016 report
- Australian Government Response accepted the Panel’s recommendations

Findings
- Complexity driven by good intentions
- Those needing alternate entry pathways have most difficulty finding the information

Objectives
- Information readily available on all application pathways
- Comparability of information – consistent classes of information and language
- Robust information on entry requirements
  - ATAR thresholds to include impact of all offer rounds
- Accountability for entry requirements through reporting
Sector-led Implementation Working Group

- Chair Professor Kerri-Lee Krause, DVC and Provost at Victoria University (now La Trobe)
- Extensive consultation
  - Face-to-face meetings with providers, peaks, business, students, parents, school principals, career educators, equity practitioners, curriculum authorities, TACs
  - 54 written submissions
- Broad sector commitment to the plan

Six implementation objectives

1. Standardised presentation of admissions information
2. Adoption of common admissions terminology
3. Revised ATAR-related thresholds and definitions
4. Tertiary admission centres adopt more consistent approaches and reporting and streamline interstate application processes
5. TEQSA monitoring and guidance on admissions transparency
6. New national admissions information platform
1. Standardised presentation of admissions information

- Key mechanism to deliver consistency is the adoption of agreed guidance or "information sets"
  - Whole of institution admission information set (Appendix C)
  - Program/course admission information set (Appendix D)
  - Include admission policies and key data to inform student choice
- Intended to guide both provider and TAC presentation of information
- Phased implementation – initial version to inform students entering in 2018.
  - Target date of August 2017 to support open days
- Fully implemented for students applying to enter in 2019
  - Target date of May 2018 to support TAC publication timelines

2. Adoption of common admissions terminology

- Entire sector to adopt consistent usage of similar terms and phrases to describe common admission-related concepts and actions
- Particularly relevant to students who need assistance to access all their application options, or have limited knowledge about higher education
- Initial set of agreed common terms limited to those needed for the information sets (Appendix B)
- Further terms to be agreed for use in 2019
3. Revised ATAR-related thresholds and definitions

- Concern about the robustness of ATAR thresholds has driven public concern
- Clarity needed when ATAR adjustments (e.g. “bonus points”) are [or not] included
  - “Selection Rank” includes adjustments, “ATAR” does not
- Current definitions “cut-off” and “clearly-in” open to gaming
- To be replaced with new descriptive thresholds
  1. Lowest ATAR to which an offer was made (excluding any adjustments)
  2. Lowest Selection Rank to which an offer was made (including adjustments)
  3. Minimum ATAR (or Selection Rank) required for consideration to enter
  4. Minimum ATAR (or Selection Rank) to which an offer is guaranteed

- Only need to use those that are relevant to the institution
- Old terms discontinued from 2019 admissions onwards

Timeline for providers

- August 2017
  - Interim 1st phase of information sets
    - Whole-of-institution set – once only
    - Reduced program/course information set – one for each course
    - Adopt common terms and ATAR thresholds for reported information
- May 2018
  - 2nd phase full version of information sets
    - Full program/course information set for each course offered
    - Adopt broader set of common terminology
    - Discontinue former “cut-off” and “clearly-in” terminology and definitions
- August 2018
  - Launch of National Admissions Information Platform
Information sets

Principles
- Not strict templates (apart from the data tables)
- Classes of information specified but not the format or style of presentation
- Can include additional information if desired
  - E.g. to convey or reflect the institution’s mission
- Information should be easy to find and readily accessible
- Not intended to be “in addition” to current approaches but to replace them

Whole-of-institution information set

Required in 2017
- Classes of information that are required are shaded and marked as “CORE-required in 2017”

Optional in 2017/2018 onwards
- 6. Student and campus services and 7. Financial Assistance- are ‘Optional’ and may be included at provider discretion in both 2017 and 2018 onwards

Program/course information set

Required in 2017
- Admission criteria, Adjustments/bonus points (if different from institution rules), ATAR profile of offers, Student profile enrolments by admission pathway, Where to get further information

Required in 2018
- All - Only optional section is the general information “About” section
Work with your Tertiary Admission Centre (TAC) or peak bodies

- Partnership and collaboration
- Discuss and determine how much information to provide in each case and the style of presentation
- The same wording should be used to describe admission criteria in a TAC publication as on the provider’s own website
- Meet the information needs of prospective students of all backgrounds, especially those from disadvantaged backgrounds

