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27 May 2016

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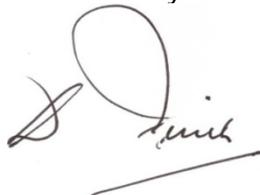
Dear Sir/Madam

**Bond University Response: Higher Education Standards Panel Consultation  
on the Transparency of Higher Education Admissions Processes**

Thank you for the opportunity to make a response.

Our comments are provided in the attached document.

Yours sincerely



Alan Finch  
**Pro-Vice-Chancellor**  
**(Students & Academic Support)**

# Bond University

## Higher Education Standards Panel Consultation on the Transparency of Higher Education Admissions Processes

### Response

#### Q1. Availability of Information to assist Prospective Student Decision Making

Most important information for potential students:

- QILT website data.
- Course information as published in Admissions Centre Guides.
- Publishing cut off or minimum entry scores, given the fact that many universities use other modes of selection, is for some courses not all that helpful.

#### Q2. Importance of Cut Off Scores and how could this Information be more accessible and useful

Most Year 12 students are able to obtain advice from their Guidance officers in Schools on where they are likely to achieve on the ATAR scale, so some indication of likely entry scores will at least give them an indication of whether it is sensible to apply for specific courses. Indicative minimum entry scores are important in helping applicants decide for which courses they should apply but the data is, of course, going to be historical and no more than an inexact guide to what will be required when the applicant is considered for admission. Perhaps this could be achieved by providing a minimum score, TER or ATAR, above which 85% of applicants are admitted. Private HEPs which do not offer through admissions centres could be encouraged to adopt a similar approach.

#### Q3. Use of Bonus Points and Their Consistency of Use Across Institutions

This information is potentially useful to indigenous students and other applicants who have extracurricular achievements which are considered in the admissions process. While there probably are reasonable levels of consistency within the bonus schemes across the Queensland universities, the amount of bonus points added may vary from institution to institution and in some cases a student might become eligible for a program for which they may not be sufficiently prepared.

#### Q4. Knowledge of Alternative Admissions Procedures

Probably not, although Year 12 students tend to rely a lot on the Guidance officers in their schools and on their teachers, to provide more detailed advice about course selection and admission processes.

#### Q5. Annual Reporting on Minimum entry scores for courses

As indicated, a consistent approach to whatever is determined to be an indicative score could be helpful for potential students.

#### Q6. Admissions Centres, State Based or National?

A consistent national approach could encourage greater mobility of school leavers within the nation. There is still a strong tendency to stay in one's own State or Territory, and while considered, interstate applicants are not necessarily encouraged to apply out of State. An approach which facilitates interstate applications would improve the situation.

**Q7. Selection and Offer Processes and Their Transparency**

Admissions Centres provide information which helps – but practices, and the extent to which they are used, vary between institutions.

**Q8. What Enhancements Might be Added to the QILT site**

Site is very useful as is.

**Q9. How should Information on Admissions Procedures be promulgated?**

QILT and Admission Centre sites are very helpful for applicants, but for those applicants who want to do more in depth research, the detail available at the institutional website level is important.

**Q10. Special Measures to Ensure Equity of Access**

These will also vary from course to course and institution to institution, and probably the best approach is for each institution to detail how they handle equity of access on their respective websites.

**Q11. Other Suggestions for Improvement**

None beyond making the relevant information available on Admissions Centres and institutional websites, and recognising the value of the information now available on the QILT site.

Alan Finch  
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**(Students & Academic Support)**