

## Submission No 4

### AIPE's Response to Questions HESP-HE Admissions Processes

1. The most important information required to help potential higher education students determine which course to study and which institution to apply for is: entry requirements, course costs, graduate destinations, graduate salary, progression opportunities, salary potential and career pathways, and alumni reputation.
2. Knowledge about how the ATAR rankings are calculated and published 'cut-off' thresholds are not a significant influencing factor on course and institution preferences. Information could be made more useful by explaining that it is a response to demand driven applications and it is different at different institutions.
3. There is insufficient information about how 'bonus points' are awarded and used to adjust 'raw' ATARs. This area is very much a "black box". The application of bonus points is inconsistent across different institutions because it is a way of managing demands at different institutions. The amount of "bonus point" often reflects the ranking of the institution in the "league table": more points awarded by lower ranked institutions!
4. There is insufficient knowledge or documentation of the range of alternative admissions procedures employed by higher education institutions. Student whose parents or siblings/friends have not attended Higher Education are unaware of the extent of 'early' offers on the basis of previous year's cut-off or school principal's recommendations or indeed the individual institution's practice of "forced offer" to meet allocated load.
5. There should be an annual report of the proportion of students accepted into courses by each higher education institution on the basis of their ATARs and what the median ATAR was for each course.
6. The current state-based Tertiary Admissions Centre arrangements adequately cope with students' desire for mobility to institutions across state borders. A more national approach to managing applications across borders would not be beneficial.
7. There is no understanding of how such mechanisms as early offers, second round offers and forced offers influence higher education entry. These factors should be dealt with at individual institution level and reported for the purposes of transparency.
8. The information available on the Australian Government's [Quality Indicators for Learning and Teaching \(QILT\)](#) website is a step in the right direction. Comparable information on student admissions procedures should be made available to the public by a website such as QILT, universities and HE institutions, and Study Assist?
9. Special intervention will be needed at institutions so as to ensure equity of access for disadvantaged students because this is a matter for strategic decision by individual institutions.