HE Standards

- Relevant Standards:
- 1.1 (Admissions) & 1.2 (Credit & RPL): Policy framework in place
- 7.2 (Information for prospective and current students)
  - ‘accurate, relevant and timely information for students is publicly available & accessible, including access for student with special needs, to enable informed decision making about education offerings and experiences’
  - ‘Information for students is available prior to acceptance of an offer, written in plain English where practicable’ etc
5. TEQSA monitoring and guidance

- Three stages of TEQSA monitoring:
  1. 2017 – formative evaluation based on snapshot of websites
     - Progress towards initial requirements
     - Progress towards overall requirements
     - Guidance note by December, roundtables, etc.
  2. 2018 – repeat snapshot
     - Progress since 2017
  3. 2019-20 – repeat snapshot and conduct major review

What will TEQSA look for in 2017?

Compulsory elements:
- Overall summary of institutional admissions information (Appendix C)
- For sample courses (at least one per field):
  - ATAR profile with standard terminology
  - Student profile
  - Where to get further information
  - How clear is the information?
  - How easy is it to find?
How can TEQSA help?

• Would it be useful to develop a checklist/ready reckoner of what providers need to do in 2017?
• Presentations to TEQSA provider roundtables planned in early 2018?
• What other forms of workshops, webinars, forums, etc., could/should we organise in addition?
• Would a dedicated help line be useful?
• What else can we do to help?
Improving the transparency of higher education admissions:
Joint higher education sector and Australian Government implementation plan

June 2017
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 student to gauge and compare the general admission criteria, application options and processes and institutional student profile across multiple providers. The key focus is to meet the information needs of prospective students of all backgrounds.

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.

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 actually hosted on that website or another platform such as a TAC website or course finder tool.

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, the same wording should be used to describe admission criteria in a TAC publication as on the provider’s own 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 particular 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 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 face particular difficulty in 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?** While ATAR-related criteria take up significant space in the information set below, in order to bring more rigour to this important entry pathway, 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 in 2017?** Classes of information that are required for inclusion in 2017 are shaded and marked as “CORE – required in 2017.” Two classes of information – 6. Student and campus services and 7. Financial Assistance – are indicated as “Optional” and may be included at provider discretion in both 2017 and 2018 onwards.

DELETE ALL BLUE INSTRUCTION TEXT WHEN COMPLETE]
1. About [Name of Higher Education Provider] [CORE – required in 2017]
[General information about studying at the institution, such as:
- campus locations,
- information about open days (including campus visits),
- important dates (including enrolment dates).
- contact details, including online and in-person options, if available.]

2. Admission criteria [NB: ordering of A to D is optional] [CORE – required in 2017]

A. Applicants with higher education study
[Indicate how students are assessed and selected if they have undertaken higher education, including a description of credit transfer 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 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.]

ATAR-related adjustments
[Information on the types of adjustments to ATAR-based admissions (e.g. ‘bonus points’) 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 ATAR-related adjustments or considerations should also be detailed such as any reduction in ATAR threshold applicable for equity considerations where ‘bonus points’ might not be used.]

Criteria that may apply in addition to ATAR
[Information on the range of additional tests, 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, schools 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 ATAR-related adjustment factors. As much information as is necessary should be provided to outline all possible assessment options to demonstrate eligibility admission.]

Interstate Year 12
[Indicate how students are assessed and selected if they completed Year 12 in another state or territory.]
D. Applicants with work and life experience
(includes those who left secondary education more than 2 years ago)

[Populate with information on how students 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 students 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.]

3. Additional information [CORE – required in 2017]

Aboriginal and Torres Strait Islander people
[Provide information about admission options specifically for Aboriginal and Torres Strait Islander applicants.]

Domestic applicants with overseas qualifications
[Indicate how Australian citizens or permanent residents with overseas qualifications are assessed.]

English language proficiency
[Outline 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 [CORE – required in 2017]
[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 [CORE – required in 2017]
[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, including a URL for further information. This section could include information about:

- accommodation
- careers
- chaplaincy
- childcare
- counselling]
7. **Financial assistance [Optional]**

Information on financial assistance available to help with the costs of study, such as:

- Youth and student allowances
- Loans
- Scholarships

8. **Student profile [CORE – required in 2017]**

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

[See notes - Numbers less than five should be masked to maintain privacy. Where necessary, an additional cell should also be masked to prevent derivation. The most relevant recent intake period should be either first semester intake or the most recent full year of admissions, depending on which period data are available for.]

<table>
<thead>
<tr>
<th>Applicant background</th>
<th>Semester one / Full year intake [year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Past higher education study</td>
<td>Number of students</td>
</tr>
<tr>
<td>(includes a bridging or enabling course)</td>
<td>n</td>
</tr>
<tr>
<td>(B) Past vocational education and training (VET) study</td>
<td>n</td>
</tr>
<tr>
<td>(C) Recent secondary education:</td>
<td>n</td>
</tr>
<tr>
<td>- Admitted solely on the basis of ATAR</td>
<td>(regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points)</td>
</tr>
<tr>
<td>- Admitted where both ATAR and additional criteria were considered</td>
<td>(e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)</td>
</tr>
<tr>
<td>- Admitted on the basis of other criteria only and ATAR was not a factor</td>
<td>(e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)</td>
</tr>
<tr>
<td>(D) Work and life experience</td>
<td>n</td>
</tr>
<tr>
<td>(Admitted on the basis of previous achievement other than the above)</td>
<td>n</td>
</tr>
<tr>
<td>International students</td>
<td>n</td>
</tr>
<tr>
<td>All students</td>
<td>nn</td>
</tr>
</tbody>
</table>

Notes:
- L/N - Low numbers: the number of students is less than 5.
- N/A - Data not available for this item.
- N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.
- [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 “L/N”.]
9. Where to get further information [CORE – required in 2017]

[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 student to gauge and compare study options, course admission criteria and their likely student peer cohort across multiple courses, providers and admission options. 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.

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 about admission criteria and application processes 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. Wherever the information is presented, 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. E.g., the same wording should be used to describe admission criteria in a tertiary admission centre (TAC) publication as on the provider’s website.

5. Are ATAR-related criteria privileged in this information set? While ATAR-related criteria take up significant space in the information set below, in order to bring more rigour to this important entry pathway, 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 in 2017? Classes of information that are required for inclusion in 2017 are shaded and marked as “CORE – required in 2017”. Information that must be included from 2018 onwards is marked “CORE – optional in 2017”.

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

DELETE ALL BLUE INSTRUCTION TEXT WHEN COMPLETE]
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 [CORE – optional in 2017]**
   [This section is to outline any minimum criteria that all students will need to meet in order to be admitted to this course, regardless of their admission pathway. This should include any course prerequisites or inherent requirements (e.g. physical requirements). Items that do not directly impact admissions but which will be requirements during the course (for instance, working with children checks), may be included as appropriate.]

3. **Admission criteria [NB: ordering of A to D is optional] [CORE – introduction and ATAR profile required in 2017 but the rest of section 3 is optional in 2017]**
   [Include 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 [Optional in 2017]**
      [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 students 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 [Optional in 2017]**
      [Information relevant to people who have undertaken VET study since leaving school, including formal RPL arrangements etc.]

   C. **Applicants with recent secondary education (within the past two years) [Optional in 2017 apart from ATAR profile, noting link to institution policy and other current information above]**

      **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*] (exclusive of any adjustment factors such as equity or subject bonus points): n.nn
        [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]
      - Lowest Selection Rank to which a recent Year 12 student offer was made in [period*] (including the impact of any equity or other adjustment factors) [only if relevant]: n.nn
        [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]

      *most relevant recent intake period for which data are available – i.e. previous full year or semester one intake
Minimum ATAR [/OP]/Selection Rank required for consideration [only if relevant]:
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]:
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.

ATAR (OP in QLD)-related adjustments [if different to institution rules] [Required in 2017]
Details of the types of 'bonus points' and other ATAR-related adjustments commonly available to applicants are set out in the institution’s general admissions policy at: [hyperlink institution information].

Also 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 bonuses 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*] [Required in 2017]**
*most relevant recent intake period for which data are available– i.e. previous full year or semester one intake

<table>
<thead>
<tr>
<th></th>
<th>ATAR (OP in QLD) (Excluding adjustment factors) [required]</th>
<th>Selection Rank (ATAR/OP plus any adjustment factors) [optional / only if relevant]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[NB: Raw ATAR profile for all students offered a place wholly or partly on the basis of ATAR]</td>
<td>[NB: Selection Rank profile for the same students as in previous column]</td>
</tr>
<tr>
<td></td>
<td>[Required in 2017]</td>
<td></td>
</tr>
<tr>
<td>Highest rank to receive an offer *</td>
<td>n.nn [L/N if &lt; 5 offers]</td>
<td>n.nn [L/N if &lt; 5 offers]</td>
</tr>
<tr>
<td>75th percentile rank to receive an offer #</td>
<td>n.nn [N/P if &lt; 25 offers]</td>
<td>n.nn [N/P if &lt; 25 offers]</td>
</tr>
<tr>
<td>Median rank to receive an offer #</td>
<td>n.nn [N/P if &lt; 25 offers]</td>
<td>n.nn [N/P if &lt; 25 offers]</td>
</tr>
<tr>
<td>25th percentile rank to receive an offer #</td>
<td>n.nn [N/P if &lt; 25 offers]</td>
<td>n.nn [N/P if &lt; 25 offers]</td>
</tr>
<tr>
<td>Lowest rank to receive an offer *</td>
<td>n.nn [L/N if &lt; 5 offers]</td>
<td>n.nn [L/N if &lt; 5 offers]</td>
</tr>
</tbody>
</table>

Notes:
- L/N – indicates low numbers if less than 5 ATAR-based offers made
- N/P – indicates figure is not published if less than 25 ATAR-based offers made

[Provide data on the ATAR [and optionally the selection rank] profile of offers made from the most relevant recent intake period. 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 25 offers were made wholly or partly on the basis of ATAR, only the lowest and highest ranks to receive an offer should be published. If less than 5 offers of places were made wholly or partly on the basis of ATAR, no figures should be published.]
Admissions transparency implementation plan

Other admission options [Optional in 2017]
(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).

D. Applicants with work and life experience [Optional in 2017]
(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.]

4. How to apply [CORE – Optional in 2017]
[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.]

5. Advanced standing/academic credit/recognition of prior learning (RPL) [CORE – Optional in 2017]
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 and recognition of prior learning please see [Link to further information about advanced standing, 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.]
6. **Student profile [CORE - required in 2017]**

The table below gives an indication of the likely peer cohort for new students at the institution. It provides data on students that commenced undergraduate study and passed the census date in the most relevant recent intake period for which data are available, including those admitted through all offer rounds and international students studying in Australia.

[See notes - Numbers less than five should be masked to maintain privacy. Where necessary, an additional cell should also be masked to prevent derivation. The most relevant recent intake period should be either first semester intake or the most recent full year of admissions, depending on which period data are available for.]

<table>
<thead>
<tr>
<th>Applicant background</th>
<th>Semester one / Full year intake [year] [i.e. the most relevant recent intake period]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students</td>
</tr>
<tr>
<td>(A) Higher education study (includes a bridging or enabling course)</td>
<td>n</td>
</tr>
<tr>
<td>(B) Vocational education and training (VET) study</td>
<td>n</td>
</tr>
<tr>
<td>(C) Recent secondary education:</td>
<td>n</td>
</tr>
<tr>
<td>- Admitted solely on the basis of ATAR (regardless of whether this includes the impact of adjustment factors such as subject bonus points)</td>
<td>n</td>
</tr>
<tr>
<td>- Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)</td>
<td>n</td>
</tr>
<tr>
<td>- 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)</td>
<td>n</td>
</tr>
<tr>
<td>(D) Work and life experience (Admitted on the basis of previous achievement other than the above)</td>
<td>n</td>
</tr>
<tr>
<td>International students</td>
<td>n</td>
</tr>
<tr>
<td>All students</td>
<td>nn</td>
</tr>
</tbody>
</table>

Notes: L/N - Low numbers: the number of students is less than 5.
N/A - Data not available for this item.
N/P - Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

[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 "L/N".]

7. **Where to get further information [CORE - required in 2017]**

[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.]